

Talking about Things

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INTRODUCTION

In this module, you will learn to talk about things. There are four aspects will be discussed:

- Unit 1 Likes, dislikes and personal preferences
- Unit 2 The past and personal experiences
- Unit 3 The weather
- Unit 4 Events

To give you a clear focus on the discussion of this module, the following general objectives are given.

General Instructional Objectives

After completing this module, you should be able to talk about:

1. likes and dislikes;
2. personal preferences;
3. the past;
4. personal experiences;
5. the weather;
6. events.

UNIT 1

Likes/Dislike and Personal Preferences

A. SPECIFIC INSTRUCTIONAL OBJECTIVES

After completing this unit, with 80% accuracy, you should be able to:

1. ask about somebody's likes and dislikes;
2. express his or other people's likes and dislikes;
3. use various degrees of likes and dislikes;
4. express preferences.

B. DIALOGUE IN CONTEXT**Dialogue 1.1.1**

Mr. and Mrs. Anderson are Americans. At present they are living and working in Indonesia. They have many Indonesian colleagues. One of them is Shinta. Now she is visiting them in their house.

Read the dialogue orally and then turn on your VCD recorder to see how the dialogue is performed.

- Shinta : Do you like it here, Mrs. Anderson?
 Mrs. Anderson : Yes, very much.
 Shinta : What do you like most?
 Mrs. Anderson : The people. They are friendly.
 Shinta : By the way, what do you do in your spare time?
 Mrs. Anderson : Well, actually I like traveling in Indonesia. I enjoy visiting interesting places and learning different cultures.
 Shinta : I see.

Then Shinta is talking to Mr. Anderson

- Shinta : And what about you, Mr. Anderson? Do you also enjoy traveling?
 Mr. Anderson : Yes, I do. I enjoy it very much.
 Shinta : What do you like to do besides traveling?

- Mr. Anderson : I like to listen to music. Oh, I can do it anytime I want to.
I can listen to music while working, while eating or while
chatting with friends.
- Shinta : Really? Why don't you turn on the stereo then?
- Mr. Anderson : That's a good idea. What kind of music do you prefer?
- Shinta : I like pop music. It's nice to listen to.

Meanwhile, Mr. Anderson's mother, who stays at home in The United States, is talking to one of her grandchildren, Mary.

- Mary : Why don't you visit Mom and Dad in Indonesia,
Grandma?
- Grandma : No. I don't like traveling. I prefer staying at home to
traveling abroad.
- Mary : But, wouldn't you like to visit a warmer country?
- Grandma : No, I hate hot weather. And I can't stand foreign food. I
like our food better than foreign food.

Do you understand what they are talking about? If so, answer these questions.

Questions

1. What does Mrs. Anderson like to do in her spare time?
2. What does Mr. Anderson like to do in his spare time?
3. What kind of music does Shinta like?
4. What does Mr. Anderson's mother like to do?
5. What does Mr. Anderson's mother dislike?

Can you give answers? Of course you do. Now check your answers with these ones:

Answers

1. Mrs. Anderson likes to traveling and visiting interesting places in her spare time.
2. Mr. Anderson likes to listen to music and enjoy traveling in his spare time.

3. Shinta likes pop music
4. Mr. Anderson's mother likes to stay at home
5. Mr. Anderson's mother dislikes to shot weather

Now, go to the next activity



Dialogue 1.1.2

Paula and John are talking about evening classes. Read it orally first, listen to the dialogue in the VCD, and then find a partner to practice it.

- Paula : Do you want to take an evening class with me at the community college?
- John : Maybe. What are they offering?
- Paula : Well, here's the course catalogue. Take a look.
- John : Hmm. They've got a lot of language classes – Chinese, German, and Japanese. Would you rather learn an Asian language or a European one?
- Paula : Um, actually, I think I'd rather take an art class. They have one on landscape photography and another on making videos.
- John : That's sounds OK. But I think I'd prefer studying video to learning about photography.
- Paula : Oh wait. It says here that you need to provide your own video equipment.
- John : Oh, I'd rather not spend a lot of money. Let's see what else they're offering.

Of course you do understand what Paula and John talk about. To check it, answer these questions..

Questions

1. What kind of courses is the community college offering?
2. Which courses would Paula prefer?
3. Which courses would John prefer?

Are your answers parallel with these?

1. The community college is offering ... course.
2. Paula prefers ... course.
3. John would prefer

Now, go to the next activity where you have to learn the explanation and discussion of the principle things of the subject of this unit.

C. DISCUSSION

To question and answer about somebody's *like* or *dislike*, you may use the following expressions.

1. In a neutral situation you can say:
 - A : What do you like to do during your spare time?
 - B : like traveling.
 - I love traveling very much.
 - I'm very keen on traveling.
 - I really enjoy traveling.
 - There's nothing I like more than traveling.
 - A : What do you dislike to do during your vacations?
 - B : I don't like traveling (I'm afraid).
 - I'm not very keen on traveling.
 - There's nothing I like less than traveling.
 - I think traveling is unpleasant.
2. In a formal situation, we can say:
 - A : May I ask you what you like to do in your spare time?
 - B : I'm very fond of traveling.
 - What I greatly enjoy is traveling.
 - Traveling is one of my favorite pastimes.
 - A : May I ask what you dislike during your vacation?
 - B : I must say I'm not too fond of traveling.
 - I especially dislike traveling.
 - I have to admit I rather dislike traveling.
3. In an informal situation, you can say:
 - A : What do you like to do in your spare time?
 - B : I'm crazy about traveling.
 - You can't beat traveling.

A : What do you dislike to do in your vacations?

B : I can't bear traveling.

I can't stand traveling.

To ask about one's specific favorites or likes, you say:

What sort of movies do you like?

What kind of fruit does she like?

What movies do you like?

What clothes does he like?

To answer the above questions, you say:

I like James Bond movies.

She likes mangoes.

I like musical movies.

He likes casual clothes.

To ask about the degree of somebody's likes or dislikes, use "how much ...".

You can say:

How much do you like western movies?

How much do you dislike western movies?

How much do you like staying at home?

How much do you hate working on Sundays?

To answer the above questions, you say:

I really like them

I don't like them at all.

I just like them a little.

I hate them.

To ask about somebody's preferences, you can use "*like ... better*" or "*prefer..*".

Which do you *like better*?

Which do you *prefer*?

To answer those questions, you can use "*like .. better than*" or "*prefer... to*". You can ask:

I like camping better than staying in hotels.

I like listening to music better than watching TV

I like tea better than coffee

I prefer driving to traveling by train.

or:

I prefer to drive rather than travel by train.

I prefer to live in the country rather than live in a city.

You can use “*would rather*” or “*would prefer*” to say what someone wants to do in a particular situation. “*Would rather*” is followed by the base form of the verb. “*Would prefer*” is followed by a gerund or an infinitive. The patterns are:

Would rather + Verb 1

Would prefer + Gerund

For negation, both are followed by **not**.

Examples:

X : Would you prefer tea or coffee?

Y : Coffee, please.

A : Would you rather learn an Asian language or a European one?

B : Actually, I'd rather take an art class than study a foreign language.

C : Would you prefer to take a video or photography class?

D : I'd prefer to study video.

E : Do you want to take an evening course?

F : I'd rather not. / I'd prefer not to.

Can you follow the discussion of the patterns and how to use them in asking and answering preferences? To make you more skillful, go on to the next activity. In the following parts, you have to do several tasks seriously. To check your responses to the tasks, please compare them with the ones provided in the final pages of this module.

D. LEARNING TASKS

Task 1:

Larry is going to talk about “his likes and dislikes”. Complete his talk by giving the correct form of the words in the brackets. Then in your own words, talk about what Larry likes and dislikes.

First, I am going to tell you about the things I like. I (enjoy/play) tennis and I (be fond of/swim). Last year I succeeded in passing my junior lifesaver's test and I hope to take the senior test next year. I want to be trained as a teacher of physical education when I leave school. If the weather is fine, I always (like / be) out-of-doors, if possible, but I (prefer / stay) indoors when it is cold or wet. However, it is fun going to a disco on a cold winter's evening, even though I am not good at dancing.

Now, some of the things I do not like. I started to smoke when I was only 12, but I stop buying cigarettes three years ago, and I simply hate to smell tobacco now. I believe it is always best to tell the truth, so I (dislike / lie) and it makes me angry when someone does something wrong and then deny doing it.

Task 2:

Read the article, then complete the chart about Tatum O'Neal and John McEnroe's likes and dislikes. Put a plus mark (+) for like or a cross (x) for dislike. Then in your own words, talk about what Tatum O'Neal and John McEnroe's likes and dislikes to a friend.

When Hollywood actress Tatum O'Neal and tennis 'super brat' John McEnroe first teamed up, friends on both sides were surprised. The immediate reaction from everyone was, in McEnroe's famous phrase, 'You cannot be serious!'

Today they are happily married with three children, despite many differences. She hates New York in winter, he likes it. She is keen on antiques, he prefers modern furniture. While he adores steak and lobster, she'd rather have chicken and fish.

Even their personalities are different. He is a bit of a hermit and enjoys staying at home, whereas she is fond of going out at night. He can't stand any invasion of his privacy, she quite enjoys the attention of the press. He is dependent on her and sometimes lacking in self-confidence, she is self-sufficient and confident.

But their differences end there. Like McEnroe, Tatum is also famous for her temper tantrums. Says Tatum: 'John and I have some beautiful sights. He gets angry and says: "You know who you are? The female John McEnroe! And you've got all his worst qualities!"

	She	He
New York in winter	x	√
Modern furniture		
Steak and lobster		
Going out at night		
The attention of the press		

Task 3:

Make sentences using these following words in brackets. Employ structure:

I prefer (doing something) to (doing something else).

- 1) (a city/a country). 4) (chicken / meat).
- 2) (Chinese food / potato) 5) (novels/poetry)
- 3) (movies / TV)

Now rephrase the sentences above using the structure ***I prefer (doing something) to (doing something else)***. Use the verbs in the brackets to complete the sentences.

No. 1 is done for you

- 1) (staying ... / living ...) → *I prefer staying in a city to living in a country.*
- 2) (cooking ... / bake ...) _____
- 3) (see ... / watch ...) _____
- 4) (fry ... / roast ...) _____
- 5) (write ... / read ...) _____

Task 4:

Answer these questions using “*I’d rather ...*”. Use the words in parentheses for your answers.

- 1) Would you like to play tennis? (Go for a swim)

- 2) Do you want to watch television? (read a book)

- 3) Shall we leave now? (wait for a few minutes)

- 4) Would you like to go to a restaurant? (eat at home)

- 5) Should we decide now? (think about it for a while)

Task 5:

Now make sentences using *I’d rather ... than ...*

- 1) go for a swim / play tennis

- 2) read a book / watch television

- 3) wait for a few minutes / leave now

- 4) eat at home / go to a restaurant

- 5) think about it for a while / decide now

Task 6:

Complete these DIALOGUES with appropriate forms of the verbs in parentheses. Then practice with a partner.

- 1) A : Would you rather ... a course in literature or science?
(take)
B : I’d prefer For a science course because it’s more useful
for me (register)

- 2) A : Would you rather English in Australia or Canada?
(learn)
B : I think I'd prefer ... in Australia because it's warmer there.
(study)
- 3) A : If you needed to learn a new job skill, would you prefer ...
a class or ... a private tutor? (attend/ have)
B : I'd rather ... for a class than ... a tutor.
Private tutors are too expensive! (Sign up / hire)
- 4) A : Would you rather ... a choir or an orchestra? (join)
B : I'd prefer ...in a choir to ... in an orchestra. (sing / play)
- 5) A : Would you prefer ... A craft or ... a new sport? (learn /
attempt)
B : To tell you the truth, I'd rather not ... either.
I prefer ... TV. (do / watch)

Task 7:

Work in pairs. Pretend that you are *a satisfied visitor*. A friend of yours asks some questions about your impressions. Respond them orally.

- A : And how do you like it here?
B : *It's enjoy myself.*
A : That's good. And what about the food? Do you like it?
B : *The food? It's hot but tasty! I love spicy food.*
A : Do you? And what is your hotel like?
B : *(It's) nice, although my room is very small.*

Task 8:

Now you are A, has an American friend. He has been visiting your town for several days. You want to know his impressions. Ask relevant questions.

- A : And how ...?
B : Well, no too bad.
A : How ...?
B : Actually, I don't like it at all. It's too spicy for me.
A : Really? ...?
B : The hotel? I think the management is not very good.
A : Oh, ...?

Task 9:

Your friend, Pedro, has just visited England for the first time. Talk to him about it. Use the information in the postcard.

You : What did you think of England?

Pedro :

You : And did you like the British food?

Pedro :

You : Really? Were you out shopping much?

Pedro : Yes, a lot.

You : How did you like the shops?

Pedro :

You : And did you meet many English people?

Pedro :

You : How do you like them?

Pedro :

Task 10:

Complete this form. Circle your preferences in the column on the left. Add others if you wish. Then write out your favorites in the column on the right. Then explain your preferences and favorite orally.

My Preferences	My Favorites
1. <i>The kinds of movies I like best:</i> comedies, westerns, love stories, war, adventure, and science fictions. Others:	My favorite movie is: My favorite movie star is:
2. <i>The kind of food I like best:</i> Western food, Chinese food, Japanese food, Mexican food, and Indonesian food. Others:	My favorite meal is: My favorite restaurant is:
3. <i>The pastime I prefer:</i> reading, watching TV, playing chess, and doing crossword puzzles. Others:	My favorite pastime is: My favorite time to relax is:
4. <i>The sport I like best:</i> volleyball, tennis, swimming, basketball, football, and badminton. Others:	My favorite sport is: My favorite athlete is:

Task 11:

Interview your friend and find out his/her preferences.

- You : What kind of movies does you ...?
- Your friend : I prefer love stories, drama, biographies, and adventures.
- You : And what is your ...?
- Your friend : Love stories. I like romance much.
- You : Oh, really? And can ...?
- Your friend : Nicole Kidman and Paul Newman.
- You : All right. Now we'll talk What kind of ...?
- Your friend : Indonesian food.
- You : ...?
- Your friend : Padangnese. I like spicy meals
- You : Good. Now about pastimes. What ...?
- Your friend : Fishing, reading novels, and paintings.
- You : And ...?
- Your friend : A lake in a rural area for fishing.
- You : I see. And lastly about What ...?
- Your friend : I prefer lawn tennis. I think it's great and strengthen our muscle, too.
- You : ...?
- Your friend : Oh, Yes I do. Beckham is my favorite athlete.

**SUMMARY**

In this unit you have practiced how to use sentences to express orally the likes, dislikes and personal preferences. You have also have practiced how to give responses to questions about the same functions.

Now it's time for you to do the formative test to check whether you have mastered the materials in this unit.



FORMATIVE TEST 1

- A.** Make sentences using “*I prefer to ...*” with the following items.
Then pronounce the sentences orally.
- 1) listen to music/ play it
 - 2) ride a motor cycle/drive a car.
 - 3) swim in a pool / play badminton.
 - 4) drink coffee / smoke
 - 5) camp in a mountain/ sunbath in the beach
- B.** Ask a friend to read the following questions loudly. Then you have to answer them using “*I’d rather ...*” and *the words* in parentheses.
- 1) Your friend ask : Would you like to play tennis?
You answer : (*Go for a swim*)
 - 2) Your friend ask : Do you want to watch television?
You answer : (*read a book*)
 - 3) Your friend ask : Shall we leave now?
You answer : (*wait for a few minutes*)
 - 4) Your friend ask : Would you like to go to a restaurant?
You answer : (*eat at home*)
 - 5) Your friend ask : Should we decide now?
You answer : (*think about it for a while*)
- C.** A friend of yours, named Fina, has just visited Hawaii for the first time. Ask her impressions about the place. Use the underlined word of Fina’s answers as the key words. Do all the tests orally as if you were in a real DIALOGUE.

You : What did you ...?

Fina : I think Hawaii is *wonderful*

You : And did you ...?

Fina : The food? Some are tasty, some ... awful ... but the sea food, *I like it.*

You : Really? Did

Fina : Yes, I *shopped a lot.*

You : How
Fina : *I got fun* in shopping there.
You :
Fina : Yes I did. *I met many Hawaiians.*
You :
Fina : *I like them.*
You :
Fina : Most of them are *friendly.*

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Total score}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good
80 - 89% = good
70 - 79% = average
< 70% = bad

If your level of achievement reaches 80% or more, you can on to the next unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 2

The Past and Personal Experiences

A. SPECIFIC INSTRUCTIONAL OBJECTIVES

After completing this unit, with 80% accuracy, you should be able to:

1. ask about someone's experiences that happened in the past,
2. tell personal and people's experiences that happen in the past.

B. DIALOGUE 1.2.1

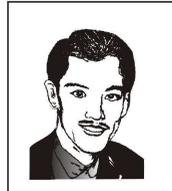


Read the following text to get the context. Then turn on the VCD recorder, listen to the dialogue and practice it yourself.

Presenter:

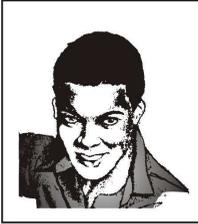
Good evening our programmed tonight is about disasters. This year there have been fires, plane crashes, earthquakes and volcanic eruptions. All our guests have survived from disasters.

Hi I'm Bill Daniels. I live in Chicago. I was working in my office on the 28th floor of skyscraper. I was dictating some letters to my secretary when the fire-bell rang. I rushed out to the lift but it wasn't working. The stairs were full of thick smoke. We couldn't go down, so we had to go up to the roof. When we got there, some people were waiting calmly. Others were shouting and screaming wildly. A helicopter managed to land on the roof and rescued six of us before the building collapsed.



My name's Martha Huggins. I was on holiday in the south Pacific and I was staying on Pogohiti, a small island. I was having a rest when the volcano erupted. The noise woke me up. I looked through the window. Everybody was running to the harbor. I just put on a coat, and ran to the harbor too. I managed to get on a ship. I was leaving when the lava hit the town.

Hello, I'm George Green. I'm a farmer. I was working in the field behind my house when I saw the plane. It was on fire. Smoke was coming from the engines, and it was coming down fast. I was running toward my house when it crashed into the trees behind me. I heard a terrible explosion ... when I woke up I was lying in a hospital bed.



Good evening. My name is Ahmed. My wife and I were staying with friends on Santa Monica in the Caribbean. We were having dinner when the earthquake began. Everything shook. All plates and food fell onto the floor. We were picking everything up when the ceiling fell onto us. We couldn't move, and we had to wait for three hours before help arrived.

B. QUESTIONS

After listening to the stories of the four persons after a disaster, do you get the information? Then, to check your understanding, answer the following questions.

- 1) What kinds of disaster did the TV reporter present?
- 2) Who presented terrible experiences in the program?
- 3) What kind of disaster did Bill Daniels survive from?
- 4) What was Bill doing when the disaster occur?
- 5) What kind of disaster did Martha Huggins survive from?
- 6) What was Huggins doing when the disaster occur?
- 7) What kind of disaster did George Green survive from?
- 8) What was Green doing when the disaster occurred?
- 9) What kind of disaster did Ahmed and his wife survive from?
- 10) What were they doing when the disaster occur?

Can you answer the questions? Of course you can! Check yours with the following short answers.

- 1) There are five kinds, fires, plane crashes, earthquakes and volcanic eruptions.
- 2) Bill Daniels, Martha Huggins, George Green, and Ahmed.
- 3) Daniels survived from fire.

- 4) Bill was dictating some letters to his secretary.
- 5) Huggins survived from volcanic eruptions.
- 6) Huggins was having rest on his holiday on Pogohiti.
- 7) George Green survived from fire of a plane crash.
- 8) He was working in the field.
- 9) Ahmed and his wife survived from earthquake.
- 10) They were having dinner with friends on Santa Monica.

Are satisfied with your answers. No? Listen and read again the monologues. If yes, let's go to the next part. Let's learn the discussion on the main patterns of sentences used in this unit.

C. DISCUSSION

1. The Simple Past Tense

We use *the simple past tense* to describe actions or situation or experiences that happen in the past. Example:

- a. The skyscraper building was on fire and it collapsed.
- b. The volcano in a small island erupted.
- c. The plane crashed and exploded in the field.
- d. The earthquake destroyed their house.

Very often the simple past ends in *_ed*. But many important verbs are irregular. This means that the simple past does not end in *_ed*:

<i>leave</i> --- <i>left</i>	We left the party at 11: 00 pm last night.
<i>go</i> ---- <i>went</i>	Last month I went to Surabaya to see a friend of mine.
<i>cost</i> ---- <i>cost</i>	This house cost \$75. 000 in 1980.

The past of the verb be (am/is/are) is was/were:

I	}	was	We]	were
He/She			You		
It			They		

Example: I was angry because *Tom and Ann were* late.

In simple past questions and negatives we use did/didn't + the base form.

Anne : Did you go out last night, Tom?

Tom : Yes, I went to the movie but I didn't enjoy it.

But do not use *did* with the verb be (was/were):

1. Why were you so angry?
2. Was Tom at work yesterday?
3. They weren't able to come because they were very busy.

We use past continuous to say that someone was in the middle of doing something at a certain time. The action or situation had already started before this time but hadn't finished:

1. I was dictating some letters to my secretary when the fire-bell rang.
2. What were you doing at 10:00 last night?

The past continuous does not tell us whether an action was finished or not. Perhaps it was finished, perhaps not. Compare:

1. They were having dinner. (past continuous) = they were in the middle of having dinner and we don't know whether they finished eating.
2. They had dinner. (simple past) = he began and finished it.

We often use the past continuous (I was doing) and the simple past (I did) together to say that something happened in the middle of something else:

1. Dan burned his hand while he was cooking dinner.
2. I saw Jim in the park. He was cooking dinner.
3. It was raining when I got up.
4. While I was working in the garden, I hurt my back.

But to say that one thing happened *after* another, use the simple past or past perfect.

Last night Sue was taking a bath when the phone rang. She **got** out of the bathtub and **answered** the phone.

Compare these three sentences:

1. When Helen arrived, we were having dinner. (past continuous) = We had already started dinner before Helen arrived.
2. When Helen arrived, we had dinner. (simple past) = Helen arrived and then we had dinner.
3. We had finished our dinner when Helen arrived. (past perfect) = We finished our dinner first then Helen arrived.

Well, you have learnt much the sentence patterns and the tense appropriately used in describing events in the past. To implement those patterns into practice in communication, go on to the next part containing several learning tasks. Do them seriously.

D. LEARNING TASKS**Task 1: Talk about what Lina did yesterday.**

Example: LINA usually gets up at 5:00. Yesterday she got up at 6:00.

- 1) Lina usually wakes up early. Yesterday morning _____ late.
- 2) Lina usually walks to work. Yesterday _____ by taxi.
- 3) Lina is usually late for work. Yesterday _____.
- 4) Lina usually has a sandwich for lunch. Yesterday _____ hot dog .
- 5) Lina usually goes out in the evening. Yesterday evening _____ at home.
- 6) Lina usually sleeps very well. Last night _____ (not) _____

Task 2: Complete people's experiences using the following verbs.

hurt teach spend sell throw
fall catch buy cost break

Example: I was hungry, so I ... something to eat at the store.

→ I was hungry, so I **bought** something to eat at the store.

- 1) Tom's father _____ him how to drive when he was 17.
- 2) Don _____ down the stairs this morning and _____ his leg.
- 3) We needed some money, so we _____ our car.
- 4) Ann _____ a lot of money yesterday. She _____ a dress that _____ \$100.
- 5) Jim _____ the ball to Susan, who _____ it.

Task 3:

A friend has just come back from vacation, interview him/her about it.

Examples: *where/go?* → Where did you go?
food/good? → Was the food good?

- 1) how long/ stay there? _____
- 2) stay in a hotel? _____
- 3) go alone? _____
- 4) how/ travel? _____
- 5) the weather /nice _____
- 6) what/ do in the evening _____
- 7) meet any interesting people? _____

Task 4: Talk about what people didn't do in the past.

Example:

I __ (*not/go*) to work yesterday because I __ (*not/be*) well

→ I didn't go to work yesterday because I wasn't well

- 1) Tom _____ (*not/shave*) this morning because he _____ (*not/ have*) time.
- 2) We _____ (*not/ eat*) anything because we _____ (*not/be hungry*).
- 3) I _____ (*not/rush*) because I _____ (*not/be*) in a hurry.
- 4) She _____ (*not/be*) interested in the book because she _____ (*not/understand it*).

Task 5:

Here is a list of some things that Ann did yesterday (and the times at which she did them).

1. 8:45 - 9:15 had breakfast	4. 12:45 - 1:30 had lunch
2. 9:15 - 10:00 read the newspaper some clothes	5. 2:30 - 3:30 washed
3. 10:00 - 12:00 cleaned her apartment	6. 4:00 - 6:00 watched

Now explain orally what she was doing at these times:

- | | | | |
|-------------|----------------------------------|------------|-------|
| 1) At 9:00 | <i>She was having breakfast.</i> | 4) At 1:00 | |
| 2) At 9:30 | | 5) At 3:00 | |
| 3) At 11:00 | | 6) At 5:00 | |

Task 6 :

A group of people were staying in a hotel. One evening the fire alarm went off. Use the words in parentheses (...) to make sentences saying what each person was doing at the time.

Example: (Don / take / a bath) dan was taking a bath.

- | | |
|---|-----------------------|
| 1) (Ann / write / a letter in her room) | → Ann ... |
| 2) (George / get / ready to go out) | → George ... |
| 3) (Lina and Dennis / have / dinner) | → LINA and Dennis ... |
| 4) (Tom / make / a phone call) | → Tom ... |
| 5) (Indah/ take a shower) | → Indah ... |
| 6) (Laura/ get / dressed) | → Laura ... |
| 7) (Danny / type / a report) | → Danny ... |

Task 7:

Complete the experiences of the people below: past continuous or simple past.

Example:

While Tom ____ (cook) dinner, the phone ____ (ring).

→ While Tom *was cooking* dinner, the phone *rang*.

- 1) George ... (fall) off the ladder while he ... (paint) the ceiling.
- 2) Last night I ... (read) in bed when suddenly I ... (hear) a scream.
- 3) ... (you/watch) TV when I called you?
- 4) Ann ... (wait) for me when I ... (arrived).
- 5) I ... (not/drive) very fast when the accident ... (happen).
- 6) I ... (break) a plate last night. I ... (wash) the dishes when it ... (slip) out of my hand.
- 7) Tom ... (take) a picture) of me while I ... (not/look).
- 8) We ... (not/go) out because it ... (rain).
- 9) What ... (you/do) at this time yesterday?
- 10) I ... (see) Lina at the party. She ... (wear) a new dress.

Task 8:

Put the verb in the bracket into the correct forms. Then role-play the dialogue below.

Jake : What an awful story! A couple (*sail*) their yacht from Hawaii to Mexico. While they (*cross*) the Pacific, their boat (*hit*) a whale and (*sink*).

Anne : Is that true? What happened to the whale?

Jake : It doesn't say. Oh, and here's another one. A man in Los Angeles (*rob*) a bank. But as he (*escape*), he (*get*) caught in the revolving door.

Anne : I guess it was his first bank robbery.

Jake : Yes. And listen to this. A man (*get*) locked out of his house, so he (*try*) to get in through the chimney!

Anne : Don't tell me! He got stuck in the chimney!

Jake : Exactly. And he still (*try*) to get out two days later when the police (*rescue*) him.

Task 9:

Complete these people's experience using the past continuous or simple past of the bracketed verbs.

- 1) Flight 2001 _____ fly) from London to New York when it suddenly _____ (encounter) turbulence and _____ (drop) 15,000 feet. The plane _____ (carry) over 300 passengers and a crew of 17.
- 2) While divers _____ (work) off the coast of Jakarta, they (discover) a 100-year-old shipwreck. The shipwreck _____ (contain) gold bars worth \$ 2 million. The divers _____ (film) life on a coral reef when they _____ (find) the gold.
- 3) A man was fined \$4,000 for stealing an ambulance. The ambulance driver _____ (make) a phone call when the thief _____ (start up) the ambulance. He _____ (speed) away when the driver _____ (see) and _____ (call) the police.
- 4) Police got a shock when they _____ (stop) a motorist as she (speed) on the highway. While they _____ (search) the trunk of her car, they _____ (find) three snakes. The driver said she _____ (take) them to a pet fair.

Task 10:

Match each headline with the beginning of one of the news stories. Then choose one of the stories and make information about it. Present the information orally.

1)	2)	3)	4)
Illusion or aliens	Identical twins reunited after 45 years apart	Man received a letter sent years ago	Job applicant's life saved by being 5 minutes for interview

- 1) Paul Jones got a surprise when he opened his mailbox last week.
- 2) A strange light lit up the sky as three students were driving home last night.
- 3) Lisa Miller was lucky. She missed her bus while she was on her way to a job interview.
- 4) Ellen and Mary could hardly believe their eyes when they saw each other.

Task 11:

On your own. Present orally your past experience in front of the friends. First, take notes based on these questions. Then expand your notes into a creative story.

- 1) Who was involved?
- 2) When did it happen?
- 3) Where did it happen?
- 4) What exactly happened?
- 5) How did it happen?
- 6) Why did it happen?

**SUMMARY**

You have practiced how to express your personal experiences in the past. For this purpose, you have to use sentences in the past simple and/or past continuous tenses. That is, you use the following pattern:

Subject + Verb 2

or

Subject + was/were + ing form



FORMATIVE TEST 2

A. Complete the experiences of the people below: past continuous or simple past!

- 1) George ... (fall) off the ladder while he ... (paint) the ceiling.
- 2) Last night I ... (read) in bed when suddenly I ... (hear) a scream.
- 3) ... (you/watch) TV when I called you?
- 4) Ann ... (wait) for me when I ... (arrived).
- 5) I ... (not/drive) very fast when the accident ... (happen).
- 6) I ... (break) a plate last night. I ... (wash) the dishes when it ... (slip) out of my hand.
- 7) Tom ... (take) a picture) of me while I ... (not/look).
- 8) We ... (not/go) out because it ... (rain).
- 9) What ... (you/do) at this time yesterday?
- 10) I ... (see) Lina at the party. She ... (wear) a new dress.

B. Put the verb in the bracket into the correct forms. Then role-play the DIALOGUE below.

- Jake : What an awful story! A couple (*sail*) their yacht from Hawaii to Mexico. While they (*cross*) the Pacific, their boat (*hit*) a whale and (*sink*).
- Anne : Is that true? What happened to the whale?
- Jake : It doesn't say. Oh, and here's another one. A man in Los Angeles (*rob*) a bank. But as he (*escape*), he (*get*) caught in the revolving door.
- Anne : I guess it was his first bank robbery.
- Jake : Yes. And listen to this. A man (*get*) locked out of his house, so he (*try*) to get in through the chimney!
- Anne : Don't tell me! He got stuck in the chimney!
- Jake : Exactly. And he still (*try*) to get out two days later when the police (*rescue*) him.

C. Complete these people's experiences using the past continuous or simple past of the bracketed verbs.

- 1) Flight 2001 _____ (fly) from London to New York when it suddenly _____ (encounter) turbulence and _____ (drop) 15,000 feet. The plane _____ (carry) over 300 passengers and a crew of 17.
- 2) While divers _____ (work) off the coast of Jakarta, they (discover) a 100-year-old shipwreck. The shipwreck _____ (contain) gold bars worth \$ 2 million. The divers _____ (film) life on a coral reef when they _____ (find) the gold.
- 3) A man was fined \$4,000 for stealing an ambulance. The ambulance driver _____ (make) a phone call when the thief _____ (start up) the ambulance. He _____ (speed) away when the driver _____ (call) the police.
- 4) Police got a shock when they _____ (stop) a motorist as she (speed) on the highway. While they _____ (search) the trunk of her car, they _____ (find) three snakes. The driver said she _____ (take) them to a pet fair.

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Totalscore}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good
 80 - 89% = good
 70 - 79% = average
 < 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 3

The Past and Personal Experiences

A. SPECIFIC INSTRUCTIONAL OBJECTIVES

After completing this unit, with 80% accuracy, you should be able to:

1. ask questions about the weather;
2. describe the weather;
3. ask questions about the climate of a country;
4. describe the climate of a country;
5. comment on the weather to start a DIALOGUE;
6. report the weather forecast.

To achieve those objectives mentioned above, follow sequentially the following steps.

B. DIALOGUE IN CONTEXT

**Dialogue 1.3.1**

Rahmat and Ayu are Indonesia students who study in Birmingham. It's a large city in the Midlands, England. They are planning a weekend holiday. For this plan, they turn on their radio in order to get information about the weather.

Now turn on your VCD player to see and listen how this dialogue is performed.

The Weather Forecast

Rahmat : Judy, why don't we go to Scotland?

Ayu : It's a very long way.

Rahmat : Oh, it isn't too far. Anyway the motorway's very good, so we can get there quickly.

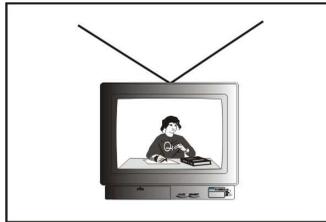
Ayu : But what's the weather like in Scotland? I think Scotland is often cold at this time of the year. It may snow!

Rahmat : Well, yes ... it may But I don't think it will.

- Ayu : I'm not sure. It is February, and I'm frightened of driving in snow.
And we may not be able to find a hotel. They may be closed.
- Rahmat : Oh, that's no problem. I can book the hotel by phone.
- Ayu : Well perhaps it's not a bad idea. We may have beautiful weather.
- Rahmat : Oh, we'll enjoy ourselves anyway. Let's watch the weather forecast on television. We may not go to Scotland, we may go to Wales or London. We can decide after the forecast in the radio.

"Good evening, and here is the weather forecast for tomorrow. Northern Scotland will be cold, and there may be snow over high ground. In the North of England it will be wet day and rain may move to into Wales and the Midlands during the afternoon. East Anglia will be generally dry, but it will be dull and cloudy.

In Southern England it will be a bright day with sunshine, but it may rain during the evening. In the southwest it may be foggy during the morning, but the afternoon will be clear. It may be windy later in the day."



Do you get the information completely?

Yes, you do and you can answer these questions.

C. QUESTIONS

1. Where does Rahmat suggest for their weekend holiday?
2. Does Ayu agree? Why?
3. How do they decide their place for spending their weekend?
4. According to the forecast, what is the weather like in Northern Scotland?
5. What is the weather like in the North of England?
6. Will it be rainy in Wales and the Midlands in the morning?
7. What is the weather like in East Anglia?
8. What is the weather like in Southern England?
9. What is the weather like in the Southwest?

Let's check yours with these:

1. Rahmat suggests to go to Scotland
2. Not really because Ayu is not sure of the weather in Scotland.
3. The decision depends on the forecast.
4. Northern Scotland will be cold.
5. North of England will be rainy/wet.
6. No, it will not be rainy in the morning.
7. East Anglia will be dry but cloudy.
8. Southern England will be bright.
9. The Southwest will be foggy in the morning, clear in the afternoon and raining in the later day?

Well, if you are not sure with the above answer, please read and/or turn on your VCD player to listen again the DIALOGUE and the forecast.

D. DISCUSSION

Ways of asking and answering about the weather are listed below:

What's the weather like today in (a place)?

The answer can be one of the followings:

1. It's snowing quite heavily.
2. The sun is shining.
3. It's pouring with rain.
4. It looks like rain.

Ways of asking and answering the climate of a country

What is the climate like in England?

The answer can be one of the followings:

1. It's quite mild during the winter, the spring's often windy and it rains a lot,
2. The summer is fairly warm and sunny, and in autumn it starts to get cool and sometimes foggy.

Ways of asking and answering questions about the seasons

1. How many seasons does your country have?
2. It has four seasons: winter, spring, fall (autumn) and Summer.
3. It has two seasons: wet and dry.

OK, now to implement the knowledge you learnt above into practice, step-by-step, do the following tasks and check your responses with the keys provided in the end parts of this module.

E. LEARNING TASKS

Task 1:

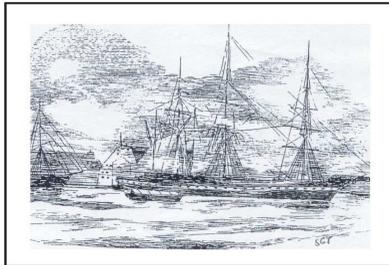
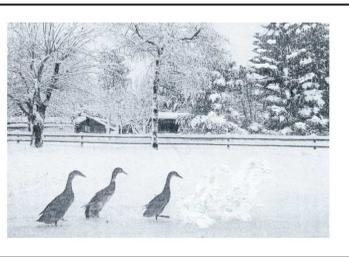
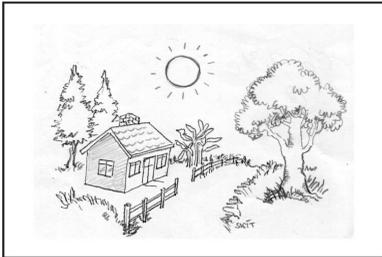
Take in turns to make a comment about the weather pictured below. Use these expressions: What's the weather like?

It's ...

Number 1 has been done for you.

Example A : What is the weather like?

B : It's windy.



Task 2:

The weather is closely related to what people wear. Ask a friend as a partner to make a talk about what people wear in certain weather.

You ask : “What do people wear when the day is cold?”

You friend answer: “People wear jacket when it (the day) is cold.”

Take turns to address questions and give responses using situation and things in the following column.

Weather		People wear	
<i>cold</i>	<i>cloudy</i>	<i>boot</i>	<i>sandals</i>
<i>cool</i>	<i>snowy</i>	<i>coat</i>	<i>t-shirt</i>
<i>hot</i>	<i>sunny</i>	<i>gloves</i>	<i>shorts</i>
<i>warm</i>	<i>rainy</i>	<i>hat</i>	<i>sweater</i>
<i>windy</i>	<i>jeans</i>	<i>jacket</i>	<i>sunglasses</i>

Task 3:

Below is a list of chart that tells you the weather and various activities in London during different seasons. Study this chart.

Weather: London

	Winter	Spring	Summer	Autumn
Weather	cold rain cloudy	clear humid sweaty	hot humid sweaty	windy cool
Things to do	stay at home watch TV read novels	plants flowers walk barbecue	go to beach travel	walk in park
Sports	ski skate	baseball	football	football

Based on the above chart, work in pairs, take turns to ask and give comments about the weather. Use the following questions.

What’s the weather like ... ?

What do people do during the ... ?

What sport is popular during the ... ?

Study the examples

A : What's the weather like in London during the winter?

B : It's cold. It rains a lot.

A : What do people do during the winter?

B : People go skating and skiing.

Task 4:

Look at the “*Weather Around Indonesia*” in a newspaper. What is the weather like in different cities and how would it affect your activities there? Tell someone about them orally.

Example:

A : *I think it will be cloudy in Bandung tomorrow and it will rain in the afternoon.*

B : *Shouldn't we go there by tomorrow?*

Task 5:

The adverbs frequency, e.g. *always, usually, often, sometimes, never* are used to modify the weather. Make some sentences with the adverbs of frequency to describe the climate in where you live in.

Use the names of each month if necessary, for example:

- 1) It ***often*** rains *in October* in Jakarta.
- 2) There's ***usually*** a lot of rain *in April*.

Task 6:

Work in pairs, then create a DIALOGUE about the weather this morning when you left home.



SUMMARY

Up to this part, you have learnt and practiced how to use various sentences and expressions to describe the weather in Europe and Indonesia. In order to assess your progress, let's do the following formative test.



FORMATIVE TEST 3

Here is the outlook for tomorrow:

10 C

heavy rain

gale force winds

Based on the above information, you can make a forecast. For example”

“The forecast says it will be quite cool and it’s going to rain heavily.

It’s going to be extremely windy. So it sounds like a day to stay at home and do some reading.”

Here are some more forecasts. Report them in the same way above and discuss how the weather will affect people activities.

18 C	rain	windy
32 C	clear	no wind
16 C	cloudy	strong wind
22 C	clear	no wind
31 C	rain	gale force wind
20 C	Cloudy	strong wind

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Totalscore}} \times 100\%$
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- Meaning of level of achievement:
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If your level of achievement reaches 80% or more, you can on to the next unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven’t mastered.

UNIT 4

The Past and Personal Experiences

A. SPECIFIC INSTRUCTIONAL OBJECTIVES

After completing this unit, with 80% accuracy, you should be able to:

1. ask the events of someone's life;
2. describe the life's events of himself/herself or other people.

B. DIALOGUE IN CONTEXT**Dialogue 1.4.1**

Alan and LINA are talking about what happened to them in the past. Pay attention to the verb forms in the sentences.

Turn on the VCD recorder and listen to the dialogue carefully.

Alan : So, what were you like as a kid?

Lina : When I was a kid, I was kind of rebellious.

Alan : You? Really? What was the turning point?

Lina : When I graduated from high school.

Alan : What do you mean?

Lina : Until you graduate, you don't understand that life is just beginning. After I finished high school, I realized that I still had a lot to learn.

Alan : I know what you mean. I was really immature when I was a kid.

Lina : What changed?

Alan : I think I became more mature after I got my first job. Once you have a job, you learn to be more independent.

Lina : That's true. Where did you work?

Alan : In my father's bank.

Do you get the message? You do? Answer these questions.

C. QUESTIONS

1. What was Lina like when she was a kid?
2. What was her turning point?
3. What was Alan like when he was a kid?
4. What changed him?

Check your answer with the following ones:

1. When she was a kid Lina was like a rebel.
2. Her turning point was when she graduated high school.
3. He was really immature
4. His first job.

Now let's learn the theoretical aspects of sentence patterns and how they are used.

D. DISCUSSION

When you are telling about events in someone's life, you usually describe them in chronological order, using the time clause, examples:

By the time I was high school, I had got my first job.

The moment I got my first job, I felt like a different person.

Before I had my first job, I was really immature.

Once you have a job, I realized that I still had a lot to learn.

As soon as I graduated, I started to be more sensible.

Until you graduate, you don't understand that life is just beginning.

When someone is describing events to you, you can keep the DIALOGUE moving by asking specific questions:

When was that?

When did he drop out of school?

What did he do then/after that?

Well, try to implement the knowledge you learnt into practice by doing the following learning tasks step by step. Check your responses to each task with the key provided in the end parts of this module.

E. LEARNING TASKS

Task 1A:

Match each clause in column A with the appropriate information in column B. Then compare your answer with a partner.

A	B
1) By the time I was 15,	a. I didn't appreciate my own country.
2) Until I started working part time, ..	b. I began to understand the value of money.
3) The moment I got my first paycheck,	c. I learned how to communicate better.
4) As soon as I left home,	d. I realized that I wasn't a child anymore.
5) Once I started sharing an apartment,	e. I didn't understand the importance of good health.
6) After I began a relationship,	f. I had learned how to take care of myself.
7) Before I traveled abroad,	g. I learned how to get along better with people.
8) Until I got really sick,	h. I never saved any money.

Task 1B:

Which of the clauses in column A can you relate to your life?

Add your own information to those clauses then compare with a partner.

Task 2: Pair works.

What do you think people learn from these events?

Discuss it with your partner using time clauses in the present. Then take turns talking about them

- 1) you get your driver's license
- 2) you go out on your first date
- 3) you get your first pet

- 4) you get a credit card
- 5) you buy your first car
- 6) you have your own bank account

Task 3:

Pair works. What are two important events for these age groups? Why is each event important? Talk about the events with a partner.

children *people in their twenties*
teenagers *people in their forties*

- A : Starting school is an important event for children.
- B : That’s true. Once they start school, they learn to get along with other kids.
- C : I think another important events is

Then, decide with your partner what event is the most important for each age group.

Task 4:

Pair works. At what age do you think people tend to behave in these ways?

Talk with a partner and check (√) one or more ages for each behavior.

	In their teens	In their 20s	In their 30s	In their 40s	In their 60s
ambitious					
argumentative					
carefree					
generous					
immature					
naïve					
selfish					
sensible					
sophisticated					
tolerant					

Example:

- A : I think people in their twenties and thirties tend to be more ambitious.

B : Yes, but I think people in their teens can be ambitious.

Task 5:

Role-play. Find out about each other's lives. Tell your story in chronological order. Tell also how you behaved at that time. When your partner's telling you about his or her life, keep the DIALOGUE moving by asking specific questions.

Ask questions and answer like this:

A : Why don't you tell me something about your life?

B : OK. Where would you like me to start?

A : Well, *where were you born?*

B :



SUMMARY

Now you have completed the learning tasks of unit 4. In this part you learnt how to ask the events of someone's life and to describe the life's events of himself/herself or other people.

To know your progress, do the following formative test.



FORMATIVE TEST 3

Find a friend for a partner. Make pairs for a role-play. You as A, a TV interviewer. Your partner as B, Bill Cosby, the actor and comedian you have to interview. Use the information below.

Bill Cosby was born on July 12, 1937, in Philadelphia, Pennsylvania. In high school, he was on the track, football, basketball, and baseball teams. He dropped out of school after his sophomore year and joined the navy. While he was in the navy, he earned his high school diploma. After the navy, he went to the Temple University. During his second year there he began working as a comedian, for \$5.00 a night at a local coffeehouse.

Since then he has starred in five different TV shows, been in eight movies, made more than twenty records, written two books and appeared in TV commercials for products such as Jell-O, Coca-Cola, Texas Instruments and Ford.

In May 1977, he was given a doctor of education degree from University of Massachusetts. He met part of teaching requirement by working with millions of children on TV.

Example:

A : Could you tell me something about your life?

B : Okay. Where would you like me to start?

A : Well, *where were you born*, Mr. Cosby.

Key to Task

UNIT 1

Task 1:

Enjoyed playing; was fond of swimming; like being; prefer staying;
dislike lying

Task 2:

	Tatum	McEnroe
New York in winter	-	+
Modern furniture	+	-
Steak and lobster	-	+
Going out at night	+	-
The attention of the press	+	-

Task 3:

Make sentences using *I prefer (doing something) to (doing something else)*.

- 1) ***I prefer*** a city to a country.
 - 2) ***I prefer*** Chinese food to potato.
 - 3) ***I prefer*** movies to TV
 - 4) ***I prefer*** chicken to meat.
 - 5) ***I prefer*** novels to poetry.
- a. I prefer staying in a city to living in a country.
 - b. I prefer cooking to baking.
 - c. I prefer seeing to watching.
 - d. I prefer frying to roasting.
 - e. I prefer writing to reading.

Task 4:

- 1) I'd rather go for a swim.
- 2) I'd rather read a book.
- 3) I'd rather wait for a few minutes.
- 4) I'd rather eat at home.

- 5) I'd rather think about it for a while.

Task 5:

- 1) *I'd rather* go for a swim than play tennis.
- 2) *I'd rather* read a book than watch television.
- 3) *I'd rather* wait for a few minutes than leave now.
- 4) *I'd rather* eat at home than go to a restaurant.
- 5) *I'd rather* think about it for a while than decide now

Task 6:

- 1) A: take,
B: to register (or: registering)
- 2) A: learn,
B: to study (or: studying)
- 3) A: to attend / to have (or: attending /having)
B: sign up / hire
- 4) A: join, to sing / play
B: to sing / play (or: singing / playing)
- 5) A: to learn/ to attempt (or: learning / attempting)
B: do / to watch (or watching)

Task 7:

The answers may vary. The followings are only ones of the possible alternatives.

- A : And how do you like it here ?
 B : *It's great (or wonderful, or marvelous)! I do enjoy myself.*
 A : That's good. And what about the food? Do you like it?
 B : *The food? It's hot but tasty! I love spicy food.*
 A : Do you? And what is your hotel like?
 B : *(It's) nice, although my room is very small.*

Task 8: The answers may vary.

- A : And how are you enjoying it here?
 B : Well, no too bad.
 A : How do you like the food ?
 B : Actually, I don't like it at all. It 's too spicy for me.

- A : Really ? Well, what do you think the hotel ?
 B : The hotel? I think the management is not very good.
 A : Oh, is it ?

Task 9: The answers may vary.

- You : What did you think of England?
 Pedro : *England is beautiful.*
 You : And did you like the British food?
 Pedro : *Yes, it was good.*
 You : Really? Were you out shopping much?
 Pedro : Yes, a lot.
 You : How did you like the shops?
 Pedro : *Shopping in England is wonderful*
 You : And did you meet many English people?
 Pedro : *Not, really. I prefer staying in the room.*
 You : How do you like them?
 Pedro : Most of them are busy but friendly.

Task 10:

No fixed answer for this task. Any choice you made is true. Try to make it really based on your daily life. However, this task will be fruitful if you practice it orally and naturally.

Task 11:

Interview your friend and find out his/her preferences.

- You : What kind of movies do **you prefer**?
 Your friend : I prefer love stories, drama, biographies, and adventures.
 You : And what is your **favorite movie**?
 Your friend : Love stories. I like romance much.
 You : Oh, really? And can **you tell me who your favorite movie star is**?
 Your friend : Nicole Kidman and Paul Newman.
 You : All right. Now we'll talk about **food**. What kind of **food do you prefer**?
 Your friend : Indonesian food.

- You : And what is your favorite meal?
- Your friend : Padangnese. I like spicy meals
- You : Good. Now about pastimes. What **kind of pastime do you prefer?**
- Your friend : Fishing, reading novels, and paintings.
- You : And **when is your favorite time to relax?**
- Your friend : In a pond in rural area for fishing.
- You : I see. And lastly about sports. What **sport do you prefer?**
- Your friend : I prefer lawn tennis. I think it's great and strengthen our muscle, too.
- You : **And do you have a favorite athlete?**
- Your friend : Oh, Yes I do. Beckham is my favorite athlete.

UNIT 2

Task 1:

- 1) Lina usually wakes up early. Yesterday morning **woke up** late.
- 2) Lina usually walks to work. Yesterday, she **walked** by taxi.
- 3) Lina is usually late for work. Yesterday, she was **in time/early**.
- 4) Lina usually has a sandwich for lunch. Yesterday, she **had** hot dog.
- 5) Lina usually goes out in the evening. Yesterday evening she stayed at home.
- 6) Lina usually sleeps very well. Last night, she **did not sleep** soundly.

Task 2:

- 1) Tom's father **taught** him how to drive when he was 17.
- 2) Don fell **down** the stairs this morning and **broke** his leg.
- 3) We needed some money, so we **sold** our car.
- 4) Ann **spent** a lot of money yesterday. She **bought** a dress that **cost** \$100.
- 5) Jim **threw** the ball to Susan and she **caught** it.

Task 3:

- 1) How long did you stay there?
- 2) **Did you stay** in a hotel?
- 3) **Did you go** alone?
- 4) **How long did you travel?**

- 5) **Was** the weather nice
- 6) **What** did you **do** in the evenings?
- 7) **Did** you **meet** any interesting people?

Task 4:

- 1) Tom did not shave this morning because he did not have time.
- 2) We did not eat anything because we were not hungry.
- 3) I did not rush because I was not in a hurry.
- 4) She was not interested in the book because she did not understand it.

Task 5:

- 1) At 8:45 - 9:15 she *was having*
- 2) At 9:15 - 10:00 she *was reading*
- 3) At 10:00 - 12:00 she *was cleaning*
- 4) At 12:45 - 01:30 she *was having lunch*.
- 5) At 2:30 - 03:30 she *was washing*
- 6) At 4:00 - 06:00 she *was watching*

Task 6:

- 1) Ann *was writing* a letter in her room.
- 2) George *was getting* ready to go out.
- 3) LINA and Dennis *were having* dinner.
- 4) Tom *was making* a phone call.
- 5) Indah *was taking* a shower.
- 6) Laura *was getting* dressed.
- 7) Danny *was typing* a report.

Task 7: a. 3, b. 1, c. 4, d. 2

Task 9:

The answer may vary. Make sure that your sentences are in the past forms.

UNIT 3:**Task 1: While pointing the picture, your partner asks:**

What's the weather like?

According to the picture, you answer:

It's sunny/ dry/ hot/ wet/ cold/ snow/ rainy/ cloudy/ foggy.

Task 2:

It's cold to day.	People wear jackets and gloves (in winter).
It's cool today.	People wear jeans and t-shirts.
It's hot today.	People wear shorts and sandals.
It's warm today.	People wear sweater.
It's windy today.	People wear
It's cloudy today.	People wear
It's snowy today.	People wear coat and boots (in autumn).
It's sunny today.	People wear hat and sunglasses (in a sunny day).
It's rainy today.	People wear coat (in rain).

Task 3:

Your questions and answers may vary. The followings are the possible ones.

What's the weather like in London during the spring? It is clear and humid.

What do people do during the spring? They (usually) go to the beach or traveling.

What sport is popular during the spring? Football is the popular sport (during the spring)

Task 4:

The answers must be various. However, use the example as the sentence model.

Task 5:

Your sentences, of course, vary. The followings are of the possible expressions.

- 1) It **often** rains *in January* in Makassar.
- 2) Kupang is dry *during December*.
- 3) Sometimes, it rains in Jakarta *in July*.
- 4) Etc.

Task 6: The sentences in your DIALOGUE with partner may vary.

Task 7: The sentences in your DIALOGUE with partner may vary

UNIT 4

Task 1A: 1) D 2) C 3) H 4) F 5) B 6) G
7) A 8) E

Task 1B: The answers may vary depending on your own experiences.

Task 2:

Your answer may vary depending on your own experiences. The followings are of the possible expressions.

- 1) I felt free when I got my driver's license
- 2) I learnt how to be adult people on my first date
- 3) I had never cared for animals until I got my first pet
- 4) I learnt how to manage my expense when I got a credit card
- 5) I had never been so careful until I bought my first car
- 6) I had spent a lot until I had my own bank account

Task 3:

Your answer may vary depending on your own experiences. The followings are of the possible expressions

- A : Starting school is an important event for children.
- B : That's true. Once they start school, they learn to get along with other kids.
- C : I think another important events is *the teen ages*. *In this period, one grows and develop his identity and personality.*
- A : I do agree with you. What do you think people in their twenties?
- C : I don't think it is an important event for people because in this ages people have learnt much from the society and school.
- D : My father said that the important event is when people is in their forties. In this ages people start to enjoy his life or to suffer from his careless way life.

Task 4:

Your answer may vary depending on your own experiences. The followings are of the possible expressions

	In their teens	In their 20s	In their 30s	In their 40s	In their 60s
ambitious		√	√		
argumentative				√	√
carefree	√	√			
generous				√	√
immature	√	√			
naïve	√	√			
selfish	√	√			
sensible					
sophisticated					√
tolerant	√	√		√	√

Task 5:

The sentences you use may vary. However, the information you ask and the sentences or expressions you use can be parallel to those in Task 5.

Information needed

Sentences possibly used

place of birth

Where were you born?
(Have been done as an example)

time of birth

When were you born?

hobby/sport/
activities in school

What was/were your favorite sport?
What sport did you prefer?
What was/were activities at school?
Etc.

activities after high school

Did you go to university?
What did you do after high school?
Etc.

carrier/job/profession

Could you tell me when and where you stated your carrier as a ?
Please tell me how could become a
How was your debut as a/an ...? Please tell me.
Etc.

Key to Formative Test

Formative Test 1

- A. 1) *I prefer* listening to music to playing it
 2) *I prefer* riding a motor cycle to driving a car..
 3) *I prefer* swimming in a pool to playing badminton.
 4) *I prefer* drinking coffee to smoking cigarettes
 5) *I prefer* camping in a mountain to sunbathing in the beach
- B. 1) Your friend ask : Would you like to play tennis?
You answer : I'd rather *go for a swim*.
 2) Your friend ask : Do you want to watch television?
You answer : *I'd rather read a book*.
 3) Your friend ask : Shall we leave now?
You answer : *I'd rather wait for a few minutes*.
 4) Your friend ask : Would you like to go to a restaurant?
You answer : *I'd rather eat at home*.
 5) Your friend ask : Should we decide now?
You answer : *I'd rather think about it for a while*.
- C. You : What did you think of Hawaii?
 Fina : I *think* Hawaii is *wonderful*
 You : And did you like the food?
 Fina : *The food?* Some are tasty, some ... awful ... but ... sea food? *I like it*.
 You : Really? Did you shop?
 Fina : Yes, I *shopped a lot*.
 You : How was your shopping?
 Fina : *I got fun* in shopping there.
 You : Did you meet Hawaiian people?
 Fina : Yes I did. *I met many Hawaiians*.
 You : Do you like them?
 Fina : *I like them*.
 You : Why (did you like them)?
 Fina : Most of them are *friendly*.

*Formative Test 2***A.**

- | | |
|----------------------------|--------------------------------|
| 1) fell, was painting | 6) broke, was washing, slipped |
| 2) was reading, heard | 7) took, I was not looking |
| 3) were you watching | 8) did not go, rained |
| 4) was waiting, arrived | 9) Are you doing? |
| 5) did not drive, happened | 10) did not see, was wearing |

B.

Jake : What an awful story! A couple was *sailing* their yacht from Hawaii to Mexico. While they *was crossing* the Pacific, their boat *hit* a whale and *was sink*.

Anne : Is that true? What happened to the whale?

Jake : It doesn't say. Oh, and here's another one. A man in Los Angeles *was robbing* a bank. But as he *escaped*, he *got* caught in the revolving door.

Anne : I guess it was his first bank robbery.

Jake : Yes. And listen to this. A man *got* locked out of his house, so he *tried* to get in through the chimney!

Anne : Don't tell me! He got stuck in the chimney!

Jake : Exactly. And he still *was tying* to get out two days later when the police *rescuing*.

C.

- 1) was flying, encountered, dropped, was carrying over.
- 2) were driving, contained, was filming, found
- 3) made, was starting, speeded, was calling
- 4) stopped, was speeding, were searching, found, took

Formative Test 3

18 C

rain

windy

The forecast says it will be **cool** and it's going to **moderately rain** and **windy**. So it sounds like a day to stay at home and do some reading.

32 C *clear* *no wind*

The forecast says it will be hot and it's going to be clear with no wind. So it sounds like a day to go to the beach for sunbathing or fishing.

16 C *cloudy* *strong wind*

The forecast says it will be **cool** and it's going to be **cloudy** with **strong wind**. So it sounds like a day to stay at home and do some reading.

22 C *clear* *no wind*

The forecast says it will be **quite warm** and it's going to be **clear** with **no wind** at all. So it sounds like a day to go shopping, fishing, jogging, or just planting flowers in the garden.

31 C *rain* *gale force wind*

The forecast says it will be **hot** but it's going to be rain. So it sounds like a day to go to stay at home for cooking or reading novels because it's going to be extremely windy.

20 C *cloudy* *strong wind*

The forecast says it will be quit cool. It will be cloudy with strong wind. It sounds like a day to stay at home and do some reading.

Formative Test 4

Note: The sentences you use may vary. However, the information you ask might be around:

Information needed

place of birth

time of birth

hobby/sport/

activities in school

Sentences possibly used

Where were you born?

(Have been done as an example)

When were you born?

What was/were your favorite sport?

What sport did you prefer?

What was/were activities at school?

Etc.

activities after high school

Did you go to university?

What did you do after high school?

Etc.

carrier/job/profession

Could you tell me when and where you stated your carrier as a comedian?

Please tell me how could become a famous comedian.

How was your debut as an actor? Please tell me.

Etc.

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