



# INTEGRATED ENGLISH



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*Jayapangus Press*

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## **FOREWORD**

We, Indonesian, have our language, namely Bahasa Indonesia, and we use it to communicate, expressing or asking opinions, negotiating, and so on. However, as part of a global society, we need to master a globally recognized language: English.

English has a grammar which needs to be understood in order to use it within the appropriate context and the timeframe. These four skills, namely listening, speaking, reading, and writing requires to be learned to master English comprehensively. Each expertise has its role and purpose.

This book integrates the skills thus students can use it as a guide in sharpening their English skills.

The writer would wish to thank the people who held up the development of this book, from the initial development until it reaches the community.

Medan, October 31, 2018

Authors



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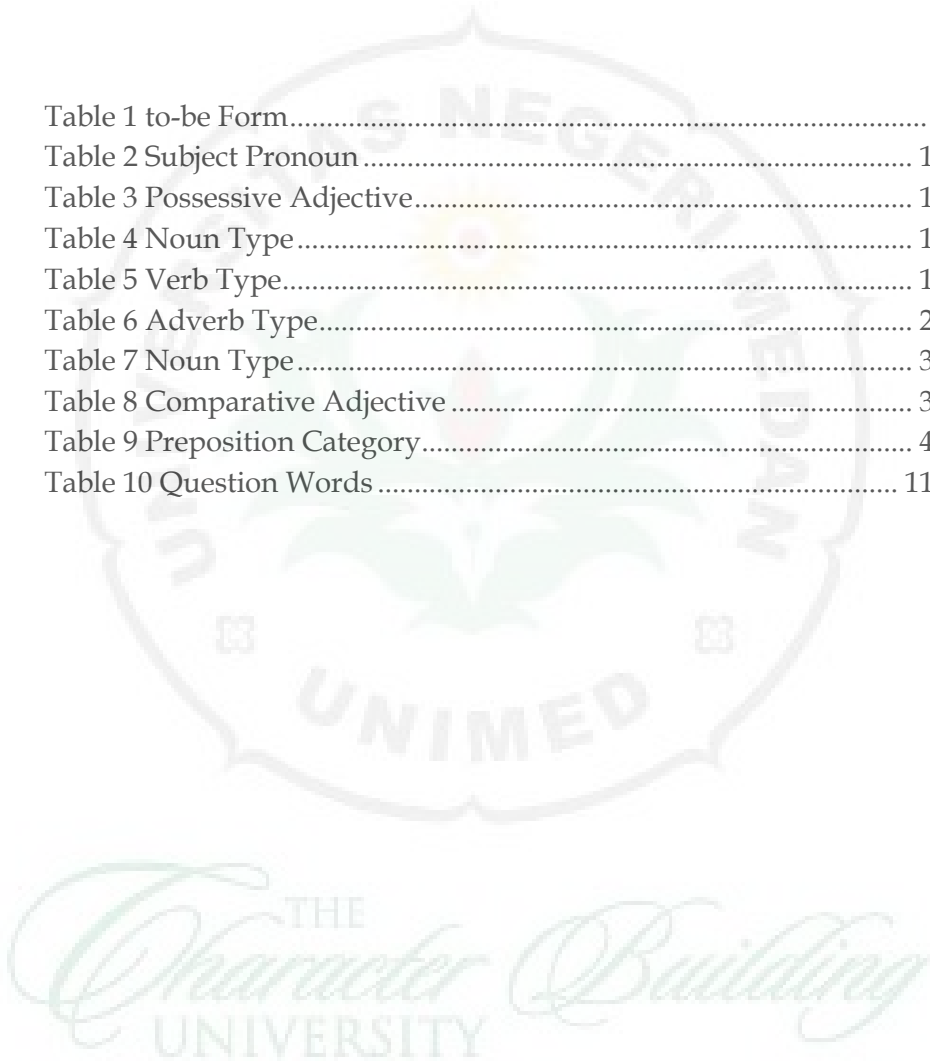
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## **UNIT 1**

# **TO BE: INTRODUCTION**

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### **STANDARD COMPETENCE**

Use “to be” in daily conversation: to introduce our selves and to ask someone about their identity.

### **INDICATOR**

Able to differentiate “to be” and its functions in the daily communication, both in oral and written communication.

### **CONTEXT**

We often need to introduce ourselves to new acquaintances or ask them about their profile. Moreover, we also have to describe about things that we do while we are introducing ourselves. Therefore, we need to understand the use of “to be” in English, which is an important part of English language.

### **LEARNING MATERIAL**

“To be” in English language is used to connect a Subject to its Predicate in a sentence. In Bahasa Indonesia, “to be” often not translated. “To be” will depend on the Subject used in a sentence and the timeline of the sentence: present, past, or future. For our context in this Chapter, we will use present and past as our time reference to identify the “to be” form used in our sentences.

See Table 1 to get more understanding on to-be form.

Table 1 to-be Form

Subject	Present "To Be" Form	Past "To Be" Form
I	am	was
You/They/We	are	were
He/She/It	is	was

## LISTENING

*Exercise 1*

**Listen to Ami introducing herself and then complete the missing part of the sentences below!**

Good morning Teacher and friends. I \_\_\_ pleased to introduce myself. My name \_\_\_ Ami. I live with my parents. We just moved to Medan for a month because my father got a promotion from his office.

I have two siblings, an older brother and a young sister. My brother's name \_\_\_ Leonard and my sister's name \_\_\_ Mei. We \_\_\_ two years different.

I love reading and writing. I also like to do some exercise to keep my fitness. Sometimes, I go to the gym to exercise, but mostly, I love to play badminton with my friends.

It \_\_\_ good to meet you all. I hope we can get to know each other more.

*Exercise 2*

From the information given by Ami on her introduction, write some questions that you can ask her to get to know her better! In your questions, try to use "to be" form.

For example: How old are you, Ami?

1. \_\_\_\_\_ ?
2. \_\_\_\_\_ ?
3. \_\_\_\_\_ ?

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

5. \_\_\_\_\_ ?

**SPEAKING****Exercise 3**

Practice the given conversations with your friend. When possible, change the information in the sentence with your profile.

**Conversation 1**

<b>Rini</b>	:	Hello! I am Rini. What is your name?
<b>Renta</b>	:	My name is Renta. I am from Balige.
<b>Rini</b>	:	Where do you live?
<b>Renta</b>	:	I live at Jalan Turi Medan. How about you?
<b>Rini</b>	:	I live at Jalan Yos Sudarso Medan. So, how old are you now?
<b>Renta</b>	:	I am twenty years old.
<b>Rini</b>	:	What is your phone number?
<b>Renta</b>	:	My cell phone is 7357446. I have to go now. Please call me if you need me. It is very nice to meet you Rini.
<b>Rini</b>	:	Nice to meet you too, Renta. I will call you.

**Conversation 2**

<b>Deny</b>	:	I see you are reading Paulo Coelho novel. How do you like it?
<b>Lisa</b>	:	I like a lot, I can't put it down. Have you read it?
<b>Deny</b>	:	Yes, as a matter of fact, I just finished it. The ending is great.
<b>Lisa</b>	:	Please don't tell me! I'm almost done.
<b>Deny</b>	:	Okay, okay. So, tell me where you are from?
<b>Lisa</b>	:	I am from Parapat. But I live in Medan now.

<b>Deny</b>	:	How do you like it here in Medan?
<b>Lisa</b>	:	I like it so much. Have you ever been to Medan before?
<b>Deny</b>	:	No, I haven't. This is my first trip. I have a job interview here.
<b>Lisa</b>	:	I hope you got the job, so we can hang out around again next time.
<b>Deny</b>	:	Yeah, that will be good. Please pray for me.

#### Exercise 4

Based on the conversations above mark the statements below True or False!

1. Renta is twenty years old. True - False
2. Rini lives at Jalan Pattimura Medan. True – False
3. Deny is reading the Paulo Coelho novel. True - False
4. Lisa comes from Parapat. True - False
5. Lisa lives in Medan now. True - False
6. Deny just finished read the Paulo Coelho novel True - False
7. Lisa has a job interview in Medan. True - False
8. Lisa and Deny read the same novel. True - False
9. Lisa and Deny is a long-time friend. True - False
10. Lisa want to hear the story from Deny. True – False

**Exercise 5**

Complete the conversation with a proper “to be” form.

<b>Rosa</b>	:	Hello, My name ____ Rosa.
<b>Arif</b>	:	Hi Rosa, my name ____ Arif.
<b>Rosa</b>	:	Where ____ you from, Arif?
<b>Arif</b>	:	I ____ from Padang, but I live in Medan now.
<b>Rosa</b>	:	What ____ your hobby?
<b>Arif</b>	:	My hobby ____ singing and cooking.
<b>Rosa</b>	:	How old ____ you?
<b>Arif</b>	:	Oh really, we ____ having the same age.
<b>Rosa</b>	:	It ____ nice to meet you, Arif.
<b>Arif</b>	:	Likewise, it ____ good to meet you, Rosa.

**Exercise 6**

Fill in the blank with **is, am, are, was, were!**

1. I ..... Rudi.
2. What ..... your name?
3. He ..... Mr. Nurdin.
4. His name ..... Mr. Kartolo.
5. .... she Miss Retno?
6. .... his name Mr. Berton?
7. They ..... high school students.
8. She ..... a police woman.
9. Her cat ..... gone yesterday.
10. The students ..... playing football two days ago.

**READING*****My English Classmates***

My English class is such a fun class. I have thirty classmates in this class. They come from different nations, cultures, and religions. Three of them are my closest friends. There is Taya. She is from Bandung and she is a Sundanese. She loves to smile. Her smile is cheering other people around her. Then there is Gustaf. He is a Bataknese and comes from Medan. He loves to sing. His songs entertain the whole class. The last one is Martha. She is a Chinese and raised in Jakarta. She is a good speaker and she speaks loudly because she has her big voices with her.

They are my best friends. The different background and the local language do not make us feel different at all when we are in the English class because we speak the same English language. We are enjoying our English class together.

**Figure 1 Classmates**

(Source: [www.friendshipcircle.org/blog](http://www.friendshipcircle.org/blog))

***Exercise 7***

Answer the questions based on the text above!

1. How the writer describes her English class?
  - a. interesting
  - b. interesting
  - c. quiet

- b. bored                                      d. attractive
2. What is the main topic of the given text?
- a. Situations class                              c. Typical of people  
b. The country of people                      d. The culture
3. Who is the one who loves to sing?
- a. Andi    c. Gustaf  
b. Taya    d. Martha
4. Who is the one who loves to smile?
- a. Andi    c. Gustaf  
b. Taya    d. Martha
5. Where is Martha come from?
- a. Bandung                                        c. Medan  
b. Borneo    d. Jakarta

## WRITING

### PROCEDURE TEXT

Procedure text gives instruction or step by step to do something.

#### **Generic Structure:**

- **Goal** : The final purpose of doing the instructions.
- **Materials** : Ingredients or tools to do the instruction.
- **Steps** : A series of detail instructions to achieve the final purpose.

#### **Usage**

- Use action verbs, such as make, cut, measure, put.
- Use conjunction words, such as first, second, then.

**Procedure text example:**

<b>Goal:</b>	<b>How to Make a Cardboard Photo Frame</b>
<b>Materials:</b>	To make a cardboard photo frame, you need some equipment and materials like cardboard, paper, string, photo, glue, paint, sticky tape and ruler.
<b>Steps:</b>	Let's start to make it. <b>First</b> , find a photo. <b>Then</b> , measure up frames. Cut out the first frame. Cut out the second frame so that the first can fit on top without slipping through. Make the third frame with the same overlap. Paint the frames in different ways. Finally attach a stand or handle.

**Exercise 8**

Write your procedure text on making something that you like!



# UNIT 2 SUBJECT PRONOUN, POSSESSIVE ADJECTIVE, NOUN, VERB, ADVERB

## STANDARD COMPETENCE

Use *Subject Pronouns, adjective, nouns, verbs, and adverb* as part of the English sentence.

## INDICATOR

Understand the usage *subject pronouns, adjective, nouns, verbs, and adverb* and use it properly in a sentence.

## CONTEXT

Every English sentence has subject pronoun, adjective, noun, verb, and adverb as its element. Be it on the present, past, or future time. It is important to use the proper element as we develop our argument and delineate them in conveying our true meaning whether it is asking about information or giving the information.

## LEARNING MATERIAL

### 1. SUBJECT PRONOUNS

#### Usage:

- √ As a personal pronoun, that is the pronoun to a subject of the sentence. A “Subject” is a person or thing that do some actions, which shown in the following predicate of the subject as a verb clause.
- √ Used with a nominative – accusative alignment pattern.
- √ Consist of *I, you, he, she, it, we, they, what, and who*.
- √ Followed by the object pronoun: *me, you, him, her, it, us, them, what, whom*.

#### Examples:

The following sentences show some examples of the subject pronoun in orange and object pronoun in blue.

1. **They** give **us** gifts to celebrate Christmas.
2. Ami is the most brilliant student in **her** class. **She** always gets straight A.
3. **They** called **us** to inform the party is canceled just before **we** arrived at the station.



**Figure 2 Subject Pronouns**  
(Source: www.woodwadenglish.com)

Table 2 shows the form of “to be” based on the subject pronoun.

**Table 2 Subject Pronoun**

Subject Pronoun	“to be”	short version
I	am	I’m
He	is	He’s
She	is	She’s
It	is	It’s
We	are	We’re
You	are	You’re
They	are	They’re

**Exercise 1**

**Fill out the blank part with the proper Subject Pronoun and/or Object Pronoun!**

- Jeremy’s birthday is coming up soon. \_\_\_\_ buy \_\_\_\_ a robot as a gift.
  - They, us
  - We, them
  - We, him
  - She, her
- Samuel is very happy that the holiday is coming. \_\_\_\_ plans to go fishing.
  - She
  - He
  - They
  - We

3. My friends and \_\_\_\_ are going to play badminton this Saturday. \_\_\_\_ are looking forward to having some fun.
- a. We, I  
b. They, us  
c. I, We  
d. She, He
4. Mrs. Simbolon is very kind to \_\_\_\_\_. \_\_\_\_\_ teaches us patiently.
- a. us, She  
b. we, He  
c. they, She  
d. She, us
5. Look at that dark cloud. \_\_\_\_\_ is going to rain soon.
- a. She  
b. He  
c. We  
d. It
6. There is plenty left over from the party. \_\_\_\_\_ is such a waste.
- a. Them  
b. They  
c. It  
d. We
7. Daniel invited his friends to celebrate his birthday. \_\_\_\_\_ give \_\_\_\_\_ a watch.
- a. They, her  
b. We, him  
c. She, him  
d. They, him
8. Valine is a good kid. \_\_\_\_\_ is very lovable and kind to \_\_\_\_\_.
- a. She, us  
b. They, us  
c. We, them  
d. Them, her
9. Let \_\_\_\_\_ go and do what \_\_\_\_\_ want.
- a. They, them  
b. He, her  
c. Them, They  
d. She, him
10. Jane and her friends finally understand how to use pronoun. \_\_\_\_\_ pass the exam with good grade.
- a. She  
b. Them  
c. They  
d. He

## 2. POSSESSIVE ADJECTIVE

### Usage:

- √ A possessive adjective is used to describe a word which mean is to qualify a noun or noun phrase by giving ownership information of an object.
- √ It implies a definiteness of possession, which comes before the object (noun).



**Figure 3 Possessive Adjectives**  
(Source: [www.sekolahbahasainggris.com](http://www.sekolahbahasainggris.com))

Table 3 depicts the different forms of possessive adjectives:

**Table 3 Possessive Adjective**

Person/Subject	Possessive Adjective
I	My
We	Our
You	Your

Person/Subject	Possessive Adjective
They	Their
She	Her
He	His
It	Its

The following sentences show possessive adjective in blue word.

1. I lost **my** pen. I need to buy a new one.
2. **My** sister and I are very close. We always do things together.
3. Mrs. Nancy is **my** English teacher. She is **our** favorite teacher.
4. They play with **their** robots.
5. The grandmother takes care of **her** grandchild.

### Exercise 2

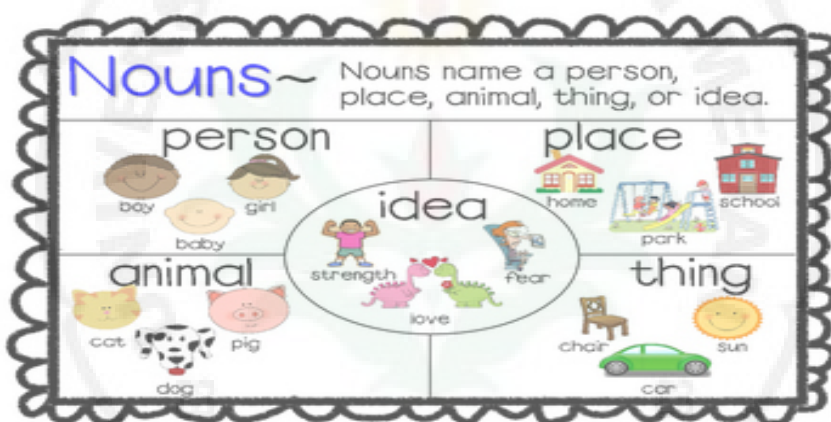
Replace the personal pronouns shown at the parentheses “()” with the proper possessive adjectives!

1. Where is **(I)** \_\_\_\_\_ laptop?
2. Here is **(we)** \_\_\_\_\_ mentor.
3. She goes to school with **(she)** \_\_\_\_\_ sister.
4. **(They)** \_\_\_\_\_ mother works in a bank.
5. **(You)** \_\_\_\_\_ laptop is really good.
6. **(He)** \_\_\_\_\_ favorite activity is singing.
7. **(I)** \_\_\_\_\_ wife and I want to go to Finland.
8. We want to see **(she)** \_\_\_\_\_ new car.
9. Budi likes **(he)** \_\_\_\_\_ dog!
10. **(It)** \_\_\_\_\_ name is Bobby.

### 3. NOUNS

#### Usage:

- √ The noun is used to name a specific thing or group of things, including but not limited to places, objects, creatures, states.
- √ It functions as the head of a noun phrase and commonly used to show an object of the sentence.



**Figure 4 Nouns**

(The picture taken from [www.teacherspayteacher.com](http://www.teacherspayteacher.com))

#### There are five kinds of noun:

1. **Proper noun** shows the name of people, places. It is written in capital case in a sentence. For example: Daniel, Lidia, Bandung.
2. **Common noun** shows the name of common thing. For example: notebook, ball, shoes.
3. **Material noun** shows the name of element of thing used in creating another thing. For example: sand, water.
4. **Collective noun** shows the collection of things or people. For example: a team, a group.
5. **Abstract noun** shows the noun that change from verb, adjective, and also nouns itself. For example:

*Live becomes life*

*Honest* becomes *honesty*

*Child* becomes *childhood*.

### **Singular and Plural Noun**

The Noun has many different forms when it changes from singular to plural form. Table 4 shows the format for proper use of a noun.

**Table 4 Noun Type**

<b>Noun Type</b>	<b>Format</b>	<b>Example</b>	
		<b>Singular</b>	<b>Plural</b>
<b>Regular Noun</b>	adding -s	<i>house</i> <i>cat</i> <i>lecture</i>	<i>houses</i> <i>cats</i> <i>lectures</i>
	adding -es for singular noun that ended with s, x, z, ch, sh	<i>box</i> <i>waitress</i> <i>wish</i>	<i>boxes</i> <i>waitresses</i> <i>wishes</i>
	adding -ies for singular noun that ended with y	<i>baby</i> <i>sky</i>	<i>babies</i> <i>skies</i>
<b>Irregular Noun</b>	For some irregular nouns, the plural form is the same with its singular form.	<i>deer</i> <i>sheep</i> <i>species</i>	<i>deer</i> <i>sheep</i> <i>species</i>
	The common irregular noun has totally different plural form from its singular form.	<i>woman</i> <i>man</i> <i>child</i> <i>foot</i> <i>tooth</i> <i>leaf</i> <i>mouse</i> <i>knife</i> <i>thesis</i>	<i>women</i> <i>men</i> <i>children</i> <i>feet</i> <i>teeth</i> <i>leaves</i> <i>mice</i> <i>knives</i> <i>theses</i>



**Exercise 3**

Choose the best word in the bracket to complete every sentence!

<b>Car</b>	<b>Cup</b>	<b>Glass</b>	<b>Bottle</b>	<b>Piece</b>
<b>Package</b>	<b>Slice</b>	<b>Plate</b>	<b>Bowl</b>	<b>Bucket</b>

1. My father trades \_\_\_\_\_ to get money.
2. We need to drink eight \_\_\_\_\_ of water in a day.
3. Tara always drink a \_\_\_\_\_ of milk in the morning.
4. Anderson's favorite snack is a \_\_\_\_\_ of chips.
5. At Saturday night, we often have pizza for our dinner. Everyone will have a \_\_\_\_\_ of pizza.
6. Mr. Aiden likes to drink a \_\_\_\_\_ of coffee in the morning.
7. My mother make a \_\_\_\_\_ of chicken soup for my brother.
8. My brother bought a \_\_\_\_\_ of chocolate for her girlfriend.
9. We have a \_\_\_\_\_ of ice.
10. Tia and her friend cook a fried rice chicken and put it on a \_\_\_\_\_.

**4. VERB****Usage:**

- √ The verb is used to show the action or actions which performed by the subject in a sentence.
- √ It will confirm the tense's formation used in a sentence. When there is a change in the tenses, the verb will follow. For example:
  - I **write** a book (Simple present tense)
  - I **wrote** a book (Simple past tense)

Figure 5, 6, and 7 shows some of the verbs use in daily conversation.



**Figure 5 Action Verbs**  
(Source: www.esl.com)



**Figure 6 Classroom Verbs**  
(Source: www.esl.com)



Figure 7 Cooking Verbs

(Source: www.esl.com)

We can categorize verb into 12 categories which depicted in Table 5.

Table 5 Verb Type

	Verb Type	Description	Example
1.	Transitive Verb	It is an action verb which done by a subject to an object.	She <b>read</b> a book. My mother <b>cooks</b> fried chicken.
2.	Intransitive Verb	It is an action verb which done by a subject but without an object receiving the action.	The birds <b>fly</b> . The sun <b>shines</b> .
3.	Dynamic/Event Verb	It is a verb which shows progressive or continuous action and involves body movement of the subject.	The kids are <b>playing</b> hide and seek. The teacher is <b>writing</b> on the white board.
4.	Stative Verb	It is a word that describe a state of the subject	She <b>believes</b> in humanity.

	Verb Type	Description	Example
		rather than an action done by the subject.	Tara <b>loves</b> to mentor teenagers.
5.	Perception/Sensation Verb	It commonly involves perception of our five senses.	Bobby <b>is watching</b> a football game. Monica always <b>smells</b> the coffee before she drinks it.
6.	Predicating/Linking Verb	The linking verb connects a subject to additional information belongs to it. Some form of linking verbs, such as, but not limited to: can, has/have, may, might, become, seem, and all the “to-be” verb form.	God <b>is</b> good. They <b>are</b> a good team.
7.	Regular/Irregular Verb	Regular verb is the verb where its past tense or past participle form (the 2 <sup>nd</sup> and 3 <sup>rd</sup> form of the verb) ended with ‘d’ or ‘ed’.  In contrary, the irregular verb has its own verb's form when the tenses changed from present to past tense or past participle tense.	My mother <b>cooked</b> some fried chicken yesterday. Tia <b>played</b> the harmonica.  speak (Verb 1), spoke (Verb 2), spoken (Verb 3) (Verb 1) is used in the present tenses. (Verb 2) is used in the past tenses. (Verb 3) is used in the past participle tenses. She <b>speaks</b> at the alumni gathering session this coming Monday. She <b>spoke</b> at the alumni gathering session last year.

	Verb Type	Description	Example
			She <b>has spoken</b> at the alumni gathering session for almost four years.
8.	Causative Verb	The causative verb is an action verb where the subject uses another person to perform the action, instead of doing it directly.	The teacher <b>makes</b> Nia write the solution on the white board. Jacob's mother <b>lets</b> him shop their basic needs for this month.
9.	Helping/Auxiliary Verb	This verb is used to show the tense's form or to make the negative form and/or the question form of a sentence. The common form of this type of verbs are: have, has, had, do, does, did, and all the "to-be" verbs.	The students <b>have</b> finished their homework. <b>Did</b> you finish your homework?
10.	Modal Verb	It consists of, but not limited to: can, could, may, might, shall, should, will, would, must, ought to. This kind of verbs used to show speculation, probability, necessity, or attitudes of the subject.	I <b>will</b> win the badminton game. They <b>might</b> not come to the party.
11.	Phrasal/Prepositional Verb	It is a blend of adverbial particle or a preposition with a direct object.	Tere is <b>taking care of</b> the refugee. Ahmad is <b>speaking for</b> himself.
12.	Hypothesis Verb	It shows a wish of the subject which not actually happen. The following are some structures of hypothesis verb:	▪ Anita <b>wishes</b> that she did not come with them. (Means Anita went with them)

	Verb Type	Description	Example
		<ul style="list-style-type: none"> <li>▪ <i>Subject + wish + (that) + subject + the past indefinite tense</i></li> <li>▪ <i>Subject + wish + (that) + Subject + was/were + object</i></li> <li>▪ <i>Subject + wish + (that) + Subject + had + object</i></li> <li>▪ <i>Sub + wish + (that) + sub + the past perfect tense</i></li> <li>▪ <i>Subject + wish + (that) + Subject + had been + object</i></li> <li>▪ <i>Subject + wish + (that) + Subject + had had + object</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Tere <b>wishes</b> that she were an international badminton player. (Means she is not an international badminton player)</li> <li>▪ I <b>wish</b> that I had a lot of money. (Means I don't have a lot of money)</li> <li>▪ Bobby <b>wishes</b> that he had worked diligently. (Means he did not work diligently)</li> </ul>

#### Exercise 4

Select the correct answer!

1. \_\_\_\_\_ this your new car?
  - a. am
  - b. are
  - c. is
  - d. do
2. Hongkong \_\_\_\_\_ many places to explore.
  - a. had
  - b. has
  - c. have
  - d. has had
3. The hospital's construction \_\_\_\_\_ done yet.
  - a. did not
  - b. do not
  - c. had not
  - d. is not
4. My team wish we \_\_\_\_\_ the final match.

- a. won  
b. win
5. We \_\_\_\_\_ Henry pay for the lunch.
- a. tell  
b. told
6. Tika \_\_\_\_\_ the guitar very well.
- a. played  
b. was playing
7. \_\_\_\_\_ you help me finish my homework?
- a. Do  
b. May
8. \_\_\_\_\_ you do this alone?
- a. Has  
b. Had
9. Tian \_\_\_\_\_ a letter to his aunt and sent it via post.
- a. written  
b. wrote
10. The manager \_\_\_\_\_ Ali to print the report for tomorrow's meeting.
- a. gets  
b. got
11. I \_\_\_\_\_ to bring my lunchbox.
- a. forgotten  
b. forgot
- c. have won  
d. winning
- c. telling  
d. was told
- c. had play  
d. playing
- c. Did  
d. Will
- c. Did  
d. Ought
- c. had written  
d. writing
- c. had gotten  
d. has
- c. forget  
d. had forgotten

## 5. ADVERB

### Usage:

√ An adverb is used as a modifier of a verb, adjective, or another adverb. It gives additional information about the verb, adjective, and another adverb.

For example:

- i. Amy speaks French **fluently**. (an adverb that describe a verb)
  - ii. The teacher **extremely** mad because his students did not prepare themselves before class. (an adverb that describe an adjective)
  - iii. Sarah walks **very slowly**. (an adverb that describe another adverb)
- √ It shows something like manner, place, time, or level of certainty.
- √ An adverb cannot be put after a noun.
- √ Commonly adverbs can be identified by the ‘ly’ at the end of an adjective, but there are some adverbs which do not end with the ‘ly’ format. Some examples of the ‘adjective + ly’ adverbs format are: slow-slowly, fluent-fluently, easy-easily, quick-quickly, angry-angrily, correct-correctly, proud-proudly, loud-loudly, rapid-rapidly, immediate-immediately, happy-happily.
- Other examples of adverbs are well, tight, straight, late, very, too, fast, hard, high, wrong, right, low, there, here, deep, far.



**Figure 8 Adverbs**

(The picture taken from [www.grammermaster.com](http://www.grammermaster.com))



## Type of Adverb

There are some adverb types. Table 6 depicts the categorization of the adverb, which helps us understand how to use them properly.

**Table 6 Adverb Type**

Adverb Type	Description	Example
Adverb of Frequency	<p>The adverb shows how frequent the subject performs its action.</p> <p>Some examples of this adverb: never, often, seldom, always, rarely, hourly, daily, weekly, monthly, annually.</p>	My mother <b>always</b> visits a beauty salon to recharge herself.
Adverb of Time	<p>This adverb describes when the action performed by the subject.</p> <p>Some examples of this adverb are: now, tomorrow, yesterday, today, again, soon, tonight, early, then.</p>	Nana went to a dentist <b>yesterday</b> .
Adverb of Place	<p>It gives additional information about where the action took place.</p> <p>Some examples of this adverb are: near, somewhere, outside here, there, ahead, on the top, at some place.</p>	They setup a meeting <b>somewhere near</b> the mall.
Adverb of Manner	<p>It shows the mannerism of performed action by the subject.</p>	She speaks <b>politely</b> to ask about how to apply for the job vacancy.

Adverb Type	Description	Example
	Some examples of this adverb, such as: carefully, politely, accurately, slowly, correctly, easily.	

## LISTENING

### Exercise 5

Listen to the dialogue and complete the missing sentences!

<b>Cory</b>	:	Hi Lily, I'm glad we meet here. What a coincidence!
<b>Lily</b>	:	It is. I'm also glad meeting you. I'm about to give you an invitation to my graduation ceremony. It's a small gathering and I want you to come.
<b>Cory</b>	:	Congratulation Lily! I am so happy for you. _____ and celebrate your graduation day.
<b>Lily</b>	:	Thank you, Lily.
<b>Cory</b>	:	So, what is your plan after graduation?
<b>Lily</b>	:	Well, I think I want to go traveling for a while and refresh myself, but I still don't know where to go. _____?
<b>Cory</b>	:	_____, people will go to Bali for vacation. There are so many places to visit there. But I prefer Lake Toba if it is only for 2 or 3 days.
<b>Lily</b>	:	I will think of it. _____. I never go there, so I think it will be an exciting journey.
<b>Cory</b>	:	Yup, Bali is a good place. _____, what are you going to do after that?
<b>Lily</b>	:	After that, _____ and apply for the opening position which suits my background.
<b>Cory</b>	:	What kind of job are you looking for? _____.

<b>Lily</b>	:	Well, that's very kind of you. I'm majoring in English, so I suppose I will apply for secretary position or any kind of administration job for a starter.
<b>Cory</b>	:	Okay then _____ if there is an opening in my office.
<b>Lily</b>	:	Thank you so much, Cory. I am _____ we meet today. Looking forward to hearing from you.

## SPEAKING

### Exercise 6

After completing the missing sentences, practice the dialogue with your friend. You are free to modify the information on the dialogue.

### Exercise 7

Based on the dialogue, answer the questions below!

1. List some verbs from the dialogue. Use them and create another sentence!
2. List some adverbs from the dialogue. Use them and create another sentence!
3. List some possessive adjective from the dialogue. Use them and create another sentence!
4. List some nouns from the dialogue. Use them and create another sentence!
5. List some pronouns from the dialogue. Use them and create another sentence!

## READING

### Obesity

Obesity is a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems. Body mass index (BMI), a measurement which compares weight and height, defines people as overweight (pre-obese) when their BMI is between 25 kg/m<sup>2</sup> and 30 kg/m<sup>2</sup>, and obese when it is greater than 30 kg/m<sup>2</sup>.

Obesity increases the likelihood of various diseases, particularly heart disease, type 2 diabetes, breathing difficulties during sleep, certain types of cancer, and osteoarthritis. Obesity is most commonly caused by a combination of excessive dietary calories, lack of physical activity, and genetic susceptibility, although a few cases are caused primarily by genes, endocrine disorders, medications or psychiatric illness. Evidence to support the view that some obese people eat little yet gain weight due to a slow metabolism is limited; on average obese people have a greater energy expenditure than their thin counterparts due to the energy required to maintain an increased body mass.

The primary treatment for obesity is dieting and physical exercise. To supplement this, or in case of failure, anti-obesity drugs may be taken to reduce appetite or inhibit fat absorption. In severe cases, surgery is performed or an intragastric balloon is placed to reduce stomach volume and/or bowel length, leading to earlier satiation and reduced ability to absorb nutrients from food.

Obesity is a leading preventable cause of death worldwide, with increasing prevalence in adults and children, and authorities view it as one of the most serious public health problems of the 21st century. Obesity is stigmatized in much of the modern world (particularly in the Western world), though it was widely perceived as a symbol of wealth and fertility at other times in history, and still is in some parts of the world.

### *Exercise 8*

Answer below questions based on the reading!

1. What is obesity?
2. What is the unit measurement for body and height?
3. List some reasons of obesity!
4. How to treat obesity?
5. Is obesity a serious disease? Why?

**WRITING****ANALYTICAL EXPOSITION**

Analytical thinking is one of the most important skills that someone must possess. It is important both for scholars or workers. Without this skill, one will not survive in this disruptive era, where there are so many changes in our life, and they happen at a very fast pace. Analytical thinking helps us to use our logic in reasoning everything that occurs surround us.

In writing, there is a type of text which delivers some information or facts and written in such a way the reader can analyze it and develop their analytical thinking skill. The text is called analytical exposition text. In this text, the writer gives his/her arguments about a topic and elaborates them using some supporting facts, data, and information (Anderson, 1997).

**Generic Structure**

Analytical exposition text follows this generic structure, they are (Anderson, 1997):

- Thesis consists of the main topic or point of view that used by the writer.
- Argument consists of evidence, facts, and other supporting information to help the writer elaborate their thesis.
- Reiteration and conclusion consist of statement to emphasize the writer's viewpoint and also to conclude the entire text.

**Usage**

To create an analytical exposition text, you should follow some linguistic rules (Anderson, 1997):

- Use a simple present tense
- Use some connecting conjunction words like, but not limited to:
  - √ In addition to that
  - √ Moreover
  - √ Furthermore
  - √ Nonetheless
- Use some causative relational words like, but not limited to:

- √ Therefore
- √ Thus
- √ Consequently
- √ As a result
- √ Based on
- √ In another words
- √ Since

From Reading Passage 2, we can point out that the type of the text is the Analytical Exposition. If we analyze it, we will find the structure of the Analytical Exposition, as follows:

<b>Thesis</b>	Obesity is a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems.
<b>Argument 01</b>	Obesity increases the likelihood of various diseases, particularly heart disease, type 2 diabetes, breathing difficulties during sleep, certain types of cancer, and osteoarthritis.
<b>Argument 02</b>	Obesity is most commonly caused by a combination of excessive dietary calories, lack of physical activity, and genetic susceptibility, although a few cases are caused primarily by genes, endocrine disorders, medications or psychiatric illness.
<b>Argument 03</b>	Evidence to support the view that some obese people eat little yet gain weight due to a slow metabolism is limited; on average obese people have a greater energy expenditure than their thin counterparts due to the energy required to maintain an increased body mass.

<b>Reiteration and Conclusion</b>	Obesity is a leading preventable cause of death worldwide, with increasing prevalence in adults and children, and authorities view it as one of the most serious public health problems of the 21st century. Obesity is stigmatized in much of the modern world (particularly in the Western world), though it was widely perceived as a symbol of wealth and fertility at other times in history, and still is in some parts of the world.
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**Exercise 9**

Create your Analytical Exposition text and don't forget to use the proper Subject Pronoun, Adjective, Nouns, Verbs and Adverb in your writing!



## UNIT 3 POSSESSIVE NOUN & COMPARATIVE ADJECTIVE

### STANDARD COMPETENCE

Use *Possessive Nouns* and *Comparative Adjective* as part of the English language.

### INDICATOR

Understand the usage and proper use of *Possessive Nouns* and *Comparative Adjective* in everyday conversation.

### CONTEXT

**Possessive Noun** is a very useful way to show possession or ownership of something. We can use *possessive noun* in any context, be it academically, professionally, or daily context. It is because we always need to elaborate the ownership of things surround us. Therefore, it is important to understand and use possessive noun in a proper manner. In addition to that, we often need to compare things to inform or to confirm their size. We use the **Comparative Adjective** for that purpose.

### LEARNING MATERIAL

#### *Possessive Noun and the use of Apostrophe*

Mostly, we form a possessive noun by adding “the apostrophe + s” or only the apostrophe at the end of a noun, depending on the noun type. Table 7 shows possessive noun formation based on its noun type.

**Table 7 Noun Type**

Format	Noun Type	Example
	Singular noun	Tara’s voices



Format	Noun Type	Example
Noun + ' + s		Nia's house
	Plural noun, not ending with s	Women's shoes Men's clothes
Noun + '	Singular noun ending with s or the sound of s	Waitress' smile Johannes' car Conscience' sake
	Plural noun ending with s	The girls' gathering The Whites' house
of	Inanimate objects	The legs of chairs The keys of piano

**Exercise 1**

Add the apostrophe ('), the apostrophe s ('s) or 'of' to the following.

Tia – dress : Tia's dress

The table – legs : legs of the table

1. My drawing – stars
2. The lizards - tails
3. The pen - the cover
4. The lioness- cubs
5. The flies - hairy legs
6. Raymond - watch
7. The plant - flowers
8. The book - the pages
9. No one else - place
10. The computer – game

**Exercise 2**

Complete the sentence by using the possessive form of the *italicized* noun on the left!

1.	<i>Student</i>	One student asked several questions. I answered the _____ questions.
2.	<i>Student</i>	Many students had questions after the lecture. I answered the _____ questions.
3.	<i>Daughter</i>	We have one child, a girl. Our _____ bedroom is right next to ours.
4.	<i>Man</i>	Keith is a _____ name.
5.	<i>People</i>	It's important to be sensitive to other _____ feelings.

**Comparative Adjective**

In comparing things, we can use simple comparative, that is between two things. But we also can compare more than two things, and that is where we use the superlative adjective. There are some formats to use a comparative adjective (see Table 8).

**Table 8 Comparative Adjective**

Adjective's Syllable	Format	Example
One Syllable	<b>adjective + (er / est)</b>	<ul style="list-style-type: none"> <li>▪ Which phone should I buy? This one is <b>better</b> than that one, but it is <b>more</b> expensive.</li> <li>▪ I think the blue one is <b>better</b>, what do you think?</li> </ul>

Adjective's Syllable	Format	Example
		Well for me the grey one is <b>best</b> .
<b>Two Syllable</b> ending with 'y'.	<b>adjective + (ier / iest)</b>	<ul style="list-style-type: none"> <li>▪ You are <b>happier</b> now.</li> <li>▪ The <b>happiest</b> moment in my life is now.</li> </ul>
<b>Another Syllable:</b> Two syllables not ending with 'y' or more than two syllables.	<b>(more / most) + adjective</b> <b>or</b> <b>(less / least) + adjective</b>	<ul style="list-style-type: none"> <li>▪ Lea was the <b>most famous</b> female actress in Indonesia.</li> <li>▪ From all the book I have, this is the <b>least enjoyable</b> book to read.</li> </ul>

**Exercise 3**

Do you have some examples of comparative adjective in your mind? Share it with your friend!

**LISTENING****Exercise 4**

Listen to the dialogue and complete the missing sentences!

<b>Anna</b>	:	Lidia, I need to buy a new laptop, but I don't know how to pick the best one. _____, please?
<b>Lidia</b>	:	Of course, Anna. But first, I want to know _____?
<b>Anna</b>	:	Oh, _____ is broken, _____.

<b>Lidia</b>	:	Okay then, tell me what the laptop is for. _____ programming or is it only for documenting your work, like using Microsoft Office?
<b>Anna</b>	:	_____ documenting my work, but I'm planning to learn computer programming too, so I suppose I want to buy the one that suit that purpose.
<b>Lidia</b>	:	That's good that you want to explore computer programming. I start with this one, the Acer laptop. The specification is quite good. It has 4 gigabytes of memory and 500 gigabytes for storage. The other one is Lenovo, which has 8 gigabytes of memory and the same storage capacity.
<b>Anna</b>	:	What is the different? I still don't understand.
<b>Lidia</b>	:	The Lenovo laptop _____ the Acer laptop.
<b>Anna</b>	:	Okay, is that mean the Lenovo _____ the Acer?
<b>Lidia</b>	:	Yes, that's right. It is _____ for programming purpose.
<b>Anna</b>	:	Okay, then I will buy this one.

## SPEAKING

### Exercise 5

Practice the dialogue with your partner!

<b>Student A</b>	:	Is today a bit colder than yesterday?
<b>Student B</b>	:	Today is much colder than yesterday.
<b>Student A</b>	:	Today the weather is very hot.
<b>Student B</b>	:	Yes. It's hotter than yesterday.

<b>Student A</b>	:	Is Europe hotter than here?
<b>Student B</b>	:	Here is perhaps a little hotter than England.
<b>Student A</b>	:	Is the Europe winter cold?
<b>Student B</b>	:	The Europe winter is very cold.

## READING

### *Reading Passage 1*

#### *Health Benefits of Fasting*

Fasting is part and parcel of the practices of many religions including, Islam, Judaism and Christianity. Today many are trying to dig up the benefits of fasting. Some people fast for spiritual reasons while others fast as a way to physically discipline the body. Whatever reasons one might come up with, it has been scientifically proved that fasting has tremendous health benefits.

First, fasting is said to play an important role in the detoxification of the body. Detoxification is a normal body process of eliminating or neutralizing toxins through the colon, liver, kidneys, lungs, lymph glands, and skin. This process starts when fasting. Food no longer enters the body and the latter turns to fat reserves for energy. These fat reserves were created when excess glucose and carbohydrates were not used for energy or growth, not excreted, and therefore converted into fat. When the fat reserves are used for energy during a fast, it releases the chemicals from the fatty acids into the system which are then eliminated through the body organs, leading to the cleansing of the whole body.

Another known benefit of fasting is the healing process that is obvious in the body during a fast. When fasting energy is diverted away from the digestive system due to its lack of use and towards the metabolism and immune system. The healing process during a fast is made easy by the body's search for energy sources. Abnormal growths within the body, tumors and the like, do not have

the full support of the body's supplies and therefore are more susceptible to disappear.

Fasting also leads to a feeling of rejuvenation and extended life expectancy. This might be due to the detoxification effect of fasting. A study was performed on earthworms that showed the extension of life thanks to fasting. The experiment was performed in the 1930s by isolating one worm and putting it on a cycle of fasting and feeding. The isolated worm outlived the other worms by 19 generations, while still maintaining its freshness and youthful physiological characteristics. Also, previous reports showed that rodents which were made to skip meals had lower blood insulin and their brains were more resistant to damage from neurotoxins. Being skinny is good. Skipping meals is good too.

### **Exercise 6**

Based on the reading passage answer these questions!

1. By what you understand from the reading, using your own word define what is fasting!
2. What are the benefits of fasting?
3. How is fasting help us increase our health? Give an example!

### **Reading Passage 2**

#### ***Factors of good health***

Health is the general condition of a person's mind, body and spirit, usually meaning to be free from illness, injury or pain. The World Health Organization (WHO) defined health in its broader sense in 1946 as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”

Generally, the context in which an individual life is of great importance on health status and quality of life. It is increasingly recognized that health is maintained and improved not only through the advancement and application of health science, but also through the efforts and intelligent lifestyle choices of the individual and society. According to the World Health Organization,

the main determinants of health include the social and economic environment, the physical environment, and the person's individual characteristics and behaviors. In fact, an increasing number of studies and reports from different organizations and contexts examine the linkages between health and different factors, including lifestyles, environments, health care organization, and health policy.

Focusing more on lifestyle issues and their relationships with functional health, data from different studies suggested that people can improve their health via exercise, enough sleep, maintaining a healthy body weight, limiting alcohol use, and avoiding smoking.

In addition to that, the ability to *adapt* and to *self-manage* have been suggested as core components of human health. Personal health also depends partially on the social structure of a person's life. The maintenance of strong social relationships, volunteering, and other social activities have been linked to positive mental health and even increased longevity.

In contrast, prolonged psychological stress may negatively impact health, and has been cited as a factor in cognitive impairment with aging, depressive illness, and expression of disease.

### Exercise 7

Read the passage carefully and define whether the statement below is True or False! Circle True or False in the given column!

1.	WHO stands for World Hoax Organization.	<b>True / False</b>
2.	Excessive sleep is good for our health.	<b>True / False</b>
3.	Volunteering is one way to maintain our health.	<b>True / False</b>
4.	Our personal health is affected by our social environment.	<b>True / False</b>
5.	Stress may positively affect our health.	<b>True / False</b>

## WRITING

### HORTATORY EXPOSITION

Just like the Analytical Exposition text, Hortatory Exposition also exhibits facts, data, and information to support the main topic discussed in the text. The difference is while Analytical Exposition text ended with a conclusion, the Hortatory Exposition text ended with a recommendation or a suggestion (Anderson, 1997).

### GENERIC STRUCTURE

A Hortatory Exposition text follows such a generic structure (Anderson, 1997):

- **Introduction**, this is the opening statement which describe the author viewpoint of the main topic. The author develops the context that he/she want to deliver, which may consist of the emotion, the place, and the time related to topic.
- **Arguments**, in this part, the author offers some supporting evidence, data, and facts to support his/her ideas, opinion, or viewpoint.
- **Recommendation** consists of the suggestion, what the reader should or should not do about the given topic.

### USAGE

In a hortatory exposition text, we will find some of these words, which used as part of the author's way to deliver his/her opinion and recommendation on the main topic, they are (Anderson, 1997):

- Some thinking verbs and/or some action verbs
- Some modal adverbs, such as surely, certainly, mostly.
- Some connecting words, such as firstly, secondly.
- Some evaluative words, such as valuable, important.

Read again Reading Passage 1. As you read the passage, you will find that the text is a hortatory exposition text, where the author delivers a message



that fasting is important for our health. Below is the generic structure for the reading passage.

<b>Introduction</b> (Thesis)	<p>Fasting is part and parcel of the practices of many religions including, Islam, Judaism and Christianity. Today many are trying to dig up the benefits of fasting. Some people fast for spiritual reasons while others fast as a way to physically discipline the body. <i>Whatever reasons one might come up with, it has been scientifically proved that fasting has tremendous health benefits.</i></p>
<b>Argument 01</b>	<p>First, fasting is said to play an important role in the detoxification of the body. Detoxification is a normal body process of eliminating or neutralizing toxins through the colon, liver, kidneys, lungs, lymph glands, and skin.</p>
<b>Argument 02</b>	<p>Another known benefit of fasting is the healing process that is obvious in the body during a fast.</p>
<b>Argument 03</b>	<p>Fasting also leads to a feeling of rejuvenation and extended life expectancy.</p>
<b>Recommendation</b>	<p>Being skinny is good. Skipping meals is good too.</p>

### Exercise 8

Read again Reading Passage 2 and find the generic structure of a hortatory exposition text on the reading!

### Exercise 9

Create your own Hortatory Exposition text and don't forget to use Possessive Nouns in your writing!

# UNIT 4) PREPOSITION

## STANDARD COMPETENCE

Use the preposition as part of the English language.

## INDICATOR

Understand how to choose and use the right preposition in a sentence.

## CONTEXT

Another important element of English language is the preposition. It tells us the specific information about the object on our sentence, therefore, the preposition is commonly found before the noun or the pronoun. The preposition helps us understand the meaning of a sentence completely.

## LEARNING MATERIAL

We can categorize the prepositions to five categories. Each category has a different purpose and contains different meaning. Table 9 shows the prepositions category.

**Table 9 Preposition Category**

Preposition Category	Description	Example
<b>Simple/Common Prepositions</b>	This type of prepositions is commonly used to show place, time, and location. Some examples are, but not limited to: <b>at, in, under, above, behind, below,</b>	We live <b>near</b> the amusement park.  She gives her money <b>to</b> him.

Preposition Category	Description	Example
	for, near, from, since, to, through.	
<b>Double Prepositions</b>	This preposition is a combined preposition that is used to show direction or location. Some examples are, but not limited to: <b>next to</b> , <b>up to</b> , <b>into</b> , <b>upon</b> , <b>unto</b> , <b>from within</b> , <b>out of</b> , <b>without</b> , <b>throughout</b> .	My uncle always put his hat <b>next to</b> his jacket.  She is doing it <b>out of</b> love.
<b>Compound Prepositions</b>	This preposition consists of two or more simple prepositions, which creates new meaning after they are combined. Some examples are, but not limited to: <b>on behalf of</b> , <b>in front of</b> , <b>according to</b> , <b>in the middle of</b> , <b>in addition to</b> , <b>in spite of</b> , <b>in regard to</b> , <b>instead of</b> , <b>because of</b> .	<b>In addition to</b> money, we also need good life style to keep healthy.  She is speaking <b>on behalf of</b> her family.
<b>Participle Prepositions</b>	This preposition commonly has the -ing or -ed format at the end of it. Some examples are, but not limited to:	I was <b>frustrated at</b> my grade last semester.  She goes to the dentist <b>considering</b> her teeth.

Preposition Category	Description	Example
	considering, following, concerning, during, provided by, frustrated at.	
<b>Phrase Prepositions</b>	This preposition is also known as the prepositional phrase, which consists of a preposition followed by a noun and its modifier or followed by another preposition. Some examples are, but not limited to: on the floor, on time, with a little help, before the next class, after the conference, with respect to.	I agree to go hang out with him <b>after the conference</b> .  You will finish your homework <b>with a little help</b> from your sister.

**Exercise 1**

Construct sentences with the following prepositions:

above	up to	according to	following	on the floor
behind	into	in the middle	concerning	on time
below	upon	of	during	before the
for	unto	in addition to	provided by	next class
under	from within	in spite of	frustrated at	in the middle
		in regard to		of
				respect to

**LISTENING****Exercise 2**

Listen to the dialogue and complete the missing sentences!

<b>Rosi</b>	:	Hi, Meli! _____
<b>Meli</b>	:	Hi Rosi! _____. What _____ here in Bandung?
<b>Rosi</b>	:	Oh, I just spent a few days with my parents. _____
<b>Meli</b>	:	Wow, it's been _____.
<b>Rosi</b>	:	It _____. Say, I _____.
<b>Meli</b>	:	How did you know?
<b>Rosi</b>	:	My mother. She keeps track of all my old friends.
<b>Meli</b>	:	Yes, I just starting my business, still has a lot to do. _____
<b>Rosi</b>	:	I _____ next month.
<b>Meli</b>	:	Wow, I'm really surprised. _____
<b>Rosi</b>	:	Well, we _____ during the holiday. His hometown is in Medan.
<b>Meli</b>	:	Oh, I see. Congratulations, _____

**SPEAKING****Exercise 3**

After completing the dialogue, practice it with your partner and present it in front of the class! You can change the information according to your experiences!

**READING*****Reading Passage 1******The Digital Divide***

The term digital divide refers to the gap between those who have ready access to computers and the Internet, and those who do not. More precisely, it is an economic and social *inequality* with regard to access to, use of, or impact of information and communication technologies (ICT). This definition includes the skills to make use of ICT as an important element. Research shows that the digital divide is more than just an access issue and cannot be alleviated merely by providing the necessary equipment. More than just accessibility, individuals need to know how to make use of the information and communication tools once they exist within a community.

The digital divide may exist within the same country or between differing countries or regions of the world. In fact, within many countries including the industrialized ones, there are inequalities between individuals, households, businesses, or geographic areas, usually at different socioeconomic levels. For instance, the marginalized members of society, like the poor, rural, elderly, and handicapped portion of the population do not have access to computers or the internet. However, the wealthy, middle-class population and those living in urban areas are luckier to be digitally active members of society.

At the global level, the digital divide may refer to the divide between differing countries or regions of the world. This divide is also called global digital divide and it exists mainly between developing and developed countries on an international scale. In fact, developing countries are missing a historic opportunity to take a quantum leap forward to develop their own productive and creative capacities, and become integrated into the global virtual economy. It is believed that less developed nations could gain quick access to economic growth if the information infrastructure were to be developed and well used. By improving the latest technologies, certain countries and industries are able to gain a competitive advantage.

Finally, it is thought provoking to see that interaction between human and computers has greatly increased as we enter the twenty-first century. Digital literacy has become of paramount importance for people who want to be part of the global society and economy.

**Exercise 4**

Based on the reading passage answer these questions!

1. Using your own define the digital divide, based on your understanding on the reading!
2. Why is there a digital divide in the same country?
3. How the digital technologies help developing countries to be better?

Give an example!

**Reading Passage 2**

**Computer Addiction**

Computer addiction can be defined as the excessive or compulsive use of the computer which persists despite serious negative consequences for personal, social, or occupational function. The addiction involves online and/or offline computer usage and consists of at least three subtypes: excessive gaming, sexual preoccupations, and e-mail/text messaging.

The concept of computer addiction is broadly divided into two types, namely offline and online computer addiction. The term offline computer addiction is generally used when speaking about excessive gaming behavior, which can be practiced both offline and online. Online computer addiction, also known as Internet addiction, gets more attention in general from scientific research than offline computer addiction, mainly because most cases of computer addiction are related to the excessive use of the Internet.

The symptoms of computer addiction include:

- Being drawn by the computer as soon as one wakes up and before one goes to bed.

- Replacing old hobbies with excessive use of the computer and using the computer as one's primary source of entertainment and procrastination
- Lacking physical exercise and/or outdoor exposure because of constant use of the computer. This could contribute to many health problems such as obesity

Researchers link internet/computer addiction with existing mental health issues, most notably depression. Studies showed that the majority of those who met the requirements of internet/computer addiction suffered from interpersonal difficulties and stress and that those addicted to online games specifically responded that they hoped to avoid reality.

There are many consequences resulting from computer addiction. For example, excessive computer use may result in lack of face to face social interaction. It may also lead to Computer Vision Syndrome (CVS), a condition that results in headaches, blurred vision, neck pain, fatigue, eye strain, dry eyes, irritated eyes, double vision, vertigo or dizziness.

#### *Exercise 5*

Read the passage carefully and define whether the statement below is True or False! Circle True or False in the given column!

1.	Technology always brings advantages to human.	<b>True / False</b>
2.	There are two types of computer addiction.	<b>True / False</b>
3.	Computer addiction can lead to social interaction disability.	<b>True / False</b>
4.	Depression can be caused by computer addiction.	<b>True / False</b>
5.	Someone can be called a computer addiction if he/she use computer for two hours in a day.	<b>True / False</b>



## WRITING

### EXPLANATION TEXT

Explanation text elaborates the process of creating or making something, which commonly is the process of social, cultural, or technological creation (Anderson, 1997).

#### Generic Structure

Following are the generic structure of explanation text (Anderson, 1997):

- A general statement consists of a brief description of the phenomenon.
- A chronological explanation, which describes the series of steps or events that happen in creating the phenomenon.
- A closing statement

#### Usage

Explanation text is composed of a formal writing style, which commonly uses some causative conjunction words and some prepositions which shows place or time.

In addition to that, passive voice is used in describing the process or the event.

Read the Reading Passage 2 again. As you read the passage, you will find that the passage is the explanation text, which has below structure:

<p><b>General Statement</b></p>	<p>Computer addiction can be defined as the excessive or compulsive use of the computer which persists despite serious negative consequences for personal, social, or occupational function. The addiction involves online and/or offline computer usage and consists of at least three subtypes: excessive gaming, sexual preoccupations, and e-mail/text messaging.</p>
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<p><b>Chronological explanation</b></p>	<p>The symptoms of computer addiction include:</p> <ul style="list-style-type: none"> <li>• Being drawn by the computer as soon as one wakes up and before one goes to bed.</li> <li>• Replacing old hobbies with excessive use of the computer and using the computer as one's primary source of entertainment and procrastination</li> <li>• Lacking physical exercise and/or outdoor exposure because of constant use of the computer. This could contribute to many health problems such as obesity</li> </ul> <p>Researchers link internet/computer addiction with existing mental health issues, most notably depression. Studies showed that the majority of those who met the requirements of internet/computer addiction suffered from interpersonal difficulties and stress and that those addicted to online games specifically responded that they hoped to avoid reality.</p>
<p><b>Closing Statement</b></p>	<p>There are many consequences resulting from computer addiction. For example, excessive computer use may result in lack of face to face social interaction.</p>

**Exercise 6**

Create your *Explanation text* and use some prepositions in your writing!

# UNIT 5) SIMPLE PRESENT TENSE AND PRESENT CONTINUOUS TENSE

## STANDARD COMPETENCE

Use *Simple Present Tense* and *Present Continuous Tense* as part of the English language.

## INDICATOR

Able to differ the *Simple Present Tense* and the *Present Continuous Tense* and to use them appropriately in everyday conversations according to context.

## CONTEXT

*Simple present tense* and *Present Continuous Tense* are showing the current activities. Specifically, we use a simple present tense to state common facts or daily routine, while a present continuous tense is used to state anything which still occurring while we are speaking. Both are happening at the present time.

## LEARNING MATERIAL

### Simple Present Tense

Simple Present tense is a form of the verb most commonly used in the English language, which is used to reveal the factual events and habitual, general or not general.

### The pattern of Simple Present Tense:

(+) **Subject** + **Verb 1** + (e/es) + **Object**.

(-) **Subject** + **Do/Does** + **not** + **Verb 1** + **Object**.

(?) **Do/Does** + **Subject** + **Verb 1** + **Object?**

**Examples:**

1. (+) **Father reads** a newspaper.
- (-) **Father does not read** a newspaper.
- (?) **Does father read** a newspaper?

Yes, he does. or No, he does not.

2. (+) **I cook** rice.
- (-) **I do not cook** rice.
- (?) Do **you cook** rice?

Yes, I do. or No, I do not.

From the example above, we understand that when we use the third person subject (she, he, it), then in the simple present tense, we have to add **e/es** at the end of the verb. But, when we use a first- or second-person subject, the verb is omitted from **e/es**.

In Simple Present Tense, we also use the Nominal Sentence, that is a sentence without a verb on it. We use it to state factual information.

**The pattern for Nominal sentence:**

- (+) **Subject + to be + (noun / adjective / adverb).**
- (-) **Subject + to be + not + (noun / adjective / adverb).**
- (?) **To be + Subject + (noun / adjective / adverb)?**

**Examples:**

1. (+) **They are** students.
- (-) **They are not** students.
- (?) **Are they** students?

Yes, they are. or No, they are not.

2. (+) **She is** beautiful.
- (-) **She is not** beautiful.
- (?) **Is she** beautiful?

**Yes, she is. or No, she isn't.**

**Exercise 1**

Choose the correct answer to complete the sentence!

1. She \_\_\_\_\_ her dog every day.
  - a. to feed
  - b. feed
  - c. feeds
  - d. feeding
2. I \_\_\_\_\_ always \_\_\_\_\_ to the dentist.
  - a. do not, go
  - b. does not, go
  - c. do not, went
  - d. does not, went
3. When \_\_\_\_\_ you \_\_\_\_\_ a shower?
  - a. do, took
  - b. do, take
  - c. do, taken
  - d. do, taking
4. Q: Do you like to sing?  
A: ...
  - a. Yes, I likes to sing
  - b. Yes, I like to sing
  - c. Yes, I am liking to sing
  - d. Yes, I liked to sing
5. Tom and I \_\_\_\_\_ together.
  - a. do surfing
  - b. don't surfing
  - c. do surfs
  - d. don't surf
6. I \_\_\_\_\_ breakfast every day at 7 AM.
  - a. eat
  - b. to eat
  - c. ate
  - d. eaten
7. Q: How do you go to school?  
A: We \_\_\_\_\_ the bus to school.
  - a. rode
  - c. ride



**The pattern of Present Continuous Tense:**

- (+) **Subject + to be + verb-ing.**  
(-) **Subject + to be + not + verb-ing.**  
(?) **To be + Subject + verb-ing?**

**Examples:**

- (+) **Father is** talking on the phone at present.  
(-) **Father is not** talking on the phone at present.  
(?) **Is father** talking on the phone at present?  
Yes, he is. or No, he isn't.
- (+) **Dennis is** repairing a car at the present.  
(-) **Dennis is not** repairing a car at the present.  
(?) **Is Dennis** repairing a car at present?  
Yes, he is. or No, he isn't.

**Exercise 2**

Complete these sentences below and form a present continuous tense!

- \_\_\_\_\_ you \_\_\_\_\_ for a dictionary? (look)
- John \_\_\_\_\_ the car in the street now. (drive)
- They \_\_\_\_\_ Andi. (wait)
- I \_\_\_\_\_ music now. (listen)
- We \_\_\_\_\_ football today. (play)
- I \_\_\_\_\_ my grandparents next weekend. (visit)
- July \_\_\_\_\_ really hard for his exams this week. (study)
- You \_\_\_\_\_ a video right now. (watch)
- She \_\_\_\_\_ her t-shirt right now. (wash)
- He \_\_\_\_\_ a book at the moment. (read)

## LISTENING

### Exercise 3

Listen to the dialogue and complete the missing sentences!

<b>John</b>	:	Kelly, _____ ?
<b>Kelly</b>	:	I'm _____ my hiking equipment.
<b>John</b>	:	_____
<b>Kelly</b>	:	I will hike two days from now.
<b>John</b>	:	Have you seen the weather forecast? It's _____ this few days.
<b>Kelly</b>	:	Yes, I watched the news yesterday. I _____ next week.
<b>John</b>	:	Are you not afraid?
<b>Kelly</b>	:	Nope, I have prepared my tools and everything for the hiking.
<b>John</b>	:	Okay, then be careful and take care yourself out there.
<b>Kelly</b>	:	Yup absolutely, John. Thank you.

## SPEAKING

### Exercise 4

After you complete the missing sentences, practice the dialogue with your friend! You are allowed to change the necessary information according to your hobby!

### Exercise 5

With your pair, create two dialogues based on the following situation:



1. You make an appointment with your friend to study together at your home. Your friend agrees to come. Add some details on when and what subject you will discuss for the study group.
2. You are canceling your dinner appointment with your sister because you need to prepare for your project presentation. Add some details about what the project is about, when the deadline is, and any other details that you want to add.

## READING

### *Reading Passage 1*

#### ***Smoking and health problems***

Smoking is one of the most common forms of recreational drug use. It is a habit which consists of breathing in a smoke from a burned substance. This substance contains the active alkaloid nicotine which is absorbed into the bloodstream. It may cause various diseases and dysfunctions. Tobacco smoking is the most popular form of smoking. It is practiced by over one billion people globally, of whom the majority are in the developing world. Less common drugs for smoking include cannabis and opium. Some of the substances are classified as hard narcotics, like heroin, but the use of these substances is very limited as they are usually not commercially available.

The practice of smoking can be dated to as early as 5000 BC and has been recorded in many different cultures across the world. Early smoking evolved in association with religious ceremonies; as offerings to deities, in cleansing rituals or to allow shamans and priests to alter their minds for various religious purposes. After the European exploration and conquest of the Americas, the practice of smoking tobacco quickly spread to the rest of the world.

Smoking has negative health effects, because smoke inhalation inherently poses challenges to various physiologic processes such as respiration. Diseases related to tobacco smoking have been shown to kill approximately half of long-term smokers when compared to average mortality rates faced by non-smokers. A 2007 report states that, each year, about 4.9 million people

worldwide die as a result of smoking. It is among the leading causes of many diseases such as lung cancer, heart attacks, erectile dysfunction, and birth defects. The health hazards of smoking have caused many countries to institute high taxes on tobacco products, run ads to discourage use, limit ads that promote use, and provide help with quitting for those who do smoke.

### **Exercise 6**

Based on the reading passage answer these questions!

1. Using your own define the digital divide, based on your understanding on the reading!
2. Why is there a digital divide in the same country?
3. How the digital technologies help developing countries to be better?  
Give an example!

### **Reading Passage 2**

#### **NEW YORK CITY**

New York is the most populous city in the United States and the center of the New York metropolitan area, the premier gateway for legal immigration to the United States and one of the most populous urban agglomerations in the world. The city is referred to as New York City or the City of New York to distinguish it from the State of New York, of which it is a part. It has also been called by many nicknames such as the “City that Never Sleeps” and the “Center of the Universe.” But the Big Apple is the most famous nickname.

A global power city, New York exerts a significant impact upon commerce, finance, media, art, fashion, research, technology, education, and entertainment. The home of the United Nations Headquarters, New York is an important center for international diplomacy and has been described as the cultural and financial capital of the world.

New York traces its roots back to 1624 when it was founded as a trading post by colonists of the Dutch Republic. It was named New Amsterdam in 1626. The city and its surroundings came under English control in 1664. New York

served as the capital of the United States from 1785 until 1790. It has been the country's largest city since 1790.

The Statue of Liberty, which is a colossal neoclassical sculpture on Liberty Island in the middle of New York Harbor, in Manhattan, was designed by Frédéric Auguste Bartholdi and dedicated on October 28, 1886. It was a gift to the United States from the people of France. The statue greeted millions of immigrants as they came to America by ship in the late 19th and early 20th centuries and is a globally recognized as a symbol of the United States and its democracy.

### Exercise 7

Read the passage carefully and define whether the statement below is True or False! Circle True or False in the given column!

1.	Big Apple is the famous nickname for New York City.	<b>True / False</b>
2.	New York is the capital city of the United States.	<b>True / False</b>
3.	The Liberty Statue was given by England to the United States.	<b>True / False</b>
4.	The Liberty Statue is a symbol of freedom.	<b>True / False</b>
5.	America is the country of immigrants.	<b>True / False</b>

## WRITING

### DESCRIPTIVE TEXT

Descriptive text is a writing style where the author describes places, events, food, or anything else. The author will use word choice that make the reader feel as if it is real because they can imagine it.

#### Generic Structure

Following is the common structure of descriptive text:

- **Identification** is the part where the author opens his/her writing by introducing the places or events, or any object that the author wants to share.
- **Description** is the detail information of the object.

### Usage

- Choose specific object as the main topic.
- Use action verbs.
- Use adjectives to give more details about the object.
- Use simple present tense to elaborate facts about the object.

Read the Reading Passage 2 again. As you read the passage, you will find that the passage is the descriptive text, which has below structure:

<b>Identification</b>	New York is the most populous city in the United States and the center of the New York metropolitan area, the premier gateway for legal immigration to the United States and one of the most populous urban agglomerations in the world. The city is referred to as New York City or the City of New York to distinguish it from the State of New York, of which it is a part. It has also been called by many nicknames such as the “City that Never Sleeps” and the “Center of the Universe.” But the Big Apple is the most famous nickname.
<b>Description</b>	A global power city, New York exerts a significant impact upon commerce, finance, media, art, fashion, research, technology, education, and entertainment. The home of the United Nations Headquarters, New York is an important center for international diplomacy and has been described as the cultural and financial capital of the world.

New York traces its roots back to 1624 when it was founded as a trading post by colonists of the Dutch Republic. It was named New Amsterdam in 1626. The city and its surroundings came under English control in 1664. New York served as the capital of the United States from 1785 until 1790. It has been the country's largest city since 1790.

The Statue of Liberty, which is a colossal neoclassical sculpture on Liberty Island in the middle of New York Harbor, in Manhattan, was designed by Frédéric Auguste Bartholdi and dedicated on October 28, 1886. It was a gift to the United States from the people of France. The statue greeted millions of immigrants as they came to America by ship in the late 19th and early 20th centuries and is a globally recognized as a symbol of the United States and its democracy.

### Exercise 8

Create your *descriptive text* based on your experience when you visited a city or a place. Don't forget to use *Simple Present Text and Present Continuous Tense* in your writing!

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## UNIT 6

# SIMPLE PAST TENSE AND PAST CONTINUOUS TENSE

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### STANDARD COMPETENCE

Use *Simple Past Tense* and *Past Continuous Tense* as part of the English language.

### INDICATOR

Able to differ a *Simple Past Tense* and a *Past Continuous Tense* and to use them appropriately in everyday conversations according to context.

### CONTEXT

In real-world conversations, we always need to talk about or to share what we have done or experienced before. The simple past tense and the past continuous tense are used to describe some activities that happened in the past.

### LEARNING MATERIAL

#### *Simple Past Tense*

When we talk about an activity that we have done before, we are using the simple past tense.

#### Usage:

1. To declare events or deeds in the past at any given time is now over.
  - She washed two hours ago.
  - I went to Taiwan last year.
2. Declare habits done in the past, now or not done anymore.
  - I never cheated.

- She always hurt me.
3. Declares that an event or action is clearly done in the past, although the time is not mentioned.
    - Olivia fed her pet.
    - The train was 20 minutes late.
  4. To state a conditional wish.
    - If I had a very beautiful face, I would be a model.
    - If I were you, I wouldn't leave the house.

#### The pattern of Simple Past Tense:

- (+) **Subject + Verb 2 + Object.**
- (-) **Subject + did + not + Verb 2 + Object.**
- (?) **Did + Subject + Verb 2 + Object?**

#### Examples:

1. (+) **Father read** a newspaper.
- (-) **Father did not read** a newspaper.
- (?) **Did father read** a newspaper?

**Yes, he did.** or **No, he did not.**

2. (+) **I cooked** rice.
- (-) **I did not cook** rice.
- (?) Did **you cook** rice?

**Yes, I did.** or **No, I did not.**

In Simple Past Tense, it is important to know the past form of a verb, it is commonly said a Verb 2 form. Commonly, the Verb-2 form of a verb formed by adding **ed** to the verb. We can look example 2 for this kind of verb. The verb that ended with **ed** is called the regular verb.

Another kind of verb is the irregular verb, which will be different from its Verb 1. We need to check the Verb-2 form for this kind of verb (see Appendix 1). The first example shows us that the verb 2 of read is also read, but to make sure whether it is a past tense or a present tense, we need to take a closer look at the verb. The present tense will end with **e/es** for a third person subject. For the first- or second-person, we need to look at additional information to know the context of speech.

As in the Simple Present Tense, we also use the Nominal Sentence in a Simple Past Tense. We use it to state information which true in the past.

**The pattern for Nominal sentence:**

- (+) **Subject** + (**was / were**) + (**noun / adjective / adverb**).
- (-) **Subject** + (**was / were**) + **not** + (**noun / adjective / adverb**).
- (?) (**Was / Were**) + **Subject** + (**noun / adjective / adverb**)?

**Examples:**

1. (+) **We were** students of Universitas Negeri Medan.  
 (-) **We were not** students of Universitas Negeri Medan.  
 (?) **Were you** students of Universitas Negeri Medan?

Yes, we were. or No, we were not.

2. (+) **He was** angry to that boy.  
 (-) **He was not** angry to that boy.  
 (?) **Was he** angry to that boy?

Yes, he is. or No, he isn't.

**Exercise 1**

Choose the correct answer to complete the sentence!

1. Lona \_\_\_\_\_ this delicious food for us, 1 hour ago.



- a. cooking  
b. cooks
2. Anita \_\_\_\_\_ me in this market yesterday.  
a. meets  
b. meeting
3. They \_\_\_\_\_ this music two hours ago.  
a. listen  
b. listened
4. We \_\_\_\_\_ to Aceh two weeks ago.  
a. went  
b. come
5. \_\_\_\_\_ he read novel last night?  
a. are  
b. done
6. I \_\_\_\_\_ this scissor to cut the grass yesterday.  
a. use  
b. was using
7. We \_\_\_\_\_ each other 2 years ago.  
a. be loving  
b. loved
8. I \_\_\_\_\_ in this sofa with him.  
a. sleeping  
b. sleeped
9. We \_\_\_\_\_ in this restaurant 2 days ago.  
a. eaten  
b. eat
10. I \_\_\_\_\_ to the school alone yesterday.  
a. walked  
b. walks
- c. cooked  
d. cook
- c. meet  
d. met
- c. be listen  
d. listening
- c. go  
d. goes
- c. did  
d. do
- c. using  
d. used
- c. are love  
d. love
- c. slept  
d. sleep
- c. eating  
d. ate
- c. walking  
d. walk

### *Past Continuous Tense*

**Past continuous tense** is used to reveal that an action is occurring at a certain time in the past. There are usually two incidents in the past and one event

interrupting another. The interrupted incident that uses the past continuous tense.

### The pattern of Past Continuous Tense:

(+) **Subject + to be (was / were) + verb-ing.**

(-) **Subject + to be (was / were) + not + verb-ing.**

(?) **To be (was / were) + Subject + verb-ing?**

We use past continuous tense to show that something was happening at a certain time in the past. Usually, we use it along with the simple past tense to point out that one activity was done while another activity was still occurring in the past. Thus, we understand the context or the time frame of the activity.

### Examples:

- (+) **Ria was listening** to music **when Adi knocked** at my door.  
 (-) **Ria was not listening** to music **when Adi knocked** at my door.  
 (?) **Was Ria listening** to music **when Adi knocked** at my door.

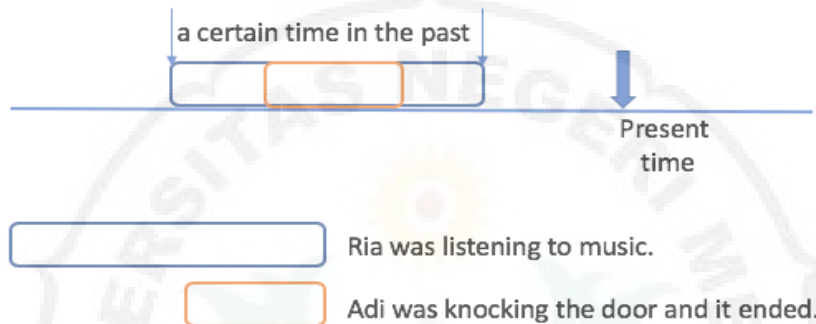
Yes, she was. or No, she was not.

- (+) **That man was riding** a motorcycle **when he bumped** into a tree.  
 (-) **That man was not riding** a motorcycle **when he bumped** into a tree.  
 (?) Was that man **riding** a motorcycle **when he bumped** into a tree?

Yes, he was. or No, he wasn't.

From example 1 we understand that there are two activities happen in the past. First activity was listening and the other one was knocking. Both was happening at a certain period of time in the past, but the knocking was done while the listening still on. Thus, we know that the past continuous is “**Ria was listening** to music” which means that the listening is happening first and then there was a knock during the listening and while the knock ended, the listening was still continuing.

See Figure 9 for clearer illustration.



**Figure 9 Simple Past Tense vs Past Continuous Tense Illustration**

### Exercise 2

Choose the correct answer to complete the sentence!

- My sister \_\_\_\_\_ TV in the living room when I arrived home last night.
  - watched
  - watch
  - was watching
  - is watching
- She was \_\_\_\_\_ when I \_\_\_\_\_ to her house last night.
  - crying, come
  - cried, coming
  - cries, coming
  - crying, came
- The telephone was ringing while he \_\_\_\_\_ an email.
  - is typing
  - type
  - has typing
  - was typing
- He was \_\_\_\_\_ at the bus-stop when he \_\_\_\_\_ the accident.
  - standard, witnessing
  - standing, witnessed
  - standed, witness
  - stand, witness
- Eko and Yoga \_\_\_\_\_ Soccer on the field when they \_\_\_\_\_ the money.
  - were playing, found
  - is playing, finding
  - played, find
  - was playing, found
- He was not \_\_\_\_\_ the television when you \_\_\_\_\_ to his house to borrow his car yesterday.

- a. repair, come  
b. repairing, came  
c. repairing, come  
d. repaired, came
7. I was \_\_\_\_\_ when my mother \_\_\_\_\_ me yesterday.  
a. teach, call  
b. teaching, called  
c. taught, calling  
d. teaching, calling
8. She was \_\_\_\_\_ the movie while her mother was \_\_\_\_\_ for dinner yesterday.  
a. watching, cook  
b. watching, cooking  
c. watch, cooking  
d. watched, cooked
9. Dono and Indro were \_\_\_\_\_ video games when their mother \_\_\_\_\_ back.  
a. plays, comes  
b. playing, came  
c. playing, coming  
d. played, coming
10. Kasino was \_\_\_\_\_ around the block while Lidia was \_\_\_\_\_ at their backyard yesterday.  
a. running, skipped  
b. run, skipping  
c. run, skip  
d. running, skipping

## LISTENING

### Exercise 3

Listen to the dialogue and then complete the missing sentences!

<b>Henry</b>	:	Linda, _____ THE _____ but you didn't pick up. _____
<b>Linda</b>	:	Oh, _____. I'm sorry, _____.
<b>Henry</b>	:	I _____ about our English project. The deadline is approaching, right?
<b>Linda</b>	:	O yeah, I _____. Thanks for bringing it up! Well, last time _____, right? We can continue the reading section. What do you think?

<b>Henry</b>	:	Okay, I agree with you. So, I think we can gather again at your home this weekend to work on it?
<b>Linda</b>	:	I'm sorry, my home isn't available this weekend. I _____ . How about we do it this Wednesday?
<b>Henry</b>	:	Oh, okay then. Where do you prefer?
<b>Linda</b>	:	We can do it in the café we used to gather.
<b>Henry</b>	:	Okay then, see you on Wednesday.
<b>Linda</b>	:	Yup, see you soon.

## SPEAKING

### Exercise 4

After you completed the missing sentences of the dialogue, practice the dialogue with your partner and present it in front of the class!

### Exercise 5

With your pair, create a dialogue that discuss how to use simple past and past continuous tense appropriately!

## READING

### Reading Passage 1

#### *The Beatles*

The Beatles were an English rock band, formed in Liverpool in 1960. With members John Lennon, Paul McCartney, George Harrison and Ringo Starr, they became widely regarded as the foremost and most influential act of the rock era. In the early 1960s, their enormous popularity first emerged as "Beatlemania", which is a term that describe the intense fan frenzy directed

toward the British band. The phenomenon began in 1963 and continued past the band's breakup in 1970.

The Beatles built their reputation playing clubs in Liverpool and Hamburg over a three-year period from 1960, with Stuart Sutcliffe initially serving as bass player. The core of Lennon, McCartney and Harrison went through a succession of drummers, most notably Pete Best, before asking Starr to join them. They gained popularity in the United Kingdom after their first hit, "Love Me Do", in late 1962. They acquired the nickname "the Fab Four" as Beatlemania grew in Britain over the following year, and by early 1964 they had become international stars, leading the "British Invasion" of the United States pop market. From 1965 onwards, the Beatles produced what many consider their finest material, including the innovative and widely influential albums *Rubber Soul* (1965), *Revolver* (1966), *Sgt. Pepper's Lonely-Hearts Club Band* (1967), *The Beatles* (commonly known as the White Album, 1968) and *Abbey Road* (1969).

After their break-up in 1970, they each enjoyed successful musical careers of varying lengths. McCartney and Starr, the surviving members, remain musically active. Lennon was shot and killed in December 1980, and Harrison died of lung cancer in November 2001.

### Exercise 6

Read the passage carefully and define whether the statement below is True or False! Circle True or False in the given column!

1.	The Beatles were an American pop band.	<b>True / False</b>
2.	The Beatles were a family band.	<b>True / False</b>
3.	Their first hit was "Love Me Do" which released in late 1960.	<b>True / False</b>
4.	There were four personnel in The Beatles band.	<b>True / False</b>
5.	The Beatles is still existed until now.	<b>True / False</b>

**Reading Passage 2****Charles Dickens**

Charles Dickens was an English writer and social critic. During his lifetime, his works enjoyed unprecedented popularity. He is now considered a literary genius because he created some of the world's best-known fictional characters and is regarded as the greatest novelist of the Victorian era. His novels and short stories enjoy lasting popularity.

Dickens was born on February 7, 1812 in Portsmouth, on the southern coast of England. His father, John Dickens, was a naval clerk who dreamed of becoming rich and his mother, Elizabeth Barrow, aspired to be a teacher and school director. But the family's financial situation had grown worse because John Dickens used to spend money dangerously beyond the family's means. Consequently, John was sent to prison for debt in 1824, when Charles was just 12 years old.

After his father's imprisonment, Charles Dickens left school to work in a factory. Despite his lack of formal education, he edited a weekly journal for 20 years, wrote 15 novels, five novellas, hundreds of short stories and non-fiction articles, lectured and performed extensively, was an indefatigable letter writer, and campaigned vigorously for children's rights, education, and other social reforms.

Dickens's literary success began with the 1836 serial publication of *The Pickwick Papers*. Within a few years he had become an international literary celebrity, famous for his humor, satire, and keen observation of character and society. His novels, most published in monthly or weekly instalments, pioneered the serial publication of narrative fiction, which became the dominant Victorian mode for novel publication.

Dickens was regarded as the literary colossus of his age. His 1843 novella, *A Christmas Carol*, remains popular and continues to inspire adaptations in every artistic genre. *Oliver Twist* and *Great Expectations* are also frequently adapted, and, like many of his novels, evoke images of early Victorian

London. His 1859 novel, *A Tale of Two Cities*, set in London and Paris, is his best-known work of historical fiction.

Charles Dickens died on June 9, 1870 of a stroke. He was buried in Poet's Corner at Westminster Abbey. Thousands of mourners came to pay their respects at the grave and throw in flowers.

### Exercise 7

Based on the reading passage answer these questions!

1. When was Dickens born and where?
2. What do you know about Charles Dickens' career after you read the passage?
3. Was Charles Dickens a rich kid?
4. Was Charles Dickens a great writer? Why?
5. How did Charles Dickens die?

## WRITING

### RECOUNT

Recount text is a style of writing where the author shares his/her personal experiences. In recount text, the author does not intend to convince or to give a recommendation to the reader, but rather to inform the reader about what he/she has experienced. Not just of her/his experiences, the author can also tell a story about another person, such as a biography of a person.

#### Generic Structure

Following is the common structure of recount text:

- **Orientation** displays the introduction of an object, event, or a person. It consists of information of the place, the time, or, the background of the story.



- **Events** displays significant events which written in a chronological order.
- **Re-orientation** is the conclusion of the experience or the special comment of the author.

#### Usage

- Use simple past tense and past continuous tense
- Use conjunction words to explain the chronological order, such as before, after, then.
- State the specific time, place, or person involved in the story.

Read the Reading Passage 1 again. As you read the passage, you will find that the passage is a recount text where the author re-tells about the life of a famous band, The Beatles, which has below structure:

<b>Orientation</b>	The Beatles were an English rock band, formed in Liverpool in 1960. With members John Lennon, Paul McCartney, George Harrison and Ringo Starr, they became widely regarded as the foremost and most influential act of the rock era. In the early 1960s, their enormous popularity first emerged as "Beatlemania", which is a term that describe the intense fan frenzy directed toward the British band. The phenomenon began in 1963 and continued past the band's breakup in 1970.
<b>Events</b>	The Beatles built their reputation playing clubs in Liverpool and Hamburg over a three-year period from 1960, with Stuart Sutcliffe initially serving as bass player. The core of Lennon, McCartney and Harrison went through a succession of drummers, most notably Pete Best, before asking Starr to join them. They gained popularity in the United Kingdom after their first hit, "Love Me Do", in late 1962. They acquired the nickname

	<p>"the Fab Four" as Beatlemania grew in Britain over the following year, and by early 1964 they had become international stars, leading the "British Invasion" of the United States pop market. From 1965 onwards, the Beatles produced what many consider their finest material, including the innovative and widely influential albums <i>Rubber Soul</i> (1965), <i>Revolver</i> (1966), <i>Sgt. Pepper's Lonely-Hearts Club Band</i> (1967), <i>The Beatles</i> (commonly known as the White Album, 1968) and <i>Abbey Road</i> (1969).</p>
<p><b>Re-orientation</b></p>	<p>After their break-up in 1970, they each enjoyed successful musical careers of varying lengths. McCartney and Starr, the surviving members, remain musically active. Lennon was shot and killed in December 1980, and Harrison died of lung cancer in November 2001.</p>

**Exercise 8**

Create your recount text and don't forget to use simple past tense and past continuous tense in your writing!

## UNIT 7

# PRESENT PERFECT TENSE AND PRESENT PERFECT CONTINUOUS TENSE

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### STANDARD COMPETENCE

Use *Present Perfect Tense* and *Present Perfect Continuous Tense* as part of the English language.

### INDICATOR

Able to differ the *Present Perfect Tense* and the *Present Perfect Continuous Tense* and to use them appropriately in everyday conversations.

### CONTEXT

We use *Present Perfect Tense* and *Present Perfect Continuous Tense* to say about something that happened in the past, but it still has connection to the present. Often, we need to share about our activities that we have started in the past and continue to occur in the present and maybe ended in the present time.

### LEARNING MATERIAL

#### *Present Perfect Tense*

Present Perfect Tense is a tense used to describe an activity that has been done at this time, called perfect because the activity has happened or has completed perfectly at this time or present.

For this reason, it can be said that the present perfect tense is a combined time form of the past and the present. But of course, attachment to the present is much more emphasized. The present perfect tense is usually used in everyday dialogue, correspondence, and news in newspapers, radio, and television.

Example: I have studied Geography from 6 o'clock in the morning.

This means that the subject has performed the action/activity in the past and within a certain time, i.e. from 6 am. In addition, subjects may still perform such activities until the present or in the unknown time.

**The pattern of Present Perfect Tense:**

- (+) **Subject** + **have / has** + **verb-3** + **(object)**.  
 (-) **Subject** + **have / has** + **not** + **verb-3** + **(object)**.  
 (?) **Have / has** + **Subject** + **verb-3** + **(object)?**

Note that the **verb-3** is the past participle form of a verb use in the sentence.

Examples:

1. (+) **Nanda has given up** his scholarship.  
 (-) **Nanda has not given up** his scholarship.  
 (?) **Has Nanda given up** his scholarship?  
 “Yes, he has.” or “No, he hasn’t.”
2. (+) **They have graduated** high school this year.  
 (-) **They have not graduated** high school this year.  
 (?) **Have they graduated** high school this year?  
 “Yes, they have.” or “No, they haven’t.”

The Present perfect has various information phrases to explain things that have been done in the past and are still related to the present. Some phrases related to the use of present perfect tense are: just, this morning, this afternoon, this week, lately, recently, for, and since. But without a hint of any time, the present perfect tense can still be used.

**Exercise 1**

Change these sentences into English by using the Present Perfect Tense pattern!

1. Saya telah bekerja sebagai seorang sekretaris di perusahaan itu selama lima tahun.
2. Nita telah menerima beasiswa dari LPDP.
3. Sudahkah Eko dan Riska menyanyikan lagu kesukaan mereka di panggung?
4. Nita dan saya belum menyelesaikan PR kami.
5. Sudahkah Yoga menyiram bunga di kebun?
6. Paman saya sudah tiba di rumah kami sejak dua hari lalu.
7. Ayah sudah berangkat ke Jakarta sejak enam hari lalu.
8. Ibu sudah tidak memasak makanan untuk kami lagi karena sakit.
9. Kami telah membelikan makanan untuk guru kami.
10. Mereka telah membuang semua isi gudang itu.

### *Present Perfect Continuous Tense*

Present Perfect Continuous Tense is a tense form used to express activities that have started in the past and still continue today, as well as those that have ended in the past anyway.

#### **Example:**

Farah has been writing the novel since she was in her twenties and she just finished it this week at her thirtieth birthday.

Actions in the present perfect continuous tense generally have a certain duration of time in the past and of course still, have a relationship with the current condition. Therefore, in the use of present perfect continuous tense usually come the use of phrases that state a certain time which refers to how long the action or activity has taken place.

### The pattern of Present Perfect Continuous Tense:

- (+) **Subject + have / has + been + verb-ing.**  
 (-) **Subject + have / has + not + been + verb-ing.**  
 (?) **Have / Has + Subject + been + verb-ing?**

#### Example:

1. (+) **I have been studying** in this university for three years.  
 (-) **I have not been studying** in this university.  
 (?) **Have you been studying** in this university for three years?  
 “Yes, I have been studying in this university for three years.” or  
 “No, I have not been studying in this university for three years.”
2. (+) **My uncle has been teaching** in this school since last year.  
 (-) **My uncle has not been teaching** in this school since last year.  
 (?) **Has your uncle been teaching** in this school since last year?  
 “Yes, he has been.” or “No, he has not been.”

In addition to that, the Present Perfect Continuous tense can be used to confirm that someone has done something for some time, in the past, by looking of its result in the present time.

**Have you seen Tia’s skin? It is so red. I think she has been sunbathing.**

From the above example, we know that **Tia’s skin becomes red because she has been sunbathing.**

Another usage of the Present Perfect Continuous tense is to state or to confirm the timeframe of an action or activity has occurred, and it may or may not finish yet.

**Ronny has been reading that novel for two weeks.**

From the above example, we know that Ronny has started reading the novel **in the past two weeks** and he may not have finished it yet.

Another example:

**Ria: “How long have you been practicing badminton?”**

**Kristi: “I have been doing it since I was 6 years old.”**

In the above example, Ria wants to know for how long Kristi has been playing badminton. Ria can sum up how many years Kristi has been playing badminton from the given answer (assume that Ria knows Kristi’s birth year).

### *Exercise 2*

#### **A. Read the situation and then write a sentence with the Present Perfect Continuous Tense.**

##### **Example:**

Jimmy is out of breath. (he/ run) He has been running.

1. Winda is very tired. (she/ work/ hard) \_\_\_\_\_.
2. Bobby has a black eye and Dimas has a cut lip. (Bobby and Dimas/ fight) \_\_\_\_\_.
3. Sinta has just come back from the beach. She is very tired. (she/ lie/ in the sun) \_\_\_\_\_.
4. John is hot and tired. (he/ play/ tennis) \_\_\_\_\_.
5. The little boy’s eyes are red and watery. (he/ cry) \_\_\_\_\_.

#### **B. Say how long something has been happening by making a sentence.**

##### **Example:**

It is raining now. It began raining two hours ago.  
It has been raining for two hours.

1. Kevin is studying. He began studying one hour ago. He \_\_\_\_\_ for one hour.

2. I am learning French. I started learning French in November. I \_\_\_\_\_ since November.
3. Anna is looking for a job. She began looking two months ago. \_\_\_\_\_ for two months.
4. Mary is working in London. She started working there on 18 February. \_\_\_\_\_ since 18 February.
5. Phillip smokes. He started smoking three years ago. \_\_\_\_\_ for three years.

## LISTENING

### Exercise 3

Listen to the dialogue and then complete the missing sentences!

<b>Nayla</b>	:	Nana, are you ready for the gift? I know _____ for this!
<b>Nana</b>	:	How wonderful of you, Nayla! You are truly my best friend. You remember my birthday.
<b>Nayla</b>	:	Of course, I remember. So, _____?
<b>Nana</b>	:	I feel no different. I am just turn out 25, and it feels the same as the other birthday. But I am very grateful. How _____?
<b>Nayla</b>	:	Well, to be honest, I _____ back then. I wish I can be as calm as you.
<b>Nana</b>	:	Never mind. So, _____? I can't wait to open it!
<b>Nayla</b>	:	Okay, okay, here it is. I hope you like it.
<b>Nana</b>	:	What is it? Can I open it here?
<b>Nayla</b>	:	Yeah sure. You can open it now, if that's what you want.



<b>Nana</b>	:	(opening the gift) Wow, _____. _____? I really love it. Thank you so much, Nayla!
<b>Nayla</b>	:	Well, _____. I know y_____. Enjoy it.

## SPEAKING

### Exercise 4

After you completed the missing sentences of the dialogue, practice the dialogue with your partner and present it in front of the class!

### Exercise 5

With your pair, create some dialogues based on the following situation: *reunion with your old family, go out for lunch with family or friends, and go to the cinema with your boyfriend or girlfriend!* Then present it to the class!

## READING

**Read the following passage!**

### *Review of “Aquaman” Movie*

Whenever anybody asks me what “Aquaman” is like, I mention an early scene where opposing Atlantean forces square off and debate the kingdom’s future. One side rides armored seahorse that whinny. The other rides armored sharks that roar. “Aquaman” is as concerned with scientific accuracy as “SpongeBob Squarepants.” And that’s one of many reasons why I like it.

It takes skill to be as ridiculous as this movie about a half-human, half-Atlantean prince who’s known on land as Arthur Curry (Jason Momoa) without seeming to condescend to the material. Directed by James Wan (“Saw,” “The Conjuring”), it’s part of a thriving subcategory of superhero movies, also represented by “Spider-Man: Homecoming,” “Thor: Ragnarok,” “Venom” and both “Ant-Man” pictures—sweet, goofy, at times psychedelically weird films that mostly reject the sour gloom that gets mistaken for maturity. But that’s not to say that those movies aren’t serious in their own way. “Aquaman,” in particular, feels simultaneously like a spoof

and an operatic melodrama. Any film that can combine those modes is a force to be reckoned with.

The movie is overlong and a bit repetitious (as big-budget superhero films tend to be), and its second half is more distinctive than its first because it lets its freak flag fly. But Wan and company mostly do a brilliant job of shaking the algae from clichés. Rather than get bogged down in plot particulars, they concentrate on characterization and performances, production design, costumes, and visual details.

The most remarkable aspect, though, is the way “Aquaman” pushes against the idea that every problem can be solved by violence. There are plenty of bruising fights on land and sea, plus laser shootouts and aquatic infantry clashes, but some of the most important showdowns are resolved peacefully, through conversation, negotiation, and forgiveness. Men as well as women cry in this movie, and the sight is treated not as a shameful loss of dignity, but as the normal byproduct of pain or joy. For all its wild spectacle and cartoon cleverness, this is a quietly subversive movie, and an evolutionary step forward for the genre.

### *Exercise 6*

Read the passage carefully and define whether the statement below is True or False! Circle True or False in the given column!

1.	The writer is more likely hate the movie.	<b>True / False</b>
2.	The movie’s genre is considered as a cartoon movie.	<b>True / False</b>
3.	The director of the “Aquaman” movie is the same director of “Thor: Ragnarok” movie.	<b>True / False</b>
4.	The movie is a big-budget movie.	<b>True / False</b>
5.	The movie against the concept that “any problem can be solved by violence”.	<b>True / False</b>

## WRITING

### REVIEW TEXT

Review text is a writing style in which the author gives an examination or an evaluation on an object, be it a movie, literature, an article, performance or anything else. The author provides his/her opinions and more likely, but not always, gives his/her preference regarding the object.

#### Generic Structure:

Following is the common structure of review text:

- **Orientation** displays the introduction of an object, event, or a person. It consists of information of the place, the time, or, the background of the story.
- **Evaluation** portrays the author viewpoint about the object and provides his/her reasoning on his/her opinion.
- **Interpretative Recount** is the part where the author provides others' opinion or review on the same object, most likely to support his/her opinion, but it can also a contradiction viewpoint, to make the reader decide for themselves. This part may or may not exist in the review text.
- **Evaluative Summation** is the summary of the review.

Read the reading passage again. As you read the passage, you will find that the passage is a review text where the author gives his/her opinions about a movie called "Aquaman", the structure is as follow:

<b>Orientation</b>	Whenever anybody asks me what "Aquaman" is like, I mention an early scene where opposing Atlantean forces square off and debate the kingdom's future. One side ride armored seahorse that whinny. The other rides armored sharks that roar. "Aquaman" is as concerned with
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	scientific accuracy as “SpongeBob Squarepants.” And that’s one of many reasons why I like it.
<b>Evaluation</b>	<p>It takes skill to be as ridiculous as this movie about a half-human, half-Atlantean prince who’s known on land as Arthur Curry (Jason Momoa) without seeming to condescend to the material. Directed by James Wan (“Saw,” “The Conjuring”), it’s part of a thriving subcategory of superhero movies, also represented by “Spider-Man: Homecoming,” “Thor: Ragnarok,” “Venom” and both “Ant-Man” pictures—sweet, goofy, at times psychedelically weird films that mostly reject the sour gloom that gets mistaken for maturity. But that’s not to say that those movies aren’t serious in their own way. “Aquaman,” in particular, feels simultaneously like a spoof and an operatic melodrama. Any film that can combine those modes is a force to be reckoned with.</p> <p>The movie is overlong and a bit repetitious (as big-budget superhero films tend to be), and its second half is more distinctive than its first because it lets its freak flag fly. But Wan and company mostly do a brilliant job of shaking the algae from clichés. Rather than get bogged down in plot particulars, they concentrate on characterization and performances, production design, costumes, and visual details.</p>
<b>Interpretative Recount</b>	Not provided.
<b>Evaluative Summation</b>	The most remarkable aspect, though, is the way “Aquaman” pushes against the idea that every problem can be solved by violence. There are plenty of bruising fights on land and sea, plus laser shootouts and aquatic infantry clashes, but some of the most important showdowns are resolved peacefully, through conversation, negotiation, and forgiveness. Men as well

	as women cry in this movie, and the sight is treated not as a shameful loss of dignity, but as the normal byproduct of pain or joy. For all its wild spectacle and cartoon cleverness, this is a quietly subversive movie, and an evolutionary step forward for the genre.
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**Exercise 7**

Write your review on your favorite movie, song or any object you want to review. Use Present Perfect tense and Present Perfect Continuous tense in your writing whenever possible!



# UNIT 8) PAST PERFECT TENSE AND PAST PERFECT CONTINUOUS TENSE

## STANDARD COMPETENCE

Use the *Past Perfect Tense* and *Past Perfect Continuous Tense* as part of the English language.

## INDICATOR

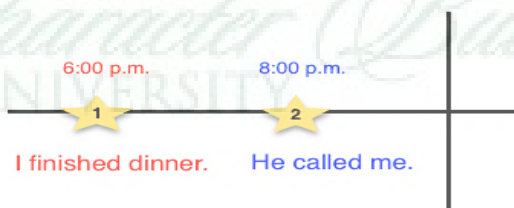
Able to differ the *Past Perfect Tense* and the *Past Perfect Continuous Tense* and to use them appropriately in everyday conversations.

## CONTEXT

Past Perfect Tense and Past Perfect Continuous Tense use to re-tell two actions or more that happened at a certain time in the past. When we talk and discuss something with our friends or colleague or new acquaintances, we often ask about the other party's information, such as what they have done in the past and other kinds of stuff in their past as we want to know more about them.

## LEARNING MATERIAL

**Past Perfect Tense** indicate that a completed action happened earlier than something else (see Figure 10).

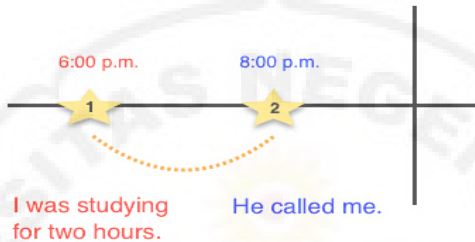


I had finished dinner by the time he called me last night.  
By the time he called me last night, I had finished dinner.

**Figure 10 Past Perfect Tense**

Source: esl-library.com

**Past Perfect Continuous Tense** often creates a kind of background for the rest of the sentence (see Figure 11).



I had been studying for two hours by the time he called me last night.  
 By the time he called me last night, I had been studying for two hours.

**Figure 11 Past Perfect Continuous Tense**

Source: esl-library.com

Figure 12 depicts the difference between the two tenses.

	PAST PERFECT	PAST PERFECT PROGRESSIVE
FORM	<p>had + p.p.</p> <p>(Use a <b>simple past</b> verb in the dependent clause.)</p>	<p>had + been + -ing verb</p> <p>(Use a <b>simple past</b> verb in the dependent clause.)</p>
USE	<p>The first past action <b>finishes</b> before the second past action.</p>	<p>The first past action <b>continues</b> until the second past action.</p>
TIME MARKERS	<ul style="list-style-type: none"> <li>• by the time</li> <li>• when</li> <li>• before</li> <li>• after</li> </ul> <p>(Note: The typical past markers <i>Last</i>, <i>Yesterday</i>, and <i>Ago</i> are often additionally used.)</p>	<ul style="list-style-type: none"> <li>• by the time</li> <li>• when</li> <li>• before</li> </ul> <p>(Note: The typical progressive markers <i>For</i> and <i>Since</i> are often additionally used.)</p>
EXAMPLES	<ul style="list-style-type: none"> <li>• I had finished dinner by the time he called me last night.</li> <li>• My friend had texted me five times before I answered.</li> <li>• By the time she got home, someone had fixed the door.</li> <li>• When you asked me out yesterday, I had already made plans.</li> </ul>	<ul style="list-style-type: none"> <li>• My sister had been studying English for 11 years before she entered university.</li> <li>• We had been waiting for two hours by the time she arrived.</li> <li>• When he called me at midnight, I had been sleeping since 8 p.m.</li> </ul>

**Figure 12 Past Perfect vs Past Perfect Continuous Tense**

**Exercise 1**

Put the verbs in the brackets into the correct tenses!

Example: He thanked me for what I (do) \_\_\_\_\_.

He thanked me for what I **had done**.

1. When he arrived at the cinema, the movie already (start) \_\_\_\_\_.
2. He told me that he (ring) \_\_\_\_\_ me before.
3. Before he moved here, he (live) \_\_\_\_\_ in Bandung.
4. He wished that he (do) \_\_\_\_\_ the test correctly.
5. Did he tell you that something (happen) \_\_\_\_\_?
6. He said that he (read) \_\_\_\_\_ the novel twice.
7. He (wait) \_\_\_\_\_ a long time before she arrived in the cinema.
8. The man (commit) \_\_\_\_\_ crime before the judge finally sentenced him to jail.
9. They (strive) \_\_\_\_\_ hard before they eventually got success.
10. We (consider) \_\_\_\_\_ it carefully before we made the decision.

**Exercise 2**

**Choose the correct answer to complete the sentence!**

1. Oscar \_\_\_\_\_ an article for about three hours.
  - a. had been writing
  - b. had been written
  - c. had be writing
  - d. had is writing
2. We \_\_\_\_\_ here since 2009.
  - a. hadn't been lived
  - b. had been not living
  - c. hadn't been living
  - d. hadn't be lived
3. \_\_\_\_\_ learning English for several hours?
  - a. Had she be
  - b. Had she been
  - c. Had be she
  - d. Had she is



4. We \_\_\_\_\_ our holiday in Bali for several days.
- a. had be spending                      c. had been spending  
b. had are spending                    d. are had spending
5. They had been \_\_\_\_\_ in this company for about six years.
- a. worked                                  c. to work  
b. works                                    d. working
6. \_\_\_\_\_ borrowing this book from the library for several days?
- a. Had been Cindy                      c. Had be Cindy  
b. Had Cindy been                      d. Had Cindy be
7. She \_\_\_\_\_ sleeping for an hour.
- a. hadn't be                                c. hadn't is  
b. is hadn'd                                d. hadn't been
8. Paul \_\_\_\_\_ for you since 9 o'clock.
- a. had be writing                          c. had is writing  
b. had been writing                        d. had be written
9. \_\_\_\_\_ standing here for long time?
- a. Had been you                          c. Had you been  
b. Had you be                              d. Had be you
10. He hadn't \_\_\_\_\_ the problem for long time.
- a. been discussed                        c. be to discuss  
b. is discussing                          d. been discussing

## LISTENING

## Exercise 3

Listen to the dialogue and complete the missing sentences!

<b>Andi</b>	:	Hi Nora, sorry I'm late. How long you been waiting?
<b>Nora</b>	:	I waited for quite sometimes. Where you've been?
<b>Andi</b>	:	I _____, last night and fell asleep. I was tired. So, I _____.
<b>Nora</b>	:	Oh, okay, if that's the case. Right, _____ information from me. _____?
<b>Andi</b>	:	O yeah. It's related to my paper. I'm writing about people I know and how we met and what kind of relationship we have. Since you are one of my close friends, I want to ask more about you. Is that okay?
<b>Nora</b>	:	Yeah, sure. I thought I _____.
<b>Andi</b>	:	Well, just to make sure, I _____. Okay, let me start with your hobby. What is your hobby? I know you play badminton a lot, but _____?
<b>Nora</b>	:	Of course, badminton is one of my hobby. Other things I like to do when I'm free are singing and playing guitar.
<b>Andi</b>	:	Oh, see I didn't know you're playing guitar. I bet you play well.
<b>Nora</b>	:	Hmm, actually, it took sometimes before I can play well. _____.
<b>Andi</b>	:	Oh, really? How _____?

<b>Nora</b>	:	I think _____ . Since then I can play guitar fluently.
<b>Andi</b>	:	What about your childhood. _____ in this city since you're a child?
<b>Nora</b>	:	No. My parents _____. When I was about 5 years old, we moved to this city.
<b>Andi</b>	:	So, _____ 15 years, right?
<b>Nora</b>	:	Yup, time flies so fast.

### SPEAKING

#### Exercise 4

After you completed the dialogue above, practice it with your pair and present it in front of the class!

#### Exercise 5

With your pair, create a dialogue that discuss how to use past perfect and past perfect continuous tense appropriately!

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## READING

Reading the passage below!

### *Financial services yet to spur economic growth: Study*

The financial services sector has yet to become a main engine for economic growth, but it has the potential to do so, according to joint research from the National Development Planning Agency (Bappenas) and Parahyangan University.

While Indonesia has seen its credit productivity increase, stakeholders lack a comprehensive understanding of the sector, hence the sluggish loan disbursement in recent years, the study says.

“Indonesia is facing a huge challenge as its financial services sector is not strong enough to influence economic growth,” said Leonard VH Tampubolon, the Bappenas deputy minister for the economy, in a recent seminar in Jakarta.

“The inclusion aspect is [also of concern] as many Indonesians do not receive financial services from formal institutions.”

The study calculated that, for every 1 percent of economic growth, the country needs an additional 10.85 percent in credit growth. Based on credit disbursement alone, this would mean that Indonesia needs to book credit growth of 23 percent in order to achieve overall economic growth of over 6 percent.

The Financial Services Authority (OJK) estimated that loan growth would reach 13 percent this year, slightly higher than the 12.45 percent it projected in 2018. About five years back, annual loan growth was at about 20 percent on average. Economic growth, meanwhile, was just below 5.2 percent in 2018, according to the state budget. The government is slightly more optimistic about reaching this year’s target of 5.3 to 5.4 percent in growth.

“The financial services sector is crucial for achieving the economic growth target in the future as it finances investments. Therefore, bank and non-bank financial institutions should deepen their roles,” said Leonard.

The research with Parahyangan University in Bandung, West Java, is part of Bappenas' preparation for its 2020-2024 National Medium-Term Development Plan (RPJMN). The institutions studied credit disbursement in 33 provinces and how it correlates with the economic and financing disparity between Java and the rest of the archipelago. In 2017, Jakarta disbursed the highest amount of credit to the business sector at Rp 1.31 quadrillion (US\$93.9 billion), followed by East Java, West Java, Central Java and Banten.

Miryam BL Wijaya, one of the researchers, acknowledged the government's efforts in boosting the role of financial institutions in the economy by involving them in distributing cash assistance through programs like the Family Hope Program and the non-cash food assistance program.

"However, the beneficiaries tend to cash out the money shortly after receiving it [...] this excludes them from being customers of the financial services," said Miryam, an economist at Parahyangan University.

She also cited a 2017 research study by the World Bank and global database firm CEIC that showed Indonesia as having the lowest ratio of financial sector-to-GDP movement among ASEAN countries, excluding Laos.

According to the 2017 study, Indonesia's M2 rate was measured at 39.88 percent against its GDP in 2017, much lower than the 155.22 percent and 132.67 percent in Vietnam and Malaysia, respectively.

An M2 rate is an indicator that combines cash, checking deposits and "near money", also known as non-cash, highly liquid assets.

As of the third quarter of 2018, Indonesia's M2 decreased to 38.62 percent, Miryam said. However, she was confident that it could potentially double to over 62 percent.

"That is why we emphasize that the capital market has to play its role alongside conventional banks in providing financing [...] The demand to increase credit disbursement is not borne by banks alone," she said.

The main strategy to boost funding from financial institutions is to ensure steady growth in the real sector, including manufacturing and micro business, she said.

### Exercise 6

Read the passage carefully and define whether the statement below is True or False! Circle True or False in the given column!

1.	Indonesia's economy is in a bad state.	<b>True / False</b>
2.	The OJK projection on loan's growth is accurate.	<b>True / False</b>
3.	So many potentials in Indonesia's financial sectors which not realize yet.	<b>True / False</b>
4.	M2 data on 2017 shows that Indonesia has higher M2 percentage than Malaysia and Vietnam.	<b>True / False</b>
5.	It is bank responsibility to realize the financial sector's potential in growing Indonesia's economy.	<b>True / False</b>

## WRITING

### REPORT TEXT

Report Text is a writing style in which the author presents his/her observation on an object or group of objects. In this kind of writing, the author provides factual information from what he/she found on research. Report text generally applied in academic writing or non-fiction articles.

#### Generic Structure

- Table of content is an optional section. The author needs to provide it if the report is considered a long report. Moreover, the reader needs it to easily move to their desired section.

- Introduction reveals the main topic which written in such a way that attracts the reader to read more.
- Subheadings applied to help the reader understand the report that is by knowing a systematical order of the report. The investigation of facts or findings presented in one paragraph or more within each subsection.
- The conclusion consists of the highlight that sums up the whole report.
- Glossary consists of specific terminologies which used in the report.

#### Usage

- Use to deliver research results, news, or to write magazine.
- Commonly use the passive voice style.
- Focus on the research object.
- Usually come with some graphics or diagrams to visualize the results.
- Use general nouns to explain the object.

#### *Exercise 7*

Read the Reading Passage again and break down the text into review text structure!

#### *Exercise 8*

Create your report text writing. You may report your biology's experiment or any subject you are interested in. Don't forget to use the Past Perfect tense and Past Perfect Continuous tense in your writing.

## UNIT 9

# SIMPLE FUTURE TENSE AND FUTURE CONTINUOUS TENSE

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### STANDARD COMPETENCE

Use the *Simple Future Tense* and *Future Continuous Tense* as part of the English language.

### INDICATOR

Able to differ the *Simple Future Tense* and the *Future Continuous Tense* and to use them appropriately in everyday conversations.

### CONTEXT

In our daily conversations, we often discuss our plan such as what we willing to do next or in the near future. In that context, we use the Simple Future and Future Continuous Tense.

### LEARNING MATERIAL

#### *Simple Future Tense*

**Simple future tense** explains or states some actions or activities to be performed by the subject in the future. It declares an activity that will happen or still a plan.

**Example:** I will meet you tomorrow morning.

In addition, simple future tense can also be used to show promises made to be implemented in the future.

**Example:** I shall help you with the project next week.

Simple Future Tense is usually marked with the word 'Will' or 'Shall' which mean "going to". Then is there any difference in using 'Will' and 'Shall'? A simple explanation of the difference between 'Will and Shall' use in showing



future's acts is, 'Shall' is used with the first-person subject: I and We, while 'Will' can be used for all subjects: You, They, He, She, It.

Another way to use Simple Future Tense is by using 'to be + going to'.

'to be + going to' is usually used for actions or activities that have been planned or intended previously. In addition, 'to be + going to' is also used to express our assumption that something is about to happen. Therefore, the action or activity in a simple future tense form with 'to be + going to' is most likely will be executed or done immediately.

### The pattern of Simple Future Tense:

Sentence Mode	will/shall	[to be] + going to
(+)	Subject + [will]/[shall] + Verb-1	Subject + [to be] + going to + Verb-1
(-)	Subject + [will]/[shall] + <b>not</b> + Verb-1	Subject + [to be] + <b>not</b> + going to + Verb-1
(?)	[Will]/[Shall] + subject + Verb-1?	[to be] + subject + [going to] + Verb-1?



- ✓ Replace the Subject with: I, We, You, They, He, She, It.
- ✓ Replace [to be] according to the subject you use: am, are, is.
- ✓ Use Verb-1 form or infinitive verb.

### Examples:

1. (+) **I am going to** go to the book store at three o'clock.
- (-) **I am not going to** go to the book store at three o'clock.
- (?) **Are you going to** go to the book store at three o'clock?

Yes, I am / No, I am not.

2. (+) **I will** go to Kalimantan next week.  
 (-) **I will not** go to Kalimantan next week.  
 (?) **Will you** go to Kalimantan next week?  
 Yes, I will / No, I will not.

### Sentences in Context

Will	[to be] + going to
<ul style="list-style-type: none"> <li>▪ I will finish my homework in an hour.</li> <li>▪ I will give you the money back next week.</li> <li>▪ I think it will rain tomorrow.</li> <li>▪ There's no way that we will lose the game.</li> <li>▪ You will meet a tall, dark, handsome stranger.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I'm going to finish my homework in an hour.</li> <li>▪ I'm going to take a few days off.</li> <li>▪ We're going to visit my parents at the weekend.</li> <li>▪ I'm going to eat a whole watermelon.</li> <li>▪ She's going to eat a whole watermelon.</li> </ul>

### Exercise 1

#### Choose the correct answer for the questions below!

1. Ongki and Yoga will not \_\_\_\_\_ in music competition at school next month.
 

a. participates	c. participation
b. participate	d. participated
2. Ahmad \_\_\_\_\_ all of his friends to the celebration next week.
 

a. will invite	c. invited
b. invites	d. invitation
3. Ami : Hey! Look at those dark clouds!  
 Kiki : Wow! It \_\_\_\_\_ rain soon

- a. will  
b. the
- c. coming  
d. is going to
4. \_\_\_\_\_ Ani give back Daud's phone?  
a. Is  
b. Will  
c. Does  
d. Was
5. Manda and I \_\_\_\_\_ some plates and glasses on the dining table for the dinner tonight.  
a. was preparing  
b. prepared  
c. shall prepare  
d. prepare
6. Will you \_\_\_\_\_ the suspect tomorrow?  
a. arresting  
b. arrest  
c. arrested  
d. to arrest
7. I will not \_\_\_\_\_ my Dad about the accident.  
a. telling  
b. tell  
c. tells  
d. to tell
8. The athletes \_\_\_\_\_ with the college track team next month.  
a. trained  
b. trains  
c. have joined  
d. will train
9. Nita : what are you planning to do with all these sculptures?  
Aman : I \_\_\_\_\_ them in cultural fair next month.  
a. will exhibit  
b. am exhibiting  
c. be exhibiting  
d. to exhibit
10. Manda : I \_\_\_\_\_ the students exchange programme next year.  
Kiki : That's good idea  
a. have joined  
b. joined  
c. will join  
d. join

### *Future Continuous Tense*

**Future continuous tense** is a form of time or tense used to express actions or activities that are expected to occur in the future. Future continuous tense is characterized by the use of the word "Will + be" and followed by present participle form (an ending -ing verb or "V-ing"). Consider the following sample continuous tense sentence:

Example: The students will be sitting in the classroom on Monday.

In addition, future continuous tense can also be used to indicate a common activity or event that will continuously happen in the later time or is expected to happen again in the future.

### The pattern of Future Continuous Tense:

- (+) **Subject** + **will / shall** + **be** + **verb-ing**.
- (-) **Subject** + **will / shall** + **not** + **be** + **verb-ing**.
- (?) **Will / Shall** + **Subject** + **be** + **verb-ing**?

### Examples:

1. (+) **I will be visiting** your house when I finish my homework at 1 p.m.  
 (-) **I will not be visiting** your house when I finish my homework at 1 p.m.  
 (?) **Will I be visiting** your house when I finish my homework at 1 p.m.?  
 “Yes, you will.” / “No, you will not.”
2. (+) **Ziggy will be studying** English Literature in Cambridge University next year.  
 (-) **Ziggy will not be studying** English Literature in Cambridge University next year.  
 (?) **Will Ziggy be studying** English Literature in Cambridge University next year?  
 “Yes, he will.” / “No, he will not.”

### Exercise 2

Choose the correct answer to complete the sentence!

1. Kiki \_\_\_\_\_ Nita tomorrow.

- a. will helps  
b. am helping
- c. will be helping  
d. help
2. My father \_\_\_\_\_ teaching at 10 a.m. tomorrow.
- a. will  
b. will be
- c. is  
d. going to
3. Manda and Kiki will not \_\_\_\_\_ the meal when you arrive at home.
- a. cook  
b. cooking
- c. cooked  
d. be cooking
4. My mother will be \_\_\_\_\_ when I arrive.
- a. sleeps  
b. sleeping
- c. slept  
d. sleep
5. Will you be \_\_\_\_\_ the candles and the cake for Tari's birthday?
- a. bringing  
b. bring
- c. brings  
d. brought
6. They \_\_\_\_\_ at nine tomorrow morning.
- a. are fishing  
b. will be fishing
- c. go fishing  
d. will fishing
7. My sister will not \_\_\_\_\_ at holiday.
- a. studies  
b. studying
- c. be studying  
d. studied
8. George will be . . . . . Indonesia at 9 a.m. tomorrow.



<b>Laura</b>	:	I haven't thought about it. I will be looking for a motel when I arrived there.
<b>Silvia</b>	:	When is your flight?
<b>Laura</b>	:	I booked for next week. I will be arriving Friday night.
<b>Silvia</b>	:	Okay, take care of yourself out there. Enjoy your vacation!
<b>Laura</b>	:	Thank you. It will be more fun if you're coming, though!

## SPEAKING

### Exercise 4

After you completed the dialogue above, practice it with your pair and present it in front of the class!

### Exercise 5

With your pair, create a dialogue that discuss how to use simple future and future continuous tense appropriately!

## READING

**Read the following passage!**

### *Should mobile phones be banned in schools?*

In the last few years there has been an explosion in the use of new communications technologies, including mobile phones; it is estimated that over 70% of young people aged 10–14 now own one. Considerable debate has taken place in the press recently as to whether pupils should be allowed to take their mobile phones into school.

No one can deny the positive benefits of children communicating freely with each other, and pupils argue that using a mobile phone to talk to or text message their friends is simply one way of doing this, using new technology. Many parents are in favor too, and like the reassurance of knowing their child

can be safer and more independent if they have a mobile phone, since they can contact them at any time if necessary. They cite the potential risks faced by some children travelling alone.

However, schools point out that carrying a mobile phone could in itself make a child more vulnerable to theft or mugging, both on the street and even in the playground. Police figures confirm that a high proportion of crimes committed against young people involve thefts of mobile phones. Schools are concerned, moreover, that allowing pupils to bring their mobiles to school could create a competitive atmosphere amongst children and result in some children feeling left out and unvalued.

In addition, they claim that pupils' education would be affected by the distraction of phones ringing in class. Some doctors fear that children using mobiles could suffer long-term brain damage. Until this is disproved, it would seem that schools might best protect their pupils from this and other problems by making them leave their mobile phones at home.

### *Exercise 6*

**Based on the reading passage answer these questions!**

1. What is the author's opinion about using mobile phone in school?
2. What are the advantages and the disadvantages in using mobile phone in school?
3. What is your thought about it? Support your answer with an argument or more!

### **WRITING**

#### **DISCUSSION TEXT**

**Discussion text** is a type of writing where the author presents a topic with enough facts and context and develop discussion upon that topic with some argumentative reasoning or justification. This type of writing is most importantly applied in academic settings where we deliver the thought



process of our opinions and support them with facts without closing the opportunity to have different opinions.

### Generic Structure

Following is the common structure of discussion text:

- **Point** consists of issue to be discussed. The author delivers his/her thought about the topic and brings the readers to the discussion.
- **Arguments** can be divided to supporting arguments and contradicting arguments. Both arguments have to contain logical and rational evidences.
- **Conclusion** highlights the important keys of the discussion. The author does not try to convince the readers to follow his/her opinion but merely shows the facts both negative and positive facts about the topic and let the readers decide for themselves.

### Usage

- Use conjunction transition words to support arguments, such as: in addition to that, moreover, similarly, likewise, in the same way, align with.
- Use conjunction transition words to contrast arguments, such as: however, on the contrary, on the other hand, regardless, but, otherwise, although, even though, despite (that), in spite of, still.
- Use conjunction transition words to emphasize arguments, such as: in fact, especially, of course, above all.

### Exercise 7

Create your discussion text and don't forget to use Simple Future tense and Future Continuous tense in your writing!

# UNIT 10 FUTURE PERFECT TENSE AND FUTURE PERFECT CONTINUOUS TENSE

## STANDARD COMPETENCE

Use *Future Perfect Tense* and *Future Perfect Continuous Tense* as part of the English language.

## INDICATOR

Able to differ the *Future Perfect Tense* and the *Future Perfect Continuous Tense* and use them appropriately in everyday conversations.

## CONTEXT

When we have conversations with our family, friends, or colleagues, there is always a moment when we need to state something that we have already planned to do in the future. We use the Future Perfect or the Future Perfect Continuous to confirm our availability or activity in the future time.

## LEARNING MATERIAL

### *Future Perfect Tense*

**Future Perfect Tense** is a tense to declare an action or activity that will have been completed or done in the future or near future.

Some words to specify the certain time in the future are: *by the time, By the end of, for, next month, next year, tonight, tomorrow, this afternoon, this evening, by next year, by next month.*

**The pattern of Future Perfect Tense:**

- (+) **Subject** + **will have** + **verb-3** + **(object)**.  
 (-) **Subject** + **will** + **not** + **have** + **verb-3** + **(object)**.  
 (?) **Will** + **Subject** + **have** + **verb-3** + **(object)?**

**Examples:**

1. (+) **Ria will have found** a good job **by the end of this month**.  
 (-) **Ria will not have found** a good job **by the end of this month**.  
 (?) **Will Ria have found** a good job **by the end of this month?**
2. (+) **Ria will have gone** to Finland **by next year**.  
 (-) **Ria will not have gone** to Finland **by next year**.  
 (?) **Will Ria have gone** to Finland **by next year?**

In addition to the above sentence pattern, there is also a sentence pattern for the following **nominal sentence**:

- (+) **Subject** + **will have** + **verb-3** + **noun / adjective / adverb**.  
 (-) **Subject** + **will** + **not** + **have** + **verb-3** + **noun / adjective / adverb**.  
 (?) **Will** + **Subject** + **have** + **verb-3** + **noun / adjective / adverb?**

**Examples:**

- (+) I will have been a manager next year.  
 (-) They will not have been at school this evening.  
 (?) Will you have been busy at the end of this week?

Future Perfect tense also used to describe an action or activity that will have been done or finished before another activity occurred in the future.

- I will have cooked for dinner by the time you arrive home.
- Before you come, they will not have watched the movie.

- Will we have gone to Australia by the time the girl comes here?

### Exercise 1

Fill in the blanks with the correct Future Perfect Tense form of the verb!

Example: *By this time tomorrow, I **will have read** (read) the book.*

1. By the time you get here, I \_\_\_\_\_ (*finish*) watching the movie.
2. By the time he graduates, Tom \_\_\_\_\_ (*take*) all the necessary classes.
3. By this time next year, Nancy \_\_\_\_\_ (*move*) to a new apartment.
4. By this time tomorrow, we \_\_\_\_\_ (*put*) all the furniture in the basement.
5. By the time my wife gets home, I \_\_\_\_\_ (*prepare*) supper.
6. By this time next week, we \_\_\_\_\_ (*buy*) all the Christmas presents.
7. By this time tomorrow, the teacher \_\_\_\_\_ (*speak*) to her about her grades.
8. By the time you wake up, your brother \_\_\_\_\_ (*go*) to work.
9. By the time we get to Chicago, we \_\_\_\_\_ (*drive*) for 10 hours.
10. By the time my friends arrive, I \_\_\_\_\_ (*do*) my homework.

### Future Perfect Continuous Tense

**Future Perfect Continuous** tense used to inform or to confirm that an action or activity has been done and may continue in the future. So, future perfect continuous tense is a series of actions that occur before a certain time in the future.

Some words to specify certain times in the future: *for, for a week, for two years, by the end of, by, by tomorrow, at this time, at this time tomorrow, when, before, this year / month / week, next year / month / week.*

**The pattern of Future Perfect Continuous Tense:**

- (+) **Subject** + **will have been** + **verb-ing**.
- (-) **Subject** + **will** + **not** + **have been** + **verb-ing**.
- (?) **Will** + **Subject** + **have been** + **verb-ing**?

**Examples:**

1. (+) **They will have been watching** a movie at this time tomorrow.  
 (-) **They will have not been watching** a movie at this time tomorrow.  
 (?) **Will they have been watching** a movie at this time tomorrow?
2. (+) **He will have been doing** his examination on Monday afternoon.  
 (-) **He will not have been doing** his examination on Monday afternoon.  
 (?) **Will he have been doing** his examination on Monday afternoon?

In addition to the above sentence pattern which is a verbal sentence, there is also a sentence pattern **for the nominal sentence** in the Future Perfect Continuous Tense as follows:

- (+) **Subject** + **will have been** + **noun / adjective / adverb**.
- (-) **Subject** + **will** + **not** + **have been** + **noun / adjective / adverb**.
- (?) **Will** + **Subject** + **have been** + **noun / adjective / adverb**?

**Examples:**

- (+) I will have been being a teacher by the end of this year.  
 (-) He will have been being a student in this university next month.  
 (?) Will they have been being my friends when I study in this university?

Figure 13 shows the example to help you understand the difference of both tenses.

# Future Perfect

	FUTURE PERFECT	FUTURE PERFECT PROGRESSIVE
<b>FORM</b>	will + have + p.p.  (Use a <b>simple present</b> verb in the dependent clause.)	will + have + been + -ing verb  (Use a <b>simple present</b> verb in the dependent clause.)
<b>USE</b>	The first future action will <b>finish</b> before the second future action.	The first future action will <b>continue</b> until the second future action.
<b>TIME MARKERS</b>	<ul style="list-style-type: none"> <li>• by the time</li> <li>• when</li> <li>• before</li> </ul> <p><b>Note:</b> The typical future markers <i>Next</i>, <i>Tomorrow</i>, and <i>From Now</i> are often additionally used.</p>	<ul style="list-style-type: none"> <li>• by the time</li> <li>• when</li> <li>• before</li> </ul> <p><b>Note:</b> The typical progressive marker <i>For</i> is often additionally used.</p>
<b>EXAMPLES</b>	<ul style="list-style-type: none"> <li>• I will have finished dinner by the time she calls me tonight.</li> <li>• By the time my teacher quizzes us tomorrow, I will have memorized all the facts.</li> <li>• That student will have graduated before he gets his essay back next week.</li> <li>• You will have already left when he gets home from his trip.</li> </ul>	<ul style="list-style-type: none"> <li>• I will have been studying for two hours by the time she calls me tonight.</li> <li>• By the time she comes over, my kids will have been sleeping for an hour.</li> <li>• When I move to Vancouver next July, my best friend will have been living there for two years already.</li> <li>• They will have been hanging out at the bar for hours before I join them.</li> </ul>

**Figure 13 Future Perfect**

**Exercise 2**

Fill in the blanks with the correct Future Perfect Tense form of the verb!

**Example:**

The teacher gives the students an assignment on their holiday. (The students/ do/ their assignment on holiday)

- The students will have been doing their assignment on holiday.
  1. The Math examination will end at 3 p.m. this afternoon. (The students/ do/ the examination at 2 p.m. this afternoon)
    - \_\_\_\_\_
  2. I have done so many works today and I will sleep after 8 p.m. (I/ sleep/ at 9 p.m. tonight)
    - \_\_\_\_\_
  3. Jonny is going to England next month for a year. (He/be/in England by next two months)
    - \_\_\_\_\_
  4. Tesla will open a new branch next week. (The manager/run/the new branch by next week)
    - \_\_\_\_\_
  5. Josh is applying for scholarship to continue his university degree and he chooses Literature as his major. (He/be/a new student of the university by the beginning of next month)
    - \_\_\_\_\_

**Exercise 3**

Translate the following sentences into English using Future Perfect Continuous Tense pattern!

1. Nenek saya akan telah sedang mengunjungi kami besok pagi.
2. Kami akan telah sedang mengunjungi nenek kami pada akhir tahun nanti.
3. Albert si pencuri akan telah sedang mencuri berlian besok malam.
4. Gio akan telah sedang mengawasi karyawannya di kantor cabang baru mereka yang buka pada dua bulan mendatang.
5. Apakah nenek kamu akan telah sedang mengunjungi kamu besok pagi?

## LISTENING

### Exercise 4

Listen to dialogue and complete the missing sentences!

<b>Interviewer</b>	:	Hi, glad you can come.
<b>Interviewee</b>	:	Well, thanks for having me.
<b>Interviewer</b>	:	Okay, we _____ with me as the human resource department head. Can you tell me _____ have internship here?
<b>Interviewee</b>	:	I _____ and I _____. I'm looking for the position you opened.
<b>Interviewer</b>	:	Okay, well that's good. We _____ now, so it will be very competitive. I want to know, _____ for the next year?
<b>Interviewee</b>	:	By next year, I _____ and _____!
<b>Interviewer</b>	:	Oh, that's excellent. May I know, _____, what are you going to do, and _____, in let's say, 5 years after that?



<b>Interviewee</b>	:	Yes, I have my plan. I _____ and _____.
<b>Interviewer</b>	:	You are a visionary woman. I will get in touch with you for the result. I hope you get the internship position here.
<b>Interviewee</b>	:	Okay, I'll be looking forward hearing from you. Thank you.

## SPEAKING

### Exercise 5

Answer the following questions orally!

1. What would you say about the public transportation in your town?
2. What is your comment about using motorcycle transport?
3. Give your opinion about the use of delman and becak for public transportation!

## READING

### *Sign Accelerating Progress in China*

Honda, the Japanese car market, has just given China the kind of industrial and marketing boost other fast-growing countries can only drool over. It announced last week that it will open a factory in the southern city of Guangzhou to make cars for export, with an initial output of 50.000 units.

Chinese media report said that over time, production could rise to six times that, a good percentage of it to be sold locally. Together with an existing plant that makes 50.000 Accords and Odyssey mini-vans a year for the home market, Honda's investment is indicative of the brutal worldwide contest for sales and production efficiency. Honda will save 20 percent in production costs by operating in China.

Volkswagen, Daimler-Chrysler, Ford and General Motors had all preceded Honda to China, and they are beginning to reap the benefits of their investment. Mainstay European makers besides the Germans (the Italians,

French and Sweden) and Korean companies could be next in line. Bernd Leissner, president of Volkswagen Asia-Pacific, predicts that “All the big international players and their latest models will be in China within three to five years”.

Even if his forecast is off by a few years, the trend looks inexorable. All these developments are of little comfort to Southeast Asian countries acutely aware of China’s puling power. While Thailand, Malaysia and Indonesia have had a measure of success with their car and parts manufacturing spurring industrial growth and downstream activities, what China can gain is simply unimaginable.

The first element is the multiplier effect of the automotive industry in a country of such scale. Honda’s decision to pump in more funds is a recognition of China’s ability to handle precision engineering and complex manufacturing work. It has been for some years a production platform for consumer electronics and computers the well-known brands of other countries.

Assembling cars is the next step. After that will come body design and engine innovations. But the intermediary stage of parts and accessories sets a poser. Honda plans to ship to China the necessary parts. Unless manufacture of these critical items eventually becomes as big in China as is car assembly, with the quality to match, growth will be slower. But do not underestimate the country’s persuasiveness in making the appropriate demands of their investors. Honda opened its first plant in 1998 only after it had started, at China’s “urging”, a part facility which it also had to manage.

#### **Exercise 6**

Answer the questions below based on the text above!

1. What has the Japanese carmaker given to China?
2. What does “it” in paragraph 1 refer to?
3. What is the car production mainly for?
4. What will happen when production rises six times?

5. What advantage will the Honda can get when processing car making in China?
6. Mention other countries which invest their capital in car making.
7. What is the comment of Bernd Leissner about the development of car production in China?
8. Why has Honda invested more capital in China?
9. What has spurred industrial growth in Indonesia, Malaysia and Thailand?
10. What is the purpose of this text?

**Exercise 7**

Fill in the blanks with suitable words from the list!

manufacture	ship	export	assembled	process
connects	inter-insular	bridges	developed	role

1. A lot of cars from other countries are \_\_\_\_\_ here in our country.
2. Ferry play in important \_\_\_\_\_ to connect our separated islands.
3. To reduce production costs, developed countries \_\_\_\_\_ their car making in developing countries as the labor force in these countries is pretty cheap.
4. The flood swept away the bridge that \_\_\_\_\_ the two village.
5. The government has decided on a special location to \_\_\_\_\_ different kinds of goods, so it won't bother the people and the environment.
6. Countries like Indonesia and the Philippines need \_\_\_\_\_ transportation to activate their economic activities.
7. Exporters send goods to other countries by means of \_\_\_\_\_
8. To smoothen the traffic, \_\_\_\_\_ which connect towns and provinces are widened.
9. Air transportation has \_\_\_\_\_ so extensively that people can fly anytime they like.
10. \_\_\_\_\_ quality goods are not sold in the domestic markets.

## WRITING

### ANECDOTE

Anecdote is a short story which may contains personal life experiences, lessons learned, or funny moments. Anecdote can be used to emphasize meaning by giving some illustration from the speakers' or the authors' experiences. Besides that, an anecdote can also be used to create a humorous joke.

#### Generic Structure

- Abstract
- Orientation
- Crisis
- Incident.

#### Usage

- Use exclamation words; it's awful!, it's wonderful!, etc.
- Using imperative; listen to this.
- Using rhetoric question; do you know what?
- Using action verb; go, write, etc.
- Using conjunction of time; then, afterward
- Using simple past tense

#### Anecdote text example:

Oh, I would never dream of assuming I know all Hogwarts' secrets, Igor. Only this morning, for instance, I took a wrong turn on the way to the bathroom and found myself in a beautifully proportioned room I had never seen before, containing a really rather magnificent collection of chamber pots. When I went back to investigate more closely, I discovered that the room had vanished. - Dumbledore to a visiting headmaster in Harry Potter and the Goblet of Fire by J.K. Rowling

#### Exercise 8

Write your Anecdote text!

## UNIT 11

# QUESTION WORDS

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### STANDARD COMPETENCE

Understand and implement *Integrated English Language Skills* especially in forming some *Question Words*.

### INDICATOR

Able to develop some *open-ended questions* from a given data or fact or argument, both written or spoken, whether it is about things that happened in the present time or in the past time.

### CONTEXT

In everyday conversations, we always involve in communication in which we need to confirm our understanding or to seek information from others. It is a requirement to use the proper "Question Words" to communicate with others in that context.

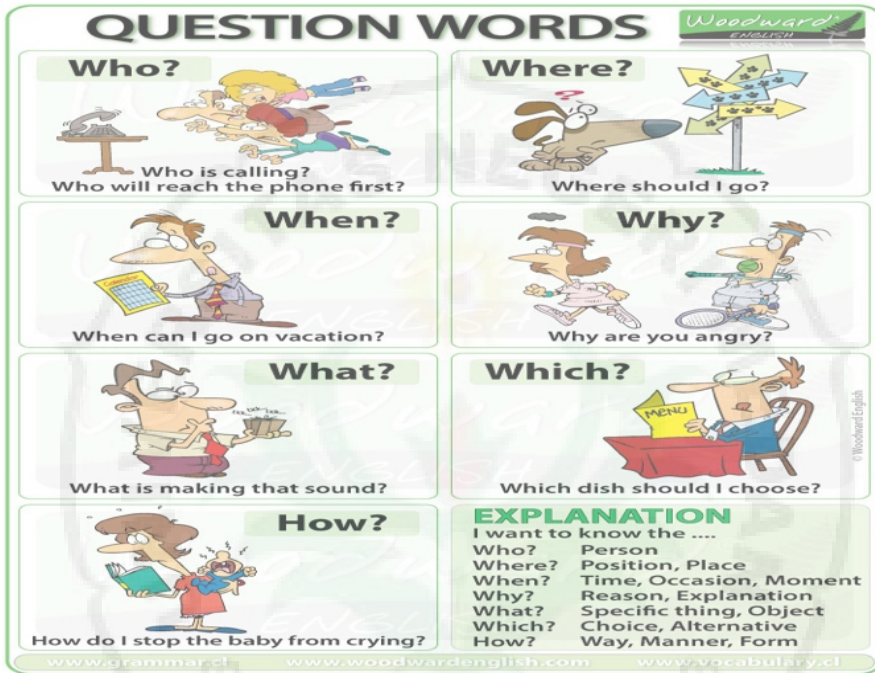
### LEARNING MATERIAL

#### *Question Words*

We use question words to ask certain types of questions. We often refer to them as WH question words because they include the letters WH (for example: Why, How).

#### **WH- Questions**

We use some forms of WH question words to get some information we need from other people. We also use them to help us analyse an argument, news, or any subject that we learn. It helps us develop our analytical thinking and lead us to think critically. There are six basic forms of WH question words, they are: What, When, Where, Why, Who, and How (see Figure 14).



**Figure 14 Question Words**  
(Taken from [www.woodwardenglish.com](http://www.woodwardenglish.com))

Table 10 shows some type of questions that can be used for your reference on asking information or confirm your understanding to others.

**Table 10 Question Words**

Question Word	Function (Asking for/about)	Example
<b>What</b>	information about something	What is your name?
	repetition or confirmation	What? I can't hear you. You did what?
<b>What for</b>	a reason or reasons	What did you do that for?
<b>What kind of</b>	type of something or preferences	What kind of movie do you like?
<b>When</b>	time	When did he leave?

Question Word	Function (Asking for/about)	Example
<b>Where</b>	information about place or position	Where do they live?
<b>Which</b>	preferences	Which colour do you want?
<b>Who</b>	information about a person or some people (as a subject)	Who opened the door?
<b>Whom</b>	information about a person or some people (as an object)	Whom did you see?
<b>Whose</b>	ownership	Whose are these keys? Whose turn is it?
<b>Why</b>	a reason or reasons	Why do you say that?
<b>Why don't</b>	making a suggestion	Why don't I help you?
<b>How</b>	manner or the way things work	How does this work?
	condition or quality	How was your exam?
<b>How many</b>	quantity (countable)	How many cars are there?
<b>How much</b>	quantity (uncountable)	How much money do you have?
<b>How old</b>	age	How old are you?
<b>How come (informal)</b>	a reason or reasons	How come I can't see her?
<b>How + adjective/adverb</b>	an extent or degree	
<ul style="list-style-type: none"> <li>▪ <b>How long?</b></li> <li>▪ <b>How often?</b></li> <li>▪ <b>How far?</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Duration</li> <li>▪ Frequency</li> <li>▪ Distance</li> </ul>	<ul style="list-style-type: none"> <li>▪ How long is the examination?</li> <li>▪ How often do you play piano?</li> <li>▪ How far is the mini market?</li> </ul>

To form a question from a given text or argument, we can look for the Subject and Predicate pattern of the sentence and then transform it to the following structure:

[WH question words] + [to be/auxiliary verb/linking verb] +  
[Subject/Object] + [verb]?

Remember to maintain the tenses' grammar formation while developing the question. To help us identify the sentence's element in developing a question or more, we use the colouring code as above.

Find out how to develop a question or more from the given sentences.

1. Veronika likes to read a novel.

Find the Subject and Predicate from the sentence and also the Object if it exists.

The subject is **Veronika**.

The predicate is **likes to read**.

The object is **novel**.

When we develop a question, we can use many different viewpoints, depend on what information that we want to get or what context the given sentence or text portrayed. Refer to the Table ?? to get a perspective of what kind of information that we get from each WH question words.

For the sentence "Veronika likes to read a novel," we can ask information about the object. The question will be like this:

**What kind of novel** does **Veronika** like to read?

Another question we can ask is about the action.

**What** does **Veronika** like to do?

We can use the subject pronoun in a question. Look at the Subject form and identify whether it is a singular or plural subject. In the given sentence, Veronika is a singular subject and a woman, so we use **she** as the subject pronoun.

**What kind of novel** does **she** like to read?



What does she like to do?

2. Harry is rarely out of his room lately.

Why is he rarely out of his room lately?

3. I ate my lunch already.

We can use two contexts in developing a question from the given text. The first context is after someone gave information “I ate my lunch already,” we can ask a question like: “What did you have for lunch?”

The second context is if we want to confirm whether or not someone has their lunch in a lunchtime. We can ask a question like:

Why don't you eat your lunch?

and we will get an answer “I ate my lunch already.”

4. They went to the amusement park.

For the given statement, we can ask about duration, for example:

How long they have been gone?

or we can ask question like “Where did they go?” if we inquire an answer as the given sentence.

5. Alberta and her sister walk to school.

For this example, we can ask about “way of doing” as we want to know how they come to school, or we can ask about “reason” as we want to know the reason the walk to school.

How do Alberta and her sister go to school?

Why do they walk to school?

### Exercise 1

Choose the correct WH question word for the given answer!

1. \_\_\_\_\_ will you meet at the restaurant? I will meet John at the restaurant.
  - a. Which
  - b. Whose
  - c. Where
  - d. Whom
2. \_\_\_\_\_ is the exam? It takes 3 hours to finish.
  - a. How
  - b. How long
  - c. How far
  - d. How much
3. \_\_\_\_\_ money did you spend for a month? I spent 2 million rupiah.
  - a. How many
  - b. How far
  - c. How much
  - d. How come
4. \_\_\_\_\_ is your house to the mini market? It is about 3 kilo meters.
  - a. How long
  - b. How many
  - c. How much
  - d. How far
5. \_\_\_\_\_ did you put my book? I put it in your bag.
  - a. When
  - b. Where
  - c. Why
  - d. Which
6. \_\_\_\_\_ colour do you like? I like orange.
  - a. What
  - b. Why
  - c. How
  - d. What kind of
7. \_\_\_\_\_ do you prepare for the exam? I read my notes and books.
  - a. Who
  - b. Whom
  - c. How
  - d. Where
8. \_\_\_\_\_ will accompany you to the mall? Emily will accompany me to the mall.
  - a. Whom
  - b. Who
  - c. Which
  - d. Why
9. \_\_\_\_\_ did you buy so many chocolates? I bought them to celebrate valentine.
  - a. What
  - b. How come
  - c. Which
  - d. Where
10. \_\_\_\_\_ dress will you wear for the party? This dress.
  - a. Which
  - b. Whom
  - c. Where
  - d. Who

**LISTENING****Exercise 2**

Listen to the dialogue and then complete the missing sentences!

<b>Ani</b>	:	I am so happy the holiday season is coming. _____ about you, Lidia?
<b>Lidia</b>	:	Yup, me too. I am so happy. So, _____ is your plan for the holiday, Ani?
<b>Ani</b>	:	Well, I don't have any plan yet. _____ will you do?
<b>Lidia</b>	:	I am going to the planetarium with my cousin. _____ don't you join us?
<b>Ani</b>	:	Really? That will be great. I will join you then. _____ will you go?
<b>Lidia</b>	:	We plan to go on Thursday.
<b>Ani</b>	:	Oh, I see. _____ don't we go on Saturday? It will be fun.
<b>Lidia</b>	:	Well, on Saturday we are going to the amusement park. You are welcome to join us too.
<b>Ani</b>	:	Wow, that's sound more fun. Is it really okay for me to join you?
<b>Lidia</b>	:	Yes of course, the more the merrier.

**SPEAKING****Exercise 3**

Exercise the conversation with your pair and present it to the class!

**Dialogue 1**

<b>Tiwi</b>	:	Dian, are you there?
<b>Dian</b>	:	Come in please. It's not locked. What's up, Tiwi?

<b>Tiwi</b>	:	I don't think I can go to school today. I feel very dizzy. Can you pass this letter to Mr. Sihotang?
<b>Dian</b>	:	Certainly, I can. What about the assignment? Have you finished it?
<b>Tiwi</b>	:	I did until number 7. I cannot do 8 to 10. Have you?
<b>Dian</b>	:	Yeah. I plan to submit it today, right?
<b>Tiwi</b>	:	But the deadline is not today, right?
<b>Dian</b>	:	No, until this coming Friday.
<b>Tiwi</b>	:	It means I still have two more days. May I ask you about those I haven't finished?
<b>Dian</b>	:	Sure. That's what a friend is for, right?
<b>Tiwi</b>	:	Thanks in advance.
<b>Dian</b>	:	Oh, that's nothing, but I suggest that you should see the doctor, or else your dizziness will become more serious.
<b>Tiwi</b>	:	Thank you for your advice. I think I should. Bye Dian.
<b>Dian</b>	:	Take care, bye....

### Dialogue 2

<b>Budi</b>	:	Good morning, sir. May I come in?
<b>Mr. Ali</b>	:	Morning, Budi. Good to see you again. Are you okay now?
<b>Budi</b>	:	Yes, sir. Thank you. I'm quite alright. I'm ready to study.

<b>Mr. Ali</b>	:	Very good.
<b>Budi</b>	:	Sir, I'm already left behind because of my sick leave. Could you show me the parts I have to learn? I hope I can catch up with the others.
<b>Mr. Ali</b>	:	Certainly. I believe it easy for you to understand them well. Don't worry too much. Oh, take a seat, please!
<b>Budi</b>	:	Thank you, sir. Of course, I'm worried. I hope you can explain the part which I don't catch, sir. If you don't mind, I'll come to your house for that.
<b>Mr. Ali</b>	:	You don't need to. I'll explain some of them in the classroom. Furthermore, some of your friends may not understand them, either.
<b>Budi</b>	:	Thank you for your kindness, sir. I expect to be able to understand them in a short time.
<b>Mr. Ali</b>	:	I believe you're able to.

#### *Exercise 4*

Now, answer the following questions based on the dialogue above.

1. What is the relationship between the speakers?
2. Where does the dialogue take place?
3. Why did Budi not attend the class?
4. What is he worried about?
5. What did Budi request Mr. Ali?

## READING

*The Legend of Lake Toba*

A Partial View of Toba Lake

(Source: wikipedia.com)

Once upon a time, there was this farmer who worked very hard. This farmer lived alone and every day the farmer will work on the field and caught the fish tirelessly. All of these are done by the farmer to meet his daily needs. One day, the farmer went to the river near where he lived. He planned to catch some fish for his meal that day. He only brought fishing hook, baits, and container for fish that he caught. He went straight to the river and after he got there, he started to fish. A few moments passed, his fishing hook moved a little bit.

The farmer pulled the fishing hook and felt happy because he caught a very big fish. After stared at the fish that he just caught for a few moments, that farmer is very surprised. The fish that he caught can speak. The fish begged the farmer not to eat her and let her live. The farmer released the fish to the water. After the fish is released to the water, the farmer became more surprised because the fish is suddenly turned into a very beautiful woman.

As the reward, the woman is willing to become the farmer's wife. However, there is a promise that needed to be kept by the farmer which is the farmer must not tell anybody that the princess was a fish. If this promise is broken, then the tremendous disaster will occur.

Then, after they're married for a while, finally their happiness became larger because the farmer's wife gave a birth to a boy. Their kid grew into a very handsome and strong boy. However, the boy has a habit that made everyone wonder. The boy always felt hungry and never be satisfied. All the foods that are served will be eaten by the boy without any remains.

Then, until one day, the boy is asked by his mother to bring the foods and drinks to his father who worked at the field. But the boy doesn't finish his job. All the foods that are supposed for his father are eaten by the boy. After that, the boy felt asleep in a barn.

The farmer returned to his home because his son never arrived at the field. In his way to home, the farmer saw his son slept in a barn. The farmer woke his son and asked his son where the foods that is supposed for him. The boy said that he ate all the foods. The farmer is mad and yelled to his son that he is a son of a fish. The farmer didn't realize that he broke the promise.

Suddenly, the boy and the farmer's wife are disappeared, and water came out rapidly from the footprint of the boy. Water kept coming out from the ground until a lake is formed. This lake is finally known as Toba Lake.

### *Exercise 5*

Answer the questions below!

1. Who is the main character of the story?
2. What did the farmer catch from the river?
3. Why did the farmer feel happy?
4. What did the farmer promise to the beautiful woman?
5. What did the farmer say to his son and what is the cause?

## WRITING

### SPOOF TEXT

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

#### Generic Structure

- Orientation is a set up or a background context of the story.
- Events consist of a series of activities that build up the plot of the story.
- Twist is the part where the author delivers the funny part of the story.

#### Usage

- Use the action verbs.
- Use adverb of time and place.

#### Spoof text example:

#### *Penguin in the Park*

<b>Orientation</b>	Once a man was walking in a park when he come across a penguin.
<b>Event</b>	He took him to a policeman and said, "I have just found this penguin. What should I do?" The policeman replied, "take him to the zoo". The next day the policeman saw the same man in the same park and the man still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked "why are you still carrying that penguin about? Didn't you take it to the zoo?"
<b>Twist</b>	"I certainly did" replied the man. "And it was a great idea because he really enjoyed it, so today I am taking him to the movie, and the next day I'll take it to the beach. It'll be so much fun" said the man. "Oh my God. You are so stupid. I asked you to take the penguin and give it to the zoo. I didn't ask to take it to the zoo and had fun there with it!" Policemen said.

#### Exercise 6

Write your Spoof text!



## UNIT 12 PASSIVE VOICE

### STANDARD COMPETENCE

Use *Passive Voice* as part of the English language.

### INDICATOR

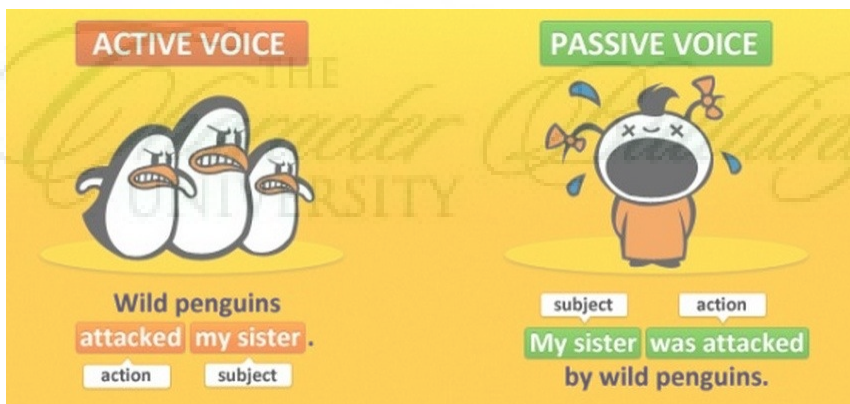
Able to use *Passive Voice* appropriately in daily conversations according to context.

### CONTEXT

In our conversation, sometimes we need to focus more to the object than to subject to emphasize what happen to the object. Mostly, when we report something, we often not include ourselves (as the subject) in the sentence.

### LEARNING MATERIAL

Passive Voice used when we want to put the object that experience an action becomes the main character in our sentence or conversation. We use “by” to show the one who done the action.



**Figure 15 Passive Voice**  
(Taken from [www.studiobelajar.com](http://www.studiobelajar.com))

Figure 15 shows the transformation from an active voice to a passive voice. We see that in an active voice, we focus on who done the action, that is the subject who perform the action. In contrary, when we change to a passive voice, we focus more to the object and use it as the subject of our sentence.

### The pattern of Passive voice

To understand the pattern of a passive voice sentence, we need to compare it to the active voice. Below is the pattern transformation from an active voice to a passive voice.

Active Voice	Passive Voice
Subject + verb + object	Object + to be + verb-3 + (by + Subject)

For more patterns of the passive voice, see below.

Tense	Passive Voice
Simple present	is/am/are + verb-3
Present continuous tense	is/am/are + being + verb-3
Simple past	was/were + verb-3
Past continuous tense	was/were + being + verb-3
Future tense	will/shall/would/should + be + verb-3
Present perfect tense	have/has + been + verb-3
Past perfect tense	had + been + verb-3
Modal	modal + be + verb-3

Figure 16 shows examples of passive voice in different tenses.

Verb Tense	Active	Passive
simple present	The mechanic fixes the car.	The car is fixed (by the mechanic).
present progressive	The mechanic is fixing the car.	The car is being fixed.
simple past	The mechanic fixed the car.	The car was fixed.
past progressive	The mechanic was fixing the car.	The car was being fixed.
simple future	The mechanic will fix the car. The mechanic is going to fix the car.	The car will be fixed. The car is going to be fixed.
future progressive	The mechanic will be fixing the car.	—
present perfect	The mechanic has fixed the car.	The car has been fixed.
present perfect progressive	The mechanic has been fixing the car.	—
past perfect	The mechanic had fixed the car.	The car had been fixed.
past perfect progressive	The mechanic had been fixing the car.	—
future perfect	The mechanic will have fixed the car.	The car will have been fixed.
future perfect progressive	The mechanic will have been fixing the car.	—

**Figure 16 Passive Voice**

(Source: [www.ef.com](http://www.ef.com))

### Exercise 1

Transform the following sentences into the passive voice.

1. My father buys a new car for my bother.
2. The judge ordered the witness to take vow.
3. Lea is teaching Robert a Mandarin language.
4. Roma wrote a screenplay for her high school festival.
5. Someone has stolen my car.

6. We had cooked all the dinner before they come.
7. He should make the lesson more interesting.
8. She can finish the work in ten minutes.
9. People must not throw the rubbish into the river.
10. They haven't changed the school regulation yet.

### **Exercise 2**

**Transform the following sentences to passive voice in suggested tenses!**

1. He saw the grand piano (*push*) into the corner. (*past perfect tense*)
2. You (*tell*) what time the flight arrived. (*simple future tense*)
3. They (*ask*) several questions. (*shall/modal past*)
4. The result (*announce*) two weeks from now. (*simple future tense*)
5. That house formerly (*use*) as a temple. (*simple past tense*)
6. The teacher (*explain*) the math equation seriously. (*present continuous tense*)
7. English (*speak*) as a foreign language in this country. (*simple present tense*)
8. They (*play*) the radio far too loudly. (*past continuous tense*)
9. The company (*close*) the office for two months. (*present perfect tense*)
10. The students (*write*) their answer on a piece of paper. (*must/modal present*)

**LISTENING****Exercise 3**

Listen to the dialogue and complete the missing sentences!

<b>Mom</b>	:	Olive, is the door still open?
<b>Olive</b>	:	No, Mom. The door is closed, already.
<b>Mom</b>	:	What about the windows? Are they still open?
<b>Olive</b>	:	No, Mom. The windows are closed, already.
<b>Mom</b>	:	Okay, it's good then. So, have you finish your homework, yet?
<b>Olive</b>	:	Yes, Mom. My homework is done. I have nothing to do right now. Do you need any help, Mom?
<b>Mom</b>	:	Yes, I do. Can you type this paper for me? I feel so tired. The paper will have to be submitted by tomorrow.
<b>Olive</b>	:	Okay Mom. I'll do it. Don't worry, have a rest, Mom.
<b>Mom</b>	:	Thank you, Olive, you are so kind.

**SPEAKING****Exercise 4**

After you completed the missing sentences of the dialogue, practice the dialogue with your partner and present it in front of the class!

**Exercise 5**

With your pair, create a dialogue that discuss how to use passive voice appropriately!

## READING

*Our Visit to Berastagi***Figure 17 Garden**

(The picture taken from [www.avenuenurseries.com](http://www.avenuenurseries.com))

Last week, my family and I went to visit Berastagi. It is one of the popular places in Medan, where visitors can go sightseeing and enjoy family time. Berastagi also known as district of “Karo Regency.” Since it located in 1,300 meters above sea level, it has a chilly weather and temperature around 18 °C.

We went there using our own car. My father was driving us safely and we got there about three hours from Medan. While we on the road, we were singing along the radio. We were having so much fun even we were trapped in a traffic jam for a while.

As planned, first, we went to visit the garden. There were so many beautiful flowers there, and not only flowers there were also some variants of fruits that we can pick and eat on the site. We picked some strawberries, oranges, and blueberries. We ate some of them. Since we pick too much, we need to pay for the rest of them and took them home.

Then we off to hike the beautiful mountain, Mount Sibayak. Since it was our first time hiking the Sibayak Mountain, we hire a guide to accompany us. The guide was friendly and talkative which made the journey more alive. We laughed so much when he told us his story, and without realizing it, we have

got to the top. It almost sunset when we reached the top and we decided to build our tent and camped out the wild.

The next morning, we wake up early to watch the sun rises, and then we went down the mountain, and continue our trip to the hot spring. We ate some breakfast and went back home to Medan.

It was a fun trip we have last weekend. We love Indonesia so much because it has so many places to explore and so many cultures to discover. Therefore, for our next vacation, we are planning to go to a beach.

### Exercise 6

Answer the following questions based on the text above!

1. What is the main topic of the reading?
2. With whom did she visit Berastagi?
3. How did they go there?
4. Name the places visited by Ami and her family while they were at Berastagi!
5. Were they hike alone to the top of Sibayak Mountain?
6. List some information about Berastagi available in the reading!

**Read again the text ‘Our Visit to Berastagi’. Now, analyze how the text is organized.**

### Exercise 7

Fill in the blanks with the suitable words from the list!

dwelt	set out	hop	surprise
delightful	stretch	please	native
	manage	wish	

1. A big \_\_\_\_\_ I once experienced in my life was when my parents rewarded me with a special birthday party.
2. Our manager was very \_\_\_\_\_ as we could conduct the office program successfully.
3. New students who have completed all necessary documents

- may \_\_\_\_\_ in the dormitory beginning from next week.
4. Children were amused watching their parents to \_\_\_\_\_ like a frog when commemorating the anniversary of our Independence Day.
  5. Having done such tiring work, the foreman allowed his workers  
To \_\_\_\_\_ out their bodies for some time.
  6. It is strongly advisable to have a \_\_\_\_\_ speaker to teach a foreign language.
  7. They \_\_\_\_\_ to know why you could persuade the villagers to join the family planning program.
  8. More than a half of the participants could not \_\_\_\_\_ to reach the finish as it was raining cats and dogs.
  9. “Sir, please tell us what we should do to \_\_\_\_\_ our parents.”
  10. If you have no more things to do, you \_\_\_\_\_ this afternoon.

## WRITING

### NARRATIVE TEXT

Our life is constant events. Every day we face a situation which sometimes can be complex and problematic, build up upon serial actions and reactions. Often, we want to tell others about that events, so, we tell them our story. In writing, the act of telling the story can be done by using narrative text.

When we write a narrative text, we portray a series of events or situations with some details so that the reader understands and able to comprehend the whole story. Using narrative text, the reader will be informed and also entertained (Anderson, 1997).



### Generic Structure

The generic structure of narrative text is as follow (Anderson, 1997):

1. Orientation/Exposition consists of the introduction of the main characters, the settings, such as time, place, and actions involved in the events.
2. Compilation/Rising of Action covers the problem or conflict that arise throughout the events. It depicts how each character interacts with each other, and how the main characters approaching their goals.
3. Resolution/Falling of Action or the Climax shows how the problem or conflict resolved.
4. Reorientation sums up the story and sometimes include the lessons learned or the moral value of the story.

### Usage

The narrative style is best used to deliver information and to draw readers' attention by giving details and setting up the event in a chronological flow. Most likely, narrative style can be applied in any kind of situations. For example, the teacher can narrate a story to explain some concepts.

### Example of Narrative Text

Below story is based on "The Ugly Duckling" tale which originally written by Hans Christian Andersen.

#### The Ugly Duckling

A farmer who lives in a country road has a small yard and breed some animals in it. He has a mother duck sat on her eggs. The mother duck has been sitting

on them for a while and hoping they will crack soon. She is so excited to meet her ducklings and craving to teach them how to swim and quack.

Her wish come true and one by one the egg cracked. She is so happy to see her ducklings and hopes to give them the swimming lesson as soon as possible. But unfortunately, there is one last egg which not cracked yet. This egg is rather bigger than the other eggs. She told to herself, "I just need to sit for a little while for this one," and then she continues to sit on her nest and for some time, the last duckling got out of its shell.

Finally, the mother duck brings her ducklings out to swim in a pond near the yard. The other ducks congratulate her for having such beautiful ducklings except for one. The last duckling looks different from his siblings and apparently the other ducks make fun of him. Some say that he is ugly, other say that he is not a duck but a turkey, and everywhere he goes, the other ducks laugh at him, mock him and call him ugly. The poor little duck feels so sad and somehow separated from his family. He lives alone below the bushes and keeps himself hidden there for the entire winter.

As the spring comes and the flowers bloom, the little duck who has grown bigger decides to go out and see what happen around his neighborhood. There he found a pond, where some swans swim happily. He thought to himself, "They will mock me and call me ugly as well." But suddenly, one of the swans calls him to join them swimming in the pond. Hesitantly, the ugly duck enters the pond and lower his head, embarrassed, and slowly he sees his reflection and he shocked and found out that he is not an ugly duckling but a beautiful swan.

From then on, he lives happier with his new family and friends.

### ***Exercise 8***

Create the narrative text about your last vacation with your family or friends and don't forget to use passive voice whenever possible!

## APPENDIX 1 - COMMONLY USED IRREGULAR VERBS

Infinitive	Past Tense	Past Participle
be (is, am, are)	was, were	been
arise	arose	arisen
awake	awoke	awaked/awoke
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bind	bound	bound
blow	blow	blown
breed	bred	bred
bring	brought	brought
built	built	built
burn	burnt/burned	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	felt	fallen
feed	fed	fed

<b>Infinitive</b>	<b>Past Tense</b>	<b>Past Participle</b>
feel	felt	felt
fight	fought	fought
find	found	found
fly	flow	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	Grown
have(has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
rebuild	rebuilt	rebuilt

<b>Infinitive</b>	<b>Past Tense</b>	<b>Past Participle</b>
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
send	sent	sent
set	set	set
shut	shut	shut
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
stand	stood	stood
steal	stole	stolen
tell	told	told
think	thought	thought
wake	woke/waked	woke/waked/awoken
write	wrote	written

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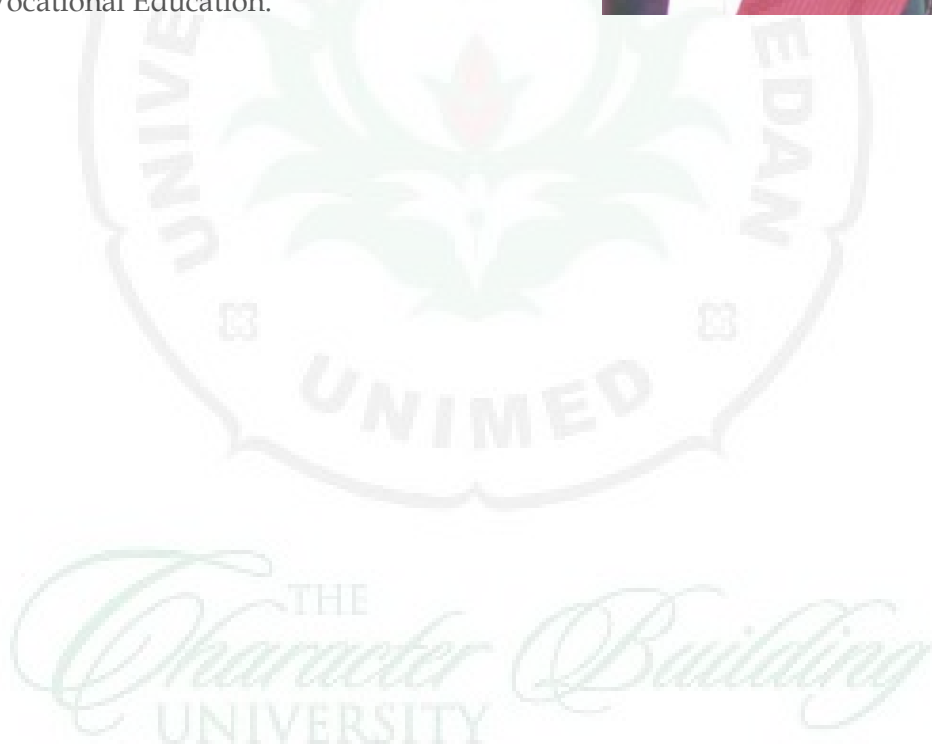
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# INTEGRATED ENGLISH

**Integrated English** is a blend of four aspects of English language skills, namely listening, speaking, reading, and writing.

**Listening** is an activity in which someone actively hears and aims to understand the other's opinion, ideas, or thoughts.

**Speaking** is an activity of conveying intentions, ideas, thoughts, feelings, and contents of our heart to others by using spoken language so that others can understand what we meaning to say.

**Reading** is the act of expressing or understanding the written source to obtain the message or idea conveyed in the texts. Reading is also one of the tools for learning various sciences.

**Writing** is the ability of the author to produce writing with content and format that fulfills class assignments at the proper age and levels. Writing is one of the productive skills, which contains symbols (orthography) and involves complex processes.

This book is divided into twelve units and each unit consists of four aspects of English language skills: listening, speaking, reading, and writing. The units in question are as follows:

- Unit 1 To Be: Introduction
- Unit 2 Subject Pronoun, Possessive Adjective, Noun, Verb, Adverb
- Unit 3 Possessive Noun & Comparative Adjective
- Unit 4 Preposition
- Unit 5 Simple Present Tense and Present Continuous Tense
- Unit 6 Simple Past Tense and Past Continuous Tense
- Unit 7 Present Perfect Tense and Present Perfect Continuous Tense
- Unit 8 Past Perfect Tense and Past Perfect Continuous Tense
- Unit 9 Simple Future and Future Continuous Tense
- Unit 10 Future Perfect Tense and Future Perfect Continuous Tense
- Unit 11 Question Words
- Unit 12 Passive Voice

Throughout each unit of this book, there are several tasks covering all four aspects of the English language: listening, speaking, reading, and writing.



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