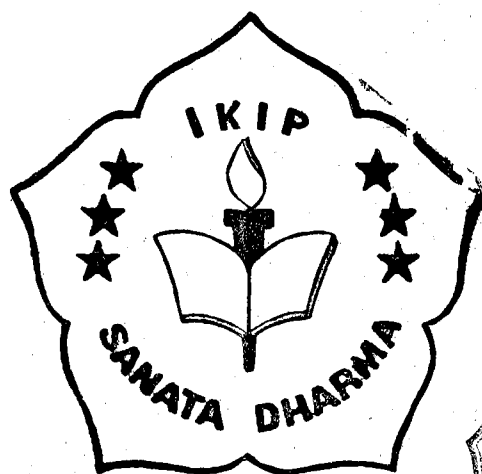


**ENGLISH**  
**A TEXTBOOK FOR KPAA**  
**AND OTHER COURSES OF THE SAME PURPOSE**  
**THE FIRST YEAR**



**A Thesis Presented to**  
**the Department of English Language and Literature**  
**Faculty of Arts and Letters**  
**Sanata Dharma Teachers Training Institute**

**In Partial Fulfilment**  
**of the Requirements for the**  
**Sarjana Degree**

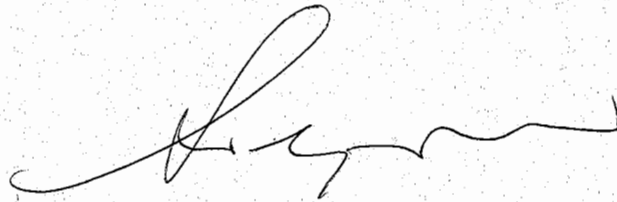
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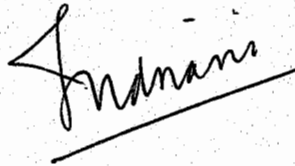


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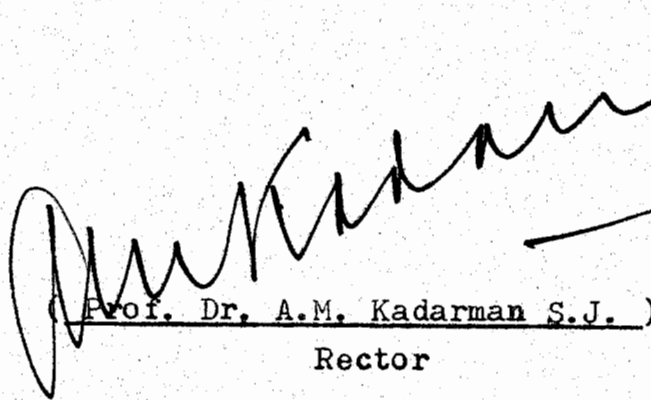
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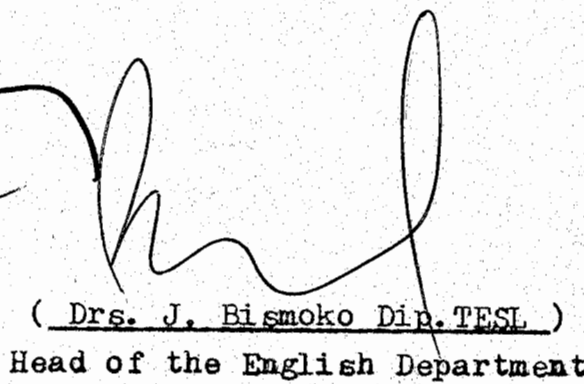
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## A C K N O W L E D G E M E N T S

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Yogyakarta, August 1981      Ign. Sigit Supono.

E N G L I S H  
A TEXTBOOK FOR K P A A  
AND OTHER COURSES OF THE SAME PURPOSE;  
THE FIRST YEAR

I. INTRODUCTION

I. 1. The Topic

It may be of our interest to notice that many schools in Indonesia are in poor condition, meaning that they do not have sufficient school equipments. This is not merely the case in remote places. Even in big cities such as Yogyakarta and Jakarta many schools are lacking of school equipments. Some may not have appropriate buildings. Some others may lack of books and teaching aids. Above all, it might be surprising that some schools are lacking of fixed and complete curriculum/ syllabus.

In relation with the above matter, I myself have been undergoing a quite unique teaching experience. I have been teaching English at K P A A Negeri Yogyakarta without following a formal syllabus. This is because we do not have any fixed and complete syllabus at K P A A Negeri Yogyakarta. Moreover, the absence of a compulsory handbook both for the teachers and the students is another problem I have to face. Thus, the only guide I have in teaching English at K P A A Negeri Yogyakarta is the main purpose of the school that is training government officials of the

first main rank ( Golongan I ) to be able to handle clerical affairs whenever they are accepted in the second main rank ( Golongan II ).

With regard to the absence of English handbook at K P A A in this thesis I try to propose an English textbook to be used at that school. I hope this would be a valuable contribution to the betterment of the condition at K P A A.

For the above matter, I try to adjust the contents of the textbook to both the condition of the students and the main purpose of K P A A. In that way, I select the materials which I think would be valuable for the students in their daily activities, yet they would not be too difficult. For the above reasons I have made an interview with the headmaster of K P A A Negeri Yogyakarta to get valuable advices in selecting suitable materials. In addition to the interview I have made some observation upon a few books the contents of which, I think, are in accordance with the purpose of K P A A.

## I. 2. A Few Things about K P A A

### I. 2. 1. What K P A A is

According to the ranking system in Indonesia government officials are classified into four main ranks ( Golongan ), namely the first, the second, the third, and the fourth main ranks ( Golongan I, II, III,

and IV ). In accordance with the regulation that is called Peraturan Kepegawaian any government officials belonging to the first main rank ( Golongan I ) should have a certain amount of working experience, to be accepted in the second main rank ( Golongan II ) unless they possess the diploma of senior high school. Possessing the required working experience is usually less beneficial to those who have had the diploma of junior high school than trying to possess the diploma of senior high school. This is because the time needed to possess the diploma of senior high school is shorter than the one consumed to have the required working experience. That is why government officials usually take a special course provided for them named K P A A. ( Kursus Pegawai Administrasi Tingkat Atas ). From the above discussion it is clear that K P A A is a special course provided for government officials belonging to the first main rank ( Golongan I ) to get the diploma of senior high school in order that they can be accepted in the second main rank ( Golongan II ).

The diploma of K P A A is considered to be equal with that of high schools. In spite of that the students of K P A A need only two years of study to finish the course. In other words there are only four semesters of study at K P A A.

## I. 2. 2. The English Course at KPAA in General

### I. 2. 2. 1. The Curriculum

According to the curriculum all the lessons taught at KPAA are primarily intended to fulfil the need of clerical knowledge required by the second main rank ( Golongan II ). Therefore, KPAA does not prepare the students to continue their study to any universities, academies, or intitutes.

Concerning with the English course I have made an interview with the headmaster of K P A A Negeri Yogyakarta. It is a pity that according to the results of the interview it is found that up to the present time no firm and complete curriculum is available , particularly the one which has something to do with the English course at K P A A. I was only given a very broad outline of the English course given there.

It is explained that the level of the English course at K P A A is between the level of English course given at juniar high schools and the one given at senior high school. However, how much and what to be taught to the students is relatively left to the English teachers' own consideration. In that way, of course, the English course very much depends upon the teachers' creativity and capability. Consequently, there is no unity in terms of the materials given to the students.



Moreover, according to the available curriculum ( eventhough it is not a complete and firm one ) the English ~~course~~ at K P A A is not considered to be a major subject of study, it is just considered as a vocational subject of study. In spite of that the provided amount of teaching and learning periods is relatively great. In the Public Relation Department ( Jurusan Hubungan Masyarakat ) English course is given in six periods a week. Whereas in the Treasury and Finacial Department ( Jurusan Perbendaharaan dan Kas ) it is given in four periods a week. ( There are only two depatments in K P A A ). 1)

In accordance with the available curriculum by the end of the first year the students are supposed to have mastered English at the level of the Tingkat Dasar Satu. And by the end of the second year the students are supposed to have mastered English at the ~~level~~ of the Tingkat Dasar Dua. 2) It is a pity , however, that I did not get any further information about the Tingkat Dasar Satu dan the Tingkat Dasar Dua since the curriculum and the syllabus of which are not available in K P A A Negeri Yogyakarta.

From the above discussion it is found that many aspects of the English course at K P A A are not yet clear. However, from some general matters revealed above a few things are implied, namely : the skills

- 1) Kurikulum KPA/KKP Baru dan KPAA/KKPA Baru, Disusun Kursus - Kursus/ Ketrampilan, Direktorat P M U Direktorat Jendral Pendidikan Departemen P dan K , 1972.
- 2) ibid.

intended to be mastered by the students, the register and the elements of the English language to be taught to the students.

K P A A is provided for government officials to get sufficient knowledge so that they can be accepted in the second main rank (Golongan II). In their daily activities government officials do not usually speak English. They usually talk to each other in Indonesian, or even in their mother tongue such as Javanese or Sundanese. Moreover, government officials of the second main rank do not usually do the jobs concerning with the English language, neither orally nor written. Thus, it is just clear that the primary skills to be mastered by the students are not speaking, listening, nor writing; it is rather reading and translation. These two skills sound more practical to the students. The students can make use of these two skills to broaden their knowledge by reading books from abroad. Yet, this does not mean that the other skills need not be taught at all. Especially speaking and listening are also to be trained to the students since this may be useful at the time during their daily routine they may come across some problems concerning with foreign people.

A further implication that can be drawn from the above discussion is that the elements of language to be mastered by the students are vocabulary, grammatical

structure, and a bit phonology and spelling.

Moreover, since the teaching of English is mainly directed to fulfill the need of clerical knowledge, the teachers are expected to teach the students general English with some additions of clerical knowledge of business terms.

#### I. 2.2. 2. The Books Used at Present

Because of the absence of a firm and complete curriculum, no particular book is considered to be compulsory. The English teachers at K P A A have a free choice of the books they want to use in the course. In that way, of course, the books used by an English teacher of KPAA may be different from the ones used by another teacher of the same school. As a result this may arouse some difficulties to the students if they have to deal with a new English teacher in a new school year.

Furthermore, in spite of having a free choice of books to use, English teachers of K P A A encounter a great difficulty in finding a suitable English book for K P A A students. In accordance with the aim of K P A A the English book to be used should contain some clerical matters. It is true that there are some of such books. For example : Office Practice Book by Pauline Naido and Maryvone Lumley Bolch, Cassel, London, 1978 ; Talking Business by MO Rielly, PE Moran, and N Ferguson, ~~McMillan~~, London, 1975 ; English For Bank

Cashier and English Telephone Conversations both by MO Rielly and N Ferguson, Evan Brothers Ltd, London, 1978, English For Commercial Students by John W Davis MA (Ed), Times Educational Co Ltd, London, 1980; Business English Correspondence for SMEA, published by Koordinator Musyawarah Kepala Sekolah (MKS) SMEA Jawa Tengah, 1978, and some others. However, having examined all of those books I find that the language used in those books is beyond the capability of the students to comprehend. Yet, many clerical or business terms can be found in those books. In that way those books are quite good as reference but not for handbooks. Therefore, still trying to find a suitable English book for K P A A students, English teachers of K P A A Negeri Yogyakarta teach the students general English. Eventhough this does not sound very practical, and, to some extent, it does not suit the purpose of K P A A. Still, this may help the students of K P A A whenever they may come across some problems concerning with English in their daily activities at some time.

Based on the above reasons, and since I myself have been an English teacher at K P A A Negeri Yogyakarta for about three years, I encourage myself to write a textbook as my contribution to the need of a suitable English handbook for K P A A.

### I. 2. 3. The Students of K P A A

Before going on any further, it is of importance to discuss about the students of K P A A. This is because a good understanding about the students' condition will be a great help to the entire understanding about the teaching and learning English at KPAA.

Since the main purpose of K P A A is training governments officials, all the students of K P A A are government officials. The important thing to note here is that they are generally very low motivated in joining the English course. Besides, their physical and mental situation<sup>s</sup> in joining the whole school programs are not quite satisfactory.

The whole programs of K P A A take place in the afternoon, from about half past three until about half past seven. Before joining the school programs in the afternoon all the students have had to do their daily routine from about eight in the morning until about two in the afternoon. Thus, their energy has been mostly consumed during their office hour<sup>s</sup>. In that way it is not surprising that at the time they join the course they usually look very tired. Moreover, most of them have grown up families. Nevertheless, their families demand special attention from them. Consequently, most of the students are not able to pay full attention to the lessons.

In the above discussion it has been pointed out that K P A A students are very low motivated in joining the English course. This is primarily because they generally think that English is not quite practical. Most of K P A A students come from outside the town where English is never practised. Accordingly the daily situation in their offices is not very much different. It is hard to find people speaking in English during the office hours in government offices. Usually government officials talk to each other in Indonesian or even in their local/regional languages such as Javanese or Sundanese. Thus, the students do not have a strong stimulate to learn English from their daily routine.

Another thing that makes the students very low motivated in learning English is that they usually find English difficult to learn. This is mainly because they have left their critical period to learn a new language. The students of K P A A are between twenty and forty years of age. It is said that the critical period to learn a language is between the age of two<sup>up</sup> to the age of twelve.<sup>Progress in</sup> Language development usually ceases after the age of twelve or thirteen.1)

Moreover, their basic knowledge about English is various. Most of them have not been in touch with English for years, but some of them have just left their junior high school, thus it is supposed that

1)  
 Lenneberg, Eric H, "The Biological Foundations of Language", Readings in Applied Transformational Grammar, Mark Lester (ed), Holt, Rinehart and Winston, Inc, New York, 1969. pp 7 - 12.

they always keep in touch with some English course. It should be noted, though, that some students have not been at school for more than five years, so that they have forgotten all the things about English. Thus, it would be wise for the teachers to start teaching them English from the very beginning.

### I. 3. A Few Things about the Textbook

#### I. 3. 1. The Materials of the Textbook

It has been revealed above that in my efforts of writing a textbook for K P A A I have made an interview with the headmaster of K P A A Negeri Yogyakarta. According to the results of the interview the level of the materials of the textbook should be between the level of junior high school and the one of senior high school. However, remembering the students' capacity to learn English, and since the textbook is intended only for the first year, the level of the materials of the textbook I make will not be that high.

The first thing to remember in deciding what materials to be presented in the textbook is the students' condition. This means how good is their basic knowledge about English. In the previous discussion it is revealed that the students' basic knowledge is very poor. It is just true that all of them once learned English in their junior high schools.

However, they usually have left their junior high school for years. In that way, it is just understandable that their knowledge about English may have gone at all.

Based on such a fact I decide to present the materials which is started from the very beginning. To make the materials practical for the students I try to fill in some reading passages concerning with clerical matters and lexical entries dealing with clerical affairs. However, not all of the materials concern with such a thing since this will be quite boring. General matters still can be found in the textbook.

### I. 3. 2. The Organization of the Textbook

The textbook consists of seventeen Lesson Units with four Review Units. This is based on the assumption that every lesson unit can be finished within about two weeks, whereas the review unit can be finished within one week. Such an assumption refers to the fact that there are about forty weeks of studying periods in one year. 1) From the above consideration it is hoped that the whole textbook can be finished within about thirty eight weeks. The two weeks left are considered to be the reservation time. The reservation time is needed whenever there are some difficulties that a lesson unit cannot be finished within two weeks. If the teacher can finish the textbook in time, he may wisely make use of

1) ---, Kalender Pendidikan Sekolah / Kursus dalam lingkungan Kanwil Dept. P dan K Prop. DIY Tahun Ajaran 1981-1982, Kanwil Dept P dan K Prop. DIY, Yogyakarta, 1981, pp 4 and 14.



the reservation time to upraise the mastery of the lessons by means of some reviews or exercises.

In the above discussion it is stated that a lesson unit takes about two weeks to finish, whereas a review unit takes only one week to finish. This is not absolute, however. Meaning to say that the time needed to finish a lesson unit or a review unit very much depends on the mastery of the lessons gained by the students. If within two weeks, for example, the students have not mastered a lesson unit, the teacher should not continue the lesson with a new one. On the contrary, if within less than two weeks all of the students have mastered the lesson unit, the teacher may continue the lesson with a new one.

It is also necessary to note here that the arrangement of the units in the textbook does not constitute the sequence of syllabus. It means that in presenting the lessons an English teacher is not absolutely required to follow the order of the unit arranged in the textbook. Yet, if he does, it will ease the students to follow.

### I. 3. 3. The Organization of Every Unit

Every unit in the textbook has more or less a similar organization. The units are usually divided into five parts each, namely :

- a). Sentence Patterns
- b). Reading Comprehension

- c). Grammatical Structure
- d). Pronunciation and Dictation
- e). Vocabulary

#### I. 3. 3. 1. Sentence Pattern

This part actually serves as an introduction to the following ones. The aim of this part is to introduce what item would be principally presented in the lesson unit. It is hoped that by knowing the pattern to be presented both the teacher and the students know exactly what is the most important thing to be given a particular attention.

#### I. 3. 3. 2. Reading Comprehension / Dialogue

This is an important part of the concerning unit. It is in this part that the students are faced to the actual usage of the sentence pattern has been presented beforehand.

Besides, by means of reading comprehension / dialogue exercises the students are trained to use the language, not merely study the rules or regulations found in the grammar.

Thus, it is not how well the students can memorize the dialogue or how many questions can be answered correctly to be considered the most important. The most important thing here is how well the students can use the language, i.e. the sentence pattern being learnt,

or the ones have been learnt before. Memorizing the dialogue and answering the questions are only means to use the language. Therefore it is wrong to think that if a student can memorize the dialogue well, or answers all the comprehensive questions correctly, he then automatically has mastered the pattern. Indeed, the mastery of the pattern needs a very careful observation to detect. It is much more than just memorizing the dialogue or answering some comprehensive questions.

Concerning with the reading comprehension materials I have tried to find reading passages that have something to do with clerical affairs. It is a pity that such reading passages are very difficult to find, especially the ones which are suitable for K P A A students. It is true that there are a great deal of such reading passages, but they do not usually suit the capability of K P A A students. It is the language that is usually beyond their comprehension. As a result not all of the reading passages deal with clerical matters. Many of the reading passages in the textbook deal with general matters. Yet, it is hoped that in such a way the contents of the textbook will not be boring both for the teacher and the students.

Because of the lack of reading passages that deal with clerical affair, I try to fill in some clerical terms through grammatical exercises or the vocabulary section. I hope that in that way the textbook will not look monotonous.

In terms of the length of the reading passages, I try to present reading passages which have more or less one hundred and fifty words. I think that reading passages which consist of less than one hundred words are too short. Thus, they do not make very much use of the language mastery. On the contrary the ones which consist of more than two hundred words are too long, and, therefore are too difficult for the students to grasp the contents.

There are three forms of reading passages presented in the textbook, namely the formal form, the semi-formal, and dialogue. What is meant by the formal form is the form of a reading passage which has no dialogue in it. The semi-formal form is the one of a reading passage which has some dialogue. Whereas the dialogue is a kind of reading passages which exclusively consist of conversation pieces. The purpose of presenting these three kinds of reading passage is to show the students that a reading passage may appear in either forms. In that way it is hoped that they will be quite familiar with these forms.

In terms of the comprehensive questions I prefer presenting the question and answer type questions to presenting the objective type ones. To my mind questions of such a type help the students more in their efforts to use the language. Yet, as a kind of variation the objective type questions are also presented here and there.

Beside reading comprehension, this second part of a unit may also be in the form of a dialogue to memorize. The students' task is to read the dialogue silently and memorize it, then they have to perform the dialogue in front of the class.

Concerning with this kind of dialogue I think that the participants should neither<sup>v</sup> be all Indonesian people nor<sup>v</sup> be all foreign people. In this case the participants should consist of these two kinds of people. If the participants are all foreigners, the dialogue will be too imaginative. In that way it will not encourage the students to feel involved. On the contrary, if all the participants are Indonesian people, the dialogue will be quite unnatural.

Furthermore, the length of the dialogue should also be of our consideration. It must not be too long and neither too short. The approximate amount of sentences for each participant is about five to seven. Moreover, the length of the sentences for all the participants should be equal to one another. A dialogue which is too short does not provide the students with enough challenge to memorize. Thus, it is boring. But, if it is too long, it will be frustrating since it is quite a burden for the students to memorize.

### I. 2. 3. Grammatical Structure

This part exclusively shows the students the regulations concerning with the sentence patterns introduced in the first part ( ' Sentence Pattern ' ). Some training to follow the regulations is also provided for the students that is by means of some grammatical exercises. It is hoped that by means of sufficient grammatical exercises the students will more or less master the regulations; thus, they will not make too many structural mistakes whenever they practice the language.

The Grammatical Structure part consists of two sections, namely the grammar and the exercises. The grammar exposed in the textbook is just the main points. It is the task of the teacher to explain it thoroughly to the students. It is usually takes the teacher about almost two periods to explain the grammar to the students. For the time rest the teacher may give the first exercises just to establish what he has just explained. On the next days he may present the following exercises. In relation with grammatical exercises in the textbook it is to be noted that there are various kinds of such exercises. Every kind of exercise is meant to suit the thing intended to be mastered by the students. The presence of various kinds of exercises is also found to be valuable since it prevents the students from boredom in doing them.

### I. 3. 3. 4. Pronunciation

The purpose of including the pronunciation part in the textbook is to train the students to recognize and to produce the correct English sounds.

It is necessary for the teachers to know that all the students have left their critical period to learn a new language, so that they are quite aware that the result of the teaching of pronunciation will not be very satisfactory. It has been widely acknowledged that people who have left their critical period, that is more than twelve years old, feel very hard to learn a new language. In relation with this matter the English teachers of K P A A should be fully aware of the fact that even to recognize a correct English sound is sometimes very difficult for the students. Sure enough that in this case the students have gone too far with their native language so that it is very hard for them to avoid the interference of their native language. Accordingly whenever they imitate or produce an English sound, their native language will be a great interference, thus what they imitate or produce will be false. In spite of such a fact this should not make the teachers desperate. It is rather a challenge for them to prove their talent. Therefore, they should do their best in presenting this part of the textbook. Yet, if the result is not satisfactory, it does not automatically mean that the teachers are not skillful.

Another thing to note here is that I always try to

present English sounds which as far as possible be in accordance with the sounds found in the main part of the item being presented in the lesson unit. In that way it is hoped that the unity of the lesson unit will not be disturbed. For example, in Lesson Unit VII which presents the Simple Present Tense, the English sounds presented are [s] and [z]. We all know that in the Simple Present Tense there is something concerning with adding s/es to a stem verb. In that way the English sounds being presented and the adding s/es to a stem verb are in accordance with one another.

#### I. 3. 3. 5. Vocabulary

The vocabulary part of the textbook is mainly intended to enlarge the vocabulary mastered by the students and to lessen the shortage of the reading passages. In the above discussion it has been explained that there are not many reading passages which contain clerical matters. Anyhow a great deal of clerical terms should be introduced to the students as what is required by the curriculum. Therefore, just to lessen such a shortage I try to introduce as many clerical terms as possible by means of this vocabulary part.

#### I. 3. 4. The Actual Contents of the Textbook in Brief

In the above discussion I have described the outline of the textbook. To give a more concrete inform-



mation about the textbook I will describe concisely the actual contents of the textbook in the following.

The textbook is said to be divided into seventeen Lesson Units and four Review Units. The contents of every unit will be presented in brief as follows.

#### I. 3. 4. 1. Lesson Unit I

This lesson unit primarily discusses about the correct usage of the present form of ' to be ' in relation with personal pronouns as subjects and some nouns as adjuncts. To be clearer the sentence pattern presented in this lesson unit is :

I am a student.

You are a policeman.

She is a nurse.

We are government officials.

It is a dog.

They are farmers.

The discussion includes the affirmatives, the negatives, and the interrogatives.

The English sounds introduced in this lesson unit are the sounds [i:] and [i] . The exercises given dealing with these two sounds include the recognition and production of the sounds.

#### I. 3. 4. 2. Lesson Unit II

This unit is more or less similar to the previous one in terms of the sentence pattern presented. In this lesson unit adjectives and some prepositional phrases are introduced instead of nouns. The sentence pattern

presented in this lesson unit is :

Is it blue ?	Yes, it is ( blue ).
	No, it is not (blue ).
Is it on the table ?	Yes, it is ( on the table ).
	No, it is not ( on the table ).
Are you ill ?	Yes, I am ( ill ).
	No, I am not ( ill ).
Is she at school ?	Yes, she is ( at school ).
	No, she is not ( at school ).

Just to show the actual usage of the sentence pattern introduced I present a short dialogue. The dialogue itself is on a puzzle. The dialogue is followed by an exercise requiring the students to perform a similar dialogue / puzzle.

The English sound presented in this lesson unit is the sound [ei]. The exercises presented deal with recognition and production of this sound.

### I. 3. 4. 3. Lesson Unit III

' This ', ' that ', ' these ', ' these ', and ' what ' are the items discussed in Lesson Unit III. All the sentences presented in this unit, of course, are still in the Present Tense using ' to be ' as the only verb.

The reading passage presented here is in the form of a dialogue which is, the, followed by an exercise. The exercise is in the form of a cloze test. The aim of using a cloze test here is to examine whether the students know the usage of the item being presented in the lesson unit.

In accordance with the things primarily presented here, the English sounds taught in this lesson unit are [θ] and [ð]. Again, the exercise include the recogniton and productmon of the sounds.

#### I. 3. 4. 4. Lesson Unit IV

The main item presented in this lesson unit is the Present Continuous Tense. The discussion and the exercises include the affirmative, the negative, and the interrogative forms.

The reading passage found in this lesson unit is in the form of formal style, meaning that it does not contain any dialogue at all. There are two kinds of comprehensive questions here, namely ~~the~~ objective and the essay types. questions. The objective of presenting these two types of questions is to show the students that each type of questions demands a special treatment to deal with, thus it is hoped that they would be accustomed to dealing with any types of questions.

In the pronuciation section the English sounds [n] and [ŋ] are presented. This is ~~in relation~~ with the

adding ' ing ' to the full verbs in the Present Continuous Tense.

I. 3. 4. 5. Review Unit I

This special unit exclusively consists of exercises. All the things presented in the previous units are reviewed and more established here. The exercises found in this unit include grammatical structure, vocabulary, reading comprehension, and pronunciation.

I. 3. 4. 6. Lesson Unit VI

This lesson unit primarily discusses about the Definite Article ' the ' and the Indefinite Article ' a ' and ' an '. The Indefinite Articles here is mainly presented as the counterpart to the Definite Article.

A reading passage entitled ' In the Zoo ' is presented in this unit. The reading passage uses the semi formal form, that is the one which has some dialogue in it. The dialogue is between a boy which is taken to a zoo with his parents. The boy asks about the animals he sees in the zoo, and his parents explain what are asked by him. A set of comprehension essay questions follow the reading passage.

In accordance with the main item, the English sounds presented here is the sound [ə] . As the counterpart to this sound the English sound [ə:] is also taught here.

### I. 3. 4. 7. Lesson Unit VI

Lesson Unit VI primarily deals with possessives, both possessive adjectives and possessives pronouns. The ultimate aim of this unit is teaching the students not to confuse these two forms of possessives in order that they would be able to use them correctly.

A dialogue between two officials who are talking about some objects in their office-room is provided for the students to comprehend. All the comprehensive questions about the reading passage are of the essay type. The objective of presenting this type of questions is to train the students to utter full and complete sentences.

The pronunciation exercises deal with the English sounds [ʊə], [ɔə], and [eə]. These three English sounds are very frequently used whenever we deal with possessives. As what is done in the previous units the pronunciation exercises<sup>here</sup> train the students to recognize and to produce English sounds, i.e. [ʊə], [ɔə], and [eə].

### I. 3. 4. 8. Lesson Units VII and VIII

These two lesson units primarily concern with the Simple Present Tense. Since the <sup>Simple</sup> Present Tense is a difficult thing for the students to deal with, it is presented in two lesson units. Thus, the objective of presenting the Simple Present Tense in two separate lesson unit is to give the students a longer time to



learn so that their mastery of the item will be better. In relation with this matter, Lesson Unit VII mainly deals with the affirmative, whereas Lesson Unit VIII primarily deals with the negative and the interrogative.

Dealing with pronunciation Lesson Unit VII presents the English sounds [s] and [z]. Whereas Lesson Unit VIII presents the English sounds [ʌ] and [ɑ:]. The presentation of these sounds are very much related to the adding s/es and the pronunciation of 'does'.

A reading passage entitled 'Wati, the Secretary' is presented in Lesson Unit VII. It is in the format form meaning that we cannot find any dialogue in it. It is a full description of Wati, the only character. The reading passage in Lesson Unit VIII is in the form of a dialogue between Thomas and Yanto talking about How Indonesian and Australian people work during the week. The comprehension questions that follow these reading passages are partly in the essay form and partly in the objective one.

#### I. 3. 4. 9. Review Unit II

All the items presented in Lesson Unit V until Lesson Unit VIII are reviewed and more established in this review unit. The field of practice includes grammatical structure, reading comprehension, vocabulary, and pronunciation. Again, this special unit exclusively consists of exercises.

I. 3. 4. 10. Lesson Unit IX

How to mention cardinal numbers and how to tell the time are the items of Lesson Unit IX. Unlike it is in the preceding lesson units no reading passage is presented in this lesson unit. The purpose of this policy is to give a kind of variation in order not to make the course boring both to the teacher and particularly to the students. (Instead of a reading passage, a dialogue to be memorized is presented here).

Remembering that in the way of telling the time as well as in the way of mentioning some cardinal numbers the sound [ai] is often heard, such a sound is provided here for the students to practise.

Moreover, <sup>unlike</sup> what are practiced in the previous units, here in Lesson Unit IX all the grammatical exercises are to be done orally.

I. 3. 4. 11. Lesson Unit<sup>s</sup> X and XI

These two lesson units primarily concern with the discussion and exercises of a number of question words. Since there are so many question words for the students to learn, I decide to present this item in two lesson units. The purpose of presenting the item in two lesson units is to give the students ~~longer~~ longer time to learn. In this way it is hoped that their mastery of the item would be better. Presenting this item in one unit only would be quite a burden for the students to master.

The item of these lesson units primarily deals with questions. Therefore the most suitable reading passage for the units is in the form of dialogue. For this reason I present a dialogue in each lesson unit. The dialogue itself takes place among some officials in an office. The comprehensive questions that follow each dialogue are all of the essay type.

Dealing with this item the English sounds [w] and [h] are very much heard, and so is the English sound [au]. That is why in Lesson Unit X I present the English sounds [w] and [h]. Whereas the English sound [au] is presented in Lesson Unit XI. As the counterpart to the sound [au], the English sound [ou] is also presented in Lesson Unit XI. As usual the exercises dealing with these sounds include the recognition as well as the production of the sounds.

#### I. 3. 4. 12. Lesson Units XII and XIII

The Simple Past Tense is the main discussion in these two lesson units. I present the Simple Past Tense in two lesson units partly because there are two kinds of verbs, the regular and the irregular. Besides, the Simple Past Tense is a very important item to study, and yet it is relatively difficult to master. Therefore I find it necessary to give sufficient time to the students to learn the Simple Past Tense. It is hoped that they would master it quite well.

Actually the most suitable form of the reading passage dealing with the Simple Past Tense is the semi-



formal, that is the one that contains some dialogue. However, such a reading passage is usually a little bit long, and due to the lack of suitable reading passage of such a form, in these two units I present reading passages of the formal form. The title of the reading passage presented in Lesson Unit XII is ' The Old System of Trade '. It tells us how people in the ancient time carried out the trade. In Lesson Unit XIII we can find a reading passage entitled ' An Order '. This reading passage is about how some business partners managed their small concern at the time they got an order. The comprehensive questions that follow these reading passages are of the essay type as well as the objective.

In accordance with the ' ed ' form of verbs of the Past Tense I introduce the English sounds [t] and [d] in Lesson Unit XII. Whereas in Lesson Unit XIII I present the English sounds [k] and [g] eventhough there arennot any dominant sound concerning with the irregular verbs. My decission is based on the fact that these two sounds are very much heard in daily practice, thus they are quite important.

#### I. 3. 4. 13. Review Unit III

Again, this special unit exclusively consists of exercises. All the items presented in Lesson Units IX until XIII are reviewed and more established here by means of these exercises. The field of study include reading comprehension, grammatical structure, vocabulary and pronunciation.

I. 3. 4. 14. Lesson Unit XIV

The main item of Lesson Unit XIV is ' Some ' / ' Any '. It is necessary to note here that the discussion on ' some ' and ' any ' merely touches the basic principles, <sup>meaning</sup> that it is just on the elementary level. The principle taught here is the one saying that ' some ' is used in the affirmatives, and ' any ' is used in the negatives and the interrogatives.

The reading passage presented here is taken from ' English For You ' from Radio Australia, Booklet no. 2. The title is ' Homework '. This is in the dialogue form. The comprehensive questions are all of the essay type.

I introduce the English sound [æ] in this lesson unit. This is merely based on the fact that such a sound occurs in the pronunciation of the word ' any '. The exercises dealing with this sound require the students to recognize the sound and to produce it as well.

I. 2. 4. 15. Lesson Units XV and XVI

The two lesson units deal with the Present Future Tense. Since there are two main forms of future tense, namely ' going to ' and ' shall/will ', the Present Future Tense is presented in two separate lesson units. The ' going to ' is discussed in Lesson Unit XV, whereas the ' shall / will ' is discussed in Lesson Unit XVI.

For the reading comprehension practice I put forward a reading passage in the form of a dialogue in Lesson Unit XV. The dialogue takes place among a few government officials who are talking about their plans concerning with their children's schooling. In Lesson Unit XVI I put forward a semi - formal reading passage entitled ' An Illusion '. This reading passage tell us about the illusion of a stupid poor boy upon an egg that he has just got from someone. The comprehensive questions that follow the reading passage in Lesson Unit XV take the essay form. On the other hand, the comprehensive questions in Lesson Unit XVI are either of the essay type or the objective one.

To be in accordance with the pronunciation of the words ' going to ' the English sounds I present in Lesson Unit XV are [ou] , [u] , and [u:] . In Lesson Unit XVI I put forward the English sounds [ʃ] and [ʒ] . These sounds are taken from the pronunciation of the word ' shall '.

#### I. 3. 4. 17. Lesson Unit XVII

This last lesson Unit primarily discusses the usage of ' Do you mind ' and ' Would you mind '. This item is quite practical for it is the way of expressing polite requests or invitations. In that way the reading passage in this lesson unit should contain some dialogue. In other words, the most suitable form for the reading passage is the semi - formal.

Based on the above reason I present a reading passage entitled ' Requesting A Day Off '. This reading passage tells us about an official who is not feeling well so that he wants to have a day off. This reading passage is taken and adapted from ' English for Commercial Students ' Book I, page 15. The comprehensive questions that follow the reading passage are of the essay type.

To be in accordance with the pronunciation of the word ' would ', the English sound practiced here is [ w ] . The exercises concerning with this sound include the recognition as well as the production of the sound.

#### I. 3. 4. 17. Review Unit IV

This last unit is <sup>the</sup> review unit for the items presented in Lesson Unit XIV until Lesson Unit XVII. As a review unit it merely consists of various kinds of exercises which are meant for establishing the mastery of the lessons taught in the four previous lesson units.

#### I. 4. A Further Note

In order to prevent the thesis from too much redundancy I do not present the whole textbook here, I only take some of the units to be presented here as a kind of representatives for the whole textbook.

This is mainly because the contents of all the units found in the textbook have been revealed in the above discussion. Besides, the organization of those units is similar to one another. Thus, presenting the whole textbook in this thesis would not be of very much use.

## II. THE TEXTBOOK

### II. 1. Lesson Unit I

#### II. 1. 1. Pattern

##### The Affirmatives

I am a student

She is a nurse

You are a policeman

We are government officials

They are farmers

##### The Negatives

I am not a student

She is not a nurse

You are not a policeman

We are not government officials

They are not farmers

##### The Interrogatives

Am I a student ?

Is she a nurse ?

Are you a policeman ?

Are we government officials ?

Are they farmers ?

II. 1. 2. Reading Comprehension

II. 1. 2. 1. Read the following text carefully

( Bacalah teks berikut ini dengan seksama )

Bambang, Tono, Andi, Hamid, and Martono are friends. Bambang is a student. Tono is not a student. He is a policeman. Andi is a doctor. He is not a policeman. Hamid is not a doctor. He is not a student. He is a teacher. Hamid is not a headmaster. Martono is a bank cashier. He is not a government official.

Glossary ( Daftar kata-kata sukar )

friend = teman

student = siswa / mahasiswa

policeman = anggota polisi

doctor = dokter

teacher = guru

headmaster = kepala sekolah

government official = pegawai negeri

bank cashier = kasir bank

II. 1. 2. 2. Choose the correct answers

( Pilihlah jawaban yang benar )

Example ( Contoh ) :

Is Bambang a student ? Yes, he is / no, he isn't

1. Are Bambang, Tono, Andi, Hamid, and Martono friends ?

Yes, they are. / No, they are not.

2. Is Bambang a teacher ?

Yes, he is. / No, he is not.

3. Is he a student ?

Yes, he is. / No, he is not.

4. Is Tono a bank cashier ?

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

5. Is he a policeman ?

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

6. Is Andi a doctor ?

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

7. Is Hamid a teacher ?

Yes, he is. / No, he is not.

8. Is he a headmaster ?

Yes, he is. / No, he is not.

9. Is Martono a government official ?

Yes, he is. / No, he is not.

10. Is he a bank cashier ?

Yes, he is. / No, he is not.

## II. 1. 3. Grammatical Structure

### II. 1. 3. 1. Grammar (Tata Bahasa)

1. ' To Be ' = am --- I

is --- he, she, it, Endang, Bambang

are --- you, we, they, Tono and Tini,

the students, the children

2. Untuk membentuk kalimat ingkar ( negative ) di

belakang is, am, atau are ditambah not.

is not = isn't; am not = 'm not; are not = aren't.



3. Untuk membentuk kalimat tanya ( interrogative )  
is, am, atau are diletakkan di depan pokok ka-  
limat ( subject ).

II. 1. 3. 2. Fill in is, am, or are

( Isikanlah is, am, atau are )

1. Father.....a farmer.
2. Erna.....a secretary.
3. We.....students.
4. I.....a government official.
5. Nunik and Nunuk.....good friends.
6. It .....not a file.
7. They.....not swimmers.
8. I.....not a singer.
9. You.....not an expert.
10. Father.....not a businessman.
11. You and I.....not labours.
- 12.....Mr Smith a merchant ?
13. ....you a Javanese ?
14. ....Jack and Paul rivals ?
15. ....Shirley a nurse ?

II. 1. 3. 3. Make the following sentences:

a. negative ; b. interrogative

( Buatlah kalimat-kalimat berikut ini  
menjadi kalimat : a. ingkar ; b. tanya )

Example ( Contoh ):

- \* Maria is a secretary. a. Maria is not a secretary.  
b. Is Maria a secretary ?

1. Uncle is an engineer.
2. Mr. and Mrs. Arifin are teachers.
3. He is a store keeper.
4. You are a writer.
5. Mr. Nainggolan is a director.
6. Ari and Atik are good swimmers.
7. Hasan is a postman.
8. Siska is a pianist.
9. She is a typist.
10. It is an eraser.
11. It is a pencil-box.
12. They are managers.
13. Minah is a servant.
14. That man is a beggar.
15. We are artists.

II. 1. 3. 4. Substitute ( Substitusikanlah )

Examples ( Contoh ) :

- \* He is a policeman.
- a) They --- They are policemen.
  - b) - --- They are not policemen.
  - c) student --- They are not students.
  - d) + --- They are students.
  - e) Endang --- Endang is a student.
  - f) ? --- Is Endang a student ?

\* I am a doctor.

- |            |           |          |
|------------|-----------|----------|
| 1. teacher | 2. he     | 3. you   |
| 4. ?       | 5. driver | 6. Yanto |

7. foot-ball player	12. Martini	17. +
8. +	13. +	18. cook
9. I	14. nurse	19. -
10. -	15. ?	20. he
11. servant	16. they	

II. 1. 4. Pronunciation

Pattern : The English sounds [i] and [i:]

II. 1. 4. 1. Read the following words correctly

( Bacalah kata-kata berikut ini dengan benar )

me    he    she    be    we    week    free  
week    free    see    bee    keen    meet    seek    feel  
weak    read    clean    bean    speak    team    meat    dean  
sick    kick    stick    ship    trip    until    fill    will  
it    ill    is    in    miss    ring    wing    wind  
live    bit    sit    kid    win    his    list    pill  
Typist    pianist    tourist    dentist    twist    gift  
singer    swimmer    listen    winter    office

II. 1. 4. 2. Shut your book. Listen to your teacher.

Find the different words in each group

( Tutup bukumu. Dengarkan gurumu. Lalu cari kata-kata yang berbeda dalam masing-masing kelompok kata berikut ini )

- a. green ; b. green ; c. grind
- a. sick ; b. seek ; c. seek

3. a. sit ; b. seat ; c. sit  
 4. a. lead ; b. lit ; c. lead  
 5. a. meat ; b. meat ; c. mid  
 6. a. live ; b. leave ; c. live  
 7. a. still ; b. still ; c. steal  
 8. a. gr<sup>e</sup>at ; b. greed ; c. great  
 9. a. cheap ; b. cheap ; c. chip  
 10. a. ship ; b. sheep ; c. ship  
 11. a. eat ; b. it ; c. it  
 12. a. beat ; b. beat ; c. bit  
 13. a. feel ; b. fill ; c. feel  
 14. a. read ; b. read ; c. rid  
 15. a. ease ; b. is ; c. is

II. 1. 5. Vocabulary

II. 1. 5. 1. Find the words which are wrongly spelled

( Carilah kata-kata yang keliru ejaannya )

1. a. oficial ; b. teacher ; c. secretary  
 2. a. freind ; b. policeman ; c. nurse  
 3. a. engineer ; b. doktor ; c. headmaster  
 4. a. soldier ; b. policement ; c. student  
 5. a. swimer ; b. postman ; c. farmer  
 6. a. businessman ; b. treasurer ; c. cheif  
 7. a. artist ; b. store-keeper ; c. cashir  
 8. a. goverment ; b. expert ; c. labour  
 9. a. file ; b. pencil-box ; c. merchan  
 10. a. rival ; b. typist ; c. begar

II. 1. 5. 2. Match the following words to their  
each equivalence

( Jodohkanlah kata-kata berikut ini  
pada padan kata masing-masing )

- |                    |                |
|--------------------|----------------|
| 1. pelajar         | a. chief       |
| 2. arsip           | b. government  |
| 3. guru            | c. cashier     |
| 4. teman           | d. typist      |
| 5. seniman         | e. minister    |
| 6. pegawai         | f. headmaster  |
| 7. kasir           | g. type-writer |
| 8. pemerintah      | h. student     |
| 9. kotak pensil    | i. file        |
| 10. saingan        | j. pencil-box  |
| 11. kepala sekolah | k. artist      |
| 12. perawat        | l. official    |
| 13. kepala kantor  | m. teacher     |
| 14. tentara        | n. labour      |
| 15. ahli           | o. rival       |
| 16. juru ketik     | p. nurse       |
| 17. buruh          | q. expert      |
| 18. bendahara      | r. friend      |
| 19. pengusaha      | s. soldier     |
| 20. saudagar       | t. treasurer   |
|                    | u. businessman |
|                    | v. merchant    |

II. 2. Lesson Unit II

II. 2. 1. Pattern

Is it blue ?	Yes, it is ( blue )
	No, it is not ( blue )
Is it on the table ?	Yes, it is ( on the
	table )
	No, it is not ( on the
	table )
Are you ill ?	Yes, I am ( ill )
	No, I am not ( ill )
Is she at school ?	Yes, she is ( at school )
	No, she is not ( at school )

II. 2. 2. Dialogue

II. 2. 2. 1. Read and memorize the following dialogue

( Baca dan hafalkanlah dialog berikut ini )

A Puzzle

( Ratna baru saja mendapat kenalan baru, suatu keluarga yang berasal dari Inggris. Dia berkunjung ke rumah keluarga tersebut. Sambil memperlancar Bahasa Inggrisnya dia berteka-teki dengan Helen, putri terkecil keluarga itu )

Helen : " Is it far from here ? "

Ratna : " No, it isn't . "

Helen : " Is it in this room ? "

Ratna : " Yes, it is. "

Helen : " Is it on the table ? "

Ratna : " Yes, it is on the table, "

Helen : " Is it useful ? "

Ratna : " Mmmmm....., yes, it is. "

Helen : " Is it a glass ? "

Ratna : " No, it is not a glass. "

Helen : " Ah.....is it tea ? "

Ratna : " Yes, it is tea. "

II. 2. 2. 2. Fill up the blanks ( Isilah titik-titik ini )

Dick : " Is it outside ? "

Agus : " No, ..... "

Dick : " Is it in the class-room ? "

Agus : " Yes,..... "

Dick : " Is it big ? "

Agus : " ....., it isn't. "

Dick : ".....useful ? "

Agus : " Yes, it is. "

Dick : " Is it white ? "

Agus : " Yes,..... "

Dick : " Is it..... ? "

Agus : " Yes,..... "

II. 2. 2. 3. Try to play a similar game with your friends using the things around you

( Ajaklah teman - temanmu mencoba membuat permainan serupa dengan menggunakan benda-benda di sekitarmu )

## II. 2. 3. Grammatical Structure

### II. 2. 3. 1. Grammar (Tata Bahasa)

1. It is + adjective ( kata sifat ) dipakai untuk menyatakan bahwa sesuatu benda mempunyai sifat/ dalam keadaan tertentu.

It is + prepositional phrases dipakai untuk menunjukkan bahwa suatu benda berada pada suatu tempat tertentu.

2. Untuk membuat kalimat ingkar ( negative ) di belakang is ditambah ' not ' ; is not = isn't.

3. Untuk membuat kalimat tanya 'is' diletakkan di depan ' it'.

### II. 2. 3. 2. Change the following sentences into :

a. negative ; b. interrogative

( Ubahlah kalimat-kalimat berikut ini

menjadi kalimat : a. ingkar ; b. tanya )

1. It is blue.
2. It is far from here.
3. It is in the garden.
4. It is nice.
5. It is very beautiful.
6. It is under the cupboard.
7. It is behind the door.
8. It is very hot here at noon.
9. It is interesting to read the novel.
10. It is boring to listen too much talk.



11. It is useful to read this book.
12. It is easy to find the answer.
13. It is dark inside the cave.
14. It is over the type-writer.
15. It is inside the safe.

II. 2. 3. 3. Substitute ( Substitusikanlah )

\* It is empty.

1. tiring to type a lot of letters.
2. nice to be with you
3. between you and me
4. easy to blame other people
5. ?
6. to find the answer
7. +
8. -
9. very beautiful here in the morning
10. at night
11. +
12. ?
13. very cold
14. beyond our power
15. +

II. 2. 4. Pronunciation

Pattern : The English sounds [ei] and [i]

II. 2. 4. 1. Read the following words correctly

( Bacalah kata-kata ini dengan benar )

day   say   lay   play   clay   way   stay   may

same   tame   blame   came   name   famous  
main   train   brain   sail   mail   plain

II. 2. 4. 2. Put your book . Listen to your teacher.

Find the different words in each group

( Tutup bukumu. Dengarkan gurumu. Lalu carilah kata-kata yang berbeda dalam setiap kelompok kata ini )

- |             |            |            |
|-------------|------------|------------|
| 1. a. did   | ; b. did   | ; c. date  |
| 2. a. train | ; b. trim  | ; c. train |
| 3. a. fill  | ; b. fill  | ; c. fail  |
| 4. a. lit   | ; b. late  | ; c. late  |
| 5. a. mate  | ; b. mid   | ; c. mate  |
| 6. a. sake  | ; b. sake  | ; c. sick  |
| 7. a. hill  | ; b. hale  | ; c. hill  |
| 8. a. will  | ; b. whale | ; c. whale |
| 9. a. hate  | ; b. hate  | ; c. hit   |
| 10. a. face | ; b. fist  | ; c. face  |

II. 2. 5. Vocabulary

II. 2. 5. 1. Match the words below to their each equivalence

( Jodohkanlah kata-kata di bawah ini pada padan kata masing - masing )

- |                 |             |
|-----------------|-------------|
| 1. membosankan  | a. straight |
| 2. menarik hati | b. tiring   |
| 3. mudah        | c. beyond   |

- |                       |                |
|-----------------------|----------------|
| 4. berguna            | d. between     |
| 5. di luar            | e. inside      |
| 6. di dalam           | f. heart       |
| 7. di atas            | g. boring      |
| 8. di bawah           | h. useful      |
| 9. sukar              | i. under       |
| 10. melelahkan        | j. nice        |
| 11. di luar batas     | k. outside     |
| 12. pada              | l. hot         |
| 13. di antara ( dua ) | m. cool        |
| 14. panas             | n. on          |
| 15. dingin            | o. main        |
| 16. nyaman            | p. first       |
| 17. gelap             | q. difficult   |
| 18. lurus             | r. easy        |
| 19. terkenal          | s. interesting |
| 20. utama / pokok     | t. cold        |
|                       | u. dark        |
|                       | v. famous      |
|                       | w. over        |

II. 2. 5. 2. Choose the correct translation

( Pilihlah terjemahan yang benar )

1. It is ( di luar batas ) my comprehension.  
a. outside ; b. beyond ; c. far
2. It is not ( mudah ) to find our own fault.  
a. easy ; b. hard ; c. simple
3. Yogyakarta is about 100 metres ( di atas ) the sea level.  
a. on ; b. at ; c. above

4. It is ( nyaman ) to have some coffee.  
a. good ; b. nice ; c. interesting
5. Is it ( membosankan ) to talk to him ?  
a. boring ; b. hard ; c. dull
6. Is it ( jauh ) from here ?  
a. long ; b. far ; c. beyond
7. It is not ( sukar ) to find the answer.  
a. heavy ; b. bad ; c. difficult
8. Is it ( di belakang ) the cupboard ?  
a. behind ; b. back ; c. rear
9. It is not ( di dalam ) that room.  
a. on ; b. at ; c. in
10. It is ( di bawah ) the table.  
a. under ; b. in ; c. at
11. It is ( perlu ) to read the information.  
a. important ; b. necessary ; c. useful
12. It is ( tersedia ) at the book-store.  
a. valid ; b. available ; c. easy

## II. 3. Lesson Unit IV

### II. 3. 1. Pattern

#### The Affirmatives

I am speaking to Mr. Smith.

She is typing the letter

They are preparing the balance-sheet.

The Negatives

I am not speaking to Mr. Smith.

She is not typing the letter.

They are not preparing the balance-sheet.

The Interrogatives

Am I speaking to Mr. Smith ?

Is she typing the letter ?

Are they preparing the balance-sheet ?

II. 3. 2. Reading Comprehension

II. 3. 2. 1. Read the following text carefully

( Bacalah teks ini dengan seksama )

During the Office Hours

It is ten o'clock now. All the officials are working hard. They are working on their own tables. Noone is taking a rest. Noone is reading the newspaper.

Erna is the secretary to the chief. She is typing a letter. Mr. Murdani is coming to her. Mr. Murdani is the chief.

- " Are you typing the letter to PT Intraco, Erna ? "

- " Yes, sir. I am just finishing it. "

- " Very good. Hey, where is Mr. Martono ?

He is not sitting on his desk. Is he absent ? "

- " No, sir. He is not absent today. He is going out for some cigarettes, I think. "
- " Erna, I am going to Bank Indonesia. Please pick up the phone if there is any call. "
- " All right, sir. "

Mr. Hartoko is the Financial Manager. He is working hard, too. He is preparing the balance-sheet. He is not working alone. A few people are working with him.

Glossary ( Daftar kata-kata sukar )

official = pegawai  
 office hour = jam kerja  
 during = selama  
 noone = tak seorangpun  
 to type - typing = mengetik  
 chief = kepala kantor  
 to pick up = mengangkat  
 a call = panggilan / pembicaraan telepon  
 Financial Manager = Menejer Keuangan  
 to prepare = mempersiapkan  
 balance - sheet = neraca pembukuan  
 alone = sendirian



II. 3. 2. 2. Answer the following questions

( Jawablah pertanyaan-pertanyaan ini )

1. What are the officials doing ?

2. What is Erna ?
3. What is she doing ?
4. Who is coming to her ?
5. What is he ?
6. Is Mr. Martono absent today ?
7. Where is he ?
8. What is Mr. Hartoko ?
9. What is he doing ?
10. Is he working alone ?

II. 3. 2. 3. Fill up the blanks ( Isilah titik- titik ini )

1. It is ten o'clock. All the..... are.....hard.
2. Erna is the.....to the..... She is.....a letter.
3. Mr. Murdani is the..... He is.....to Erna.
4. Mr. Martono isn't .....on his..... He is.....  
for some.....
5. ....is.....to Bank Indonesia.
6. Mr Hartoko is the..... He is.....the  
balance -sheet.
7. He is not working.....; a few people are.....  
him.
8. During the .....noone is reading,,,,,.....

II. 3. 3. Grammatical Structure

II. 3. 3. 1. Grammar

1. The Present Continuous Tense dipergunakan untuk menyatakan peristiwa yang pada saat ini sedang

berlangsung.

2. Bentuk kata kerjanya adalah;

is / am / are + kata kerja 'ing'

is --- he , she , it , Endang, the boy, etc.

am --- I

are --- you, we, they, Tono and Tini, boys, etc.

3. Kata-kata kerja sejenis to want, to feel, to

believe, to seem, dsb. tidak dipergunakan dalam the Present Continuous Tense.

4. Untuk membentuk kalimat ingkar ( negative ) is,

am, are ditambah 'not'; is not = isn't, am not = 'm not ; are not = aren't.

5. Untuk membentuk kalimat tanya ( interrogative )

is, am, atau are diletakkan di depan pokok kalimat ( subject ).

6. Keterangan waktu ( time signal ), walaupun tidak mutlak diperlukan, yang biasa dipakai adalah now, at this moment, atau at present.

II. 3. 3. 2. Put the following sentences into the Present Continuous Tense

( Letakkanlah kalimat - kalimat berikut ini ke dalam Present Continuous Tense )

1. The chief ( lead ) a meeting.
2. The cashier ( count ) a lot of money.
3. That woman ( carry ) an umbrella.
4. The soldiers ( march ) along the street.
5. A few nurses ( take ) care of the old patient.



6. The Financial Manager and his staff ( prepare )  
the balance-sheet.
7. They ( discuss ) a serious problem.
8. The students ( sit ) an examination.
9. Father ( mend ) the roof.
10. He ( go ) out for some food.
11. Noone ( read ) the newspaper.
12. The headmaster ( announce ) the results of the  
final examination.
13. Mr. Lawrence ( deliver ) a speech.
14. People ( clap ) their hands.
15. Dewi ( celebrate ) her birthday.
16. They ( have ) dinner at ' Diamond International  
Restaurant '.
17. All the labours ( take ) a rest.
18. It ( rain ) very hard now.
19. What a beautiful morning ! The sun ( shine )  
brightly, birds ( sing ) noisily in the trees,  
and the wind ( blow ) gently.
20. Father ( read ) today's paper.

II. 3. 3. 3. Make the following sentences :

a. negative ; b. interrogative

( Buatlah kalimat-kalimat berikut ini  
menjadi kalimat : a. inakar ; b. tanya )

1. They are watching T V in the living-room.
2. She is putting the letters into the filing-cabinet.
3. Rita is typing on a stencil-sheet.
4. All the officials are gathering in the hall.

5. Yuli and Wati are talking seriously.
6. His brother is fishing at sea.
7. They are swimming at ' Colombo Swimming Pool '
8. The students are camping out on the beach.
9. They are listening to the teacher.
10. The boys are helping father.
11. Mr. Jones is receiving a guest.
12. We are sailing across the Pacific.
13. Mr. Pasaribu is driving his car to work.
14. Mrs. Pramono is bathing her new baby.
15. Nita is playing the piano in the lounge.

II. 3. 3. 4. Substitute ( Substitusikanlah )

\* Mr. Harsono is building a house.

1. -
2. they
3. paint the fence
4. we
5. climb up the mountain
6. +
7. Edi
8. ?
9. you
10. enjoy the vacation
11. your brother
12. study mathematics
13. +
14. the girls
15. go shopping

II. 3. 4. Pronunciation

Pattern : The English sounds [n] and [ŋ]

II. 3. 4. 1. Read the following words correctly

( Bacalah kata-kata ini dengan benar )

nine   wine   mine   win   shine   sun   gun   one  
note   name   near   night   now   north   nor  
Morning   banana   ant   and   inn   bean   fun  
can   queen   pen   rain   clean   lion   train  
money   minute   manager   piano   economy   count  
annoy   announce   planning   running   thinner  
known   knowledge   sign   town   gown   lawn  
sing   long   young   hang   sting   ring   king  
wrong   thing   lung   tongue   bring   swing  
bank   sink   ink   link   think   monkey   ankle

II. 3. 4. 2. Shut your book. Listen to the teacher.

Find the different words in each group

( Tutup bukumu. Dengarkan gurumu. Dan carilah kata-kata yang berbeda pada setiap kelompok berikut ini )

1. a. singer   ; b. singer   ; c. sinner
2. a. ink   ; b. inn   ; c. inn
3. a. hang   ; b. hand   ; c. hang
4. a. wing   ; b. win   ; c. win
5. a. thin   ; b. thin   ; c. thing
6. a. run   ; b. rung   ; c. run
7. a. drink   ; b. drink   ; c. drain

8. a. frank ; b. friend ; c. friend  
 9. a. lunch ; b. lungs ; c. lunch  
 10. a. ring ; b. rain ; c. rain

II. 3. 5. Vocabulary

II. 3. 5. 1. Match the words below to their each equivalence

( Jodohkanlah kata-kata di bawah ini pada padan kata masing-masing )

- |                         |                       |
|-------------------------|-----------------------|
| 1. office-hour          | a. menyelesaikan      |
| 2. call                 | b. mengumumkan        |
| 3. to type              | c. liburan            |
| 4. chief                | d. kipas              |
| 5. to prepare           | e. kepala kantor      |
| 6. balance-sheet        | f. baiklah            |
| 7. to pick up           | g. beberapa           |
| 8. all right            | h. neraca pembukuan   |
| 9. a few                | i. mempersiapkan      |
| 10. Financial Manager   | j. mengangkat         |
| 11. noone               | k. pada saat ini juga |
| 12. just now            | l. tak seorangpun     |
| 13. during              | m. sendirian          |
| 14. alone               | n. perkataan          |
| 15. to finish           | o. selama             |
| 16. vacation            | p. pagar              |
| 17. fence               | q. panggilan          |
| 18. to announce         | r. mengetik           |
| 19. to deliver a speech | s. timbangan          |

20. to clap the hands            t. jam kerja  
    u. Menejer Keuangan  
    v. b<sup>r</sup>etepuk tangan  
    w. berpidato

II. 3. 5. 2. Fill in suitable words

( Isikanlah kata-kata yang tepat )

1. ....the office hours all the officials are at work.  
    a. during ; b. on ; c. at
2. Mr. Sumardi is .....the results.  
    a. announcement ; b. announce ; c. announcing
3. She is putting the letters into the....cabinet.  
    a. file ; b. filing ; c. fill
4. They are enjoying their.....in Bali.  
    a. vacation ; b. vacancy ; c. vocation
5. He is not working.....  
    a. lonely ; b. lonesome ; c. alone
6. The chief is putting his.....on the negotiation.  
    a. sign ; b. signature ; c. signal
7. The .....are clapping their hands.  
    a. auditorium ; b. audience ; c. auditory
8. They are.....the independence day.  
    a. celebration ; b. celebrate ; c. celebrating
9. The chief is.....a guest.  
    a. receipt ; b. receiving ; c. receiver
10. The Personnel Manager and his staff are.....  
       the applicants.  
    a. selection ; b. selective ; c. selecting

II. 3. 5. 3., Find the words which are wrongly spelled

( Carilah kata-kata yang keliru ejaannya )

- |                   |                |                 |
|-------------------|----------------|-----------------|
| 1. a. running     | b. swimming    | c. planing      |
| 2. a. makeing     | b. taking      | c. celebrating  |
| 3. a. receiving   | b. announceing | c. typing       |
| 4. a. putting     | b. planning    | c. cuting       |
| 5. a. siting      | b. filling     | c. filing       |
| 6. a. cleanning   | b. guessing    | c. beginning    |
| 7. a. preparing   | b. raining     | c. waiting      |
| 8. a. reading     | b. washing     | c. t aveling    |
| 9. a. working     | b. answerring  | c. referring    |
| 10. a. quarreling | b. feeling     | c. modelling    |
| 11. a. hitting    | b. knitting    | c. hearring     |
| 12. a. adding     | b. guessing    | c. meetting     |
| 13. a. kidnapping | b. refuelling  | c. complainning |
| 14. a. talking    | b. looking     | c. speaking     |
| 15. a. discusing  | b. focusing    | c. possessing   |

II. 4. Review Unit I

II. 4. 1. Reading Comprehension

II. 4. 1. 1. Read the following text carefully

Mr. Smith and His Secretary

Mr. Smith is the President Director of ' Indo British Trading Company '. It is a multi-national

trading company. The office <sup>is</sup> at Hotel Indonesia, Jakarta.

Mr. Smith is planning to enlarge the business in Indonesia. Therefore, it is very necessary for him to study about the economic progress in Indonesia. That is why he is busy looking for the "Bulletin of Indonesian Economic Studies" to read. It is a journal presenting the results of surveys on the economic progress of Indonesia.

Wati is one of his subordinates. She is the secretary to the President Director. She is diligent and very helpful. She is coming to him now.

- " Excuse me, sir. May I help you ? "
- " Oh, sure. I'm looking for the " Bulletin of Indonesian Economic Studies ". I'm just missing it. "
- " Is it somewhere about here ? "
- " I think so. "
- " Is this what you are looking for, sir ? "
- " That's right. "
- " Here you are, sir. "
- " Thank you, Wati. You are very helpful. "

Glossary ( Daftar kata-kata sukar )

President Director = Direktur Utama

multi-national= usaha patungan oleh beberapa bangsa

trading company = perusahaan dagang  
 to plan - planning = merencanakan  
 to enlarge = memperluas  
 business = bisnis/ usaha dagang  
 therefore = maka dari itu  
 necessary = perlu  
 economic progress = kemajuan ekonomi  
 journal = bulletin = sejenis terbitan berkala  
 survey = penyelidikan  
 subordinate = bawahan  
 to miss = tidak melihat / terselip

II. 4. 1. 2. Answer the following questions

1. What is Mr. Smith ?
2. What is the name of the company ?
3. What kind of company is it ?
4. What is Mr. Smith planning ?
5. Is it necessary for him to study about the economic progress of Indonesia ?
6. Is the " Bulletin of Indonesian Economic Studies " a newspaper ? What is it, then ?
7. Is Mr. Smith one of Wati's subordinates ?
8. What is Wati ?
9. Who can find the journal ?
10. Is Wati very lazy and disobedient ? How is she ?

II. 4. 1. 3. Fill up the blanks

1. Mr. Smith is the.....of.....



2. It is a.....trading company.
3. Its.....is at Hotel Indonesia, Jakarta.
4. Mr. Smith is planning to.....the business in Indonesia.
5. It is necessary for him to.....about.....  
.....of Indonesia.
6. Therefore, he is trying to read.....
7. It is a .....presenting.....
8. ....is one of Mr. Smith's.....
9. Wati is coming to.....Mr. Smith
10. Wati is the.....to the.....; she is very  
.....and .....

## II. 4. 2. Grammatical Structure

### II. 4. 2. 1. Fill in is, am, or are

1. Erna ..... a secretary.
2. We.....brothers.
3. ....they good singers ?
4. They.....not real women.
5. People.....happy with the new president.
6. It .....very far from here.
7. The filing-cabinet.....in the corner of the room.
8. These .....all my books.
9. ....<sup>this</sup>your money ?
10. What .....these ? These.....paper clips.
11. What .....that ? That.....a kangaroo.
12. What.....Ani ? She.....a police-woman.
13. ....she a woman-doctor ? No, she....not.

14. ....they rivals ? Yes, they .....
15. ....those your cigarettes ? Yes, they,...
16. The water.....very cold.
17. What.....that ? It.....whisky.
18. Rudy and Swie King.....badminton masters.
19. ....the officials very busy ?
20. ....her brothers soldiers ?
21. What .....you talking about ?
22. What.....he doing ? He.....learning Dutch.
23. ....the girls going shopping ? Yes, they.....
24. ....the students waiting for me ?
25. I.....not satisfied with the result.

II. 4. 2. 2. Make the following sentences :

a. negative    i. b. interrogative

1. These are your mistakes
2. It is under the red book.
3. This is a genuine diamond.
4. His father is a bank cashier.
5. The type writers are out of use.
6. It is my fault.
7. That is the cash-book.
8. The girls are very thirsty.
9. This is a secret.
10. The new filing-cabinet is in the store-house.
11. The certificate are in the safe.
12. It is alcohol.
13. The type writer ribbon is new.
14. These are swans.

15. A few people are waiting for him.
16. The secretary is putting the letters into the folder.
17. The documents are in a mess.
18. Mr. Lawrence is delivering a speech.
19. Mrs. Sudarto is feeding her baby.
20. Father is taking a rest.

II. 4. 2. 3. Put the verbs in brackets into the correct form ( Letakkanlah kata-kata kerja yang ada di dalam kurung ke dalam bentuk yang benar )

1. What ( be ) these ? These are certificates.
2. The letters ( be ) in a mess ? No, they aren't.
3. The students ( discuss ) mathematics at present.
4. Listen ! The telephone ( ring ).
5. What is Budi ? He ( be ) a bank official.
6. What are you ? I ( be ) a student.
7. It ( be ) confidential ? Yes, it is.
8. What are you doing ? I ( type ) a letter.
9. Is Ratna ( write ) a letter of application ?
10. People ( build ) a bridge across the river now.
11. These ( be ) not for you; these are for Santi.
12. We ( enjoy ) our vacation now.
13. You ( be ) busy at present ? Yes, I ( be ).
14. Be quick ! The mad man ( run ) after us.
15. Ratna ( have ) breakfast ; wait for her, will you ?
16. The police station ( be not ) far from here; it is about 100 metres.

17. Wenny ( put ) the documents in order ? Yes, she is.
18. Those people ( look ) for you.
19. Water ( be ) vital for us ? Of, course it is.
20. What a beautiful morning ! The sun ( shine )  
brightly and birds ( sing ) in the trees.

II. 4. 3. Pronunciation

II. 4. 3. 1. Read the following sentences correctly

1. We meet here every week.
2. The ship is sailing across the sea.
3. She never misses the morning tea.
4. He is famous among the great players.
5. The train came late to the station.
6. They killed the whale straight away.
7. The manager is planning to enlarge the company.
8. The monkey is eating a banana.
9. I know none of the singers.
10. These are the thirty three thieves.
11. They were very thirsty last Thursday.
12. They began to burn down the town.
13. The king announced who were the champion and the  
runner up.
14. People are still trying to find the missing link.
15. The baby is still sleeping peacefully.

II. 4. 3. 2. Shut your book. Listen to the teacher.

Find the different words in each group

1. a. face ; b. fist ; c. fist

2. a. sit ; b. seat ; c. sit  
 3. a. thin ; b. thing ; c. thing  
 4. a. band ; b. bank ; c. bank  
 5. a. late ; b. lit ; c. late  
 6. a. rung ; b. rung ; c. run  
 7. a. thrust ; b. trust ; c. trust  
 8. a. thirsty ; b. thursday ; c. thirsty  
 9. a. wing ; b. wing ; c. win  
 10. a. green ; b. grind ; c. grind  
 11. a. thorn ; b. thorn ; c. torn  
 12. a. fail ; b. fill ; c. fail  
 13. a. ink ; b. ink ; c. inn  
 14. a. great ; b. greed ; c. great  
 15. a. drink ; b. drink ; c. drain  
 16. a. thank ; b. tank ; c. tank  
 17. a. date ; b. date ; c. did  
 18. a. thus ; b. does ; c. thus  
 19. a. frank ; b. friend ; c. friend  
 20. a. sheep ; b. ship ; c. sheep

## II. 4. 4. Vocabulary

### II. 4. 4. 1. Choose the most suitable words

1. The secretary is putting the document into the  
 .....  
 a. type writer ; b. filing-cabinet ; c. ribbon
2. We are.....  
 a. government officials ; b. service ; c. call

3. The.....is typing a letter.  
a. type-writer ; b. typical ; c. typist
4. Mr. Daed Joesoef is the.....of Education and Culture.  
a. Depatment ; b. Minister ; c. Government
5. We are.....officials.  
a. subordinate ; b. cash ; c. balance-sheet
6. During the.....all the officials work hard.  
a. vacation ; b. break ; c. office hours
7. Please pick up the phone if there is any .....  
a. call ; b. ring ; c. bell
8. The Financial Manager is preparing the.....  
a. safety ; b. cashier ; c. balance-sheet
9. Mr. Willy is delivering a .....at the meeting.  
a. speech ; b. audience ; c. clap the hands.
10. He is putting the money into the.....  
a. safe ; b. save ; c. safety
11. The chief is putting his.....at the end of the letter.  
a. sign ; b. signature ; c. signal
12. An accountant is an.....on business accounts.  
a. expert ; b. economics ; c. financial
13. A.....is the leader of a school.  
a. teacher ; b. headmaster ; b. students
14. The.....is responsible for treasury.  
a. business ; b. secretary ; b. treasurer
15. The book is.....at Gunung Agung Book Store.  
a. useful ; b. interesting ; c. available

II. 4. 4. 2. Choose the correct translation

1. Mr. Smith is trying to enlarge the company.  
a. perluasan ; b. leluasa ; c. memperluas
2. The Financial Manager and his staff are preparing the balance sheet.  
a. mempersiapkan ; b. persiapan ; c. siaga
3. Mr. Lawrence is delivering a speech.  
a. pidato ; b. berpidato ; c. ceramah
4. The secretary is filing the documents.  
a. mengarsipkan ; b. arsip ; c. pengarsip
5. The old type writer is out of use.  
a. juru ketik ; b. ketikan ; c. mesin ketik
6. Many documents are confidential.  
a. percaya ; b. bersifat rahasia ; c. merahasikan.
7. The letters are in a mess.  
a. morat marit ; b. hancur ; c. lumat
8. During the office hours all the officials are busy.  
a. perkantoran ; b. kantor ; c. pegawai
9. The Personnel Manager and his staff are selecting the applicants.  
a. lamaran ; b. pelamar ; c. melamar
10. The audience are listening to the speech attentively.  
a. ruang sidang ; b. pendengaran ; c. hadirin
11. We are enjoying our vacation.  
a. lowongan ; b. liburan ; c. ketrampilan
12. Mr. Hartoko is a bank cashier.  
a. juru bayar ; b. bayaran ; c. bendahara
13. All the labours are taking a rest.  
a. perburuhan ; b. hubungan kerja ; c. buruh

14. The headmaster is announcing the results of the final examination.  
 a. pengumuman ; b. mengumumkan ; c. ikrar
15. Put your signature down here, please.  
 a. menandatangani ; b. bertanda-tangan ;  
 c. tanda-tangan
16. You are responsible for the show.  
 a. bertanggung-jawab ; b. pertanggungjawaban ;  
 c. tanggung jawab
17. We are celebrating the independence day.  
 a. kemerdekaan ; b. merdeka ; c. memerdekakan
18. We are always faithful to Pancasila.  
 a. kesetiaan ; b. setia ; c. ketaatan
19. She is a diligent secretary.  
 a. rapih ; b. kerajinan ; c. rajin
20. The chief is very busy with the annual report at present.  
 a. sibuk ; b. kesibukan ; c. tergesa-gesa

## II. 5. Lesson Unit VII

### II. 5. 1. P a t t e r n

I	work	everyday
We	work	everyday
You	work	everyday
He	works	everyday
She	works	everyday
They	work	everyday



## II. 5. 2. Reading Comprehension

### II. 5. 2. 1. Read the following text carefully

#### Wati, the Secretary

Wati works in an export-import company. She is a secretary. She is very diligent. She goes to the office by bus everyday. She is rarely absent. She always comes early. She usually comes to the office at ten to eight. The office starts at eight o'clock.

During the office-hours Wati usually types several letters. She also files all the documents carefully. That is why Mr. Pangarso, the director, likes her very much.

The break session takes place at about one o'clock. During the break session Wati usually goes to the canteen to have lunch and some drinks. She also likes to have some mangoes or some oranges. When the break session is over she goes back to work.

The office is over at about four in the afternoon. Wati goes home by bus. She comes home at about half past four.

#### Glossary

rarely = jarang-jarang

early = awal

several = beberapa

document = dokumen ( surat-surat penting )

break session = waktu istirahat

canteen = kantin ( semacam warung di lingkungan kantor / sekolah )

to be over = selesai / bubar

II. 5. 2. 2. Answer the following questions

1. What is Wati ?
2. Is Wati lazy ?
3. What time does she usually come to the office ?
4. Does she usually come late ?
5. What time does the office start ?
6. What does Wati do during the office hours ?
7. Who likes Wati very much ?
8. Where does she usually go during the break session ?
9. What does she do there ?
10. What time does she usually come home ?

II. 5. 2. 3. Fill up the blanks

1. Wati is a .....
2. Mr Pangarso is the.....of the company.
3. Wati is very.....; she never.....to the office.
4. The office starts at.....and is over at.....
5. Wati.....very well, that is why Mr Pangarso likes her very much.
6. During.....Wati.....several.....
7. She also.....t he .....carefully.

8. During the.....Wati usually goes to .....  
to have.....and some.....
9. When the.....is overWati goes back to.....  
until about.....o'clock.
10. She goes home by.....,and she comes home at  
.....

## II. 5. 3. Grammatical Structure

### II. 5. 3. 1. Grammar

1. The Simple Present Tense digunakan untuk menyatakan suatu kebiasaan yang sampai sekarang masih berlaku, maupun suatu hukum alam atau kebenaran umum.
2. Kecuali untuk kalimat yang bersubjek orang ketiga tunggal, kata kerjanya selalu berbentuk asli ( infinitive tanpa to ). Untuk kalimat yang bersubjek orang ketiga tunggal kata kerjanya berbentuk asli yang diberi tambahan s / es.
3. Beberapa hal tentang penambahan s / es :
  - a. Pada umumnya kata kerja cukup ditambah s.
  - b. Kata-kata kerja yang berakhiran bunyi desis ( huruf s, sh, ch, dan x ) serta o, ditambah es.
  - c. Kata-kata kerja yang berhuruf akhir y:
    - \* Apabila huruf y terletak di belakang vokal kata kerjanya cukup ditambah s.
    - \* Apabila huruf y terletak di belakang konsonan, kata kerjanya ditambah es setelah terlebih dulu huruf y diganti i.

d. Kita kerja to have berubah menjadi has.

4. Adverbs of frequency misalnya : usually, always, never dan sebagainya terletak di depan kata kerja pokok.
5. Keterangan waktu yang biasa dipergunakan adalah: every....., once a ....., ,,,,times a....., daily, weekly, monthly, yearly, dan sebagainya.

II. 5. 3. 2. Put the underlined verbs into the correct Form ( Letakkanlah kata-kata kerja yang digarisbawahi ke dalam bentuk yang benar )

1. Wati come home at about four in the afternoon.
2. She work very well.
3. They sing folk songs.
4. My brother and I like films.
5. We climb up mountains once a month.
6. Mr Newman teach us English.
7. Students go to school everyday.
8. You understand me very well.
9. They drink alcohol.
10. Father always smoke a cigarette after meal.
11. You and I have equal power.
12. The secretary type letters neatly.
13. Mr. Hendro lead all his subordinates well.
14. They prepare<sup>an</sup> annual report every December.
15. Ice float on water.
16. The sun rise in the east, and it sink in the west.
17. It rain a lot here in December.
18. Many girls wear earrings.

19. Indonesian people eat rice.  
 20. It be very cold in the North Pole the whole year.

II. 5. 3. 3. Put the following sentences into the correct present tense

( Letakkanlah kalimat kalimat berikut ini ke dalam present tense yang tepat )

1. Budi swim well, but he not swim now because he be ill.
2. Mother sometimes cook<sup>rice</sup> twice a day
3. I usually wash my clothes in the morning.
4. He take care very much of his car.
5. Look ! Mrs. Siagian hold her new baby in her arms.
6. Listen ! Someone knock at the door.
7. I never go to bed early.
8. Many students sit an examination at present.
9. Father forbid us swimming in the river.
10. This aeroplane fly to Europe twice a week.
11. Mary play badminton very well.
12. They always listen to the teacher attentively.
13. It rarely rain in the afternoon, but it rain very hard now.
14. The earth move around the sun.
15. The president director deliver a speech at present.

II. 5. 3. 4. Substitute

\* Endang always finishes her job in time.

- |                   |                 |
|-------------------|-----------------|
| 1. never          | 4. our teachers |
| 2. they           | 5. always       |
| 3. come to school | 6. early        |

- |                                 |                  |
|---------------------------------|------------------|
| 7. Budi                         | 11. come home    |
| 8. get up                       | 12. sometimes    |
| 9. seldom                       | 13. we           |
| 10. I                           | 14. after dinner |
| 15. <del>smake</del> cigarettes |                  |

II. 5. 4. Pronunciation

Pattern : The English sounds [s] and [z]

II. 5. 4. 1. Read the following words correctly

so see sea sugar suggest sweet  
sing sorry sign soon sun school set  
yes list less rose cost pass guess  
scissor lesson possess listen also satisfy  
Zinc zero buzzer reason season usually is  
dogs holds bags stands his moves

II. 5. 4. 2. Read silently these words. Repeat.

Then shut your book. Write down  
what the teacher reads

( Bacalah dalam hati kata-kata ini.

Ulangilan. Lalu tutuplah bukumu.

Tulislah apa yang dibacakan guru )

- |            |              |
|------------|--------------|
| 1. this    | 6. sin       |
| 2. his     | 7. scissors  |
| 3. yours   | 8. compasses |
| 4. singers | 9. guest     |
| 5. its     | 10. same     |

- |               |             |
|---------------|-------------|
| 11. usually   | 16. also    |
| 12. necessary | 17. rose    |
| 13. reason    | 18. possess |
| 14. these     | 19. holds   |
| 15. soul      | 20. zero    |



## II. 5. 5. Vocabulary

Translate the Indonesian words into English

( Terjemahkan kata-kata Bahasa Indonesia ini ke dalam Bahasa Inggris )

1. Wati.....( sering ).....(bekerja keras),
2. The secretary.....( selalu ).....( mengar-  
sipkan ) the documents neatly.
3. Our English teacher.....( tidak pernah )..  
.....( datang ) late.
4. Young generation.....( pada umumnya )  
.....( suka ) jazz nowadays.
5. We.....( kadang-kadang ).....( men-  
daki ) gunung together.
6. It.....( sering ) .....( hujan deras )  
in the afternoon in these few days.
7. During the.....( jam kerja ) the.....  
( pegawai kantor ) .....( bekerja ) hard.
8. Budi.....( minum pil itu ) ....( 3X sehari ).
9. " Kompas " .....( datang ) daily, but "Kartini "  
comes .....( setiap dua minggu sekali ).
10. She .....( mempunyai ) two pretty sisters.

11. Ice.....( selalu ).....( terapung ),  
on the other hand stones always.....  
( tenggelam ).
12. We usually.....( mempersiapkan ) the.....  
( neraca pembukuan ) annually.
13. She usually ( datang di rumah ) at about four.
14. The office .....( mulai ) at eight, and it  
.....( bubar ) at two in the afternoon.
15. He works in an export-import.....( perusahaan ).

## II. 6. Lesson Unit VIII

### II. 6. 1. P a t t e r n

#### The Simple Present Tense ( Continued )

##### The Negative

You do not work everyday

He does not work everyday

We do not work everyday

They do not work everyday

##### The Interrogative

Do you work everyday ?

Does he work everyday ?

Do we work everyday ?

Do they work everyday ?



II. 6. 2. Reading Comprehension

II. 6. 2. 1. Read the following dialogue carefully

( Bacalah dialogue berikut ini dengan seksama )

The Office Hours in Indonesia and in Australia

Thomas : " Yanto, people in Australia start work at nine. Do people in Indonesia also start work at nine o'clock ? "

Yanto : " No. They start work at eight o'clock. They finish work at four o'clock. Do Australian people also finish work at four ? "

Thomas : " No, they don't finish work at four. They finish work at five. "

Yanto : " But you must know that government officials start work at seven and finish work at two o'clock. "

Thomas : " Do they work five days a week as we do in Australia ? "

Yanto : " No. They don't work five days a week. They work six days a week, from Monday to Saturday. But on Friday and Saturday they finish work at about noon. "

II. 6. 2. 2. Answer the following questions

1. Do Indonesian people and Australian people start work at the same time ?

2. Do Australian people finish work at four ?
3. Do Indonesian people finish work at four ?
4. Do Indonesian people and Australian people work the same number of days a week ?
5. Do generally Indonesian and Australian people work the same number of hours a day ?
6. Do Australian people work five days a week ?
7. Do Indonesia people work six days a week ?
8. Do government officials in Indonesia finish work at about noon on Thursday ?
9. On what days do they finish work early ?
10. Do they start work at nine and finish work at about five ? At what time do they finish work on Monday ?

## II. 6. 3. Grammatical Structure

### II. 6. 3. 1. Grammar

1. Untuk membentuk kalimat ingkar ( negative ) maupun kalimat tanya ( interrogative ), semua kata kerja harus dalam bentuk asli ( Infinitive tanpa ' to ' ).
2. Dalam kalimat tanya ( interrogative ) di depan pokok kalimat diberi ' do'/'does'. Kalimat yang berpokok kalimat orang ketiga tunggal memakai ' does ', sedangkan bila pokok kalimatnya selain itu dipakailah ' do '.
3. Dalam kalimat ingkar ( negative ) di depan kata kerja diberi ' do not' ( ' don't ) atau 'does not '.

( ' doesn't ), ' Doesn't ' untuk kalimat yang menggunakan pokok kalimat orang ketiga tunggal, dan bila pokok kalimatnya bukan orang ketiga tunggal dipakai ' don't '.

II. 6 . 3 . 2. Make the following sentences :

a. negative : b. interrogative

1. Endang likes fresh fruits.
2. They often come late.
3. They learn English in the afternoon.
4. She files all the letters in a good manner.
5. Mr. Smith speaks Indonesian quite well.
6. The headmaster usually conducts the ceremony.
7. You usually go abroad.
8. He often deliver a speech.
9. The students listen to the lessons attentively.
10. They produce ceramics.
11. The wound is very bad.
12. The wind blows very hard everyday.
13. His father wites good books.
14. The machine runs very well.
15. The telephone rings quite often.

II. 6. 3. 3. Substitute

\* He works in the personnel department.

- |              |                   |             |          |
|--------------|-------------------|-------------|----------|
| 1. ?         | 5. your father    | 9. +        | 13. Etty |
| 2. you       | 6. -              | 10. I       | 14. +    |
| 3. +         | 7. they           | 11. -       | 15. ?    |
| 4. in a bank | 8. keep the money | 12. at home |          |

II. 6. 4. Pronunciation

Pattern : The English sounds [ʌ] and [ɑ:]

II. 6. 4. 1. Read the following words correctly

does bus run sun thus dust cut  
 some mother brother money son love  
 arm mark dark bark hard harm harp  
 large start harmony ask sharp dart  
~~part~~ half calf charge alarm skylark

II. 6. 4. 2. Read the following words silently. Repeat  
Close your book, and write down what the  
teacher reads

( Bacalah dalam hati kata-kata berikut.  
Ulangilah. Kemudian tutup bukumu. La-  
lu tulislah apa yang dibaca gurumu )

- |         |           |           |           |
|---------|-----------|-----------|-----------|
| 1. does | 6. mother | 11. harm  | 16. cup   |
| 2. bus  | 7. some   | 12. sun   | 17. run   |
| 3. dark | 8. ask    | 13. young | 18. start |
| 4. hard | 9. arm    | 14. pass  | 19. bark  |
| 5. love | 10. half  | 15. cut   | 20. large |

II. 6. 5. V o c a b u l a r y

Translate the Indonesian words into English

- Does it.....( mencelakai ) you ?  
 No, it do.....( tidak mencakai ) me.
- Indonesian people .....( tidak bekerja )  
 the.....( jumlah yang sama ) of hours as

Australians.

3. The sun.....( tak bersinar ) in the North pole.....( selama ) December.
4. I.....( tidak menerima ) guests..... ( selama ) the .....( jam kerja ).
5. We.....( tidak melihat ) anything in the .....( kegelapan ).
6. ....( Apakah dia ).....( mulai bekerja ) at eight ?
7. Mother usually.....( mencintai ) their .....( putra-putra ) and.....( putri 2 ).
8. Do you.....( bekerja enam hari seminggu ) ?
9. Mr. Wright is in the.....( bagian personalia ).
10. People .....( tidak bekerja ).... .....( selama waktu istirahat ).

## II. 7. Lesson Unit XII

### II. 7. 1. P a t t e r n :

#### The Simple Past Tense ( Regular Verbs )

##### The Affirmative

He worked hard yesterday.

They worked hard yesterday.

##### The Negative

He did not work <sup>hard</sup> yesterday.

They did not work hard yesterday.

##### The Interrogative

Did he work hard yesterday ?

Did they work hard yesterday ?

II. 7. 2. Reading Comprehension

II. 7. 2. 1. Read the following text carefully

The Ancient System of Trade

In the ancient time people did not trade the way we do today. They did not use any money. They did not even know what money was.

The way people trade in the ancient time was very simple. They merely exchanged things. For example : A owned some tools, but he wanted some food. B, on the other hand, owned some food, but he wanted some tools. Both of them might go to a certain places where people used to exchange things. When A and B met each other they tried to made an agreement. When they agreed with each other then they exchanged their things. In that way trade took place.

Glossary :

ancient = kuno / purba

system of trade = sistem perdagangan

even = bahkan

the way people trade = cara orang berdagang

merely = hanya

exchange = saling menukarkan

on the other hand = sebaliknya/ di pihak lain

used to = biasanya

agreement = persetujuan

to take place = terjadi

to meet - met = bertemu

II. 7. 2. 2. State true or false for the following statements

( Nyatakanlah benar atau salah atas pernyataan - pernyataan berikut ini )

1. In the ancient time people traded the way we do today.
2. In the ancient time people used money to trade
3. People used to exchange things in the ancient time.
4. Trade took place at the time people exchanged the things they owned.
5. The way people managed the trade in the ancient time was very simple.

II. 7. 2. 3. Answer the following questions

1. Did ancient people trade the way we do today ?
2. Did they use money ?
3. How was the way ancient people managed the trade ?
4. What did they do to trade ?
5. What did it mean when A and B exchanged each other's things ?

## II. 7. 3. Grammatical Structure

### II. 7. 3. 1. Grammar

1. The Simple Past Tense dipergunakan untuk menyatakan kejadian yang berlangsung di masa lalu.
2. Bentuk kata kerjanya adalah:

Kata kerja asli + d / ed  
Infinitive - to

3. a. Kata kerja yang mempunyai huruf akhir e, cukup ditambah d.
  - b. Kata kerja yang berhuruf akhir y yang letak huruf tersebut di belakang vokal kata kerjanya ditambah ed; tapi bila letaknya di belakang konsonan huruf y harus diganti i setelah itu ditambah ed.
  - c. to travel - travelled    to deter - deterred  
to quarrel- quarreled    to knit - knitted  
to distil - distilled    to handicap -  
handicapped  
etc.
4. Dalam kalimat ingkar ( negative ) maupun tanya ( interrogative ) kata kerjanya selalu dalam bentuk asli ( infinitive tanpa ' to ' ).  
Dalam kalimat ingkar di depan kata kerja diberi kata ' did not ' ( didn't ).  
Dalam kalimat tanya di depan pokok kalimat selalu diberi ' did '.



5. Keterangan waktu ( time signal ) yang biasanya digunakan adalah : yesterday, last....., atau .....ago.

II. 7. 3. 2. Put the following sentences into the Simple Past Tense

( Letakkanlah kalimat - kalimat berikut ke dalam bentuk lampau )

1. I ( use ) your type writer yesterday.
2. She ( need ) a lot of money last week.
3. They ( travel ) around the world last year.
4. Endang ( try ) to finish her job early yesterday.
5. We all ( work ) hard three years ago.
6. Ancient people ( exchange ) things to trade.
7. Erna ( type ) several letters of complaint yesterday afternoon.
8. Budi ( reply ) the letter last night.
9. He ( receive ) the parcel last Tuesday.
10. Father ( suggest ) me to continue my study.
11. Mr. and Mrs. Raharjo ( move ) to Surabaya last month.
12. Some of my friends ( watch ) tv at my house last night.
13. The new headmaster ( conduct ) the ceremony last Monday.
14. That little student ( sharpen ) his pencil with my knife just now.
15. He ( promise ) me a large sum of money.

II. 7. 3. 3. Put the following sentences into  
a. negative ; b. interrogative

1. We used this book last year.
2. They offered you a good job.
3. She needed some carbon paper.
4. He passed away three years ago.
5. Uncle painted his house yellow.
6. The corpse frightened little children yesterday.
7. Budi tried to start the engine a few minutes ago.
8. The guests arrived at about ten last night.
9. The examiner asked me a lot of questions.
10. The bombs destroyed the bridge.
11. The woman carried an umbrella.
12. They succeeded in reaching the top of the hill.
13. The noise disturbed me during the examination.
14. They exchanged the souvenirs.
15. Mr. Jones possessed all of these houses.

II. 7. 4. Pronunciation

Pattern: The English sounds [t] and [d]

II. 7. 4. 1. Read the following words correctly

date top tip teacher talk ten tone  
 tight light sight bright night jet hit  
 fat let set bat start heart smart  
 cattle settle butter litter letter pretty  
 past last cast trust dust lost post  
 passed pulled liked cooked closed started

<u>salted</u>	<u>checked</u>	<u>tried</u>	<u>waited</u>	<u>wanted</u>
<u>did</u>	<u>needed</u>	<u>begged</u>	<u>died</u>	<u>agreed</u>
<u>glad</u>	<u>food</u>	<u>good</u>	<u>world</u>	<u>word</u>
<u>wood</u>	<u>instead</u>	<u>climbed</u>	<u>decided</u>	<u>disturbed</u>

II.7. 4. 2. Read the following words silently. Repeat :

Then write down what the teacher reads.

Book shut.

( Bacalah dalam hati kata-kata di bawah ini. Ulangi lah. Kemudian dengan buku ini tertutup tulis apa yang dibaca gurumu )

- |           |             |           |
|-----------|-------------|-----------|
| 1. date   | 11. heart   | 21. neat  |
| 2. did    | 12. hard    | 22. need  |
| 3. bad    | 13. cart    | 23. wide  |
| 4. bat    | 14. card    | 24. white |
| 5. foot   | 15. broad   | 25. seed  |
| 6. food   | 16. brought | 26. seat  |
| 7. root   | 17. letter  | 27. at    |
| 8. rude   | 18. ladder  | 28. add   |
| 9. road   | 19. not     | 29. sight |
| 10. wrote | 20. nod     | 30. side  |

### II. 7. 5. V o c a b u l a r y

II. 7. 5. 1. Choose the correct translation

1. Ancient people did not use money.

a. lama ; b. kuno ; c. tua

2. They did not trade the way we do today.

- a. perdagangan ; b. berdagang ; c. dagangan
3. They merely exchanged things.  
a. mempertukarkan ; b. mengganti ; c. pengganti
4. They merely exchanged things.  
a. khusus ; b. tertentu ; c. hanya
5. They used to trade in a very simple way.  
a. biasa ; b. kebiasaan ; c. kegunaan
6. People tried to make an agreement.  
a. perserikatan ; b. persaudaraan ; c. persetujuan
7. In that way trade took place.  
a. menempati ; b. menduduki ; c. terjadi
8. Ali is an Indonesian; Jack, on the other hand,  
is an Englishman.  
a. di tangan kiri ; b. sebaliknya ; c. dibalik
9. They did not trade the way we do today.  
a. di jalanan ; b. seperti ; c. jalannya
10. They travelled around the world.  
a. berputar-putar ; b. keliling ; c. bulatan
11. Did you sharpen the knife ?  
a. mengasah ; b. mengusap ; c. ketajaman
12. He received the parcel yesterday.  
a. telegram ; b. paket ; c. wesel
13. Father suggested me to continue my study.  
a. membujuk ; b. menyarankan ; c. menyuruh.
14. The corpse frightened little children.  
a. ketakutan ; b. menakutkan ; c. takut
15. The bombs destroyed the bridge.  
a. membinasakan ; b. mematahkan ; c. melukai

II. 7. 5. 2. Find the words which are wrongly spelled  
 ( Carilah kata-kata yang keliru ejaannya )

1. a. traveled ; b . liked ; c. played
2. a. used ; b. exchanged ; c. tryed
3. a. typeed ; b. agreed ; c. freed
4. a. waited ; b. dialed ; c. destr<sup>o</sup>ried
5. a. quarrelled ; b. signalled ; c. seemmed
6. a. replied ; b. practiceds ; c. pleased
7. a. apeared ; b. arrived ; c. ashamed
8. a. prefered ; b. disturbed ; c. dressed
9. a. cooked ; b. changed ; c. handicaped
10. a. returned ; b. replied ; c. received
11. a. fried ; b. claped ; c. worked
12. a. expressed ; b. presented ; c. closeed
13. a. ordered ; b. answerred ; c. sighed
14. a. checked ; b. switched ; c. staid
15. a. talked ; b. employed ; c. watched

II. 8. Lesson Unit VIII

II. 8. 1. Pattern : The Simple Past Tense ( Continued )

The Affirmative

- He sold his house  
 He was absent yesterday  
 He had dinner here last night  
 He had much money

The Interrogative

Did he sell his house ?

Was he absent yesterday ?

Did he have dinner here last night ?

Had he much money ?

The Negative

He did not sell his house

He was not absent yesterday

He did not have dinner here last night

He had not much money

II. 8. 2. Reading ComprehensionII. 8. 2. 1. Read the following text carefullyAn Order

Paul, George, and Jones were business partners in a small concern. During their spare time they made shirts in George's house. Paul designed the shirts. George made the shirts. Jones took care of the purchase of <sup>raw</sup> materials, sales, account, and correspondence. Paul and Jones often helped George make the shirts.

One day Jones came across an envelope in the mailbox. He took it and read the contents. It was a good news. It was an order for 100 pieces of shirts. The order was from <sup>B</sup>Beauty Fashion Centre.

Immediately Jones told Paul and George all about the order. They were all very pleased with it. Jones soon checked the materials. He found that the available materials were sufficient. They thought that they had enough time to finish the order. This was because Beauty Fashion Centre wanted the shirts be available within one month. Therefore, they finally decided to accept the order.

( Compiled and adapted from :  
 " The Letter " / " Good News "  
English for Commercial Students,  
 Book I, John W Davis MA ( Ed ),  
 pp. 116 - 117. )

### Glossary

partner = pasangan	order = pesanan
concern = usaha dagang	available = tersedia
spare time = waktu luang	sufficient = cukup
to design = merancang	to accept = menerima
account = pembukuan	to come across = menjumpai
purchase of raw materials = pembelian bahan mentah	

### II. 8. 2. 2. Answer the following questions

1. Who were business partners ?
2. What goods did they make ?
3. Who designed the shirts ?
4. Who made the shirts ?
5. What did Jones take care of ?

6. What was the order for ?
7. Whom did the order come from ?
8. Had they sufficient materials for the shirts ?
9. How long did they have to finish the order ?
10. What did they decide at last ?

## II. 8. 3. Grammatical Structure

### II. 8. 2. 1. G r a m m a r

1. Dalam hal bentuk lampau kata kerja dibagi menjadi dua jenis, yaitu regular verbs ( kata kerja beraturan ) dan irregular verbs ( kata kerja tak beraturan ).
2. Segala peraturan yang menyangkut regular verbs juga berlaku untuk irregular verbs.
3. To Be  
Bentuk lampau is dan am adalah was. Sedangkan bentuk lampau are adalah were.  
Dalam kalimat ingkar ( negative ) di belakang was atau were diberi not.  
Dalam kalimat tanya was atau were diletakkan di depan pokok kalimat.
4. Bentuk lampau ' have ' / ' has ' adalah ' had '.  
Bila ' had ' berarti mempunyai, maka bentuk ingkarnya dapat berupa ' had not ' ( = hadn't ).  
Sedangkan dalam kalimat tanya ' had ' dapat ditaruh di depan pokok kalimat.  
Sedangkan bila ' had ' tidak dalam arti mempunyai, harus diperlakukan <sup>ba</sup> sebagai kata kerja biasa.



II. 8. 3. 2. Put the following sentences into the Simple Past Tense

( Letakkanlah kalimat - kalimat berikut ini ke dalam bentuk lampau )

1. She(write) several letters yesterday.
2. My father ( see ) you at the theatre last night.
3. I ( lead ) the meeting last week.
4. We ( bought ) a type-writer a week ago.
5. Erna ( be ) absent last Friday.
6. We ( be ) very sleepy last night.
7. Tuti ( have ) a beautiful golden ring.
8. The ink ( spread ) over the blue print.
9. Mr. Bahrin ( draw ) back his accounts yesterday.
10. The bullet ( hurt ) him on the head.
11. Mrs. Jones ( take ) a day off last week.
12. Mr. Murdani ( drive ) his car himself yesterday.
13. We ( pay ) in the cheques two days ago.
14. You ( cut ) off the line this morning.
15. I ( teach ) him how to behave last week.

II. 8. 3. 3. Change the following sentences into a. negative ; b. interrogative

1. She knew all about this.
2. Endang was seriously ill last month.
3. Budi had a day off last week.
4. Mr. Tampubolon withdrew some of his accounts.
5. He came across a strange looking envelope.
6. They were very pleased with the news.
7. She threw away the rubbish through the window.

8. The stamp stuck firmly to the envelope.
9. Basuki spent the money on a tv set.
10. The prince fell off the horse back.
11. The fire burnt down the filing cabinet.
12. Mr. Holmes held an important position.
13. The milk spilt over my notes.
14. She found that the room was unlock.
15. The programe was very interesting.

#### II. 8. 4. Pronunciation

Pattern : The English sound [k]

##### II. 8. 4. 1. Read the following words correctly

can   coffee   copy   clock   colour   cover   cost  
conscious   coconut   cock   common   contact  
doctor   pocket   rock   stick   sick   park  
dark   fork   work   walk   talk   folk   knock  
quick   queen   quiet   queue   question   quarrel  
school   schedule   chemical   chemistry   chorus

#### II. 8. 5. Vocabulary

##### II. 8. 5. 1. Find the correct translation

1. They were business partner in a small concern  
a. sehubungan ; b. kongsi dagang ; c. pusat
2. He took care of the correspondence.  
a. urusan ; b. mengurus ; c. pengurus
3. I took care of the purchase of raw materials.  
a. tumpukan ; b. persediaan ; c. pembelian

4. I came across this purse on my way home.  
a. menemukan ; b. penemuan ; c. pertemuan
5. They were very pleased with the order.  
a. urut ; b. pemerintah ; c. pesanan
6. We didn't see the contents.  
a. isi ; b. terkandung ; c. berisi
7. The book is available at Gramedia.  
a. dapat dibeli ; b. dijual ; c. tersedia
8. Michele designed her own dresses.  
a. perancang ; b. merancang ; c. rancangan
9. We had a day off yesterday.  
a. liburan/cuti ; b. tugas luar ; c. membolos
10. Mr. Bahtiar withdrew his accounts.  
a. simpanan uang ; b. mesin hitung ; c. akuntan
11. The fire burnt down the filing cabinet.  
a. susunan menteri ; b. lemari arsip ; c. rak
12. He is responsible for the sales.  
a. agen tunggal ; b. perdagangan ; c. penjualan
13. Father held an important position.  
a. jabatan ; b. tempat ; c. pejabat
14. The blue-print was not ready yet.  
a. rencana ; b. tinta cetak ; c. bahan cat
15. They decided to accept the order.  
a. mengesahkan ; b. kecuali ; c. menerima

II. 8. 5. 2. Find the words which are wrongly spelled

1. a. bought ; b. bough ; c. drank
2. a. ate ; b. fell ; c. cught
3. a. bereft ; b. heared ; c. leapt

4. a. meant ; b. saught ; c. knew  
5. a. heard ; b. hit ; c. forbad  
6. a. wrotte ; b. read ; c. saw  
7. a. made ; b. met ; c. tought  
8. a. spread ; b. understod ; c. wore  
9. a. kept ; b. led ; c. gaven  
10. a. froze ; b. faught ; c. grew  
11. a. became ; b. cost ; c. cought  
12. a. blew ; b. faund ; c. cut  
13. a. read ; b. said ; c. sleept  
14. a. spoke ; b. shined ; c. set  
15. a. sent ; b. paid ; c. rosed  
16. a. sought ; b. smeled ; c. spelled  
17. a. stood ; b. withdrew ; c. stolle  
18. a. taught ; b. wept ; c. tolled  
19. a. saw ; b. beggan ; c. broke  
20. a. payd ; b. lost ; c. meant
-

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