

A TEXTBOOK FOR
THE FIRST YEAR OF SPG

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IKIP Sanata Dharma

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by
Ratna Mulyani

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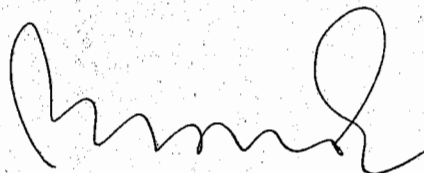
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I.



(Soepomo Poedjosoedarmo Ph.D.)

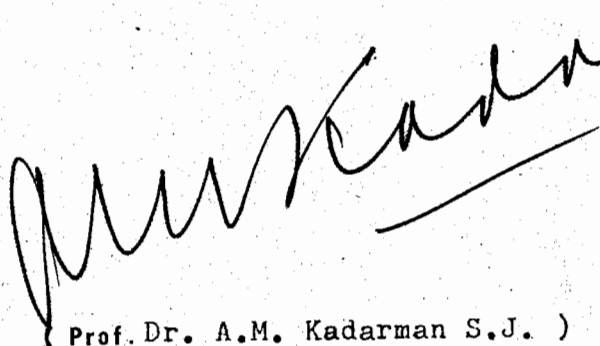
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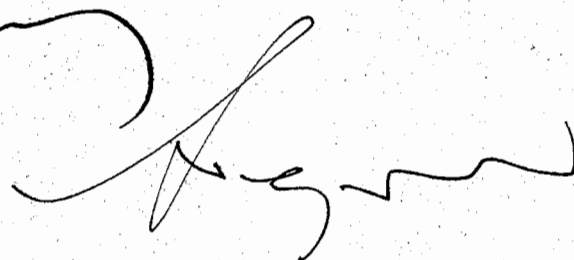
(Drs. J. Bismoko)

Rector of the IKIP
Sanata Dharma

Head of the English Department
IKIP Sanata Dharma



(Prof. Dr. A.M. Kadarman S.J.)



(Soepomo Poedjosoedarmo Ph.D.)

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I N T R O D U C T I O N

It is often said that there are many factors which contribute to a successful process of teaching a foreign language; one of them is a good textbook - a textbook which will bring a teacher and his students to a satisfying educational and instructional result as expected by society and curriculum.¹ Therefore, nowadays, people are beginning to realize how important a good textbook is. A lot of textbooks are available now, but only some are really good.

The lack of proper textbook is especially felt at SPG (Sekolah Pendidikan Guru, or Teachers' Training School). As far as I know, and this is also confirmed by several teachers of SPG, there is no standard textbook for SPG, like English for the SLTP and English for the SLTA (textbooks for Junior and Senior High Schools). Based on that fact, every attempt to compile a good textbook for SPG which, of course, needs hard work, is very valuable. Using that fact as a starting point, and the feeling of being involved as a graduate of SPG in 1974 and as an ex-teacher there, and also my plan to continue teaching there later, I decided to write this thesis which will deal with materials for a first year textbook of SPG.

I limit myself only to a simple textbook for the first year of SPG because my friends will compile textbooks for the second and third years. The Work Book and the Book for Extensive Reading will be compiled by other friends too.

It is hoped that this textbook will contain a lot of materials that can be used by SPG students to expose themselves to good and natural English. A lot of exercises which will serve as a help to understand English can also be found in the textbook.

Going back to talk about the lack of a standard textbook for SPG, in 1974 some teachers of SPGs in Central Java formed a committee which compiled textbooks for the first, second, and third years of SPG. The books, which were entitled Reading Passages and Structures, consisted of three volumes, namely, Book I (for the first year), Book II (for the second year), and Book III (for the third year). However, the books are said to be unsatisfactory now and they are not used anymore.

1. Soepomo P., " Prinsip Pembuatan Buku Teks Bahasa " (Basis) (Yogyakarta, 1977) , p. 309

Currently, there are some teachers using English 901, Book One (by Peter Strevens and English Language Services, Inc.) to teach the first year of SPG. They also use English 901, Book Two and Book Three to teach the second and third years. Their reason to use those books is that, in their opinion, they are the best textbook they can find. The rest use a pragmatic assortment.

In order to get more information, I have interviewed some teachers of SPGs to know their opinions about the English instructional situation in general.

In writing this thesis, I mainly follow theories which are suggested by Soepomo Poedjosoedarmo, Ph.D. in his article " Prinsip Pembuatan Buku Teks Bahasa," whereas in preparing the materials of the textbook I have done the following procedure. First, I selected reading passages which contained interesting and necessary materials for SPG students. Then I simplified them with the help of Miss Mary Anna Maloney, a lecturer at the English Department of IKIP Sanata Dharma. I also asked Drs. Y. Sumardi, M.Ed., the Dean of the Educational Department of IKIP Sanata Dharma to check the contents of some reading passages which talk about education and psychology.

Next, I made comprehension questions and exercises. I combined theories and exercises from several structure books, and I sometimes added my own ideas in making structural exercises. To make vocabulary exercises, I used some principles Lie Han Hwa's paper entitled " Objective Tests for Foreign Language Teaching."²

I also asked some students of Britain Voluntary Service Overseas to make dialogues which then, I completed with the help of Miss Mary Anna Maloney so that there are a total of twelve dialogues. The dialogues can be found at the beginning parts of units of lesson in the textbook.

To select the vocabulary of the passages and exercises, I used Dr. H. Bongers' book, namely, 3000 Word English, and also Edward L. Thorndike and Irving Lorge's book, that is The Teacher's Word Book of 30,000 Words. I used the list of the first thousand words from Thorndike and Lorge's book, and the lists of the second and third thousand words from Dr. H. Bongers' book. Dr. H. Bongers' lists are used because

2. a fifth-year student of the English Department of IKIP Sanata Dharma in 1980

there are no lists of the second and third thousand words in Thorndike and Lorge's book.

The list of the first thousand words is used as the minimum limit of vocabulary in the textbook. Because the first year students, after studying for three years in Junior High School, should have mastered all words from the first thousand words' list, those words will not be explained again in the textbook except those which have several meanings according to the contexts in which they occur, and those which are considered difficult based on experiences. The list of the third thousand words - the one suggested to be used is Thorndike and Lorge's list - is the maximum limit of vocabulary in the textbook. The words used in the textbook should be selected from the most important three thousand words.

In grading the structure, vocabulary, and the content of the passages I relied on my teaching and educational experiences. So, by using all of these, I write this thesis.

Chapter I of the thesis will deal with the conditions and variables of teaching English at SPG, for example, the objective, time allotment, teacher, student, and also the school itself. The conditions and variables which will be described in detail are important because they determine what kind of textbook really fits the students.

The description of the English instructional situation at SPG which is presented in Chapter I is important to determine the scope of materials. This is important to prevent an estimation of the scope of materials which is too far from the fact. Therefore, in Chapter II, I will describe the scope of materials.

In Chapter III, I have to select the materials again. I have to judge the correctness, suitability, interest, and durability of the materials so that they are really useful and valuable.

Chapter IV will contain principles which are used to grade the materials, because without a proper gradation the students may find difficulties in studying the materials.

Chapter V of the thesis will illustrate the techniques to present the materials, for example, the division of the materials into units, the division of the units into sub units, the techniques used to check comprehension, to explain grammar, to build vocabulary, to give pronunciation exercises,

and so on.

The last chapter is the conclusion of the thesis which also contains my hope of any suggestion and improvement from the readers of this thesis. Constructive criticisms would be appreciated because most of the materials are not tested yet. I realize that there are many problems appearing in writing every chapter, so I will also talk about the problems in this chapter.

Since the thesis is far from perfect, I do realize that it still needs improvement.

CHAPTER I
CONDITIONS AND VARIABLES OF TEACHING
ENGLISH AT SPG

Robert Lado says in his book that " specific conditions and variables must be considered when programming any teaching."³ The conditions and variables of teaching English at SPG which are going to be discussed here are : A) objective, B) time allotment, C) teacher, D) student, and E) school. To get a clearer idea of them, let us now analyze them one by one.

A. Objective

The curriculum objectives of teaching English at SPG are set by the government and are listed here :

1. Siswa memiliki pengetahuan tentang pola kalimat lanjutan bahasa Inggris dari pola kalimat dasar yang diperoleh di SMP dengan kosa kata (vocabulary) yang diperluasa sampai kira-kira 3000 kata.

(Students have the knowledge of developed structural patterns of English from the basic structural patterns studied at SMP with vocabulary which is enlarged to about 3000 words.)

2. Siswa memiliki " working knowledge of English " yang dapat digunakan untuk memahami dan menyatakan buah pikiran dalam bahasa Inggris secara tertulis dan lisan.

(Students have working knowledge of English which can be used to understand and to express ideas in written and oral English.)

3. Siswa mampu menggunakan pola kalimat lanjutan bahasa Inggris secara betul dengan kosa kata yang sudah diperluas kira-kira sampai 3000 kata.

(Students are able to use developed structural patterns of English correctly with vocabulary which is enlarged to about 3000 words.)

4. Siswa mampu memahami dan menyatakan buah pikiran dalam bahasa Inggris secara tertulis dan lisan.

(Students are able to understand and to express ideas in written and oral English.)

5. Siswa mempunyai hasrat untuk memperoleh bahasa Inggris

3. Robert Lado, Language Teaching: A scientific Approach (Bombay - New Delhi, 1964), p. 56

karena ia dapat menggunakannya dan karena ia sadar akan fungsi bahasa Inggris sebagai alat komunikasi internasional dan untuk mengembangkan pengetahuannya.)

(Students have the desire to master English because they are able to use it and because they are aware of the function of English as a means of international communication and as a means to develop their knowledge.)

It seems that the government demands too much from the students. Theoretically, the curriculum does not set an unrealistic goal, because that is a basic knowledge of English which is important for the students to have. They are expected to be good teachers. So they should have wide knowledge. In this case, mastery of English will contribute to their attempts, for example, in reading books which are mostly written in English, or in communicating with other people who speak English. But how about in practice ?

We know that what is stated in the curriculum is often too theoretical. The " field workers," namely the teachers, who are involved in the real teaching situations often complain that they will only exhaust themselves and their students if they follow the curriculum strictly.

It is true that learning a foreign language means learning to master four skills, namely, the ability to read, the ability to listen, the ability to speak, and the ability to write. The first two skills are receptive skills, and the others are productive skills.

However, mastering the four skills is not easy. It takes a great deal of time, attention, and work. Is it possible to achieve the objectives stated in the curriculum which involve the four skills with only three periods of forty-five minutes a week, at the most, within three years of school time at SPG ?

Most teachers will answer, "No." They agree that the ability to read is usually the most important for the students. So they tend to put more emphasis on reading. But this does not mean that they neglect the other three skills. In fact, they cannot teach only one skill in isolation. They can only give more stress to a certain skill which they want to emphasize.

The teachers also say that if their students, after studying for three years at SPG, are able to read books and articles written in simple English, it is not an exaggeration to say that this is already a good result.

However, besides giving more emphasis on reading, the teachers should also decide which items in the curriculum can be taught, because, as mentioned above, not all items in the curriculum can be taught in that limited time. So the teachers should adjust the curriculum to the real situation. The curriculum should be used as a guide but it is not a " must " for the teachers to follow strictly.

To make the adjustment the teachers should also consider the other conditions and variables of teaching English at their schools. This is often difficult for new teachers who lack experiences. But after teaching for two or three years, the " new " teachers will have more experiences which will help them make necessary adjustments. Now, let us continue with the other conditions and variables of teaching English at SPG .

B. Time Allotment

The government decrees that SPG should have at least forty weeks of school term ⁴⁾ a year. School terms of forty-four or forty-five weeks are average. I used " Jadwal Tahunan " (a kind of academic calendar) which each school has to find these numbers. So assuming there are forty-four weeks in a yearly school term, this means : $\frac{44 \text{ weeks}}{2} \times 1 \text{ semester} = 22 \text{ weeks per semester.}$

There are three periods of lesson per week, each period takes forty-five minutes. So the time allotment in one semester = $22 \times 3 \text{ periods} = 66 \text{ periods.}$ Usually a teacher gives three tests per semester (four with the final test), and each test usually consumes two periods. Therefore three tests take six periods. Then we must subtract six periods from sixty-six periods so that only sixty periods remain in one semester.

The sixty periods of lesson during the first semester cannot be used in the aggregate for teaching what should be taught according to the curriculum because during the first few weeks teachers of SPGs often have to review some grammatical items. These items, actually, have been taught at SMP, but a brief review is necessary since the students often enter SPGs with a poor mastery of English. The grammatical items to be reviewed will be described more clearly later.

⁴⁾ school term = the final result of the school term calculation after being subtracted with holidays, examination days, and other formal school activities

The review takes more or less twelve periods because the students are also given exercises to do as part of the review.

Many teachers agree that this review is important because without it the students seem to know nothing. Some teachers also add that while they review some grammatical items they give time to their students to buy the textbook they are going to use. This is not a pessimistic statement because as a matter of fact, most students of SPG come from not such well-to-do families.

The second semester is slightly different from the first semester. There is no review at the beginning of the second semester, but at the end, there is a review of all words used in the units of lesson taught during both semesters. The vocabulary review is done by using an index of words presented at the end of the textbook. I calculate that to go over the index together with the students takes more or less twelve periods.

When calculating time allotments we should also take into consideration unexpected occasions, for example, teacher meetings, the absence of the teacher, preparation days for important events such as Christmas, Easter, etc (for Christian and Catholic schools). Six periods, more or less, cannot be used to teach because of these unexpected occasions.

The following table will illustrate the time allotment during the whole year clearly.

The average number of school term per year = 44 weeks
 So each semester = 22 weeks
 There are 3 periods of lesson per week --> = 22 x 3 periods = 66 periods

<u>the first semester</u>				
there are	= 66 periods	'	there are	= 66 periods
a brief review	= 12 periods	'	3 daily tests	= 6 periods
3 daily tests	= 6 periods	'	Vacabulary review	= 12 periods
unexpected occasions	= 6 periods	'	unexpected occasions	= <u>6 periods</u>
	42 periods	'		42 periods

Having known that there are forty-two periods of lesson in one semester, we will talk about how many lesson units to be studied in one semester briefly although we will talk about this again in another chapter.

It is assumed that a unit of lesson in the textbook will

consume more or less six periods. So we need : $\frac{42}{6} \times 1$ unit of lesson = 7 units of lesson in either the first or the second semester. For a unit of lesson having a short, easy and simple reading passage, six periods of lesson might be more than enough, but for a unit of lesson having a long and difficult reading passage six periods might be insufficient. So there should be a compensation of time between those passages. After every six units of lesson, there is a brief review of vocabulary and grammar. Therefore there are six units of lesson and a unit of review in both the first and the second semesters. The teacher and his students also need more or less six periods to finish one unit of review because it might happen that the teacher has to explain again some grammatical items which have not been mastered yet by his students.

Going back to the review at the beginning of the first semester, some teachers say that the grammatical items which particularly need to be reviewed are as follows :

<u>item</u>	<u>example</u>
- countable and uncountable nouns	' a book (singular) --> books ' (plural) ' water (.no plural form)
- concord	' I -----am ' You (we, they, cars) ---- are ' he (she, it, my brother, a ' car) -----is ' I (he, she, it, my brother, ' a car) ----- was ' You (we, they, cars) --- were ' I (you, we, they, cars) --- go ' he (she, it, my brother, a ' car) -----goes. ' Ali ----- he, him, his ' Ani ----- she, her, hers
- pronouns	' I, me, my, mine, etc
- tense (regular and irregular verbs should be repeated again)	' simple present ' present continuous tense ' present perfect continuous tense ' present perfect tense

- ' simple past tense
- ' past continuous tense
- ' simple future tense
- '
- kinds of sentences
 - ' affirmative sentences
 - ' negative sentences
 - ' interrogative sentences

Those are some limitations and considerations to be remembered before continuing with the other conditions and variables of teaching English at SPG.

C. Teacher

Ideally, a teacher of English at SPG is a graduate of the English Department of an IKIP, either he has a Bachelor of Arts or a Master of Arts. But we also find some teachers at SPG who never attended an IKIP. They attended a kind of course called "Kursus B I" whose level is the same as that of the Bachelor of Arts degree. In the past, that course was the only "school" which could be attended by those who wanted to get some academic title available now. They are usually old teachers but very experienced. Of course they should upgrade their knowledge to adjust themselves to the situation nowadays but it does not mean that they are worse than graduates of IKIP.

Several years ago, there were also graduates of PGSLA⁵⁾ teaching at SPG. But now the government does not permit them to teach unless they attend IKIP because their training has been questioned.

Now, suppose all teachers of English at SPG are IKIP graduates, does it guarantee that they are all good teachers? No! There are some requirements to be fulfilled if someone wants to be a good teacher. So it is not an exaggeration to say that IKIP graduates have been prepared to be good English teachers at SPG or other schools.

Especially for teachers of English at SPG, patience is one of the prerequisites since they will usually have students with a poor mastery of English. If they are not patient, they will only frustrate themselves and their students. This will be discussed again in the next condition and variable.

⁵⁾ a one - year course to produce teachers of SLA (=Senior High School)

Another consideration is that there are still some teachers who must work outside the schools because they are not well-paid. Poor payment and long hours naturally lead to a teacher's working without full concentration. But nowadays, our government has begun to improve the situation so that all teachers can teach well without being anxious about their financial condition.

B. Student

There are some important factors to be considered in talking about the students, namely, age, capacity, habit of learning, handicaps, linguistic, cultural and social background. We will examine these factors one by one.

According to pedagogy, we should teach children, teenagers, and adults differently. We need different techniques to teach those three types of students because their interest and language-learning capacity are different. Children are interested in games and songs, and they can learn a foreign language by much exposure to the language. So, one of the ways to expose them to the language is by using games and songs. They do not realize that they are learning the language. As far as they are interested they will learn it easily and quickly. Teenagers who are acquisitive and adventurous can study for the sake of indirect reward. They know that if they study they will get good marks. They have also realized that they need knowledge for their future. The best teaching materials for them are those which can satisfy their acquisitiveness and adventurous desire. Adults whose language-learning capacity has decreased relatively compared with children and teenagers can be helped by teaching them linguistics and language-learning theory and practice so that they often attain better results. Almost all kinds of subject matter can be given to them.

Nevertheless this age factor is not a big problem for SPG teachers. The students of SPG are, more or less, of the same age since there is an age limit for those who enrol at SPG. They should not be more than twenty years old. So we do not need many different teaching techniques and teaching materials to teach them.

As mentioned above, the language-learning capacity of children is different from those of teenagers and adults. But even among students of the same age, the capacity may be slightly different. Some are superior; several are good enough; many are sufficient, and the rest are poor. Their intellect is different too. So although the teacher uses the same teaching techniques and materials to

teach the students of more or less the same age, he may get different results. The individualization theory applies here. Now, let us observe SPG students.

The first year students of SPG are those who have passed the entrance examination, so at least they have been considered capable of studying at SPG. But as far as I know English has never been used as one of the subject matter to be tested. As a result, students of Junior High Schools with a poor mastery of English may be accepted if they get sufficient marks in the entrance examination. And this results in the fact that the English of most SPG students is poor. This is also a result of several factors such as their background, handicaps - if there are any habits of learning, etc. which will be described in the next paragraphs.

If the teacher has such students, he should not only demand from them diligent study in order to improve themselves. He should work together with them step by step. It is said previously that he should not be easily frustrated if he fails at the beginning. It can happen that in the final test more than half of the number of the students get insufficient marks. If the teacher is not ready to face the fact he might be frustrated and discouraged.

In this case a lot of reviews are of great value. The teacher should repeat the lesson he just taught whenever he has time. Only by doing this can he help the students to attain better results.

It is usual that some students complain if they have such a teacher - a teacher who always gives assignments or asks questions about the last lesson. The students cannot stand being constantly reminded of their responsibility to study well. They do not like being asked to repeat at home the lesson which has just been taught at school. They only study if they know there will be a test on the following day. This is a bad learning habit. And really, many students of SPG, like students of other schools too, have this habit.

I also faced that problem when I taught at SPG for one year, and I tried to overcome it by telling my students that anytime I asked them I would give them good marks if they could answer my questions. The marks could help them if they got insufficient marks in their tests, or on the other hand, the marks could fail them if they could not improve the marks later.

It is also possible that a student cannot study well because he has a handicap. Maybe he cannot see clearly, or hear clearly, or speak clearly, or he has other physical handicaps which obstruct

his progress. Although one of the requirements to be accepted at SPG is sufficient health to study, confirmed by a doctor's letter, this situation can happen. So the teacher should be alert for his students' condition. He should know quickly if there is something wrong.

Besides handicaps, the students often have difficulties in learning because of their background. They still bring with them the influences of their mother tongue, native culture, and the social classes in which they live. The influences can interfere with the process of learning.

SPG students whose mother tongue is either Javanese or Indonesian find difficulties especially in learning English grammar and pronunciation. English grammar is very different from that of Indonesian or Javanese because the languages come from different sources. English is descended from the Indo European language family whereas Javanese and Indonesian come from the Malayo-Polynesian language family. Therefore it is easier for students whose native language is Javanese or Indonesian to study Malay, Tagalog, Ilonggo, and other languages of the same language family than to study languages of different language family, in this case, English.

However, this does not mean that students whose native languages belong to Indo European group never have difficulties in learning English. Not all patterns in their native languages are exactly the same as the patterns in English, so interference might also occur.

Nevertheless, if the native language and the new language have the same source the process of learning will be less difficult than if the native language and the new language have different sources.

For most SPG students, English is the first foreign language they have ever learned. Of this fact, some people say that the students may find more difficulties than those who have ever learned a foreign language before. Experiences in learning a foreign language for the first time usually will help people in learning another foreign language.

English pronunciation also presents some problems for SPG students. The students often have difficulties to pronounce certain vowels, consonants, diphthongs, and consonant clusters correctly. Their pronunciation is generally poor. Their teacher tries to improve the situation but it does not change much. Now, is it justifiable to demand good pronunciation from the students based on these built-in difficulties ?

First of all, we should remember that although reading is more emphasized at SPG, it does not mean that pronunciation is neglected at all. Attempts to improve pronunciation are justifiable in so far as they do not burden the students too much. And how to improve the students' pronunciation without burdening them too much ?

One of the ways to solve the problem above is to have the students master an intelligible pronunciation - " a pronunciation which can be understood with little or no conscious effort on the part of the listener " ⁶⁾ by giving a lot of practice to them. The teacher should not demand a perfect pronunciation from his students. He should not force his students to master the standard pronunciation of English which is, in fact, still difficult to define. An intelligible pronunciation is enough for such students. The teacher can help his students to master an intelligible pronunciation by giving them a lot of practice.

Minimal pairs, songs, nursery rhymes, and sentences containing difficult sounds are good for this practice. I found that most students enjoyed practising the difficult sounds through minimal pairs, rhymes, songs, and sentences. The minimal pairs, rhymes, and sentences give them fun and enlarge their vocabulary, and the songs prevent them from getting bored and tired. So I will also use this technique to teach pronunciation (see chapter V).

It is advisable for the teacher to make a list of sounds which are usually difficult for the students. His experiences will help him to do this. Articles and books about contrastive analyses of English and Indonesian pronunciations, peculiarities of English pronunciation, etc. will also help him to make the list.

With the list in the teacher's hands, it is expected that the teacher will be able to anticipate students' mistakes and be ready to face them. Therefore he will not be easily desperate if the students often make mistakes.

I have also made a list of sounds which are difficult for most students to pronounce correctly. And I put the list in Chapter II.2A. In that section, I will talk about the materials in the textbook which are used to teach phonology. So the materials for teaching phonology will include all the difficult sounds.

⁶ J. Bismoko, An Introductory Reader to Methods of Teaching English in Indonesia (Yogyakarta, 1976), p. 87

As for the grammar, the first year students of SPG often make mistakes when they learn about :

- tense
- concord of person, number, gender
- passive voice
- direct/ indirect speech

The estimations above are based on experiences, but it does not mean that they are always correct. The idea is that by knowing where problems usually appear, the teacher can prepare himself to face the critical time, and so he can help his students. It is also possible that a certain sound or a certain grammatical item is considered easy but the students have difficulties mastering it. So the teacher should be able to handle that situation too.

Besides the linguistics background which is described previously, the cultural and social background of the students may also influence the process of teaching English at SPG. Therefore we will try to consider those in the next paragraphs.

Teaching a foreign language involves teaching the culture of the foreign language. It means that we sometimes need cultural information in order to understand the language well. Words and expressions in the foreign language often imply cultural notes. So without understanding the culture, it is sometimes difficult to understand the language well.

But teaching something from a foreign culture which has never been heard, read, or encountered before often causes problems for the learners. This also happens at SPG. Most of the students come from villages and their rural situation often does not enable them to receive the foreign culture as quickly as students who live in cities do. So if, for example, they are given a reading passage about a formal dinner, it will be difficult for them to understand it. It will be easier for the students who live in cities to imagine, for example, the food, the situation, etc.

The rural situation may also form an attitude towards the foreign language. Most SPG students often regard English as something beyond their capacity to learn. They do not see the value of learning English because they will come back to their villages and teach there. They will not meet any foreigners to talk with in English; they will not find texts or books written in English to read, so if they find difficulties, they will easily give up. They may consider a foreign language for an Elementary School teacher as something impossible and useless to learn.

This attitude is partly caused by the social class in which they live. It is said in Chapter I.B. that most students come from not-so-well to-do families. Not all of them realize the importance of English as a means of making progress. Teaching in their village and having a salary which is enough to live modestly have satisfied them. Consequently, they do not want to study English well. They feel forced to study it. So, the teacher should make them realize the value of studying English during their school term.

E. School

The number of students who register at SPG has increased recently. Most of the candidates want to study at SPG because they want to get jobs as soon as they finish their study. The chance to get a job as soon as they finish their study at SPG is bigger than if they study at SMA or other senior high schools. Our country still needs a lot of elementary school teachers.

Therefore, SPG has to operate with big classes. Now, most SPGs have at least nine classes, three for the first year, three for the second year, and three for the third year. Each class consists of more than thirty students. Such big classes are not ideal for language instruction. It is difficult for the teacher to control the classes, especially if his voice is very soft. He cannot pay attention to every student either. It often happens that while he is explaining something or correcting a student's mistakes, some students sitting far from him are busy with their own business. And if he warns the students, the other students will do the same thing. This situation is usual for an SPG teacher. But if the classes are smaller, it may be easier for him to control them. And if he can control the classes, he will be able to teach well.

One of the techniques which helps the teacher to teach more easily and successfully is the proper use of teaching aids. Not all teaching materials can be taught to the students by using teaching aids but whenever the teacher sees the possibility of using teaching aids effectively he should use them. An example is teaching degrees of comparison of adjectives. The teacher can use pictures or even his students to make the situation more real. A tape recorder and cassettes can be used to teach new songs in pronunciation classes. As far as I know, SPG teachers rarely use teaching aids. They only come to the classrooms, bring their textbooks and teach. If this procedure is carried on and on, the

students might get bored. So besides helping the teacher to teach more easily and effectively, teaching aids can make the situation more lively and interesting. Therefore the school should do its best to provide necessary teaching aids.

Other school facilities which are important for both the teacher and the students are the school library and language laboratory. So far, many SPGs do not have language laboratories of their own, so we will only talk about libraries.

People say that a school is judged by its library. A complete library which is used well is something valuable for the school. Let us now observe libraries at SPGs.

Unfortunately, there are some SPGs which only have a few books written in English. These books are story books which have been simplified from the original versions. A librarian interviewed said that most students preferred to borrow Indonesian books rather than English books. There are also some dictionaries and encyclopaedias but nobody uses them.

It is supposed that the lack of reading interest is caused by the difficulties to understand books written in English. This problem can be solved by guiding the students to choose proper books. The vocabulary and the grammar of the books should not be too difficult for them. It is also advisable to teach them how to use a dictionary or an encyclopaedia so that they will know how to take advantage of those resources.

In addition to that, there is a school regulation which is worth discussing here. The regulation is made by the government to help students who get insufficient marks. The regulation arranges a guidance programme which takes six months at the longest. In the programme, every teacher is responsible for this students who get five as their final marks in his field. So a teacher of mathematics. The same thing happens to other teachers, including English teachers. During the programme the teacher gives assignments, tests, and helps the students to solve their problems. When the students have made sufficient progress, for instance, when they get good marks in their tests, they are free. They no longer need any guidance.

It is not surprising that the number of students who need guidance in English is usually greater than in any other subject because from the previous description we know that the students' skill in English is generally poor. The programme which is usually done in the afternoon obviously consumes the energy and spare time of both the teacher and the students, but if it is done seriously it will give benefit especially to the students.

Having analyzed the conditions and variables of teaching English at SPG, we can make a more accurate estimation of the materials needed by SPG students. Therefore in Chapter II we will try to limit the materials which will be presented in the textbook.

CHAPTER II

THE SCOPE OF MATERIALS

In Chapter I we have analyzed the conditions and variables for teaching English at SPG. The analysis is important for limiting the materials to be presented in the textbook. The principle underlying the process of limiting the materials is that the quantity and the quality of the materials should be in accord with the students' capacity. Overly difficult materials which are presented abundantly are avoided because they will overload the students. Simple but proper materials which can establish a firm base of learning are preferable. For example, according to the description of the objective in Chapter I, the materials to be taught should train the students to master four skills, with more emphasis on reading. Therefore, the textbook should also contain not only reading materials but also materials for listening, speaking, and writing, although the latter materials are only preliminary and few in number. This principle will be explained more clearly in this chapter.

Of the materials, we can divide them into four general classes, namely, a) materials about language skills, b) materials about language elements, c) materials about language variants, and d) materials about culture. Each of them will be described in detail.

A. Materials About Language Skills

1. Listening

First of all, we should remember the statement written in Chapter I.A. that we cannot teach only a language skill without teaching the other skills at all. This is true for the listening skill which we are going to talk about. In this textbook, we cannot separate teaching listening from teaching speaking. So, in some aspects, the analysis of materials for listening may overlap with the analysis of materials for speaking.

We find that dialogues at the beginning of each unit of lesson can be used for practising both listening and speaking. Let us use the dialogue in unit one as an example. For the first time, it is read in order to understand its content. The dialogue is designed to bring the students into the situation told in the reading passage. No special attention is given to the pronunciation of the words, the intonation of sentences, the stress of the words, and everything else in the dialogue. But after the unit is finish-

ed, the teacher and the students repeat the dialogue again, giving more attention to the things mentioned above. Then the students are asked to memorize the dialogue and dramatize it in front of the class. In this case, the teacher can use his own technique. Maybe he does not wait until the whole unit is finished, but he goes through the dialogue again with the students and asks them to memorize it when they are still doing the structural or vocabulary exercises of the unit. This is sometimes good as a variation.

The purpose of asking the students to memorize and dramatize the dialogue is just to train them to listen to what other people say to them, and then give proper responses, in other words, speaking (see no.3).

It is true that they only memorize a dialogue which has been understood before. Of course, this is different from a real conversation in which people ask and answer each other without knowing before what will be asked or said. So, here, memorizing and dramatizing the dialogue is used as the first step in practising listening and speaking. The material used, as mentioned previously, is very simple.

There are still other kinds of exercises which give the students chances to train their ability to listen. The exercises can be various because they depend on the teacher's creativity. If there is enough time left, for instance, the teacher can read the reading passage sentence by sentence and ask the students to translate the sentences. This is another exercise for listening.

2. Reading

There are two types of reading, namely, comprehensive reading and oral reading, but what is meant here is the first type. Comprehensive reading is the language skill which is especially emphasized at SPG. Therefore most of the materials presented in the textbook should train the students to read comprehensively by asking them to answer comprehension questions, to judge whether certain statements are correct or not, to use proper words to complete sentences, etc. in every unit.

3. Speaking

Some parts of the analysis of materials for speaking have been described in the analysis of materials for listening. So if we repeat them again we will only waste time. One thing we should

remember is that we analyse the same materials but we use different points of view. In listening, we observe the materials and exercises from the point of view of listening. But now, the materials and exercises are viewed from a different point of view, that is speaking. We cannot separate listening from speaking in the dialogue because both activities take place as " cause and effect." The first person speaks to the second person. The second person listens to the first person and then speaks. The first person listens to the response of the second person and answers, and so on.

Besides the dialogues, pronunciation exercises at the end of every unit can also be used as speaking exercises. Under the teacher's guidance, the students try to pronounce words correctly, or try to read correctly, etc.

4. Writing

The materials for writing in the textbook are very simple because they are mostly presented in the Work Book in which the students are given a lot of exercises to do at home. The exercises to train the students to write in the textbook are only in the forms of writing the answers of the comprehension questions, writing the complete sentences after being completed with proper words, or sometimes writing the correct statements instead of the wrong statements.

B. Materials About Language Elements

1. Phonology

In phonology, we talk about sound systems of particular language including phonemes and their variants (allophones). So English phonemes, their possible occurrences and combinations in words, their correct pronunciations, etc. are the subject of our discussion in English phonology. Sometimes we also have to check a sound difference to determine whether it represents two different phonemes or only two variants of the same phoneme. For example, the phoneme /s/ is sometimes pronounced [s] such as in the words " sea," " asleep," " last," etc., but it is also pronounced [z] such as in the word " easy," etc.

Nevertheless, in the textbook, materials for teaching phonology are very simple. The materials are only in the form of

consonant clusters :

initial : /gr / grow
 / sk / sky
 /sp / speak
 /str/ strange
 /spr/ spray
 /θr/ three etc.
middle : /kr / secretly etc.
final : /lf / self
 /sk / desk -----> /sks/ desks
 /ŋθ / strength
diphthongs : [faiv] five
 [hau] how
 [bɔi] boy

and also vowels such as:

['kwaɪət]	quiet	[kwait]	quite
[dɪə *]	dear	[wɛə *]	wear

2. Morphosyntax

According to Gleason, syntax is the study of the combination of morphemes and words to form larger units, such as sentences, paragraphs, and discourse. Morpheme is the smallest meaningful unit in a language. Robert Lado gives some examples of morphemes in his book Language Teaching as follows : {book} , {-s} , {-ish} . The first morpheme is called a base or root which is associated with a core meaning. The second is an inflectional morpheme which can be attached to bases or roots without changing the class of words, for example, it is added to *book* , a noun, so that it becomes *books* , still a noun. And the last morpheme is a derivational morpheme which can change the meaning and often the class of the word. The example is the word *bookish* , an adjective, which comes from the word *book* , a noun, and *-ish* , a derivational morpheme. The study of the combination of morphemes to form words is in fact, part of morphology. But morphology is sometimes treated together with syntax so that we have what is called morphosyntax.

The materials in the textbook also touch upon the field of morphosyntax. In the textbook we can find materials about degree of comparison in which the students are exposed, explained, and drilled to add suffixes (inflectional morphemes) to adjectives,

	'	'
	'	' (Cm) Open the door.
	'	' Do not open the door.
	'	' (don't)
	'	' (Rq) Please, open the
	'	' door.
	'	' (+) I am a student.
	'	' (-) I am not a student.
	'	' (?) Am I a student ?
	'	'
2. Pronouns	' personal pronouns,	' <u>They</u> went to Solo Yes-
	' possessive pronouns,	' terday.
	' emphatic pronouns,	' Ani met <u>them</u> .
	' reflexive pronouns,	' This is <u>my</u> book.
	' with their posi-	' That is <u>yours</u> .
	' tions in sentences	' I cut <u>myself</u> .
	'	' He made it <u>himself</u> .
	'	'
3. concord	' concord of person/	'
	' concord of subject-	' <u>He goes</u> to school
	' predicate	' every morning.
	' concord of number	' <u>They ride</u> on <u>their</u>
	'	' bicycles.
	' concord of gender	' <u>Ati</u> is wearing <u>her</u>
	'	' new dress.
	'	'
4. Sentence pattern	' Here - to be - N/	' Here is the book.
	' Here - Pr - to be	' Here are the books.
	'	' Here is John.
	'	' Here it is.
	'	' Here they are.
	'	' Here he is.
	'	'
5. Word Order	' the formation and	' He walks slowly.
	' the position of ^{adverb} of V	' I answer the question
	' manner	' carefully.
	'	'
6. Degree of compa-	' adjective	' He is tall. (pos)
ri-son	'	' He is taller than Bob.
	'	' (comp)
	'	' He is the tallest
	'	' boy. (sup)

	' adverb	' He runs <u>as fast as</u> a
	'	' horse. (pos)
	'	' He finished sooner than
	'	' you did. (comp)
	'	' He works most diligent-
	'	' ly. (sup)
	'	'
7. Impersonal "it"	'	' It is Sunday.
	'	' It is 4 o'clock now.
	'	' It is nice to see you
	'	' again.
	'	'
8. Question tags	' in various tenses	' You are lazy, aren't
	' and patterns which	' you ?
	' have been taught	' He does not work,
	'	' does he ?
	'	' I can go, can't I ?
	'	'
9. Modals	' can, could, shall,	' She <u>can</u> play the piano.
	' should, would, will,	' He <u>could</u> come before.
	' may, must	' I <u>shall</u> do it.
	'	' They <u>should</u> go now.
	'	' I <u>would</u> be very glad
	'	' to help.
	'	' He <u>will</u> come to the
	'	' party.
	'	' She <u>may</u> come today.
	'	' You <u>must</u> go now.
	'	'
	'	'
10. Prepositions	' on, in, at, from,	' I put the book <u>on</u> the
	' for, near, through,	' table.
	' during	' He lives <u>in</u> Bandung
	'	' I met him <u>at</u> the station
	'	' The letter is <u>from</u> my
	'	' friend.
	'	' This is <u>for</u> you.
	'	' There is a garden <u>near</u>
	'	' my house.
	'	' They walked <u>through</u>
	'	' the forest.
	'	' <u>During</u> the war, many
	'	' people died.

11. Future Continuous	' statements (negative	' She will be living here.
	' sentences and ques-	' She will not be living
	' tions are given only	' here. (-)
	' if they are not too	' Will she be living
	' difficult)	' here ? (?)
	'	'
12. Passive Voice	' in some tenses and	' The book is given
	' patterns which are	' by his father.
	' not too difficult	' The apple is being
	'	' eaten by her.
	'	'

If we compare the previous list with the curriculum of SPG we can find some grammatical items which are omitted, namely, a) direct - indirect speech, b) dependent - independent clause, c) the positions of adjectives in sentences (word order), and d) the positions of nouns in sentences (word order).

I omitted items no a and no b because they are too difficult for the students. As for items no c and no d, they are omitted because, in fact, those items are not new for the students. The students have often encountered, even used those items. If those items are taught in detail, the students might get confused because the explanation will be too theoretical. Considering those reasons, those grammatical items are omitted.

Besides omitting some items, I also added some other grammatical items, namely, a) the formation and position of adverb of manner, and b) some prepositions such as on, in, at, through, and during. I added those items because they are frequently used in the reading passages of the textbook so that teaching them to the students will be very useful. Now, we will proceed to the next material about language element, that is, vocabulary.

3. Vocabulary

According to the curriculum, the first year students of SPG should master words which are related to:

- 1) general education
- 2) general psychology
- 3) educational adminis-
tration
- 4) educational evaluation
- 5) methodology

Besides that, they should also master general vocabulary which

includes the most important three thousand words. The general vocabulary should be enlarged gradually during the three years' learning time at SPG. At the end of the first year at SPG the students usually do not master the whole vocabulary yet. This is not a failure because what is important is that they will have mastered the whole vocabulary when they finish their study at SPG.

Therefore, the words used in the textbook should cover all kinds of words which have been mentioned previously. Those words should be used in the passages as many as possible. But to find reading passages containing such words which are also interesting and suitable for the students is not easy. The students may have a lot of troubles in understanding and get bored easily if they find a lot of technical items in the passages they are reading. So in selecting reading passages to be presented in the textbook, two principles are applied, namely, 1) the number of technical items which bear relation to the fields mentioned above should not be too many per passage, and 2) there should be variation of kinds of passages in the textbook to prevent the students from getting bored easily.

Let us now examine the reading passages in the textbook. Only 25% of the passages are related closely to psychology, education, and methodology in general, namely, "Nervous Habits," "Difficulties of Adolescence," and "Discipline Among Children." The words in those have been selected in such a way that the passages introduce simple technical items in psychology, education, and methodology. The other passages are about general knowledge which is important and useful for the students in their future jobs as teachers. Theoretically, passages about educational administration, educational evaluation should also be given to the students, yet in practice, the passages may be too difficult for the students. Thus, we will not find such passages in the textbook.

The lists of the second and the third thousand words by Dr. H. Bongers in his book 3000 Word English, the list of the first thousand words by Edward L. Thorndike and Irving Lorge in their book The Teacher's Word Book of 30,000 Words are used to select the words in the passages.

The words in the passages should not be taken merely from the list of the first thousand words which should have been mastered by the students. New words should also be introduced in so far as they are not excluded from the list of the third thousand words.

I did not use Edward L. Thorndike and Irving Lorge's list to find the third thousand words as stated in the curriculum because

I could not find such a list in their book. In fact, Dr. H. Bongers' list of the third thousand words can be used because if we compare the other lists of words in his book with the lists of words in Thorndike and Lorge's book, we can see that they have similarities. So we can assume that if the list of the third thousand words is presented in either Dr. H. Bongers' book or Thorndike and Lorge's book, both lists will not differ much.

4. Discourse

According to Robert E. Longacre in his book Discourse, Paragraph and Sentence Structure in Selected Philippine Languages, there are several types of discourse. In the textbook the students will not study about the theory of discourse but they will be exposed to various forms of discourse. They will find dialogues which use a dramatic discourse ; they will read passages which are mostly written in an expository discourse ; they will also find two letters written in an epistolary discourse, a passage using a hortatory discourse and another passage using a procedural discourse.

The dramatic discourse usually involves more than one speaker, and the examples of this type of discourse are the dialogues in every unit of the textbook. The expository discourse is used to explain something. Newspaper or magazine articles, public address use this type of discourse, and in the textbook, almost all reading passages are written in this type of discourse. The two letters in the textbook, namely, " To Mevrouw Abendanon - Mandri " and " Anne's Letter to Kitty " use the epistolary discourse - a kind of discourse which is usually used to write letters. An epistolary style has an opening paragraph, and an ending paragraph besides its contents. " Keep Your Teeth Clean " which tells about the cause and effect of rotten teeth is written in the hortatory discourse because it is written in such a way that its readers will think and then follow the suggestion suggested in it. This type of discourse is usually used to influence people so that they will receive and follow what is said in it. The procedural discourse is found in the reading passage " How to Sing Well " in which a simple theory of singing is presented.

5. Orthography

Orthography or writing is not emphasized in the textbook. Therefore the materials for it are very limited (see the description

of materials for writing in this chapter part A.4). If the teacher also wants to train the students to master this language element, he should use the Work Book which gives a lot of exercises to do, including exercises for writing.



C. Materials About Language Variant

Language variants usually consists of 1) idiolect, 2) dialect, 3) style, 4) speech level, and 5) special register (genre). In this part, first of all, we will talk about those variants briefly, and then discuss some of them in detail.

Soepomo Poedjosoedarmo Ph.D says in his research report Kode Tutar Masyarakat Jawa that idiolect is a language variation caused by different personality of those who speak the language, whereas dialect is a language variation caused by different background of the speakers, for example, geography, social class, ethnics group, ideology, age, sex, occupation, etc. Style is a language variants whose differences are determined by the language situation in which the style is used. Style is usually divided into three categories, namely, the informal style, the formal style, and the literature style. Speech level is one of the language variant which takes into consideration the person who speaks and the person to whom the language is directed. If the speaker respects the addressee as someone who is higher than him, he will usually use the usual level. As for special register, there are two main classes, namely, monolog register and dialogue register. Special register, that is a language variant whose differences are determined by speech event, can be found in a correspondence language, telephone language, oratory language, telegraph language, etc. All of those definitions, which are originally written in Indonesian, are taken from Javanese. However, to some extent, they can be applied to English too. Therefore I use them to describe language variants briefly.

In this part we will only talk about styles and special register. The materials in the textbook do not cover materials for teaching idiolect, dialect, and speech level because such materials will be too difficult for the students.

We begin with styles. As mentioned above, there are three styles, namely, the informal, formal and literary or poetical styles. English also has three styles. The informal style is usually characterized by the use of informal language which is free and incomplete. This style is mostly used in speech. Examples of this style

are dialogues in the textbook from which the next examples are quoted.

- " My God ! " (in " How to Sing Well ")
- " You want to hear the story " How Surabaya Got Its Name ? " instead of " Do you want to hear.....etc. " (in " How Surabaya Got Its Name ")
- " Mum " instead of mother (in the dialogues of " To Mevrouw Abendanon - Mandri " and " Difficulties of Adolescents ")
- " ya " instead of "yes " in almost all dialogues
- contracted forms such as " I'm, " " I've," "they'll," "it's," "that's," " don 't," "doesn't," etc., instead of their full forms in almost all dialogues.

The formal style usually uses a language which is complete and formal. The sentences used in this style are complete and grammatically correct. The words used in the sentences are not colloquial, and contracted forms such as those mentioned above are avoided. It is not difficult to find examples of this style because all reading passages in the textbook are written in this style.

Songs and nursery rhymes*¹ in the textbook are written in a literary or poetical style. Words are repeated, grammatical patterns are not strictly used, and beautiful rhymes*² can be found in those literary forms. The grammar and words used in those forms sometimes are free for the sake of melody of the songs and rhymes (definition no 2), for instance ;

A. Songs : 1) " Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
It's fleece was white as snow."

(taken from : "Mary Had A
Little Lamb")

The repetition of the phrase "little lamb" several times does not damage the song. It is necessary for the melody and the rhyme (definition 2) of the song.

2) "Where have all the young girls gone
Long time passing,
Where have all the young girls gone
Long time ago

¹ *₁ verses having rhymes (definition no 2) especially for children
² *₂ sameness of sound of the endings of two or more words at the ends of lines of verses

Where have all the young girls gone
Gone to husbands everyone....." etc.

(taken from : "Where Have All
the Flowers Gone ?")

There are four words " gone " in that stanza. They are used
in a special sentence which is grammatically wrong.

3) " If you miss the train I'm on
You will know that I am gone. " etc.

(taken from : "Five Hundred
Miles ")

The grammar of the second phrase does not follow the usual
pattern because of the word " on " in the first sentence.
The word " gone " rhymes with the word "on".

B. Nursery Rhyme :

" One, two
Buckle my shoe ;

Three, four
Knock at the door,

Five, six
Pick up sticks

Seven, eight,
Lay them straight ;

Nine, ten,
A good fat hen ;

Eleven, twelve,
Dig and delve ;

Thirteen, fourteen,
Maids a - courting ;

Fifteen, sixteen,
Maids in the kitchen ;

Seventeen, eighteen,
Maids in waiting ;

Nineteen, twenty,
My plate ' s empty.

(taken from : Roundabout, by A.F.Scott) ⁸

There are several new words in this old rhyme (definition no 1) which must be taught to the students. Yet this rhyme is good for students in the Elementary level like the students of SPG . The language is simple and the rhymes (definition no 2) are nice to listen to.

The last language variant to be discussed is special register. Materials for teaching special register in the textbook are very simple and limited. There are two letters in the textbook, namely, " Anne's Letter to Kitty," and " To mevrouw Abendanon - Mandri " which give an example of a kind of correspondence language (monolog register). The first letter is a personal letter sent by a girl to her friend telling her problem. The second is also a personal letter which is sent by a Javanese princess, Kartini, to her friend. The language is more ordinary and the form is simpler than a formal letter which, unfortunately, cannot be presented in the textbook because of several considerations such as the limited time, difficulty, etc. The textbook does not present materials for teaching telephone, oratory, and telegraph languages either because those materials seem to be beyond the capacity of most students.

D. Materials About Culture

Culture is " patterned ways of acting, talking, thinking, and feeling which become sufficiently uniform in a society and sufficiently different from those of other societies."⁹⁾ From the definition we can say that language is a component of culture. But language, at the same time, is also used as a means through which the other components are communicated. So if we want to master the language we should also learn the culture. Cultural information

8. A.F. Scott, Roundabout (London, 1962), p. 35

9. Robert Lado, Language Teaching : A scientific Approach

(Bombay - New Delhi, 1964), p. 24

attached to words in a certain language sometimes complicates the process of learning that language. Learners of that language often fail to understand the meanings of the words in that language correctly. The example is the word lauk in Indonesian for English people. The English people usually find difficulties to understand the meaning of the word lauk because in English there is no equivalent of the word lauk. They never have a meal in which there is something which functions like rice in Indonesian, and which is eaten together with vegetables, meat, fish, etc. The vegetables, meat, fish, etc., are called lauk in Indonesian.¹⁰⁾

Realizing the importance of knowing the culture of a language in learning that language, I also include materials which imply cultural information in the textbook. The materials are simple but they can give cultural information to the students. The reading passage " Farming " illustrates the life of Western farmers so that the students can compare it with the situation here. The dialogues of " To Mevrouw Abendanon-Mandri " and " Difficulties of Adolescents " also contain cultural information. In the first dialogue, the students know who the women's libber in England was . They can see similarities and differences between the Indonesian women's libber and the English women's libber. So they can see that the idea of a women's libber here is not exactly the same as that in England. The second dialogue which tells a bit about the life teenagers, describes some economical, social, and recreational aspects in an English speaking country.

Actually, many of the contents of the textbook contain cultural information but only a few are taken as examples to show the importance of understanding the culture of a foreign language in the process of learning the language, in this case English.

The next chapter describes the principles of selecting the materials because after the materials to be presented in the textbook are limited, they should be selected again to see whether or not they are correct, suitable, interesting, and durable.

10. Gloria Soepomo's lecture, " On Defining Words : Nouns " (Yogyakarta, 1979), p. 10

CHAPTER III

SELECTION

In this chapter, the materials which have been limited in Chapter II will be selected again to make them really useful and valuable. The main requirements to be fulfilled so that certain materials can be selected are as follows:

- a. They should be correct (correctness)
- b. They should be suitable for the students (suitability).
- c. They should be interesting (interest).
- d. They should be durable (durability).

These four requirements will be discussed one by one.

A. Correctness

What is meant by correctness is that the language and the content of the materials should be correct. They should not deviate from grammatical or other linguistic rules, or the cultural norms of those who speak the language.

There is nothing worse than learning material which is incorrect. Incorrectness can be the result of several factors such as an unqualified source of information, a careless presentation of materials, etc.

Realizing the danger of presenting incorrect materials in the textbook, the selection of materials has been done carefully. Reading passages are taken from encyclopaedias and books by famous writers, and then simplified without distorting grammatical rules and all other linguistic rules. In simplifying them, several lists of the most important words for the students are used. The contents of the passages have been adjusted to the students' capacity by discussing some of the passages with teachers and experts. Materials which are too difficult are simplified; improper information is omitted, etc.

To make the exercises, a lot of books on grammar, vocabulary, and pronunciation are used. A lot of theories are combined to get the appropriate ones for the students.

The next examples can be used to illustrate how the principles of selection mentioned above are applied.

- 1) The story " How Surabaya Got Its Name " is a fantasy story, but its content can be accepted by logic. It is not an illogical story giving useless information. So it can be selected according to the first requirement which discards articles containing useless information, such as illogical stories.

- 2) The passage " Discipline Among Children " is taken from a long article in a book. The original article would be too difficult if it were given to the students without being simplified. Therefore, it is simplified first before it is presented in this textbook. Unnecessary examples and complicated expressions have been omitted.
- 3) Dialogues which are conducted by two English or American children, or an English boy and an Indonesian boy are written using daily language. The style used in them is informal, the words are sometimes colloquial, and the contents are about daily life. In the dialogues, we can also find elliptical forms, contracted forms, colloquial words, etc. (see the analysis of style in Chapter II.C). All of these are correct according to linguistics.
- 4) We can also find some information about life in general in English speaking countries, for example, a passage about a father who does not want to bring his child to school because the child has not brushed his teeth after breakfast, or a dialogue about a teenager who urges his mother to buy a new jacket for him because he wants to spend his week-end at disco with his friends. All of these are written by native speakers of English so that we can expect that they give typical descriptions of the language and culture in England or some other English speaking countries.
- 5) The explanation of a grammatical item in every unit is the result of selecting, combining, and improving processes, for example, the explanation of emphatic and reflexive pronouns " self " in unit 2. Some are taken from Living English Structure by W. Stannard Allen, B.A., and some are taken from A Handbook of English Grammar by R.W. Zandvoort. The explanation is then illustrated by examples described with diagrams to enable the students to understand more easily. The explanations of all grammatical items in the textbook are made as easy and short as possible. They are followed by exercises which are important for implanting the new grammatical items in the students. Long and overly-theoretical explanations are avoided.
- 6) Pronunciations exercises do not use meaningless " words "

as usually found in some books. In some books, we sometimes find exercises for contrasting or pronouncing certain sounds through meaningless " words," for example, the " words " " deave " and " neave " which are taught together with " leave " and " weave " to drill the students to master the long /i/ sound. This is dangerous because unconsciously they force the students to accept those meaningless " words." It might happen that the students think those " words " are really English words.

Conscientious effort has been done in order to present correct materials, yet we should remember that the materials should also fulfill other requirements. So we will continue with those requirements in the next analysis.

B. Suitability

The materials which are selected should be suited to : 1) the goals as stated in the curriculum, 2) the capacity of the students, 3) the interest of the students, 4) the principles of language instruction, and 5) the ethical norms of the society in which the students live.

In other words, if the requirement " suitability " is fulfilled we may hope that :

- 1) The materials will enable both the teacher and the students to achieve the goals as stated in the curriculum.
- 2) The materials will not be either too difficult or too easy for the students.
- 3) The materials will interest the students.
- 4) The materials will cause an efficient process of teaching and learning.
- 5) The materials will not detract from the ethical norms of the society in which the students live.

Now, let us observe the materials in the textbook.

It is said in Chapter I that the goals of English teaching instruction at SPG as set by the government include the four language skills with an emphasis on reading. After reading the analysis in Chapter II.A. and all materials in the textbook (see Appendix), we can see that all materials in the textbook can be used to develop the four skills, especially reading. Dialogues give chances to the students to speak and to listen. Answering questions, and making exercises train the students to read comprehensively.

Writing is done through exercises to answer, to complete, to transform, etc.

All of the materials are selected carefully so that they are not either too difficult or too easy for the students. The curriculum determines grammatical items and vocabulary which are going to be taught to the students. Obviously, the materials are the continuation of the materials which have been given at SMP, and so we can assume that they are not too easy for the students. Because the possibility of the materials being too easy is very slight, we can leave it and deal with the possibility of being too difficult. We can overcome this problem by limiting and selecting materials carefully. Vocabulary should be limited so that only the most frequently used words are used and the vocabulary should be related to the fields which are important for the students too (see the analysis of vocabulary in Chapter II). Experiences are of great value to help the teacher to determine whether a certain word is too difficult for the students. In deciding which grammatical items should be taught, experiences often prove to be helpful too (see the analysis of morphosyntax in Chapter II). The contents of the reading passage are also suited to the students' capacity. They introduce new things such as how to keep our health, how to treat children and teenagers wisely, how modern equipment can benefit us, etc., but they are not too difficult. There are a lot of examples which can help the students to understand what they read, for instance, reading passages do not only introduce new theory to control and to treat teenagers, but they also provide real examples. This is proved in the reading passage " Difficulties of Adolescents." In the passage it is said that adults should not laugh or mock adolescents. Adults should try to offer helpful advice, find real positive qualities of the adolescents and understand the adolescents. The passage does not only give theory but also examples.

The same thing is applied in making structural exercises. Not only rules but also examples are given. This is one of the ways to prevent the possibility of presenting overly-difficult materials to the students.

Then it is said that the materials should be suited to the interest of the students or in other words, they should be interesting for the students. If we re-read the beginning of this chapter we will find that one of the requirement of the materials to be selected is that they should be interesting. So, we will talk about this topic in the following analysis, namely, part C under the heading " interest," otherwise we will only waste time and energy talking about the same thing twice.

Fourth, the materials should be suited to the principles of language instruction so that they can cause an efficient process of teaching and learning. In this case, we will mainly use Robert Lado's principles of language instruction which he uses in his scientific approach - a new method of teaching language which is based on the science of linguistics, the psychology of learning, and the theory of second language learning.¹¹⁾ Not all his principles are used to select materials because those principles also include principles for teaching. Only those which have to do with the process of selecting materials will be described briefly.

According to Lado's principles, materials for teaching should introduce basic sentences first. The basic sentences are introduced best in dialogues because dialogues show a greater range of the basic constructions of the language in real context. Poetry has a lot of unusual constructions whereas prose, which is characterized by longer statements, makes little use of questions, requests and answers. The dialogues, as well as any other forms which are used to introduce the basic sentences, should use the most frequently used words, if possible. A lot of practice is used to teach the sound system. Students not only listen but they also practise using the sounds in words, sentences, songs, etc. The conversations or dialogues are presented together with their translations. By reading the translations, besides understanding the contents of the dialogues, the students can also see that the translations are not word-for-word translations. Cultural information implied in the materials is selected in such a way that it can develop positive attitudes from the students towards the culture of the language they are learning. Although all materials are made as interesting as possible they still produce learning as their ultimate outcome. This means that the main purpose of giving the materials to the students is to make them learn, not only to please them. Finally, all materials are selected after thorough consideration of conditions and variables of teaching the language. The conditions and variables enable us to make a proper selection of materials so that the materials are really suitable and useful for the students.

Now, let us see whether those principles above are applied in selecting the materials in the textbook. Basic sentence patterns are determined by looking at the curriculum. But this does not mean that the curriculum is the only tool to determine which basic sentence patterns or other grammatical items are going to be taught.

11. Robert Lado, Language Teaching : A Scientific Approach

(Bomba y - New Delhi, 1964), p. 33

Experiences are also helpful for doing this.

In the textbook, we can find kinds of sentences, for example, statements, negative sentences, questions, requests, orders, etc. written in basic tenses such as simple present, present continuous, present perfect, simple past, past continuous, simple future tenses.

Then, we can also find sentences using modal auxiliaries, question tags, etc.

The materials are divided into units, and each unit has a dialogue of its own. The dialogues are presented side-by-side with their translations which are not word-for-word translations. This is important to remind the students that they cannot translate word for word, either from English to Indonesian or from Indonesian to English, otherwise their translations will sound awkward.

The dialogues, reading passages and exercises use the most important words according to the suggested lists of the most important words. If a certain words out of the lists must be used because there is no other choice, it must be put in a glossary with its meaning.

Pronunciation exercises are used to teach English sounds system. The exercises are simple but they do give chances to the students to practise. The words used in the pronunciation exercises are also selected from the lists mentioned previously.

There is cultural information implied in the dialogues and reading passages in the textbook. The cultural information is necessary to develop the students' positive attitude towards the foreign culture they are learning. These attitudes will help the students to learn the language more easily. It is true that interest is important but learning is more important. So the ultimate goal of the language teaching should be to make the students learn. Interesting materials and techniques are only means to achieve the ultimate goal. Therefore, in the textbook, rhymes and songs are given as a variation but there are also other types of exercises which make the students learn.

All of these are done after observing and studying the conditions and variables of teaching the students (see Chapter 1) in order to be able to select materials which are really necessary for the students. And if the selection has been suited to the principles of language instruction it is expected that an efficient process of teaching and learning will happen.

The materials should also be suited to the ethical norms of the students' society. What is good in the foreign culture is not always good in the society where the students live. Consequently,

all materials, especially the cultural information which is implied in them, should be checked first before they are given to the students. The dialogues which especially give typical descriptions of English culture or the culture of other English speaking countries should not detract from the ethical norms of the students' society. The students' positive attitudes towards the foreign culture should not be abused by teaching unsuitable ethical norms or other cultural information from the foreign culture to the students. If we re-examine the contents of the dialogues, reading passages, rhymes and songs in the textbook, we will not find any values or ideas which distort the students' ethical norms. They only talk about health, education, psychology, methodology, general knowledge, women's liberation, teenagers, etc., which can be accepted by the students and their society. Even two passages are taken from the students' culture, namely, the reading passages " How Surabaya Got Its Name," and " To Mevrouw Abendanon-Mandri." So we can see that the materials also meet the requirement " suitability."

C. Interest

An important factor which cannot be neglected in any instructional situation is interest. It is often said that students will only learn easily if they are interested. As long as a teacher can make his students interested in what he says, usually he will not have as many troubles in teaching and controlling the students. However, the teacher should remember that he should teach primarily to produce learning rather than merely to please his students. It is important to remind the teacher so that he does not only entertain his students with a hope that the students will learn easily but he also considers other factors such as, efficiency, etc.

To have a better understanding of interest, we may learn from experts, and one of them is HE Palmer. He says in his book The Principle of Language Study that there are six rational and reasonable factors to produce interest, namely:

- 1) the elimination of bewilderment
- 2) the sense of progress achieved
- 3) competition
- 4) game-like exercises
- 5) the right relation
- 6) variety 12)

Most of the factors depend on the teacher such as his ability to teach, to control students, to get along with the students, etc. But factors no 4 and 6 can be related to materials which are going to be taught to the students. Game-like exercises mean that the exercises are conducted as if they are games. The following examples show how to teach vocabulary and structure in game-like exercises.

a) teaching the word " factory "

The teacher reads the following sentences while his students listen and try to guess the meaning of the word underlined.

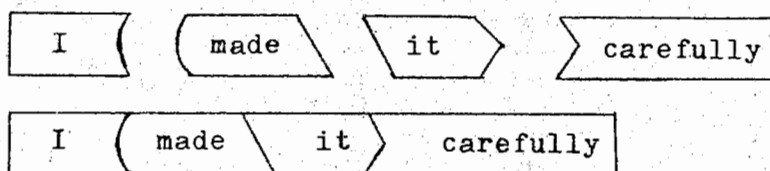
- A factory is a big building.
- Many people work in a factory.
- Things like cars, pencils, combs, etc., are made in factories.
- There are a lot of factories now.

(taken from Language Teaching Techniques)¹³⁾

When the students think that they know the meaning of the word, they may raise their hands instead of shouting the meaning which can make the situation noisy.

b) teaching a correct word order

Several words are written on small pieces of cardboard. The cards are cut so that they fit together to make a sentence. The students arrange the cards according to their forms. Finally, the cards become a long piece of card if the students arrange them correctly, e.g. :



Then, the students are given pieces of cardboard on which words are written. Words of the same parts of speech are written on the cards of the same shape or form. The students do the same thing as told previously so that at last they have several sentences written on cards.

These exercises are not used in the textbook because they consume a lot of time whereas the available time is very limited.

Variety means that the teacher uses some variety in the class, for instance, he varies his teaching techniques and teaching materials. etc. Since this thesis deals with materials for teaching students of

13) I.S.P. Nation, Language Teaching Techniques (Yogyakarta, 1974), p. 15

SPG, it will not talk about how to vary teaching techniques, but it will describe teaching materials briefly.

There are twelve units of lesson and two units of review in the textbook. The exercises in those units have the same form. The units of lesson have comprehension questions, structural exercises, vocabulary exercises, and pronunciation exercises of the same type. It is their reading passages which are varied. Variety here only applies to the reading passages. If the comprehension questions and exercises are also varied, meaning to say that they always have different forms or types, the process of teaching and learning will result in confusion instead of the expected results. The students and the teacher have to adjust themselves to new forms again and again. They have to answer different types of questions. They also have to do different types of exercises. Thus, once again, only the reading passages are made varied in this case. There are reading passages about education, psychology, and simple methodology. There are also passages about health, general knowledge, teenagers, nationalism, etc. They are not only varied but also interesting for the students.

The reading passages "Nervous Habits," "Difficulties of Adolescents," "Discipline Among Children," are necessary for the students. The passages talk about psychology and a bit about methodology, and students of SPG are supposed to be interested in psychological and methodical matters. So, besides being necessary, the passages are also interesting for the students.

Passages about health are given because teenagers, including students of the first year SPG, are usually very concerned about health matters. Therefore, the passages "Keep Your Teeth Clean," "Influenza," and "What is Cancer?" can be of interest to them.

As stated previously, general knowledge is very important for the students who will become teachers. Therefore, in the textbook there are also reading passages about general knowledge, namely, "Radar," and "Farming." The students, as other teenagers, usually want to know something new. Information about radar and farming in western countries is, to some extent, new for them. They have known a bit about those subjects before, but the passages, now, enlarge their knowledge. So they will be interested in reading those passages. Besides that, the passage "Farming" also gives cultural information to the students. It enables the students to compare Indonesian farmers' life with western farmers' life.

A passage about nationalism can also be found in the textbook. "To Mevrouw Abendanon-Mandri" is one of Raden Ajeng Kartini's

letters, an Indonesian women's libber, which was sent to her friend, Mevrouw Abendanon-Mandri. In that letter, the students can understand Kanrtini's ideals, struggles, and problems better, and this important to enrich their nationalism.

" How Surabaya Got Its Name " and " How to Sing Well " are also interesting for the students. The first is an interesting story about animals which can be useful for them in the future. The story can be told to their students later. In addition to that, the story can also be used as a variation to prevent boredom. The students do not only get reading passages about difficult subjects like education, psychology, etc., but they also get a story about animals. The second passage reveals to the students the first steps to sing well. These steps are necessary for them because they will become teachers of Elementary schools. They should know the basic theory of singing because they will teach their students to sing well.

There is also a reading passage which is likely to interest the students. The passage is entitled " Anne's Letter to Kitty." It tells about a girl who is sad because her boy friend seems to neglect her. That letter, which is written dramatically, will interest especially girls.

To summarize the general principles of how to vary reading passages in order to make the passages interesting, we can say that passages about subjects which are necessary for the students can interest them. If the students feel that they need to know the contents of certain passages, usually their interest to study the passages well will rise.

D. Durability

The last requirement, namely durability, demands that the teaching materials presented in the textbook should be durable. They should remain correct, suitable, and interesting for a long time. This requirement is, because it is the quality of being interesting which is mostly subject to changes. Once the content and the language of a reading passage are correct and suitable for the students, they will usually remain so unless there is a very drastic change such as innovations, a shift of norms in society and so on. A theory which used to be correct and suitable might proved to be wrong and unsuitable by an innovation ; a certain ideology which used to be accepted might be rejected or even forbidden because of

a shift of norms in society. But the quality of being interesting is very quickly changed. An article on a newspaper which is now interesting can be uninteresting anymore nextweek. An example of this is a report on the coming of P.M. Lee Kuan Yew to Yogyakarta from 2 July, 1980 until 5 July, 1980. The news is interesting only on those days, afterwards it is " old news " and no longer an interesting topic. The article is still correct and suitable but it is not interesting anymore. It is interesting only when the news in it is still fresh. This is different from an article which tells about a general truth. The article is interesting because of the truth in it. The truth is a fact which remains interesting, either when it is still fresh or not, unless people invent something new or better concerning the truth. So, we will relate durability to interest in this case. We can say that certain materials are durable if they remain interesting for a long time.

Not all materials fulfil this requirement, and this will often cause unavoidable revisions. Uninteresting materials need revisions which mean a waste of time, money, and energy.

Therefore, the materials in the textbook should have the quality of being durable. Reading passages are selected carefully so that they do not interest only momentarily. Because this principle underlies the selection of materials, only materials which can remain interesting for a long time are used.

Some may argue that the reading passage " Anne's Letter to Kitty " does not meet this requirement. There is no interesting fact in it. My reason to present this reading passage is to show the students a kind of personal letter which may be useful for the students later.

Reading passages, the basic materials from which dialogues, comprehension questions, and exercises are developed, are selected from interesting but durable articles. The contents of the selected passages which talk about education, psychology, methodology, health, general knowledge, women's liberation, teenagers, animals, and so on can be interesting for a long time.

After the four principles of selecting materials are used to re-select the materials, the next step is to grade them, and this will be done in the following chapter.

CHAPTER IV

GRADATION

The next principle to be applied in compiling the textbook is gradation. According to H.E. Palmer in his book The Principles of Language - Study, gradation means "passing from the known to the unknown by easy stages, each of which serves as a preparation for the next."¹⁴⁾ He says further that "if a student who is willing to learn and is capable of learning fails to understand or to apply correctly the explanations we give him, if his rate of progress is too slow, if he forgets frequently what he has already learnt, and if his oral or written work is characterized by an excessive degree of inaccuracy, it is perfectly certain that his course and his lessons are badly graded."¹⁵⁾ Indeed, the process of gradation is very important. Therefore this chapter will talk about it as the continuation of the limitation and the selection of materials in the textbook.

The textbook begins with a unit of lesson having the reading passage "Influenza." The number of words introduced in its glossary is not great, and the structural exercises in it, that is pronouns, are only a repetition of what the students studied before. The content of the reading passage is not difficult to understand. Only the pronunciation exercises which, I think, might be difficult. But this problem can be overcome if the teacher really masters the pronunciation exercises so that he can help his students well. So I put all of these in the very beginning of the textbook, that is, unit 1. Before we go on, we should remember that from now on, the titles of the reading passages becomes the titles of the units of lesson. Thus, when I mention, for example, the unit of lesson "Farming" it means the unit of lesson in which we can find the reading passage "Farming".

The second unit of lesson in "Keep Your Teeth Clean." I put it directly after "Influenza," although both talk about health, because the structural exercises in it are about kinds of sentences - a repetition of what the students studied before. Beginning in this unit, we will sometimes find notes after glossary. The notes describe English morphology briefly (see the analysis of morphosyntax in Chapter II.B.2 and Appendix 1). Here we can see how the principle of gradation is applied. The materials to be mastered are more varied and difficult. The pronunciation exercises in this unit are in the same forms of those in the first unit. So, although they introduce

14) H.E. Palmer, The Principles of Language - Study (London, 1969), p. 67

15) *ibid*

new things, they will not be too difficult. Therefore, I assume that the students will not have many troubles in studying the second unit.

The third unit of lesson introduces new words and new structural patterns, but they are not too difficult. In the pronunciation exercises, we can find a few words taken from the reading passage which are considered difficult and also a simple song. This song is used to prevent the students from getting bored. The reading passage is about an Indonesian legend which is good to develop the students' love towards their own culture.

"How to Sing Well" and "Radar" follow the third unit respectively. Those units introduce new words and new structural patterns. There are also pronunciation exercises in those units which have more or less the same level of difficulty compared to the exercises in unit one and unit two.

The last unit of lesson in the first semester is "To Mevrouw Abendanon-mandri." This is again about Indonesian culture. It tells a bit about Kartini's struggles to improve the condition of Indonesian women. This unit is the most difficult unit in the first semester especially because of its structural and pronunciation exercises. The structural exercises talk about modals and the pronunciation exercises are about consonant clusters - things which often cause mistakes from the part of the students. Modals are given in the first semester because they will be frequently used in the reading passages of the second semester. So this unit is put at the end of the semester before the first review. ¹⁶⁾

"Anne's Letter to Kitty," is the first unit of lesson in the second semester. This unit contains easy and simple materials since this is intended to be a warming up unit in the second semester which is taught probably after the first semester's vacation. If the students suddenly get difficult materials, the result might be bad. So this unit only introduces question tags which have been taught in SMPs. The pronunciation exercises are simple too because they only teach the students to pay attention to some special consonants which are dropped in certain words and to contrast some words.

The next unit of lesson is "Difficulties of Adolescents." This unit is the first unit which introduces simple technical terms such as adolescents, individuals, awareness, etc. Although the structural exercises in this unit are not difficult, for example, constructions such as : as good as, as beautiful as, etc. the students will find a lot of new words in the reading passage. It is

16. According to the time allotment analysis in Chapter I.B, there are six units of lesson and one unit of review in one semester.

estimated that they need much time to understand the passage. The pronunciation exercises in this unit teach the students to pronounce some English diphthongs correctly. The exercises look simple but to my surprise, they often cause difficulties. Therefore I put them in the eighth unit.

Following the unit "Difficulties of Adolescents" is the unit "What is Cancer?" The reading passage in this unit is shorter than that of "Difficulties of Adolescents" but it introduces some medical terms, for example, chemotherapy, x-ray radiation, etc. which are difficult for the students. The grammatical item taught in this unit is degree of comparison of adjective which can be regarded as the continuation of the grammatical item in the previous unit of lesson. We can also find a new song in the pronunciation exercises which is actually more difficult than the one taught in the first semester. So, again, the principle of gradation is applied here.

The tenth unit of lesson in this textbook is "Discipline Among Children." This unit, like "Difficulties of Adolescents" introduces technical terms such as behaviour, discipline, self-discipline, method of control, method of discipline, etc. Although the reading passage is long and difficult enough, it is good for the students because it talks about education, psychology, and a bit about methodology. Degree of comparison of adverb is the subject of discussion in the structural exercises. So it is properly placed after the unit of lesson "What is Cancer?" in which the students study about degree of comparison of adjective. In the pronunciation exercises, the students train themselves to master the sound /dʒ/ as in knowledge, manage, etc. For some students, this sound is difficult. Thus, it is taught in the tenth unit.

The next unit of lesson is "Farming." In this unit the students learn briefly about the life of Western farmers. It is expected that they can compare the situation told in the reading passage with the situation in Indonesia. A lot of words about agriculture are used in the reading passage, and a new structural pattern, namely, Future Continuous Tense, is taught. So, considering those reasons, I put this unit before the last unit. To prevent the unit from being too difficult, the pronunciation exercises in it only talk about consonant clusters which have been taught before. The students train themselves by using different materials but the same principle.

The last unit is "Nervous Habits." This unit of lesson is placed at the end of the textbook because it is considered the most difficult unit, especially because of its structural exercises. The

subject of discussion in the structural exercises is passive voice which is, according to my teaching experiences, hard to master. I have tried to limit the materials so that in the exercises only sentences which use the simple present tense, the present continuous tense, the simple past tense and the past continuous tense are transformed into passive voice. It is in this last unit that gerunds are introduced for the first time, for example, fidgeting, grimacing, bed-wetting, nail-biting and so on. Those forms are not analysed grammatically because according to the curriculum they must be taught in the second year. In this case, they are only used in the reading passage and the students know the meanings of those words from the glossary. The idea of putting those gerunds in the last unit, because there is no other choice, supports the principle of gradation. More difficult materials should be given after easy and simple materials. A song entitled " Five Hundred Miles " is presented in the pronunciation exercises in this last unit.

CHAPTER V

TECHNIQUES OF PRESENTATION

The topic of this chapter is how to present materials which have been limited according to the condition and variables of teaching English at SPG, selected according to the principles of selection, and graded according to the principles of gradation.

According to the analysis of time allotment in Chapter I.B, there are twelve units of lesson in the textbook. Every unit is divided again into sub units. To have a clearer idea of how to present the materials in units of lesson, let us observe Appendix in which the selected and graded materials of the textbook for the first year of SPG are presented.

Every unit always begins with a dialogue which brings the students into the situation told in the following reading passage. The dialogue is written side by side with its translation to help the students to understand it.

A reading passage follows the dialogue directly. This passage is then followed by a vocabulary list which sometimes consists of two parts, namely, a glossary and notes, or sometimes it only consists of a glossary which lists all difficult words used in the reading passage. The glossary sometimes also includes words which, actually, should have been mastered by the students after studying for three years in SMP. But because the words are considered difficult or they may have several meanings according to the contexts where they occur, they are explained again. The notes describe English morphology briefly, for example, the explanations about the formation of the words awareness, naughtiness, action, etc. or they sometimes describe the differences between words having similar meanings such as to discover and to detect.

After the students understand the content of the reading passage with the help of the dialogue and the vocabulary list, comprehension questions and exercises are presented. There are ten comprehension questions which have to be answered by using short answers. If short answers have answered satisfactorily it is not necessary to ask the students to answer in complete answers. Understanding which is reflected in giving correct but short answers is more emphasized because experiences show that SPG students often can understand the contents of reading passages but they cannot their idea in complete and long sentences. And if they are forced to answer completely, the result is long but obscure sentences. The meaning of the sentences are not clear at all. Therefore in answering comprehension questions the students are asked to give only short answers. However this does not mean that complete and correct

answers are rejected. If some students try to answer in complete answers and they are able to do it, the teacher should not forbid them. The teacher should praise them if their answers are correct, and then he should ask the students to give the main points of their answers or, in other words, short answers. This attempt has a tripple purpose, namely, to satisfy those who can give complete and correct answers and on the contrary, to prevent inferiority from those who cannot give complete and correct answers, and at the same time, encourage them to improve their English in order to be able to give complete answers like their friends. If all students have reached skills which enable them to give complete answers, then the teacher should ask all students to answer comprehension questions completely.

One grammatical item, or at the most three grammatical items, is the subject of discussion in the structural exercises in every unit of lesoon. All grammatical items are treated by using the same procedure, namely, exposure, explanation, and drill. Exposure means exposing the grammatical items to the students. This can be done by putting the items in the reading passages, dialogues, or loose sentences. In this book, reading passages and loose sentences are used. For example, in a unit, the new grammatical item to be taught is adverb. This item can be found in the reading passage of that unit which, of course, its meaning is explained in the vocabulary list. Then in the structural exercises, before the item is explained in detail, the students are given some sentences using the item. So the item is exposed to the students twice, first, in the reading passage and secondly, in the loose sentences.

The principle of explaining the grammatical item is to make it as easy as possible to understand. Diagrams are often used to explain items because they can show patterns which are going to be taught clearly, and this is very helpful. The the students are given exercises to do in the forms of completion, transformation, multiple choice etc.

After the structural exercises, vocabulary exercises are given. In the vocabulary exercises, the teacher can check whether the students really master the words in the reading passage or not. The students get completion, multiple choice, true-false, and translation test consist of thirty items, each of which consists of ten items. The multiple choice test only consists of five items.

Those vocabulary exercises precede pronunciation exercises. These pronunciation exercises are very simple but they can help the students to master sounds which are usually considered difficult.

The students are given a brief explanation of how to produce the sounds correctly. Then, they are asked to read words, and sentences using the sounds. Sometimes, the students have to contrast similar but different sounds in order to make the students really master the sounds. Nursery rhymes and songs are also used in these pronunciation exercises as a variation. The students learn to pronounce the words in the rhymes and songs correctly without feeling forced by their teacher to learn because rhymes and songs usually attract them (see the analysis of Interest in Chapter III.C). This means that the cognitive domain, psychomotoric domain, and the affective domain of the students are satisfied. The book does not only present materials which make the students think, give a lot of exercises which help the students master English gradually, but the book also presents interesting materials which make the students interested in English, and that means they will study English more easily.

There are two units of review in this textbook. The first review is given after the first six units of lesson, or at the end of the first semester. The second review is given after the last unit or at the end of the second semester. These reviews gives chances to both the teacher and the students to repeat all words and structural items which have been taught in the previous units of lesson. In these reviews, the students are asked to translate thirty English words and they are also asked to use grammatical items correctly, for example, to transform statements into negative and interrogative sentences, to use adverbs or prepositions correctly, etc.

At the end of the textbook, there is an index which lists all words used in the twelve units of lesson. The teacher and his students can use it to repeat all words used in the twelve units of lesson. Therefore this activity is called a vocabulary review (see the analysis of Time Allotment in Chapter I.B).

CHAPTER VI

CONCLUSION

In any formal instructional situation, the role of a textbook is very important. A teacher can teach more effectively if he has a textbook ; a student can study better if he has a textbook which presents materials to study. So, a textbook for teaching language, as other textbook for teaching other subjects, is very important.

Soepomo Poedjosoedarmo Ph.D. stated in his article " Prinsip Pembuatan Buku Bahasa " as follows : A textbook for teaching language is the most important plan of teaching materials which will be given by a teacher to his students. In that textbook, there must be basic materials which have to be exposed to the students, instructions which will be taught to the students, descriptions which are expected to be able to develop the students' positive attitudes towards the language.¹⁷⁾

A textbook for teaching language is so important that if a school, that is both the teacher and students, does not have it, the school will produce uncertain results such as misguided lessons.

It is this deficiency which I find at SPG. There is no standard textbook for teaching English which is used at all SPGs. The available textbook for teaching English was compiled several years ago and now it seems to be unsatisfactory, and many teachers do not use it.

Realizing this deficiency, I have tried to compile a simple textbook for the first year of SPG. First of all, the results of a careful and thorough observation of the conditions and variables of teaching English at SPG is presented. These conditions and variables are important in determining what kind of textbook is suitable for SPG students. The result was a conclusion that SPG students need a textbook which presents materials for teaching basic mastery of English with a stress on reading skills. Basic mastery here includes mastery of basic English grammar, pronunciation and vocabulary which enable the students to speak, listen, write and especially read.

To determine which materials can be included in basic English grammar, pronunciation, and vocabulary, the curriculum can be a directive.

It is said in the curriculum that SPG students should have the knowledge of developed structural patterns of English, and should be able to use these patterns. Yet, in practice, developed

17) Soepomo P., " Prinsip Pembuatan Buku Teks Bahasa " (Basis) (Yogyakarta, 1977), p. 309

structural patterns are often too difficult for the students. So, the standard of mastery as set by the government in the curriculum should be lowered. Basic structural patterns which have been taught at SMP are given first as repetitions. This is important to remember because the textbook will be used in the first year of SPG - the time for establishing a firm base of learning. After that, some developed patterns of English are taught to the students. If we reread the analysis of morphosyntax in Chapter II.B.a we can find the list of grammatical items or structural patterns which are going to be taught in the textbook. And if we compare the materials proposed here for the first year with the curriculum of SMP, we can see that what is going to be taught in the first year of SPG by using this textbook, especially the structure, does not differ much. There are only some additions in the textbook from what is taught in the SMP. Therefore, in this conclusion I use the term "basic mastery of English" not "developed mastery of English" because, in fact, the students must steep themselves in studying basic English first before they study developed English.

Besides limiting structural patterns which should be taught, the curriculum also determines what kind of words should be taught to the students. Since the vocabulary used in the textbook does not go beyond the most important three thousand words, I consider it as basic vocabulary. But for the basic pronunciation section, the textbook contains the sounds which I myself have decided should be taught. Sounds which are considered difficult based on experience have been selected from the words used in the textbook and the other most frequently used words. In determining which words are most frequently used, Edward L. Thorndike and Irving Lorge's list and also Dr. H. Bongers' list were helpful resources.

"Basic," though, does not mean too easy, monotonous, boring, or valueless since all of the materials are preselected according to their correctness, suitability, interest and durability.

Next, all materials which have been judged appropriate according to the above four requirements are presented in several types of discourse to prevent them from being monotonous and boring. Dramatic, expository, epistolary, hortatory, and procedural discourses are used. In addition to this, the materials in the textbook also show the students the use of the informal, formal, and literary styles in a practical way by giving examples. No theory is presented. Dialogues are written in the informal style, reading passages are written in the formal style; songs and rhymes use the literary style.



Simple cultural information is also included in the textbook because if the students understand the English culture or the culture of other English speaking countries, they will understand English better.

The students try to speak and listen by using the dialogues in the textbook. They also try to read reading passages comprehensively, and they write when they do structural and vocabulary exercises.

All of these are presented in 12 lesson units which are graded carefully. An improper gradation will destroy the efficacy of the materials because it produces an effect totally opposite of that expected. The students will not make much progress ; the teacher and the students will be frustrated.

In fact, the basic principles of the limitation, selection, and gradation of the materials are related closely to the principles of how to satisfy the cognitive domain , the psychomotoric domain, and the affective domain of the students. They use their minds to study, they do exercises, and they are interested.

Hard work has been expended in preparing and constructing this gradation. Yet, it is still imperfect. All materials have been limited and selected carefully based on the conditons and variables of teaching English at SPG and also personal teaching experience. This means a lot of work. Then, those materials wre graded. The level of difficulty of the materials should increase gradually. In grading the materials, a lot of problems have appeared. Let us use some lesson units to illustrate the problems. The third lesson unit in the textboo, namely, " How Surabaya Got Its Name " is placed after the units " Influenza " and " Keep Your Teeth Clean " because it is considered more difficult. There are three grammatical items taught in that unit, namely, sentence patterns beginning with there and here, and the impersonal it. One of those items, the sentence pattern beginning with here, is really new for the students, whereas the other two should have already been taught in SMP. If we compare the first and the second units and the third unit, we can see that in the first and the second units, the students do not learn any new grammatical items. They only repeat what they have studied in SMP since pronouns and kinds of sentences - the grammatical items taught in the first and second units - have been taught in SMP. But in the third unit the students learn a new grammatical item, that is, the sentence pattern beginning with here. Now, if we compare the pronunciation exercises in those units we get the impression that the third unit should precede the first

and second units because the pronunciation exercises in it look very simple and easy whereas the pronunciation exercises in the first and the second units are more difficult. They teach the students to produce and to contrast certain sounds correctly, and then use the sounds in sentences properly. And the sounds in those two units are obviously more difficult than what is used in the pronunciation exercises of the third unit. However because of the structural gradation, and also the fact that in the third unit and the following units, the students will often find words containing the sounds taught in the first and second units, the unit "How Surabaya Got Its Name" is placed after the units "Influenza" and "Keep Your Teeth Clean." There are still other problems concerning the process of gradation, but I only mention that one as an example.

Realizing that this thesis is far from perfect, I will go on improving it while using it to teach English at SPG. It is expected that remedial attempts can improve it.

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APPENDIX

THE SELECTED AND GRADED MATERIALS OF THE TEXTBOOK FOR THE FIRST YEAR OF SPG

UNIT I

- (Two students have planned to study together in a reading room.) (Dua orang pelajar telah merencanakan untuk belajar bersama di ruang baca.)
- Rita : Good morning. Rita : Selamat pagi.
Matthew : Morning. Matthew : Pagi.
R : How are you ? R : Bagaimana kabarnya ?
M : Not so well. M : Nggak begitu baik.
R : Why ? R : Kenapa ?
M : I have a headache. I got a wet yesterday when I went home in the rain. M : Kepalaku pusing. Saya basah kuyup ketika pulang waktu hujan ...ha....syi!
R : Oh, you get flu. R : O, kamu influenza.
M : Maybe. My headache makes me lazy to study. M : Mungkin. Sakit kepala ini membuatku malas belajar.
R : Well. You must have a rest. I think we can study together tomorrow, not today. Okay ? R : Kamu harus beristirahat. Saya kira kita bisa belajar bersama besok, jangan hari ini. Bagaimana ?
M : Thank you Rita. I'll go home and take a rest. Bye. M : Terima kasih Rita. Saya akan pulang dan beristirahat. Selamat tinggal.
R : Bye R : Ya.

INFLUENZA

Influenza is not a new thing for us. We sometimes call it "flu" or a "bad cold." Although it is not dangerous, it is contagious. Why is it so contagious ?

In 1957 a doctor in Singapore tried to investigate it. He made some experiments, and he was able to find virus of this in-

fluenza. This virus spread the disease. During the experiments many people got influenza because of the virus. This virus produced itself very rapidly. Many drugs for influenza did not give any protection against this virus. Fortunately, influenza by itself is not fatal.

People have known influenza for a long time. According to some Greek writers on medical history, influenza attacked a lot of people in 412 B.C. It also swept through the Greek army in 395 B.C. At that time the army was attacking Syracuss. Now, influenza is still contagious disease which spreads rapidly because of its virus.

Flu is very contagious especially among people who live in crowded condition. Fortunately it is not a dangerous disease. If you get flu and you go to a doctor he will give you some medicine and ask you to rest. If you cannot go to a doctor you can also cure yourself. Take some medicine for flu which you can buy in a drugstore and then rest. You must take the medicine carefully because too much medicine is also dangerous.

A. Vocabulary

Glossary

1. according to	: menurut	14. experiment	: percobaan
2. against	: terhadap	15. experiments	: bentuk jamak
3. to attack	: menyerang	16. fortunately	: untunglah
4. B.C. (singkatan)	: sebelum	17. Greek	: Yunani
(before Christ)	Masehi	18. to investigate	: menyelidiki
5. cold	: pilek	19. medical	: yang berhubungan dengan pengobatan
6. condition	: keadaan	20. medicine	: obat
7. crowded	: penuh sesak	21. to produce	: membuat
8. to cure	: menyembuhkan	22. rapidly	: dengan cepat
9. dangerous	: berbahaya	23. to rest	: beristirahat
10. disease	: penyakit	24. writer	: penulis
11. drug	: obat	25. writers	: bentuk jamak
drugs	: bentuk jamak		
12. drugstore	: toko obat		
13. especially	: terutama		

B. Comprehension Questions

Jawablah dengan singkat

1. What are the other names of influenza ?

2. How do you call a disease that spreads very quickly ?
3. Who tried to investigate influenza ?
When ?
4. What did he find ?
5. How did the virus produce itself ?
6. When did influenza attack according to some Greek writers ?
7. When did influenza attack the Greek army ?
8. What was the army doing at that time ?
9. Is flu a dangerous disease ?
10. Where do people usually buy medicine ?

C. Structural Exercises

He is Mr. Sartono.

Mr. Sartono is my uncle.

I like him very much.

Semua kata yang dicoret bawahnya adalah pronoun. Coba perhatikan bagan di bawah ini.

<u>PRONOUNS</u>				
Subjective	Objective	Possesive Adjective	Possesive Pronouns	
I	me	my	mine	
you	you	your	yours	
he	him	his	his	
she	her	her	hers	
it	it	its	-	
we	us	our	ours	
you	you	your	yours	
they	them	their	theirs	

I. A Gantilah kata-kata yang digaris-bawahi dengan pronoun yang tepat. Caranya adalah sebagai berikut:

- pakailah bentuk subjective kalau kata yang digaris-bawahi itu adalah subyek kalimat.
- pakailah bentuk objective kalau kata yang digaris-bawahi adalah obyek dalam kalimat tersebut.
- pakailah bentuk possesive adjective kalau kata yang digarisbawahi menunjukkan milik.

Contoh : You and I went to Yogya last week. (we, us, our, ours)

We went to Yogya last week.

Mira's dress is very beautiful. (she, her, hers, her)

Her dress is very beautiful.

1. Alec and Mary are my students. (their, they, them, theirs)
2. John gave the book to Henry. (his, him, he, his)
3. Tell the answer to the students. (them, they, their, theirs)
4. My friend visited me last night. (She, her, her, hers.)
5. John's father is a doctor. (he, his, his, him)
6. My family's car stops outside. (we, us, our, ours)
7. Susy and Ina's house is near my house. (they, them, their, theirs)

B. Isilah bagian yang kosong dengan possesive pronoun yang tepat menurut kalimat sebelumnya.

Contoh : This is my book. This is.....

That is your book. That is

1. I don't know whose book it is. Maybe it is Mr.Saleh's book. Maybe it is.....
2. The green house across the street is my parents' house. The green house is
3. The big building (=bangunan) near the cross-road (=perempatan jalan) is Ali and Ani 's school. The big building is
4. " Ali, is this your book ?" " Yes, that is
5. The magazine belongs to (=milik) John. The magazine is

II.A Dalam sebuah kalimat, kita dapat menambahkan self (jamak:

selves) ke : my -----myself

your -----yourself

him ----- himself

her ----- herself

it ----- itself

our -----ourselves

your ----- yourselves jamak

them ----- themselves

Tujuan : untuk menunjukkan bahwa obyek perbuatan dalam dalam kalimat itu adalah benda atau orang yang juga menjadi subyek dalam kalimat itu

Letak : biasanya sesudah kata kerja dalam kalimat tsb.

Contoh: The virus produced itself very rapidly.

(Virus itu membuat dirinya sendiri/ berkemb
bang biak dengan cepat.)

the virus = subyek

the virus = obyek

Isilah bagian yang kosong dengan bentuk self yang tepat.

1. I make a cake.
2. They bought several shirts.
3. We can cure
4. He cuts (= Ia terluka)
5. She made a new dress.
6. If you (tunggal) are not careful, you can hurt (=melukai).....
7. You (jamak) call naughty (=nakal) boys.

B. Bentuk-bentuk self di atas dapat juga dipakai untuk menunjukkan bahwa yang dimaksud ialah suatu benda atau orang tertentu, bu-
kan benda atau orang yang lain. (penekanan)

Letak : biasanya sesudah benda yang ditekankan.

Contoh: I myself went there yesterday. (Saya sendiri, bukan orang lain, pergi ke sana kemarin.)

I spoke to the President himself. (Saya berbicara kepada Presiden sendiri, bukan orang lain.)

Isilah bagian yang kosong dengan bentuk self yang tepat.

1. The man decided (=memutuskan) to go to Bandung last week.
2. I want Mr. Jones
3. They clean their houses every week.
4. You (jamak) must work hard if you want to get good marks (=nilai-nilai).
5. The car is nice (=bagus) but the price (=harga) is high.
6. I cannot believe that she makes the cake.
7. I saw Tom

C. Kita dapat juga meletakkan by - di depan: myself

yourself/yourselves

him/her/itself

ourselves

themselves

untuk membentuk ungkapan yang artinya "seorang diri" atau "tanpa bantuan orang lain."

Isilah bagian yang kosong dengan bentuk self yang tepat.

1. I found a girl by... in a carriage (=kereta).
2. I am too busy to help him. He must do it by.....
3. They came by
4. My friend, Anne, went to America by
5. Children are afraid to go out in the dark (=dalam kegelapan) by
6. Sometimes you must make decisions (=keputusan-keputusan)by.....
Don't ask your friend.
7. Can you (jamak) go by

D. Vocabulary Exercises

I. Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

contagious	cure	crowded	
disease	investigate	rapidly	virus
protection	attacked	rest	

1. The virus of influenza spreads the
2. A doctor tried to influenza.
3. In 395 B.C. influenza the Greek army.
4. Although influenza is not dangerous, it is
5. Many drugs for influenza do not give enough
6. The virus produced itself
8. Influenza is very contagious especially in condition.
7. Influenza spreads because of its
9. People can themselves.
10. Another important thing is to

II. Lingkarilah alternatif yang kau anggap paling tepat.

1. A doctor in Singapore tried to investigate flu in a.1957
b.1857
c.1975
2. People get influenza because of its a. bacteria
b. virus
c. amoeba (=amuba)
3. Many drugs for influenza did not give any protection
..... a. to that virus
b. into
c. against

4. Influenza attacked the Greek army in
 - a. 412 B.C.
 - b. 395 B.C.
 - c. 385 B.C.
5. You can buy some medicine for flu in a
 - a. drugstore
 - b. bokkstore
 - c. shoestore

III. Tulislah T (true) kalau kalimat di bawah ini kau anggap benar dan F (false) kalau salah.

1. Influenza is dangerous.
2. In 1957 a doctor in Indonesia tried to investigate it.
3. The doctor was able to find the amoeba of influenza.
4. Many drugs for influenza gave protection against the virus.
5. According to some Greek writers on medical history, influenza attacked a lot of people in 412 B.C.
6. Flu also attacked the Greek army in 395 B.C.
7. Now, influenza is still a contagious disease which spreads slowly because of its virus.
8. Flu is contagious among people who live in crowded condition.
9. If we get flu and we cannot go to a doctor, we can also cure ourselves.
10. Besides medicine, rest is important too.

IV. Berilah arti kata- kata di bawah ini

- | | | | |
|-------------------|---|--------------|---|
| 1. contagious | = | 6. to attack | = |
| 2. to investigate | = | 7. army | = |
| 3. eksperimen | = | 8. crowded | = |
| 4. during | = | 9. disease | = |
| 5. protection | = | 10. to cure | = |

E. Pronunciation Exercises

I. Banyak murid menemui kesulitan untuk mengucapkan suara /f/ dengan betul. Sesungguhnya kesulitan ini dapat diatasi kalau tahu cara pengucapan yang betul. Caranya ialah: sentuhkan bibir bawahmu dengan gigi rahang atasmu, dan keluarkan suara sambil membiarkan udara keluar di antara bibir dan gigi- gigi tsb.

a. Bacalah kata- kata di bawah ini dengan betul.

fine	coffee	life
for	different	

first	leaf	if
fifteen	telephone	laugh

catatan: huruf- huruf ph, gh sering diucapkan /f/ juga seperti yang terdapat dalam kata- kata telephone dan laugh di atas.

b. Bacalah kalimat- kalimat berikut ini dengan betul

1. They went to the cafeteria for some coffee.
2. California has a fine climate (=iklim).
3. If yo don't know the telephone number, call information.

II. Suara /v/ mirip dengan suara /f/, tetapi kedengaran lebih berat. Jika kamu mengucapkannya dengan betul, kamu akan merasakan adanya getaran yang tidak kamu rasakan dalam mengeluarkan suara /f/.

a. Bacalah kata- kata di bawah ini dengan betul.

very	vast (= luas)	have
verb (= kata kerja)	seven	leave
evening	value (= nilai)	believe (=percaya)
even (=genap)	vowel (=huruf hidup)	move

b. Bacalah kalimat- kalimat berikut ini dengan betul.

1. I have visited him several times.
2. Have yor ever visited Vicksburg ?
3. My father leaves home at seven everyday.

III. Baca dan bandingkanlah kata- kata di dalam kolom- kolom di bawah ini.

fine	'	vine (=anggur)
life	'	live
leaf	'	leave
few	'	view

- UNIT 2

- Adi : You 're nearly late for school.
- John : Yes, because Daddy wouldn't bring me until I'd cleaned my teeth after breakfast.
- A : Isn't it better to get to school on time ?
- J : Yes, but my father says it's also important to have clean teeth. He has false teeth because he was too lazy when he was a child.
- A : My older brother had a toothache yesterday, and he had to go to a dentist. It hurt a lot !
- J : That's what happens if you don't clean your teeth.
- A : I think it doesn't matter if you forget it occasionally.
- J : Maybe, but it's best not to get into the habit of forgetting or being lazy and not bothering.
- A : I see...o, I've to go now. Bye.
- J : Bye, see you tomorrow.
- Adi : Kamu hampir terlambat ke sekolah
- John : ya, karena ayah tak mau mengantarkan saya sebelum saya menyikat gigi sesudah sarapan.
- A : Bukankah lebih baik tidak terlambat ke sekolah ?
- J : Ya, tapi ayah berkata gigi sehat juga penting. Ia bergigi palsu karena terlalu malas waktu masih kecil.
- A : Kakakku sakit gigi kemarin dan ia harus ke dokter gigi. O, sakit sekali.
- J : Itulah kalau kamu tidak menyikat gigi.
- A : Saya kira tak apa-apa kalau kadang-kadang lupa.
- J : Mungkin, tapi yang terbaik, jangan terbiasa lupa, atau malas dan mengabaikannya.
- A : Ya, saya mengerti....o, saya harus pergi sekarang. Ayo, ya.
- J : Ya, sampai besok.

KEEP YOUR TEETH CLEAN

In Indonesia and many other countries, rotten teeth are very common. That is usually why we have a toothache, and sometimes we must pull out bad teeth.

Do you want to have holes in your teeth ? If your answer is no, then you have to know how to prevent them. You must know that bacteria make the holes and that bacteria need sugar for food.

Therefore if you do not want to have holes in your teeth, you must starve the bacteria, and so kill them. In order to do this, you must clean your teeth and not let little pieces of food stay. Brush and wash your teeth well.

It is important for you to know when and how to do it. Brush your teeth at least twice a day, after breakfast and dinner. Many people brush their teeth only before they eat breakfast, and not after it. This is a bad thing to do because their teeth are clean for only a few moments. After breakfast, if you do not brush your teeth, the little pieces of food will stay on and between your teeth all day. The food will feed the bacteria that ruin your teeth.

When you brush your teeth, do not brush them from right to left because this does not clean the little pieces of food from your teeth. The best way is to move the toothbrush up and down between the teeth. Brush only a few teeth at a time, inside and outside.

If you are in a hurry and cannot brush your teeth after you eat, at least wash them well with water. Remember to keep your teeth clean. This will starve the bacteria and so you will not have a toothache.

A. Vocabulary

I. Glossary

1. a few	: beberapa	14. to pull out	: mencabut
		to pull	: menarik
2. a time	: sekaligus	15. right×left	: kanan×kiri
3. at least	: setidaknya	16. rotten	: busuk
4. bacteria	: kuman-kuman	17. to ruin	: merusakkan
5. to brush	: menyikat	18. should	: sebaiknya
6. hungry	: lapar	19. therefore	: oleh karena itu
7. hurry	: ketergesa-gesaan	20. toothache	: sakit gigi
8. in order to	: supaya	21. twice	: dua kali
9. inside ><	: di dalam ><	22. up and down	: naik turun
outside	di luar	23. to starve	: melaparkan
10. to keep	: menjaga		

II. Catatan: Ada beberapa kata yang dapat dibentuk dengan -ache, yang artinya "sakit....," contoh :

stomachache : sakit perut

headache : sakit kepala

backache : sakit punggung
earache : sakit telinga dsb.

B. Comprehension Questions

Jawablah dengan singkat

1. What make the holes in your teeth ?
2. How do you kill the bacteria ?
3. How many times should you brush your teeth a day ?
4. When should you brush your teeth ?
5. Is it good to brush your teeth only before breakfast ?
6. What is the best way to brush your teeth ?
7. Is it good to brush your teeth at a time ?
8. What should you do if you cannot brush your teeth after breakfast ?
9. Do you often have a toothache ?
10. Where do you go if you have a toothache ?

C. Structural Exercises

I. You do not want to have a toothache.

Do you want to have a toothache ?

He does not know how to prevent holes in his teeth.

Does he know how to prevent holes in his teeth ?

Kalimat- kalimat di atas adalah kalimat- kalimat ingkar (negative sentences) dan kalimat- kalimat tanya (interrogative sentences). Kita dapat mengubah kalimat berita (statement) menjadi kalimat ingkar dan kalimat tanya dengan cara:

- a. - menambahkan not pada auxiliary verb bila di dalam kalimat itu sudah ada auxiliary verb.
- meletakkan auxiliary verb di depan subyek bila di dalam kalimat itu sudah ada auxiliary verb.
- b. - menambahkan do atau does atau did sebelum not bila di dalam kalimat itu belum ada auxiliary verb dan membuat perubahan- perubahan yang perlu pada kata kerjanya.
- meletakkan do atau does atau did di depan subyek bila tak ada auxiliary verb yang dapat diletakkan di depan subyek dan membuat perubahan- perubahan yang perlu pada kata kerjanya.

Contoh: a. (+)	I	am			a teacher
(-)	I	am	not		a teacher
(?)		Am		I	a teacher?
(+)	You	were			studying when I came last night.
(-)	You	were	not		studying when I came last night.
(?)		Were		you	studying when I came last night?
(+)	You	can			brush your teeth.
(-)	You	can	not		brush your teeth.
(?)		Can		you	brush your teeth ?
b. (+)	You				want to buy a book.
(-)	You	do	not		want to buy a book.
(?)		Do		you	want to buy a book ?
(+)	He				knows Mr. Ali.
(-)	He	does	not		knows Mr. Ali.
(?)		Does		he	know Mr. Ali?
(+)	He				bought a book last week.
(-)	He	did	not		buy a book last week.
(?)		Did		he	buy a book last week?

Ubahlah kalimat- kalimat berikut menjadi kalimat ingkar dan kalimat tanya.

1. Rotten teeth are very common in Indonesia.
2. Bacteria make holes in our teeth.
3. People kill the bacteria.
4. The bacteria are hungry.
5. People brushed their teeth once a day.
6. Little pieces of food will stay on and between the teeth all day.
7. It is important to keep our teeth clean.
8. They can keep their teeth clean.
9. My friend was afraid to go to a dentist.
10. Bacteria can live in clean teeth.

II. Brush your teeth twice a day.

Do not (don't) brush your teeth only before breakfast.

Please, open the door.

Kalimat pertama dan kedua adalah kalimat perintah dan larangan, sedangkan kalimat yang terakhir adalah kalimat permintaan. Semua kalimat itu biasanya diucapkan langsung oleh orang I (orang yang berbicara) kepada orang II (orang yang diajak berbicara). Kita dapat mengubah kalimat berita menjadi kalimat perintah, larangan dan permintaan dengan cara:

- a. menghilangkan subyek kalimat itu (kalimat perintah).
- b. menghilangkan subyek kalimat itu dan menambahkan kata do not (don't) pada permulaan kalimat itu (kalimat larangan).
- c. menghilangkan subyek kalimat itu dan menambahkan kata please pada permulaan kalimat itu (kalimat permintaan).

Contoh: You brush your teeth.

- a. Brush your teeth. (kalimat perintah)
- b. Don't brush your teeth. (kalimat larangan)
- c. Please, brush your teeth. (kalimat permintaan)

Ubahlah masing-masing kalimat yang berikut menjadi kalimat perintah, kalimat larangan, dan kalimat permintaan.

1. You open the door.
2. You bring the book.
3. You look at your book.
4. You close your book.
5. You stand up.
6. You listen to your friend.
7. You give the book to your brother.
8. You get up very early.
9. You put on (= memakai) your shoes.
10. You put off (= melepas) your shoes.

D. Vocabulary Exercises

I. Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

toothache	common	pull out	at least
holes	food	ruin	
starve	well	a few moments	

1. If you have a rotten tooth sometimes you must the tooth.

2. Bacteria your teeth.
3. If you cannot brush your teeth after you eat, you must wash them with water.
4. In Indonesia and many other countries, rotten teeth are
5. Sugar is the of the bacteria.
6. If you have a you should go to a dentist.
7. Brush your teeth twice a day.
8. Bacteria make in your teeth.
9. If you only brush your teeth before you eat, your teeth are clean only for
10. You must the bacteria.

II. Lingkarilah alternatif yang kauanggap paling tepat.

1. Bacteria make
 - a. food in your teeth.
 - b. holes
 - c. sugar
2. People must
 - a. pull out the bacteria.
 - b. brush
 - c. kill
3. Brush and wash your teeth
 - a. once a day
 - b. twice a week
 - c. twice a day
4. The best time to brush teeth is ...
 - a. after breakfast and before dinner.
 - b. after breakfast and dinner
 - c. before breakfast dinner.
5. When you brush your teeth, do not brush them
 - a. up and down
 - b. from right to left.
 - c. a few at a time.

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah.

1. Bacteria do not need sugar for food.
2. If someone has a toothache, he always pulls out his teeth.
3. One of the ways to kill bacteria is to starve them.
4. Brush your teeth at least twice a week.
5. If you do not brush your teeth after breakfast, the little pieces of food will stay on and between the teeth all day.
6. To keep teeth clean is one of the ways to prevent rotten teeth.
7. To brush teeth from right to left is the best way.
8. If you are in a hurry and cannot brush your teeth, you must go to a dentist.

9. Bacteria cannot live in clean teeth.
10. Little pieces of food will give food to the bacteria that keep your teeth clean.

IV. Berilah arti kata-kata di bawah ini.

- | | | | |
|----------------|---|---------------|---|
| 1. rotten | : | 6. to prevent | : |
| 2. to pull out | : | 7. therefore | : |
| 3. common | : | 8. to ruin | : |
| 4. to keep | : | 9. to brush | : |
| 5. hole | : | 10. between | : |

E. Pronunciation Exercises

Untuk menghasilkan suara /ʃ/ dalam bahasa Inggris, kamu harus meletakkan ujung lidahmu dekat daerah di belakang gigi seri rahang atas, tetapi tidak menyentuhnya. Kemudian bengkokkanlah lidahmu sehingga bagian atasnya lebih tinggi daripada bagian depan dan belakangnya, dan tonjokkanlah sedikit bibirmu ke depan.

a. Bacalah kata-kata di bawah ini dengan betul

she	shall	shoe	sure	sugar
special	nation	wish	wash	direction

Catatan: Huruf-huruf sh, su biasanya diucapkan /ʃ/, tetapi huruf-huruf ti yang terletak di tengah-tengah kata sering diucapkan /ʃ/ juga, misalnya : nation, action, dll.

b. Bacalah kalimat berikut ini dengan betul

1. She has some new dishes (=piring-piring).
2. Shall we wash our clothes, or brush them ?

c. Baca dan bandingkanlah kata-kata dalam kolom-kolom di bawah ini

brush	'	bus
English	'	Alice
she	'	see
shy	'	sign
shop	'	soft

UNIT 3

(Ida teaches Mary, an American girl, several names of animals in Javanese.) (Ida mengajar Mary, seorang gadis Amerika, beberapa nama binatang dalam bahasa Jawa.)

- | | |
|---|---|
| Ida : Do you know what the word for tiger in Javanese ? | Ida : Apakah kamu tahu bahasa Jawanya "tiger?" |
| Mary : No. | Mary : Tidak. |
| I : It's " macan." And..... lion, what is lion in Javanese ? | I : Macan. Dan" lion," apa itu dalam bahasa Jawa? |
| M : I don't know that either | M : Saya tidak tahu juga. |
| I : It's easy. " Leo!" It's almost the same, isn't it ? | I : Mudah. Leo! Hampir sama bukan ? |
| M : Yes. But what is crocodile in Javanese ? | M : Ya. Tapi apa bahasa Jawanya " crocodile ?" |
| I : It's " baya." B..a..y..a. The first and the second " a " are pronounced /ɔ/ | I : Baya. B..a..y..a. " a " pertama dan kedua diucapkan /ɔ/. |
| M : Wait a minute. How do you pronounce the name of the capital city of East Java ? | M : Tunggu sebentar. Bagaimana kamu mengucapkan nama ibukota Jawa Timur ? |
| I : Surabaya, but Javanese people sometimes call it " Suroboyo." | I : Surabaya, tapi orang Jawa kadang-kadang menyebutnya " Suroboyo." |
| M : Does it have something to do with crocodile ? | M : Apa ada hubungannya dengan " Crocodile?" |
| I : Maybe,you want to hear the story " How Surabaya Got Its Name ?" | I : Mungkin,...kamu mau dengar cerita " How Surabaya Got Its Name ?" |
| M : Yes, of course. Please, tell it. | M : Ya, tentu saja. Ayo ceritakan. |

HOW SURABAYA GOT ITS NAME

Long time ago, a very big crocodile lived in the river of Kali Mas. There was a lot of food for him in the river. So it was not difficult for him to find food. Because he was very big and strong he became the king of a certain part of the river. He was very happy to live there.

Not far from the crocodile's area there was another king. The second king was Ikan Sura, a very big fish. The fish also lived happily in his own area. Those two kings never talked to each other because they never went out of their own areas.

One day something strange happened. The Ikan Sura could not find anything to eat in his own area. So he went across the border-line to look for food. He remembered the crocodile. But he was very hungry. So he entered the crocodile's area secretly. Unfortunately the crocodile saw him. A terrible fight happened. Both animals were same in size, strength, and cruelty. Who was the winner ?

The next morning the river of Kali Mas was a river of blood. Both animals were dead. Their bodies were floating in the red water.

Later, people built a city near that river. They called the city Sura-Baya. The name came from the names of the two animals. And now Surabaya is one of the biggest cities in Java.

A. Vocabulary

I. Glossary

1. across	: di seberang	14. happily	: dengan bahagia
to go across:	pergi ke se-	15. later	: kemudian
	berang	16. to look for:	mencari
went across:	bentuk II	17. never	: tidak pernah
2. anything	: apa saja	18. own	: kepunyaan sen-
3. area	: daerah		diri
4. blood	: darah	19. secretly	: dengan rahasia
5. borderline	: garis batas		dengan diam-
6. certain	: tertentu		diam
7. crocodile	: buaya	20. size	: ukuran
8. cruelty	: kekejaman	21. strength	: kekuatan
9. difficult	: sulit, sukar	22. terrible	: dahsyat
10. to enter	: memasuki	23. unfortunately	: sial sekali
11. fight	: perkelahian	(unfortunately < fortunate	
12. to float	: terapung	ly)	
13. to happen	: terjadi	24. winner	: pemenang

II. Catatan :

- 1) Di dalam bacaan tadi kita menjumpai kata strength yang artinya kekuatan (kata benda). Kata itu sesungguhnya berasal dari kata strong (kata keadaan/sifat) yang artinya kuat dan men-

dapat akhiran -th. Tugas akhiran -th di sini adalah membentuk kata benda dari kata keadaan atau kata sifat.

Contoh : adjective (kt.sifat) Noun (Kt.benda)

strong	→	strength (ada perubahan huruf hidup)
long	→	length (=lebar)
deep	→	depth (- kedalaman)

* long length : mengalami proses perubahan yang sama seperti strong → strength
deep depth : ada satu huruf e yang dihilangkan

2) Dalam bahasa Inggris, akhiran -er yang dilekatkan di belakang kata kerja mempunyai arti " orang yang"

Contoh : to win (=menang) → winner (=orang yang menang / pemenang)

to write → writer (=orang yang menulis / penulis)

* win → winner : ada penambahan huruf n

B. Comprehension Questions

Jawablah dengan singkat

1. How many kings lived in the river ? Who were they ?
2. Did they often talk to each other ?
3. Did the crocodile often go out of his own area ?
Did the Ikan Sura often go out of his own area ?
4. What happened to the Ikan Sura one day ?
5. How did he enter the crocodile's area ?
6. Did the crocodile see him ?
7. Was he stronger than the crocodile ?
8. Did the Ikan sura win ?
Did the crocodile win ?
9. What is the name of the river in the story ?
10. What is the name of the city which people built near the river ?
Now the city is the capital city of

C. Structural Exercises

- I. Here is the pen.
Here is the book.

Here biasanya berarti di sini, sini, ke sini, begini, dsb. Tetapi

here pada permulaan kalimat inversi di atas mempunyai arti lain, yaitu ini. Pola kalimat ini biasanya dipakai untuk menunjukkan sesuatu yang dicari atau ditanyakan. Kalau subyek kalimat itu tunggal, kata kerjanya juga harus tunggal. Kalau subyeknya jamak, kata kerjanya juga jamak.

Contoh :

	Verb (kt.kerja)	subject (subyek)
Here	is	the book
	are	the pens
	come	the children
	comes	the man

Isilah bagian yang kosong dengan kata kerja yang tepat yang diambil dari dalam kurung.

1. Here.....the bus. (come, comes)
2. Here.....the others. (=yang lainnya, jamak). (is, are)
3. Here..... your books. (is, am, are)
4. Here.....the teachers. (comes, come)
5. Here.....something interesting (-=menarik). (is, are)

II. There are two pens on the table.

There lives an old man in that house.

There yang biasanya diterjemahkan sebagai di sana, di seberang sana, ke sana, ternyata mempunyai arti lain kalau terletak pada permulaan kalimat inversi. Dalam kalimat- kalimat di atas there berarti ada atau kadang- kadang tidak diterjemahkan. Kalau subyek kalimat itu tunggal, kata kerjanya harus tunggal juga. Kalau subyeknya jamak, kata kerjanya juga jamak.

Contoh :

	verb (kt.kerja)	subject (subyek)
There	are	two books on the table
	is	a dog here
	comes	the difficult time.

Isilah bagian yang kosong dengan kata kerja yang tepat yang diambil dari dalam kurung.

1. There.....two dogs in the garden. (am, is, are)
2. There.....a lot of people here. (am, is, are)
3. There.....an old woman. (enter, enters → = masuk)
4. There.....a beautiful park near my house. (am, is, are)
5. There..... a very rich man in that house. (live, lives)

- III. (1) It is raining outside.
(2) It is two o'clock now.
(3) It was Sunday yesterday.
(4) It is ten kilometres to my house.
(5) It is the second of July (tanggal 2 Juli) now.
(6) It is difficult to learn Arabic (bahasa Arab).

It dalam kalimat-kalimat di atas bukan merupakan pronoun (lihat unit 1), karena itu tidak dapat kita terjemahkan menjadi ia.

Tugas it dalam kalimat-kalimat di atas adalah :

1) membentuk subyek untuk kata kerja - kata kerja yang menyatakan cuaca, waktu, hari, tanggal, jarak (kalimat 1,2, 3,4, dan 5)

2) menunjuk ke kelompok kata yang mengikutinya (kalimat 6)

Contoh : It is difficult to learn Arabic.

What is difficult ? to learn Arabic

Jadi : it → to learn Arabic

Susunan kalimat yang memakai it seperti ini dapat juga dipakai dalam past tense (kalimat 3). Perhatikan susunan kata yang membentuk kalimat-kalimat di atas.

Susunlah rangkaian kata-kata di bawah ini sehingga menjadi kalimat-kalimat yang betul seperti contoh di atas.

1. cold - is - it - now
2. the first of May (=tanggal 1 Mei) - is - it - now
3. it - a beautiful day - is
4. far - it - is - from here
5. impolite (=tidak sopan) - it - is - to saya those words.

D. Vocabulary Exercises

Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

floating	hungry	blood	fight
secretly	dead	areas	
happily	near	part	

1. The crocodile was the king of a certainof the river.
2. Both animals never went out of their own
3. The crocodile lived in his area
4. The Ikan Sura was very.....

5. The Ikan Sura entered the crocodile's area.....
6. The crocodile saw the Ikan Sura and a terrible..... happened.
7. The next morning both animals were.....
8. The river of Kali Mas became the river of blood.
9. The bodies of the two animals were in the red water.
10. Now, there is a city.....the river.

II. Lingkarilah alternatif yang kauanggap paling tepat.

1. There was a lot of food for the crocodile.....
 - a. near the river
 - b. in the river
 - c. on the land
(=di daratan)
2. Because he was very big and strong the crocodile.....
 - a. became the king of a certain part of the river
 - b. got a lot of food
 - c. lived happily
3. The second king, Ikan Sura, lived.....
 - a. far from the crocodile's area
 - b. in the same area
 - c. near the crocodile's area
4. Both animals lived
 - a. happily in their own areas .
 - b. unhappily
 - c. secretly
5. Because the Ikan Sura could not find food in his area, he.....
 - a. remembered the crocodile
 - b. went across the borderline to look for food
 - c. saw the crocodile.

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah.

1. There was a lot of food for the crocodile in the river.
2. The crocodile was very happy to live in the river.
3. The second king was Ikan Sura.
4. The area of the Ikan Sura was not far from the crocodile's area.
5. Both animals did not live happily.
6. The two kings often talked to each other.
- 7.. The Ikan Sura went across the borderline because he forgot the crocodile.
8. The crocodile saw him and a terrible fight happened.
9. The crocodile was the winner of the fight.
10. The river of Kali Mas was one of the rivers in East Java.

IV. Berilah arti kata-kata di bawah ini.

- | | |
|----------------|-----------------|
| 1. crocodile : | 6. borderline : |
| 2. never : | 7. hungry : |
| 3. to find : | 8. secretly : |
| 4. area : | 9. terrible : |
| 5. strange : | 10. city : |

E. Pronunciation Exercises

I. Bagaimana kamu mengucapkan kata : 1) strength dan 2) secretly ?
Cara mengucapkan kedua kata itu dengan benar adalah sebagai berikut :

1) strength : Kecenderungan menyisipkansuara /e/ di antara /s/ dan /t/ atau di antara /t/ dan /r/ harus dihapus. Jadi antara suara /s/ dan /t/ atau antara suara /t/ dan /r/ tidak boleh disisipkan suara /e/. Kemudian, pada akhir kata, setelah kita mengucapkan suara /ŋ/, kita letakkan sedikit ujung lidah kita di antara gigi seri rahang atas dan gigi seri rahang bawah, dan kita keluarkan udara melalui sela-sela itu.

2) secretly : Kesalahan dalam mengucapkan kata ini sama dengan kesalahan yang diuraikan di atas, yaitu, menyisipkan suara /ə/ di antara suara /k/ dan /r/ pada suku kata kedua ialah -cret-. Untuk mendapatkan ucapan yang betul, suku kata kedua itu harus diucapkan dengan cepat sehingga tidak memungkinkan tersisipnya suara /ə/.

II. Mary Had a Little Lamb

Key of F

2/4 0 3 ! 3 . 2 1 2 ! 3 3 3 ! 2 2 2 !

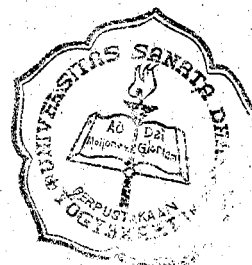
Ma - ry had a little lamb little lamb

3 5 5 ! 3 . 2 1 2 ! 3 3 3 3 !

little lamb Ma - ry had a little lamb Its

2 2 3 2 ! 1 . !!

fleece was white as snow



UNIT 4

(In a living room two girls ' (Di sebuah ruang tamu, dua orang
are watching a television ' gadis sedang melihat sebuah acara
programme.) ' televisi.)

Tini : Look! That singer! Her ' Tini : Lihat! Penyanyi itu! Suara-
voice is very beauti- ' nya bagus sekali.
ful. ' .

Anne : O, she's Joan ' Anne : O, itu Joan.

T : If I had a voice like ' T : Seandainya saya punya suara
that..... ' seperti itu

A : Ha, it's easy to dream ' A : Ha, mudah untuk bermimpi
but a voice like that ' tapi suara seperti itu tidak
takes work. She must ' mudah diperoleh. Ia pasti
have studied and prac ' telah belajar dan berlatih
tised for a long time ' lama.

T : Study and practise ? ' T : Belajar dan berlatih? Apa
What thing need to be ' saja yang harus dipelajari
studied and practised? ' dan dilatih ?

A : My God ! You think that A : Astaga ! Kamu kira hanya
only opening your ' membuka mulut dan bersuara
mouth and making noise ' lama-kelamaan akan membuat
will eventually make ' suaramu bagus ? Dengar !
your voice beautiful? ' Kamu harus memperhatikan
Listen ! You must pay ' ucapanmu, napasmu, dll. Jika
attention to your pro- ' kamu betul-betul mau menyanyi
nunciation, your ' dengan baik, bacalah
breath etc. If you ' ini.
really want to sing ' ini.
well, read this. ' .

T : What is it ? ... "How ' T : Apa itu ? ... " Bagaimana Me-
to Sing Well." ' nyanyi Dengan Baik."

A : You can take it home, ' A : Boleh kamu bawa pulang, tapi
but give it back to me ' kembalikan kepadaku kalau
after you finish read- ' kamu sudah selesai membacanya.
ing it. ' .

HOW TO SING WELL

You must do several things if you want to be able to sing well. The first two important things are : breathe correctly so that you do not stop irregularly, and pronounce the words in your song clearly.

To breathe correctly is very important. When you breathe in, you should use your abdominal diaphragm and not your chest. When you sing, exhale slowly, concentrate on the vowel sounds and make the tone as round as you can. Do not produce sounds through your nose. You can imagine your head as a resonance room and try to fill it with sound. This will help you.

If you want to be able to pronounce well, you must pay attention to the position of your mouth. Sometimes you must open your mouth widely, sometimes you must round your lips.

The last important thing is to practise. Listen to a beautiful voice and try to imitate it.

A. Vocabulary

1. Glossary

1. abdominal	: yang berhubungan dengan perut	14. to pay attention	: memperhatikan
2. as	: se	attention	: perhatian
as round as	: sama bulat seperti	to pay	: membayar
as round as you can	: sebulat mungkin	15. position	: posisi, kedudukan
3. to breathe	: bernapas	16. to practise	: berlatih
to breathe in	: menghirup udara	17. to produce	: menimbulkan
4. chest	: dada	18. to pronounce	: mengucapkan
5. clearly	: dengan jelas	20. several	: beberapa
6. to concentrate	: memusatkan perhatian	19. to round	: membulatkan
7. correctly	: dengan benar	21. slowly	: dengan perlahan-lahan
8. diaphragm	: sekat rongga badan	slowly X rapidly	
9. to exhale	: mengeluarkan napas	22. so that	: supaya
10. to fill	: mengisi	so	: jadi
11. to imagine	: membayangkan	23. things	: hal
12. to imitate	: mencontoh	things	: bentuk jamak
13. irregularly	: dengan tak teratur	24. through	: melalui
irregularly X regularly		25. tone	: nada
		26. voice	: suara
		27. vowel	: huruf hidup
		28. widely	: dengan lebar dengan luas

II. Catatan: Dalam bacaan di atas ada beberapa kata yang dapat di bentuk dari adjective (kata sifat/ kata keadaan) dan akhiran - ly yang artinya: dengan atau dengan cara.

Contoh : correctly : dengan benar/ betul (correct: benar/betul)

clearly : dengan jelas (clear: jelas)

irregularly: dengan tak teratur (irregular: tak teratur)

regularly : dengan teratur (regular: teratur)

slowly : dengan perlahan- lahan (slow: perlahan-lahan)

rapidly : dengan cepat (rapid: cepat)

widely : dengan lebar/ luas (wide: lebar)

Perkecualian: well : dengan baik (good: baik)

(Bentuk ini sebetulnya sudah kita jumpai dalam unit 1, yaitu dalam kata rapidly.)

B. Comprehension Questions

Jawablah dengan singkat.

1. If you want to be able to sing well, what are the two important things for you ?
2. When you breathe in, what should you use ?
3. Is it good to exhale slowly when you sing ?
4. Do you produce sounds through your nose ?
5. Do you make the tone as round as you can ?
6. What must you do so that you are able to pronounce well ?
7. Is it important to open your mouth widely ?
8. What is the last important thing to do ?
9. How ?
10. Do you like to sing ?

Are you a member (= anggota) of a choir (= paduan suara) ?

C. Structural Exercises

He speaks clearly.

You breathe correctly.

Clearly, correctly, dan beberapa kata lain yang ditandai oleh - ly adalah kata keterangan cara (adverb of manner).

Bentuk: adjective (kata sifat/ keadaan) + - ly

Contoh: careful (= hati- hati) + - ly → carefully (= dengan hati- hati)

Sisipkanlah semua kata keterangan yang ada di dalam kurung ke dalam kalimat-kalimat di sebelahnya dengan betul.

Contoh: I go. (always - every year - to Jakarta)

I always go to Jakarta every year.

1. They play football. (sometimes - in front of my house)
2. I answer questions. (carefully - always)
3. Children sit. (in their classrooms - seldom=jarang -quietly)
4. He visits us. (in the morning - often)
5. Students work. (well - usually=biasanya - when their teacher is in class)
6. We watch T.V. (at night - always)
7. They have their lunch. (in the cafeteria - rapidly - often)
8. You go. (to church - on Monday - always)
9. My teacher works. (carelessly= dengan ceroboh - never= tak pernah)
10. I answer questions. (never - in my tests - quickly)

D. Vocabulary Exercises

I. Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

breathe	important	widely	slowly
imitate	resonance	through	
pronounce	chest	several	

1. You should not produce sounds your nose.
2. When you sing, you should imagine your head as a room.
3. You can stop regularly if you correctly.
4. Correct positions of your mouth will help you to well.
5. To breathe correctly and to pronounce words clearly are the first two things.
6. When you listen to a beautiful voice, sometimes you should it.
7. Sometimes, it is important to open your mouth
8. After you breathe in, you should not use your
9. When you breathe in, you should not use your
10. If you want to be able to sing well you must do things.

11. Lingkarilah alternatif yang kauanggap paling tepat.

1. There are several things which help you to sing...
 - a. well
 - b. slowly
 - c. irregularly

2. To breathe correctly is important so that you do not stop...
 - a. several times
 - b. slowly
 - c. irregularly
3. You should concentrate on the
 - a. words
 - b. vowel sounds
 - c. lips
4. If you want to pronounce well, you must pay attention to the position of your
 - a. nose
 - b. mouth
 - c. head
5. When you sing you must open your mouth
 - a. irregularly
 - b. slowly
 - c. widely

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah.

1. Two important things are to breathe correctly and to pronounce words clearly.
2. Your abdominal diaphragm is important when you breathe in.
3. Do not produce sounds through mouth.
4. The position of your mouth is not important.
5. If you want to practise, sometimes you should listen to a beautiful voice and try not to imitate it.
6. When you sing you should exhale slowly.
7. To sing well needs a lot of practice.
8. To round your lips is sometimes important.
9. To imagine your head as a resonance room and to fill it with sound will help you.
10. To breathe correctly makes you stop irregularly.

IV. Berilah arti kata- kata di bawah ini

- | | |
|-----------------|---------------|
| 1. to breathe : | 6. to exhale: |
| 2. abdominal : | 7. vowel : |
| 3. to round : | 8. through : |
| 4. diaphragm : | 9. attention: |
| 5. irregularly: | 10. tone : |

E. Pronunciation Exercises

Suara /θ/ and /ð/ biasanya ditulis dengan huruf- huruf th. Walaupun begitu, ada sedikit perbedaan antara kedua suara itu, dan ini akan

kita pelajari dalam latihan kali ini.

I. Untuk mengucapkan /θ/, kita meletakkan sedikit dari bagian depan lidah kita di antara gigi seri rahang atas dan bawah. Kemudian biarkan udara keluar melalui sela-sela tersebut seperti kalau kita mengucapkan /f/.

a. Bacalah kata-kata di bawah ini dengan betul

think thousand month thirty

thanks thirteen mouth

thing third through

b. Bacalah kalimat-kalimat berikut ini dengan betul

1. Let's thank her for some theater tickets (= karcis pertunjukan)

2. "Thick" and "thin" mean (= artinya) opposite (= berlawanan) things.

3. Does the month of June have thirty days or thirty-one ?

II. /ð/ diucapkan dengan posisi lidah dan gigi yang sama seperti kalau kita mengucapkan /θ/, hanya saja sedikit "lebih berat". (sama dengan perbedaan antara /v/ dan /f/)

a. Bacalah kata-kata di bawah ini dengan betul

the they then father

this them either

that there mother

b. Bacalah kalimat-kalimat berikut ini dengan betul

1. Their car is better than this one.

2. My brothers did that themselves.

3. These southern (=selatan) cities have better weather (= cuaca).

UNIT 5

- Adi : Hey John, did you see the collision on Thamrin street this morning ?
- John: No.
- A : O, it was terrible. I saw it myself.
- J : Well, collisions can happen anywhere... on land at sea, in the air... By the way, do you hear about the investigation of the collision in the Straits of Dover ?
- A : Do you mean that collision between the tanker and the freighter last April? I read about it last week.
- J : Yes, that's the one. It was very foggy that afternoon.
- A : But I think both ships must have had radar equipment aboard.
- J : That's true, but don't forget that the Straits of Dover is the busiest seaway in the world.
- A : Ya, and it's only necessary for the radar operators on both ships to be away from their screens for 5 minutes for a collision to be possible.
- J : That was precisely what happened. Both radar operators had gone to the toilet ... unfortunately at the same time.
- A : So, I think, modern equipment is necessary but the vigilance of the crew is more important.
- Adi : Hey John, apakah kamu melihat tabrakan di jalan Thamrin tadi pagi ?
- John: Tidak.
- A : O, sangat ngeri. Saya melihatnya sendiri .
- J : Ya... tabrakan dapat terjadi di mana saja... di darat, di laut, di udara.. O, ya, apa kamu dengan tentang penyelidikan tentang tabrakan di Selat Dover ?
- A : Maksudmu tabrakan antara kapal tangki dan kapal pengangkut bulan April dulu ? Saya baca tentang itu minggu lalu.
- J : Ya, itulah. Siang itu sangat berkabut.
- A : Tapi saya pikir kedua kapal itu mestinya punya radar.
- J : Ya, betul, tapi jangan lupa bahwa Selat Dover adalah jalan laut yang teramai di dunia.
- A : Ya, dan hanya diperlukan 5 menit saja saat pengawas radar di kedua kapal itu meninggalkan layar mereka untuk memungkinkan terjadinya tabrakan.
- J : Itulah yang terjadi. Kedua pengawas radar itu pergi ke kamar kecil ... celakanya pada saat yang sama.
- A : Jadi, saya pikir, peralatan pelayaran modern memang perlu tapi kewaspadaan awak kapal lebih penting.

RADAR

We often hear that two ships have collided at sea. Why? There are several causes. One of them is that the ships do not have radar equipment aboard. If they have radar equipment probably the collision will not happen.

The word " radar " comes from the first letters of " radio detection and ranging." " Detection " means to discover. "Ranging" means to find how far something is.

Now let us see a ship which has radar equipment on it. There is an aerial which turns round every second or two. It sends out a radio beam in all directions. When the beam hits anything such as rock or a ship, part of it returns to the radar equipment. We can see it on a small screen as bright spots of lights. If the captain of the ship watches the screen he can see whether there are ships near his ship or not. He can also know how fast they are moving and where they are going. So, he can avoid a collision even if his ship is passing through dense fog.

People invented radar during World War II. Originally people used it to warn soldiers when enemy aeroplanes were coming to drop bombs. With the help of radar, the soldiers were able to shoot down many aeroplanes. Since the war, radar has saved thousands of lives. The number of collision at sea has decreased greatly because nearly all big ships now have radar equipment.

A. Vocabulary

I. Glossary

- | | | | | |
|-----------------|------------------|---|-----------------|-----------------|
| 1. aboard | : di atas | ' | decreased | : bentuk II/III |
| 2. aerial | : antena | ' | 11. dense | : tebal |
| 3. aeroplane | : pesawat udara | ' | 12. detection | : penemuan |
| 4. to avoid | : menghindari | ' | 13. to discover | : menemukan |
| 5. beam | : sorotan | ' | 14. direction | : arah |
| 6. radio beam | : pancaran radio | ' | 15. to drop | : menjatuhkan |
| 7. bomb | : bom | ' | 16. enemy | : musuh. |
| 8. bright | : terang | ' | 17. equipment | : peralatan |
| 9. cause | : sebab | ' | 18. even | : bahkan |
| 10. causes | : bentuk jamak | ' | 19. fog | : kabut |
| 11. to collide | : bertubrukan, | ' | 20. greatly | : sangat |
| 12. collided | : bentuk jamak | ' | 21. to hit | : mengenai |
| 13. collision | : tubrukan | ' | 22. to invent | : menciptakan |
| 14. to decrease | : berkurang | ' | 23. invented | : Bentuk II |

23. letter	: huruf	'	36. to save	: menyelamatkan
letters	: bentuk jamak	'	saved	: bentuk II/III
24. light	: cahaya	'	37. screen	: layar
25. life	: jiwa	'	38. second	: detik
lives	: bentuk jamak	'	39. to send out	: memancarkan
26. to mean	: berarti, artinya	'	to send	: mengirim
27. nearly	: hampir	'	40. to shoot	: menembak
28. number	: jumlah	'	41. to shoot down	: menembak jatuh
29. originally	: dulunya	'	41. spot	: noda, bintik
30. to pass	: melewati	'	spots	: bentuk jamak
31. probably	: mungkin	'	42. thousands	: beribu-ribu
32. to range	: mengukur jarak	'	43. to turn	: berbelok
33. to return	: kembali	'	44. to warn	: memperingatkan
34. rock	: batu karang	'	45. whether	: apakah
35. round	: mengelilingi	'		

2. Catatan :

1) Ada beberapa kata benda yang dapat dibentuk dengan menambahkan akhiran - ion.

Contoh : to collide → collision

to direct = memberi arah → direction

to detect = menemukan → detection

to invent → invention = hasil ciptaan

2) To detect dan to discover sama-sama mempunyai arti menemukan

Tetapi sesungguhnya ada sedikit perbedaan dalam arti masing-masing, yaitu : to discover : menemukan sesuatu yang sudah lama ada hanya belum diketahui orang

contoh : to discover America

(Benua Amerika itu sudah lama ada hanya belum diketahui orang.)

to detect : menemukan sesuatu yang baru saja terjadi atau ada dan memang belum diketahui orang

contoh : to detect a crime (=kejahatan)

(Kejahatan itu belum lama terjadi dan sekarang diketahui.)

to detect a change in attitude

(perubahan sikap)

(Perubahan itu belum lama timbul dan sekarang sudah diketahui.

B. Comprehension Questions

1. What is one of the causes that make two ships collide ?
2. Where does the word " radar " come from ?
3. What always turns round every second or two ?
4. What does it send out ?
5. What can we see on the small screen ?
6. Is it possible for the captain of the ship to know whether there are ships near his ship or not ?
7. Is it possible to avoid a collision even if the ship is passing through dense fog ?
8. When did people invent radar ?
9. Do nearly all big ships have radar equipment now ?
10. Have you ever seen a radar ?

C. Structural Exercises

- I. Two ships collided at sea yesterday. (= di laut)
We can see it on a small screen as bright spots of light.
(= di atau pada layar kecil)
We live in Indonesia. (= di Indonesia)

at, on, dan in dalam kalimat-kalimat di atas semuanya menunjukkan tempat. Walaupun begitu ada perbedaan-perbedaan di dalam arti ketiga kata tersebut. Di samping itu masing-masing juga masih punya beberapa arti lain, dan beberapa diantaranya akan kita pelajari.

- at = 1) menunjukkan tempat sesuatu atau seseorang berada,
misalnya : at the station, at the market
2) menunjukkan waktu (=jam), misalnya : at two o'clock
on = 1) menunjukkan bahwa suatu benda menempel pada benda lain, atau bahwa permukaan dua buah benda saling bersentuhan, misalnya : on the table, on the wall.
2) menunjukkan tempat (untuk jalan), misalnya : on Raya street
3) menunjukkan waktu (= hari, tanggal), misalnya : on the first of May, on Sunday
in = 1) menunjukkan tempat (untuk negara, kota besar), misalnya : in Bandung, in America
2) menunjukkan waktu (= bulan, tahun), misalnya : in 1980, in the month of August.

Isilah bagian yang kosong dengan at, on, atau in

1. My brother is Jakarta now.

2. I go to the market Sunday.
3. I met him his office last week.
4. He will finish his study 1981.
5. John's birthday (= hari ulang tahun) is ... the month of July.
6. I write a letter a piece of paper.
7. She has an uncle America.
8. I will teach the first of August.
9. There is a pen my desk (= meja tulis).
10. The school begins 7 o'clock.
11. The streets Jakarta are wide.
12. I am school.

- II. There are ships near his ship. (= dekat)
His ship is passing through dense fog. (= melalui)
People invented radar during World War II. (= selama)

Isilah bagian yang kosong dengan near, through atau during

1. His house is my house.
2. Her teacher was angry because she talked with his friends ...
the lesson (= pelajaran)
3. We entered the south (= selatan) part of the forest and went
out from the north (=utara) part. We walked the forest.
4. If you want to be able to sing well, do not produce sounds...
your nose.
5. He was one of the good students in my class ... the first se-
mester.
6. I always sit.....the door.
7. the winter (=musim dingin), farmers cannot plant (me-
nanam) anything.
8. this small room you can arrive (=tiba) there.
9. Who is the man standing the window ?
10. All people sit quietly (=dengan tenang) his speech (=pi-
dato).

D. Vocabulary Exercises

- I. Pilihlah kata yang tepat daridaftar kata ini untuk mengisi bagi-
an yang kosong dalam setiap kalimat. Setiap kata hanya dapat
dipakai sekali.

dense	collided	greatly	lives
avoid	warn	nearly	
spots	aerial	aboard	

1. Radar has saved a lot of
2. It is difficult to a collision in dense fog without radar.
3. Radar equipment has an which always turns round.
4. Before people use radar equipment, ships often at sea.
5. If the radio beam hits rock or a ship, on the small screen bright appear.
6. In World War II, people used radar to soldiers.
7. We cannot see anything because the fog is very.
8. The number of collision at sea has decreased
9. Now, all ships have radar equipment.....
10. Because their radar equipment did not work, the ships..... collided.

II. Lingkarilah alternatif yang kauanggap paling tepat.

1. There is an aerial which turns round every ...
a. minute or two
b. second or two
c. time
2. Detection means
a. to investigate
b. to invent
c. to discover
3. When the beam hits anything, part of it returns to the.....
a. radar equipment
b. captain
c. compass
4. Then, we can see bright spots of light on a small ...
a. sail
b. screen
c. machine
(=mesin)
5. Because of radar equipment, the number of collision at sea
has
a. doubled (=berlipat ganda)
b. increased (= naik)
c. decreased

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah

1. People used radar for the first time in World War II.
2. When the beam hits something, part of it returns to the radar equipment.
3. With the help of radar, soldiers in World War II were able to shoot down many aeroplanes.
4. The word " radar " comes from the first letters of " radio de-tection " and " ranging ".

5. The number of collision at sea has decreased gr²etly because nearly all big ships have compass (= kompas) now.
6. Although (= walaupun) we have radar equipment, we cannot avoid a collision when we pass through dense fog.
7. The aerial sends out a radio beam in all directions.
8. Originally, radar helped soldiers to know when enemy ships were coming to drop bombs.
9. With the help of radar, the captain of a ship knows how deep (= dalam) the sea is.
10. Because people use radar, the number of conclusion has increased greatly.

IV. Berilah arti kata-kata di bawah ini

- | | |
|------------------|-----------------|
| 1. causes : | 6. originally : |
| 2. equipment: | 7. enemy : |
| 3. to send out : | 8. light : |
| 4. screen : | 9. to save : |
| 5. to avoid : | 10. greatly : |

E. Pronunciation Exercises

Perhatikan kata-kata di bawah ini yang kesemuanya mempunyai suara /e/ pendek seperti yang terdapat dalam kata-kata " yes," "get," dan sebagainya.

a. Bacalah kata-kata di bawah ini dengan betul

when	friend	dead	pet (=binatang
ten	sell	men	kesayangan)
well	very	any	

b. Bacalah kalimat-kalimat berikut ini dengan betul

1. Let's get a pen
2. When did your friend sell ten pens ?

Kalau kata-kata di atas adalah kata-kata yang mempunyai suara /e/ pendek, maka kata-kata yang berikut mempunyai suara /æ/. Suara tsb. mirip dengan suara /e/ pendek hanya dalam mengucapkannya mulut kita buka lebih lebar ke samping.

a. Bacalah kata-kata di bawah ini dengan betul

as	bag	can	back (=punggung)
bad	catch	man	
glad	have	had	

b. Bacalah kalimat-kalimat berikut ini dengan betul

1. Jack can understand it.

2. A man has a hat.

3. I have a bag.

Baca dan bandingkan kata-kata yang berikut ini

dead

met

pen

lend (=meminjamkan)

Dad

mat (=tikar)

pan (=panci)

land (=tanah)

UNIT 6

(in a living room)

(di sebuah ruang tamu)

Jeanne : Hello mum, I'm back.
What are you reading ?

Jeanne : Ibu, saya pulang. Apa yang sedang ibu baca ?

Mother : Just an article about a woman in Indonesia called Kartini. She's a women's libber

Ibu : Hanya sebuah karangan tentang seorang wanita di Indonesia yang bernama Kartini. Ia adalah seorang pejuang persamaan hak wanita.

J : Oh, no ! All they do is stir up trouble

J : O, tidak ! Apa yang mereka perbuat hanyalah menimbulkan persoalan.

M : Just you show a bit of respect, my girl. Without women's lib you wouldn't have the freedom you have now .

I : Hey, perhatikanlah sedikit penghargaan, anakku. Tanpa pembebasan wanita kamu tak akan mempunyai kebebasan seperti yang kaumiliki sekarang.

J : What do you mean ? I've always done whatever I wanted.

J : Apa maksud Ibu ? Saya selalu melakukan apa saja yang ingin saya lakukan.

M : Yes, you can work as a secretary and get the same salary as a man doing the same job. It was different when I was young before women's lib

I : Ya, kamu dapat bekerja sebagai seorang sekretaris dengan gaji yang sama dengan pria. Berbeda dengan ketika ketika saya masih muda sebelum pembebasan wanita.

J : Well, who is the famous women's libber in England ?

J : Siapa pejuang persamaan hak wanita yang terkenal di Inggris ?

M : I think Emily Pankhurst.

I : Saya rasa Emily Pankhurst.

J : What did she do ?

J : Apa yang dikerjakannya ?

M : She led marches, and even chained herself to the railings of Buckingham Palace. Eventually she won many of the women's rights

I : Ia memimpin barisan, dan bahkan mengikatkan dirinya pada susunan tangga Istana Buckingham. Ia memenangkan banyak hak wanita.

3. beauty	: keindahan, kecantikan	19. might	: mungkin
4. to believe	: percaya	20. to misunderstand	: salah mengerti
5. calmly	: dengan tenang	misunderstood	: bentuk II
6. conversation	: percakapan	21. to mock	: mengejek
7. daughter	: anak perempuan	22. to realize	: menyadari
daughters	: bentuk jamak	realized	: bentuk II/III
8. to disturb	: mengganggu	23. to regret	: menyesal
9. everything	: segala sesuatu	24. relief	: kelegaan
10. fate	: nasib	25. shall	: akan
11. to forbid	: melarang	26. so much	: sangat
12. freedom	: kebebasan	27. to struggle	: berjuang
13. goal	: cita-cita, tujuan	28. sympathy	: simpati
14. hard	: sukar, susah	29. time	: kali
15. however	: bagaimanapun juga	several times	: beberapa kali
16. idea	: gagasan	30. useless	: tak berguna
ideas	: bentuk jamak	useful	: berguna
17. independence	: kemerdekaan	31. wing	: sayap
independent	: merdeka	wings	: bentuk jamak
18. maybe	: mungkin		

II. Catatan :

- 1) Ada beberapa kata benda yang dapat dibentuk dengan menambahkan akhiran -ce pada kata keadaan/ sifat setelah terlebih dulu menghilangkan huruf t pada akhir kata keadaan/ sifat itu.

Contoh : confident (=yakin) → confidence (=keyakinan/
kepercayaan)

evident (=jelas) → evidence (=bukti)

independent → independence

- 2) Ada beberapa kata benda yang dapat dibentuk dengan menambahkan -dom pada akhir kata keadaan/ sifat

Contoh : free (=bebas) → freedom

wise (=bijaksana) → wisdom (=kebijaksanaan)

* huruf e pada kata wise dihilangkan

B. Comprehension Questions

Jawablah dengan singkat

1. Who is the writer of the letter ?
2. Why did the writer tell everything to her friend ?

3. Before she wrote the letter, she had a conversation with.....
4. What did they talk about ?
5. Why would her fate be unhappy ?
6. Did she realize that her fate might be unhappy ?
7. When did the ideas appear in her ?
8. Did she regret if people misunderstood her ?
9. What did she do ?
10. How did she feel at the end of the letter ?

C. Structural Exercises

I can think and feel

I would be the first woman in my family who did that.

Mama could not see the advantages of what I wanted to do.

I might die before I finished it.

Semua kata yang bercoret bawahnya itu adalah " auxiliary of mood " (mood = suasana hati). Kita dapat memakai " auxiliary of mood " untuk menyatakan suasana hati kita, misalnya : merasa yakin , ragu-ragu, harus, wajib, dsb. Yang berikut ini adalah beberapa " auxiliary of mood." Perhatikan arti dan letaknya dalam kalimat.

Arti : can : 1) dapat → He can sing well.

2) boleh → She can go now

could : 1) dapat (past tense) → He could swim well before he was sick.

2) kesopanan → Could you help me, please ?

will : 1) mau (ada kemauan) → The teacher will see you tomorrow.

2) akan (untuk orang III) The film will start at 7 o'clock.

would : 1) kesopanan → I would be very glad to help you.

2) akan (sama dengan will, hanya dipakai dalam kalimat tak langsung) → He said that you would go on Sunday.

shall : 1) akan (Untuk orang I dan II) → We shall arrive (=tiba) tomorrow.

2) menyatakan tugas, perintah, keharusan, larangan.

→ Shall I open the window? (= apakah saya harus membuka jendela ?)

You shall not have it, it is mine (= Kamu tak boleh memilikinya, itu milikku.)

- should : 1) sebaiknya/ seharusnya → You should thank your parents.
- may : 1) boleh → The children may enter.
2) mungkin → He may stay a week there.
3) semoga → May God bless you.
- might : 1) boleh (dalam kalimat tak langsung) → He said that we might smoke (=merokok)
2) mungkin → She might stay a week,
- must : 1) harus → You must work hard to get good marks.

Letak : " Auxiliary of mood " diikuti oleh kata kerja bentuk "infinitive " tanpa memakai to.

Kecuali may yang berarti semoga → May God bless you.

Isilah bagian yang kosong dengan memakai salah satu kata yang ada dalam kurung.

1. He said that she go that day. (might, could, may)
2.you wait for a few minutes ? (must, could, might)
3. I use the phone (=telepon) because I have asked a permission (=ijin). (may, must, could)
4. His brother said that he..... come late. (might, can, could)
5.You be happy ! (can, must , may)
6. You meet him at the post office. He often goes there.
(can, could, would)
7. When I was young, I run very fast. (can, may, could)
8. We..... come fifteen minutes before the lesson in order to (=untuk) to rest for a moment (=sebentar). (should,may, would)
9. People...obey (=mentaati) the government's rules (=peraturan peraturan pemerintah). (can, might, must)
10. I leave now because I have finished my homework. (would, might, could)

Isilah bagian yang kosong dengan auxiliary of mood yang tepat.

1. If the traffic light (=lampu lalu lintas) is red, you....stop.
2. She.....play the piano well.
3. You use my book.
4. John told me that he go to Surabaya tonight (=nanti malam).
5. He..... go to a doctor because he is ill.
6. When he was young, he play football.

7. He said that I borrow his pen.
8. You go now because you have paid.
9. you help me ?
10. You..... respect (=menghormati) older people (=orang-orang yang lebih tua).

D. Vocabulary Exercises

I. Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

loves	relief	women	independence
useless	independent	struggle	
disturb	regret	advantages	

1. Kartini asks her friend to let her..... alone.
2. She tells everything to her friend because she her.
3. Kartini wants to prove (=membuktikan) that she is not.....
4. Because she always tells everything to her friend, she is afraid that she will.....her friend.
5. Kartini will feel happy because women will become..... later.
6. According to the letter, Kartini and her mother often talk about Indonesian
7. She likes to tell everything to her friend because it gives her
8. She has shown us the way to freedom and.....
9. Although people misunderstand her she will not.....
10. Kartini's mother does not agree (=setuju) with Kartini's goal because she cannot see the of it.

II. Lingkarilah alternatif yang kauanggap paling tepat.

1. Kartini wrote the letter in
 - a. 1980
 - b. 1900
 - c. 1800
2. Kartini thanked her friend (=berterima kasih kepada temannya) because of her.....
 - a. sympathy
 - b. letter.
 - c. beauty
3. She wrote the letter after she talked to
 - a. her mother
 - b. her sister
 - c. her friend

4. Kartini's mother was afraid that her fate would be....

- a. happy
- b. unhappy
- c. very happy

5. She wanted that all Indonesian women would become....

- a. poor
- b. rich
- c. independent

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah.

1. Kartini always writes to her friend because she wants to disturb her.
2. According to the story, Kartini can wait for her time calmly.
3. Kartini's friend always tells everything to Kartini.
4. Kartini's friend forgets Kartini because Kartini asks her to do it.
5. Kartini is the first woman in her family who struggles for Indonesian women.
6. She will never regret her life although people cannot understand her.
7. According to her mother, Kartini will have an unhappy fate.
8. Kartini knows that her goal is hard.
9. Her ideas have lived in her for months.
10. Kartini has opened the way to freedom and independence for Indonesian women.

IV. Berilah arti kata-kata di bawah ini.

- | | | | | |
|---------------|---|---|----------------|---|
| 1. useless | : | : | 6. to struggle | : |
| 2. to disturb | : | : | 7. fate | : |
| 3. advantages | : | : | 8. to realize | : |
| 4. wings | : | : | 9. goal | : |
| 5. maybe | : | : | 10. freedom | : |

E. Pronunciation Exercises

Ketika mengucapkan kata-kata yang mempunyai konsonan rangkap pada permulaan kata seperti misalnya speak, sky, street, three, dsb, ada kecenderungan mengucapkan suara /ə/ di antara konsonan-konsonan itu. Kita dapat menghilangkan suara /ə/ itu sehingga memperoleh ucapan yang benar dengan cara mengucapkan kata-kata tsb. dengan cepat.

a. Bacalah kata-kata di bawah ini dengan betul.

class	great	please	speak	skin	street
clean	green	place	special	school	stress (=tekanan)
club	grass	plant	spend	sky	strong
	smile	train	three		
	small	tree	through		
	smoke	try	throw (=melempar)		

b. Bacalah kalimat-kalimat yang berikut dengan betul

1. Students should not speak impolitely (=dengan cara yang tidak sopan) .
2. Today is a special day. Look ! The sky is clear (=cerah).
3. All streets in this city are straight (=lurus).
4. Did the boys throw the ball through the window ?

REVISION I

I. Berilah arti kata-kata di bawah ini

- | | |
|----------------------|---------------------|
| 1. crowded = | ' 16. to ruin = |
| 2. to starve = | ' 17. invention ≠ |
| 3. blood = | ' 18. freedom = |
| 4. independence = | ' 19. therefore = |
| 5. according to = | ' 20. to breathe = |
| 6. to concentrate = | ' 21. to happen = |
| 7. anything = | ' 22. advantage = |
| 8. to cure = | ' 23. to rest = |
| 9. abdominal = | ' 24. several ≠ |
| 10. at least = | ' 25. to disturb = |
| 11. however = | ' 26. cause = |
| 12. to investigate = | ' 27. to decrease = |
| 13. irregularly = | ' 28. to brush = |
| 14. certain = | ' 29. direction = |
| 15. to avoid = | ' 30. secretly = |

II.A. Ubahlah kalimat-kalimat di bawah ini menjadi kalimat ingkar dan kalimat tanya

1. He bought a book last week.
2. They study together (=bersama) every week.
3. You were my students last semester.
4. She goes to school by bike.
5. I am reading a book now
6. Bacteria can live in clean teeth.
7. I have a book.

B. Isilah bagian-bagian yang kosong dalam kalimat-kalimat berikut ini dengan kata yang tepat dari dalam kurung.

1. To drive (=mengendarai) very is dangerous. (fast - fastly)
2. A good singer (=penyanyi) will not produce sounds..... his nose. (on, in, through, during).
3. Because I am careless (=ceroboh), I hurt (me, mine, myself)
4. Ani, Tini, and Ida are in the same class.
5. are my students. (she, her, them, their, they)
5. 1978 - 1980, a lot of people go to Singapore. (on, through, at, during)
6. It is difficult to find someone ... at a crowded station. (on, at, in)

7. I always make cakes by.....(ourselves, myself, Iself, meself)
8. The picture is the wall (= dinding). (at, in, on)
9. There are a lot of mistakes in your homework. You have done it.....(careless, carelessly, carefully)
10. Mother bought books for (we, our, us)



UNIT 7

- | | |
|--|--|
| (in a bookstore) | (di sebuah toko buku) |
| Louise: Hey. Look! Anne Frank: <u>The Diary of A Young girl</u> I've been looking for it for several months. | Louise: Hey. Lihat! Anne Frank: <u>The Diary of A Young Girl</u> . Saya telah berbulan-bulan mencarinya. |
| Dora : What book is that ? | Dora : Buku apa itu ? |
| L : A collection of letters of a girl. She tells everything about herself in her letters to her friends ... her happiness, sadness, problems, etc. My friend has a copy of the book and she said that it was very interesting. Where is the salesperson ? I want to find out how much it is. | L : Suatu kumpulan surat-surat seorang gadis. Ia menceritakan segalanya tentang dirinya ... kebahagiaannya, kesedihannya, kesulitannya, dll. Teman ku punya sebuah dan katanya sangat menarik. Mana penjualnya ? Saya ingin tahu berapa harganya ? |
| D : There he is. Let me call him. | D : Itu dia. Biar saya panggil dia. |
| L : I hope it's not too expensive otherwise I'll have to wait until next month. | L : Saya harap tidak terlalu mahal, kalau tidak, saya harus menunggu lagi sampai bulan depan. |
| D : Ya, I hope it's not too expensive. | D : Ya, saya harap tidak terlalu mahal. |

ANNE ' S LETTER TO KITTY

Dear Kitty,

It is Saturday again.

The morning was quiet. I helped him but I only spoke to him briefly. At half past two everyone had gone to their rooms to sleep or to read. I went to the private office with my blanket and everything. I wanted to sit at the desk and write or read. But I could not write or read for a long time. I cried. I felt very unhappy. Oh, if only he came and made me happy again.

It was four o'clock when I went upstairs again. I wanted to get some potatoes and meet him. But while I was combing my hair, he went down to see Boche.

Suddenly I cried again. I hurried to the lavatory and took a

small mirror quickly as I passed. I cried in the lavatory and my tears made dark spots on my red dress. I was very sad.

Now, I have just made a decision. I will not think about Peter like this again. Perhaps he does not like me at all and he does not need me as his special friend. I have to go on alone again, without any friend, and without Peter. Perhaps I shall lose my hope and happiness again. Oh, if I could lay my head on his shoulder. Oh, if I could feel happy with him.....

Perhaps this my own mistake. He never pays special attention to me. Perhaps I myself have made mistakes. Oh Peter, if only you could see or hear me.

However I am not very sad again now. My spirit has come back.

Yours, Anne

A. Vocabulary

I. Glossary

1. as	: sambil	' 15. to lay	: meletakkan
2. at all	: sama sekali	' 16. like	: seperti
3. blanket	: selimut	' 17. to lose	: kehilangan
4. briefly	: dengan singkat	' 18. mistake	: kesalahan
5. to comb	: menyisir	' mistakes	: bentuk jamak
6. dark	: tua	' 19. perhaps	: mungkin
7. decision	: keputusan	' 20. potato	: kentang
8. desk	: meja tulis	' potatoes	: bentuk jamak
9. down	: ke bawah	' 21. private	: pribadi
to go down	: turun	' 22. quickly	: dengan cepat
went down	: bentuk II	' 23. quiet	: tenang
10. to go on	: meneruskan	' 24. shoulder	: bahu
11. half past two	: setengah tiga	' 25. special	: istimewa, khusus
half	: setengah	' 26. spirit	: semangat
past	: lewat	' 27. tear	: air mata
two	: jam dua	' tears	: bentuk jamak
12. however	: bagaimanapun	' 28. unhappy	: tidak bahagia
13. to hurry	: bergegas-gegas	' unhappy	happy
hurried	: bentuk II	' 29. upstairs	: ke atas
14. lavatory	: kamar kecil	' 30. without	: tanpa

II. Catatan : Ada beberapa kata benda yang dapat dibentuk dengan menambahkan akhiran -ness pada kata sifat/keadaan.

Contoh : happy happiness (=kebahagiaan)
 kind (=baik hati) kindness (=kebaikan hati)
 good goodness (=kebaikan/ kebajikan)

B. Comprehension Questions

Jawablah dengan singkat

1. What is the name of the girl who sends the letter ?
2. What is the name of her friend ?
3. When did she write the letter ?
4. She could not write or read for a long time because.....
5. Why did she go upstairs ?
6. Where did she go then (=kemudian) ?
7. What is the name of the boy ?
8. Was she still sad at the end of the story ?
9. Did she realize her own mistake ?
10. Have you experienced (=mengalami) the same thing ?

C. Structural Exercises

- | I | ' | II |
|---|---|--------------|
| 1. At the end, Anne is not sad, | ' | is she ? |
| 2. The morning was quiet | ' | wasn't it ? |
| 3. Peter does not pay special
attention to Anne, | ' | does he ? |
| 4. Anne spoke to him briefly, | ' | didn't she ? |

Yang akan kita pelajari dalam unit ini adalah question tag. Di dalam percakapan, kita akan sering menjumpai bentuk semacam itu yang dipakai oleh seorang pembicara untuk meminta persetujuan atau penguatan dari orang yang diajak berbicara atau pendengar. Bagian II (contoh di atas), sering diterjemahkan menjadi : bukan. Bagian itu disebut tag, sedangkan bagian I biasanya disebut statement.

Maka kalau kita terjemahkan kalimat I di atas menjadi :

Pada akhir cerita, Anne tidak sedih, bukan ?

- Catatan : - Kalau bagian I berupa kalimat berita, bagian II memakai not. (kalimat 2 dan 4)
- Kalau bagian I berupa kalimat ingkar, bagian II tidak memakai not. (kalimat 1 dan 3)
- Kalau dalam bagian I ada to be, to have, can, could, shall, should, will, would, may, might, must atau

kata kerja bantu lain, kita mengulang kata-kata itu dalam bagian II.

- Kalau yang dipakai dalam bagian I adalah bentuk kata kerja lain, bagian II memakai do atau does atau did.

Contoh :	I	II
	He <u>is</u> here,	' isn't he ?
	(+)	' (-)
	You <u>will</u> come,	' <u>won't</u> you ?
	(+)	' (-)
	They <u>didn't</u> come	' <u>did</u> they ?
	(+)	' (-)
	He <u>goes</u> to school,	' <u>doesn't</u> he ?
	(+)	' (-)

Perkecualian : I am a teacher, aren't I ?

Perhatikan : shall not → shan't may not → mayn't
should not → shouldn't might not → mightn't
would not → wouldn't must not → mustn't

Lengkapilah kalimat-kalimat berikut dengan bentuk-bentuk yang tepat.

1. He is early this morning,?
2. She cannot swim well,?
3. John will not come today, ?
4. My sister has finished her work,?
5. We are learning English,?
6. Ali must correct (=membetulkan) his mistakes,?
7. She doesn't want to go,.....?
8. They haven't met you before,?
9. She will play tennis,?
10. He may come today,?
11. The children broke (=memecahkan) the window,?
12. Father didn't tell it to me,?

D. Vocabulary Exercises

Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

passed quiet cried lay
special four blanket
own combing lose

1. In the letter, the situation (=situasi) was.....
2. Anne went to the private office with her.....
3. She couldn't read or write because she
4. She took a mirror as she.....
5. She went upstairs at.....0'clock.
6. Anne realized her mistakes.
7. At the end, Anne did not her spirit.
8. Peter went down while Anne was her hair.
9. Anne wanted to her head on Peter's shoulder.
10. Peter did not pay attention to Anne.

II. Lingkarilah alternatif yang kauanggap paling tepat

1. Anne spoke to Peter
 - a. for a long time
 - b. several times.
 - c. briefly
2. Anne felt
 - a. happy
 - b. unhappy
 - c. glad
3. When she cried, she went to the.....
 - a. office
 - b. lavatory
 - c. room
4. Everyone in the story had gone to their rooms at.....
 - a. half past two
 - b. four o'clock
 - c. Three o'clock
5. Anne was wearing her
 - a. blue dress
 - b. red dress
 - c. white dress

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah.

1. The letter is for a boy.
2. The girl loved Peter.
3. The girl went upstairs to get her blanket.
4. Anne wrote the letter on Saturday.
5. While Anne was combing her hair, Peter went down.
6. Because she cried in the private office, her tears made dark spots on her dress.

dear - wear

III. Perhatikan ucapan kata desk desks
Dengarkan dan tirukan ucapan gurumu dengan betul.

UNIT 8

- Dick : Mum, do you remember that jacket I showed you when we were at the shop last week ?
- Mother : ya, but why do you ask ?
- D : Well, err..., my friend Adrian has one and it looks so great that I'd like one too.
- M : But you already have plenty of clothes. What do you want another jacket for ?
- D : I'm going to the disco next Saturday and I don't have any thing nice to wear.
- M : You only want to impress your friends and a few girls. I wasn't born yesterday you know.
- D : But Mum, it only costs £ 30.
- M : Thirty pounds ! Where do you think I'm going to get that money? Money doesn't grow on trees you know.
- D : But Mum, if I wear any of my old clothes I'll just look funny and the others at the disco will laugh at me.
- M : Don't be ridiculous. We can't afford to buy new clothes for you every minute.
- Dick : Bu, apakah ibu ingat jaket yang saya perlihatkan kan minggu lalu ketika kita ada di toko ?
- Ibu : Ya, tapi kenapa kamu bertanya ?
- D : Mmm... temanku si Adrian punya sebuah dan kelihatannya bagus sekali sehingga saya ingin satu juga.
- I : Tapi pakaianmu sudah banyak. Untuk apa kamu ingin sebuah jaket lagi ?
- D : Saya akan ke disko malam Minggu nanti dan saya tak punya pakaian yang baik.
- I : Kamu hanya ingin agar dikagumi teman-temanmu dan beberapa gadis. Saya bukan anak kecil, tahu ?
- D : Tapi bu, harganya hanya £ 30.
- I : 30 pound! Kamu pikir dimana saya mendapat uang sebanyak itu? Kamu tahu kan, "uang tidak tumbuh di atas pohon."
- D : Tapi bu, kalau saya pakai pakaian yang sudah lama, saya akan kelihatan lucu, dan orang-orang di disko akan menertawakan saya.
- I : Jangan aneh-aneh. Kita tidak mampu membeli pakaian baru untukmu setiap menit.

DIFFICULTIES OF ADOLESCENTS

A real difference between a child and an adolescent is the sudden increase in self-awareness. Children often pay too much attention to things outside themselves. They never think much about themselves as individuals. They are very aware of their own abilities and achievements but their interest is in what they do, not in who they are. In general they do not think much about their appearance..What other people think of them is relatively unimportant.

Adolescents are the opposites of children. They always think of themselves. Why ? One of the reasons is the physical changes which appear during this period, for instance, a girl's body changes ; a boy's voice breaks. These changes make them anxious. Boys and girls at this period often grow very rapidly so that they cannot easily adjust themselves to their new condition. Sometimes we see a very tall and thin girl or a boy with very long legs. They look awkward. Unfortunately, people often laugh at them. This may hurt them.

If we want to help them, we should not mock or laugh at them. It is better to give them advice, for example, how to choose clothes for the tall and thin girl, how to cure the boy's voice, etc. But the best medicine is praise and encouragement. The next example is an example of how to praise and encourage an adolescent.. If we have, for example, a daughter who is very fat, we should give her advice on how to choose suitable clothes. We may also advise her to engage in sports every day. It is also wise to praise her real positive qualities, for instance, her beautiful hair, her beautiful eyes, etc. This will encourage her to improve herself because she can feel that she is not as bad as what she thinks.

Once again, we should not mock them. Try to give helpful advice, find real positive qualities and understand them.

A. Vocabulary

I. Glossary

- | | | | |
|----------------|------------------------|---------------|----------------|
| 1. ability | : kemampuan | 6. to appear | : muncul |
| 2. abilities | : bentuk jamak | 7. aware | : sadar |
| 3. achievement | : prestasi, pencapaian | 8. awareness | : kesadaran |
| 4. achievement | : bentuk jamak | 9. awkward | : janggal |
| 5. to adjust | : menyesuaikan | 10. to break | : pecah |
| 6. adolescent | : anak remaja | 11. change | : perubahan |
| 7. adolescents | : bentuk jamak | 12. changes | : bentuk jamak |
| 8. anxious | : khawatir, cemas | 13. to choose | : memilih |

12. difference	: perbedaan	'	28. to mock	: memperolok olokkan
13. easily	: dengan mudah	'	29. once	: sekali
14. to encourage	: mendorong, mem- besarkan hati	'	30. opposite	: lawan
encouragement:	: dorongan, pe- ngobaran se- mangat	'	opposites	: bentuk jamak
15. to engage	: ikut serta	'	31. period	: masa
16. fat	: gemuk	'	32. physical	: fisik, jas- mani
17. to feel	: merasa	'	33. positive	: positif, baik
18. for instance	: sebagai contoh	'	34. praise	: pujian
19. general	: umum	'	to praise	: memuji
in general	: pada umumnya	'	35. quality	: sifat
20. to grow	: tumbuh	'	qualities	: sifat-sifat
21. helpful	: yang bersifat membantu	'	36. real	: nyata
22. to hurt	: melukai	'	37. reason	: alasan, sebab
23. to improve	: memperbaiki	'	reasons	: bentuk jamak
24. increase	: penambahan, kenaikkan	'	38. relatively	: secara relatif
25. individual	: individu	'	39. self-awareness:	: kesadaran akan diri sendiri
individuals	: bentuk jamak	'	self	: diri sendiri
26. interest	: minat	'	40. sudden	: tiba-tiba
27. to laugh	: tertawa	'	41. suitable	: cocok
to laugh at	: menertawakan	'	42. sports	: olahraga
			43. to understand:	: mengerti
			44. unimportant:	: tidak penting unimportant important

2. Catatan :

1) Ada beberapa kata benda yang dapat dibentuk dengan menambahkan akhiran -ment pada kata kerja, contoh:

to encourage → encouragement

to achieve (=mencapai) → achievement

to govern (=memerintah) → government (=pemerintah)

2) Ada beberapa kata sifat yang dapat dibentuk dengan menambahkan akhiran -ful pada kata benda, misal :

help (=bantuan) → helpful (=yang bersifat membantu)

use (=guna, manfaat) → useful (=yang bersifat berguna)

3) aware → awareness (lihat unit 7)

B. Comprehension Questions

Jawablah dengan singkat

1. What is a real difference between a child and an adolescent?
2. In general, do children think much about their appearance?
3. Do children pay much attention to things outside themselves?
4. Why do adolescents always think of themselves?
5. Is it easy for them to adjust themselves to their new condition?
6. Why?
7. What is the best medicine for them?
8. Is it wise to praise real positive qualities of a boy or a girl?
9. Why?
10. Which is more interesting for you, to teach children or to teach adolescents?

C. Structural Exercises

The girl improves herself because she can feel that she is not as bad as what she thinks. (Gadis tsb memperbaiki dirinya sendiri karena ia dapat merasakan bahwa ia tidak sejelek apa yang dipikirkannya.)

To give helpful advice is as good as to praise her positive qualities. (Memberikan nasehat yang membantu adalah sama baiknya dengan memuji sifat-sifat positifnya)

as (adjective)as = sama (kt. sifat)nya dengan atau se..... (kt. sifat)
--

Jadi : as wise as = sama bijaksananya dengan..... atau
sebijaksana.....

as beautiful as = sama cantiknya dengan atau
secantik

Kita memakai susunan seperti itu untuk menunjukkan bahwa dua buah benda, barang, atau orang mempunyai sifat atau keadaan yang sama, misalnya sama baiknya, sama mahalnyanya, sama tingginya, dsb.

Isilah bagian yang kosong di bawah ini dengan susunan yang tepat
1. This house is my house . (large)

2. Ani is... her sister. (beautiful)
3. The young servant (=pelayan) is.....the old servant.
(diligent)
4. Cotton (=kapas) is snow (=salju). (white)
5. The boy is his father. (tall)
6. These questions are.... the ones we had yesterday.(difficult)
7. The colour of her dress is blood. (red)
8. Your ruler is as his ruler. (long)
9. The knife is your knife. (sharp = tajam)
10. Widodo is his brother. (clever)

D. Vocabulary Exercises

1. Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

adolescents	qualities	mock	hurt
awkward	conditions	engage	
appearance	anxious	encourage	

1. Adolescents who grow very rapidly often look.....
2. According to the reading passage (=bacaan), the opposites of children are.....
3. We should not mock or laugh at adolescents because we may them.
4. It is difficult for them to adjust themselves to their new.....
5. It is good for boys or girls to in sports.
6. Physical changes often make adolescents
7. Parents should their sons and daughters.
8. People who do not understand adolescents often.... them
9. It is important to praise their real positive
10. Children often do not think much about their.....

II. Lingkarilah alternatif yang kau anggap paling tepat.

1. Helpful advice will
 - a. mock children
 - b. hurt children
 - c. encourage children.
2. Children's interest is in....
 - a. who they are
 - b. what they do
 - c. who their parents are

3. Physical changes make adolescents
 - a. happy
 - b. anxious
 - c. wise
4. The best medicine for adolescents is....
 - a. a lot of money
 - b. suitable clothes
 - c. praise and encouragement
5. For children what other people think of them is relatively.....
 - a. important
 - b. good
 - c. unimportant

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah.

1. Adolescents always think of themselves because of their physical changes.
2. If we want to help adolescents we should mock or laugh at them.
3. Because adolescents often grow very rapidly, they cannot easily adjust themselves to their new condition.
4. If we encourage a girl so that she feels that she is not too bad, she will improve herself.
5. A real difference between a girl and a boy is the sudden increase of self-awareness.
6. Children never think much about themselves as individuals.
7. It is not good to praise real positive qualities of adolescents.
8. Children do not pay too much attention to things outside themselves.
9. Children are not aware of their abilities and achievements.
10. It is good for adolescents to engage in sports.

E. Pronunciation Exercises

boy, why, how, wise, eye, find.

Bagaimana kamu mengucapkan kata-kata itu ?

Ucapan yang benar adalah : [bɔɪ], [hwaɪ], [haʊ], [waɪz],
[aɪ], [faɪnd]

Perhatikan bunyi dua huruf hidup yang letaknya berdekatan dalam kata-kata itu. Untuk mendapatkan ucapan yang benar, huruf hidup yang terletak berdekatan itu harus diucapkan se-

dikit cepat.

Contoh : boy : Sesudah kita mengeluarkan suara /b/, kita ucapkan /ɔ/ yang diikuti oleh /i/ dengan cepat. Jangan berhenti terlalu lama pada suara /ɔ/ .

Cara ini berlaku juga untuk kata-kata yang lain.

I.	joy	five	house
	join	nine	out
	coin	like	noun
	joyce	time	about
	toy	why	town

II. Bacalah kalimat-kalimat di bawah ini dengan betul

1. I like to buy a tie (=dasi).
2. The boys are noisy (=berisik, ribut).
3. The words " around " and " about " are not nouns.
4. My child likes ice cream.
5. Roy is enjoying (=menikmati) his toy. (=permainan kanak-kanak)
6. I went out of the house for one hour.

: fail they will try ' chemotherapy which ' means the doctors ' give you drugs that ' reduce the size of t' the cancer. The doc-' tors are still try- ' ing to find better ' ways to fight against cancer '

Mr. A : Well, this is my ' stop. I've to get ' off. Give my regards' to Sally. I hope she' gets better soon. '

kedua cara ini gagal mereka akan mencoba che-motherapy yang artinya dokter memberi obat un- tuk memperkecil kanker itu. Para dokter sedang berusaha untuk menemu- kan cara-cara yang lebih baik untuk memerangi kanker.

Tn. A : O, di sini saya berhenti. Saya harus turun. Sam- paikan salamku untuk Sally. Semoga cepat sembuh.

WHAT IS CANCER ?

You know that our body consists of a lot of cells. Each cell has a special job, for example, to carry oxygen, to build the skeleton, etc.

Among these cells there are also cancer cells. People do not know how they appear. These cells multiply rapidly and without purpose. They attack healthy tissues. They eat the food of the tissues. So people become weak and sick. People must kill the cancer cells if they want to be healthy again.

Cancer is not contagious, and it is not hereditary either. But sometimes two people in the same family may suffer from the same type of cancer.

Cancer can develop in any part of your body, for example, lung, breast, prostate, colon, rectum, other digestive organs, uterus, urinary tract, bones., mouth, etc.

Do you know what makes people suffer from cancer ? People who like to smoke may suffer from lung cancer. Exposure to sunlight or X-rays or the fumes of certain industrial chemicals can cause other forms of cancer. Possibly air pollution can also become one of the reasons.

Cancer usually attacks men and women over 35; but some- times it also attacks babies or younger people.

There are three ways to cure cancer : surgery, radiation from x - rays and radioactive elements, and chemotherapy. Surgery attempts to remove all tissues that contain cancer

cells, and radiation can destroy cancer cells. Chemotherapy is usually the last method if the first and second ways fail. In chemotherapy, people take medicine to make the tumors smaller. People are still working hard to fight against cancer.

A. Vocabulary

1. to attempt	: mencoba	'	industrial chemicals:
2. better	: lebih baik	'	bahan-bahan kimia in-
3. bone	: tulang	'	dustri
bones	: bentuk jamak	'	23. lung : paru-paru
4. breast	: payudara	'	24. method : metode, cara
5. cancer	: penyakit	'	methods : bentuk jamak
	kanker	'	25. to multiply: berkembang
6. to cause	: menyebabkan	'	biak
7. cell	: sel	'	26. organ : bagian ba-
cells	: bentuk jamak	'	dan, alat
8. chemical	: bahan kimia	'	tubuh
9. chemotherapy	: pengobatan	'	27. digestive organs : alat
	dengan memakai	'	alat pen-
	obat-obatan	'	cernaan
	yang menyerang	'	28. over : di atas
	kuman-kuman	'	29. oxygen : zat asam
10. colon	: usus besar	'	30. pollution : polusi
11. to consist of:	terdiri dari	'	31. Prostate : kelenjar di
12. to contain	: mengandung	'	bawah kan-
13. to destroy	: menghancurkan	'	tung ken-
14. to develop	: timbul	'	cing laki-
15. digestive	: yang berhu-	'	laki
	bungan dengan	'	32. purpose : tujuan
	pencernaan	'	33. radiation : penyinaran
16. element	: unsur, elemen	'	34. radioactive: radioaktif
17. exposure	: keadaan ter-	'	35. ray : sinar
	buka terhadap	'	rays : bentuk jamak
exposure to sunlight:	terbuka	'	36. reason : sebab
terhadap/kena sinar matahari		'	reasons : bentuk jamak
18. to fail	: gagal	'	37. rectum : dubur
19. fume	: asap, uap	'	38. to remove : menghilang-
20. healthy	: sehat	'	kan
21 hereditay	: turun-temurun	'	39. skeleton : kerangka
22. industrial	: yang berhubu-	'	40. to smoke : merokok
	ngan dengan in	'	41. to suffer : menderita
	dustri	'	

- | | | |
|-----------------------------------|---|--|
| 42. surgery : pembedahan, operasi | ' | 46. type : tipe, jenis |
| 43. tissue : jaringan | ' | 47. urinary : yang berhubungan dengan kencing. |
| tissues : bentuk jamak | ' | urinary tract: saluran kencing |
| 44. tract : sistim, alat | ' | |
| 45. tumor : tumor | ' | 48. uterus : rahim |
| | ' | 49. without : tanpa |

B. Comprehension Questions

Jawablah dengan singkat

1. Do the cells of your body have certain functions (=fungsi-fungsi) ?
2. What are their functions ?
3. Why do people become weak and sick if they suffer from cancer?
4. Is cancer contagious ? Is it hereditary ?
5. Although cancer is not hereditary, is it possible that people in the same family suffer from the same type of cancer ?
6. Where does cancer usually develop ?
7. People who like to smoke may suffer from
8. Cancer usually attacks people of what age (=umur) ?
9. Mention (=sebutkan) the three ways to cure cancer ?
10. Do people really know how cancer cells appear ?

C. Structural Exercises

People take medicine to make the tumor smaller.
John is taller than Bob.

Kalau keadaan atau sifat dua buah benda/ orang (atau dua kelompok benda/ orang) dibandingkan, kita dapat menambahkan -er pada kata keadaan atau sifat benda/ orang yang melebihi keadaan atau sifat benda / orang yang satunya.

Contoh : 1) the tumor before people take medicine ○ the tumor after people take medicine ○

So we can say : After people take medicine, the tumor is smaller.

People take medicine to make the tumor smaller.

2) John Bob



So we can say : John is taller than Bob

Kalau keadaan atau sifat sebuah benda atau orang dibandingkan dengan keadaan atau sifat sekelompok benda atau orang, dan ternyata menjadi yang paling, kita tambahkan - est pada kata keadaan atau kata sifat benda atau orang itu.

Contoh: 1) A B C
○ ○ ○

So we can say : C is the smallest thing. (=benda)

2) John Bob Danny



So we can say: John is the tallest boy.

- er dan - est umumnya dapat ditambahkan pada:

1) hampir semua kata keadaan/ sifat (adjective) yang bersuku satu (short, tall, small, long)

2) beberapa kata keadaan/ sifat (adjective) yang bersuku dua (clever, polite, simple, common, cruel)

Selain itu kita pakai more dan most yang diletakkan di depan kata sifat atau kata keadaan.

Contoh: difficult - more difficult - most difficult
beautiful - more beautiful - most beautiful

Perkecualian: good - better - best
bad - worse - worst
late - later - latest
latter - last
far - farther - farthest (paling
(=lebih Jauh)
jauh)
further - furthest (paling
(=lebih lanjut)
lanjut)

little	-	less	-	least	(=paling sedikit)
(=sedi kit)		(=lebih sedikit)			
much /					
many	-	more	-	most	
old	-	older	-	oldest	(untuk benda dan orang)
		elder		eldest	(untuk orang dan biasa dipakai dalam keluarga)

Catatan: Tambahan -er atau more biasanya diikuti dengan kata than, sedangkan -est dan most didahului oleh kata the. Semua yang kita pelajari di atas disebut degree of comparison (=tingkat perbandingan), yang memakai tambahan -er atau more disebut tingkat comparative, sedangkan yang memakai tambahan -est atau most disebut tingkat superlative.

Isilah bagian yang kosong dengan bentuk yang tepat

1. I am than Bob. (tall)
2. But the boy in my class is John. (tall)
3. Ali is than Dwi. (diligent = rajin)
4. Ida is the student in her class. (good)
5. I have two friends. Now, I am fifteen years old. Tina is sixteen years old, and Tuti is seventeen years old. Tina is than me, but Tuti is the6) girl. (old)
7. My mother has Rp 1.000, my sister has Rp 500 and I have Rp 100. My mother has money than my sister. (much)
8. And I have the money. (little)
9. My teacher gives exercises (=latihan= latihan) which are... than the last exercises. (difficult)
10. I think the exercises are the exercises I have ever done. (difficult)

D. Vocabulary Exercises

- I. Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

over job multiply body
exposure tumor cure
cure surgery contagious

1. Cancer cells rapidly.
2. Each cell in your body has a special
3. Until now (=sampai sekarang), people do not know how cancer cells
4. Cancer usually attacks people 35
5. In chemotherapy people use medicine to make ... smaller.
6. Cancer is not a disease.
7. Surgery, radiation from X - rays and radioactive elements, and chemotherapy are the three ways to cancer.
8. One of the reasons of cancer is to sunlight.
9. Cancer can develop anywhere in you
10. People remove all tissues that contain cancer cells in...

II. Lingkarilah alternatif yang kauanggap paling tepat

1. Cancer cells multiply rapidly and ...
 - a. with purpose
 - b. without purpose
 - c. carefully
2. Cancer cells eat the food of healthy tissues so that people become sick and
 - a. poor
 - b. strong
 - c. weak
3. People who like to smoke may suffer from....
 - a. lung cancer
 - b. breast cancer
 - c. mouth cancer
4. To take medicine to make tumor smaller is...
 - a. radiation
 - b. chemotherapy
 - c. surgery
5. One of the jobs of cells is to build.....
 - a. oxygen
 - b. skeleton
 - c. cancer cells

III. Tulislah T (true) kalau kalimat dibawah ini kauanggap benar dan F (false) kalau salah

1. People know how cancer cells appear.
2. Cancer is not hereditary.
3. To carry oxygen is one of the jobs of cells.
4. Cancer can develop only in your lung.
5. Air pollution cannot become one of the reasons of cancer.

6. From the passage, we know that there are three ways to cure cancer.
7. Cancer only attacks people over 35.
8. People take medicine to make tumor bigger.
9. Radiation destroys cancer cells.
10. Cancer is a dangerous disease.

IV. Berilah arti kata-kata di bawah ini

- | | | | |
|-------------------|---|------------------|---|
| 1. without | : | 6. skeleton | : |
| 2. fume | : | 7. to multiply | : |
| 3. to fail | : | 8. chemotherapy: | |
| 4. heredity | : | 9. purpose | : |
| 5. to consist of: | | 10. reason | : |

E. Pronunciation Exercises

Where Have All the Flowers Gone ?

4/4 ! 0 5 6 5 . 3 ! 3 2 . 1 3 . ! 0 1 . 2 !
 Where have all the flowers gone Long time
 Where have all the young girls gone Long time

! 7 6 . 5 . ! 0 5 6 5 . 3 ! 3 2 . 1 3 !
 pass----ing ? Where have all the flowers gone
 pass----ing ? Where have all the young girls gone

! 0 4 4 . 3 ! 2 . . . ! 0 5 6 5 . 3 !
 Long time a go ? Where have all the
 Long time a go ? Where have all the

! 3 2 . 1 3 . ! 1 1 . 1 2 1 !
 flowers gone ? Young girls have picked them
 young girls gone ? Gone to young men

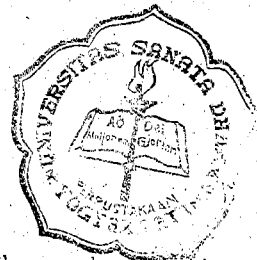
! 7 6 5 . . ! 0 6 4 2 ! 1 3 . 5 . !
 eve -ry-one When will they ev- er learn
 eve -ry-one When will they ev- er learn

! 0 6 4 3 ! 2 . . 1 2 ! 1 . . . !!
 When will they ev -----er learn ?
 When will they ev -----er learn ?

3. Where have all the young men gone, Long time passing ?
Where have all the young men gone, Long time ago ?
Where have all the young men gone,
Gone for soldiers everyone.
When will they ever learn ?
When will they ever learn ?

4. Where have all the soldiers gone, Long time passing ?
Where have all the soldiers gone, Long time ago ?
Where have all the soldiers gone,
Gone to graveyards everyone.
When will they ever learn ?
When will they ever learn ?

UNIT 10



- Paul : Hello. ' Paul : Halo.
- Ratna : Hi. ' Ratna : Hai.
- P : Hey, you look a bit ' P : Hei, kamu kelihatannya
gloomy. What's wrong ' : agak murung. Kenapa ?
with you ?
- R : Nothing serious. I ' R : Tidak terlalu mengu-
just feel kind of de ' atirkan. Saya hanya
jected because of my ' sedikit kesal karena
little brother, Rudy ' adikku, Rudy.
- P : Why ? ' P : Kenapa ?
- R : He always annoys his ' R : Ia selalu mengganggu
friends.... he fights ' teman-temannya....ia
all the time. His ' berkelahi terus. Guru-
teachers and every- ' gurunya dan setiap o-
body at home have ' rang di rumah telah
given him a lot of ' banyak menasehatinya
advice but he seems ' tapi nampaknya ia me-
to ignore all of them ' ngabaikan semuanya.
This morning he ' Tadi pagi ia berkelahi
fought again and his ' lagi dan hidungnya ber-
nose's bleeding. ' darah. Huh..., saya
Huh,.. I don't know ' tidak tahu harus ber-
what to do. He's ' buat apa. Ia berbeda
different from his ' dari adiknya, Dewi.
- P : Ya, I know. Dewi is ' R : Ya, saya tahu. Dewi
very kind, diligent ' sangat baik, rajin dan
obedient. But you ' patuh. Tapi kamu harus
should remember that ' ingat setiap orang pu-
everyone has his or ' nya watak sendiri-sen-
her own character. ' diri. O, ya, saya pu-
Well, I have a book ' nya buku tentang pen-
on education which ' didikan yang mungkin
might be good for you ' baik untuk kaubaca.
to read. It talks a- ' Isinya tentang disiplin
bout discipline among ' di antara anak-anak.
children.If you want ' Kalau kamu mau baca,
to read it, you may ' boleh kaupinjam.
- R : Ya, I think I should ' R : Ya, saya kira sebaiknya
read it. When can I ' saya baca. Kapan dapat
borrow it ? ' saya pinjam?

P : Anytime ' P : Kapan saja.
R. : Thank you. I'll take ' R : Terima kasih. Saya
it tomorrow ' ambil besok.

DISCIPLINE AMONG CHILDREN

No method of discipline is equally effective with all children. A certain method may work well with a child but not with another. A few stern words can make a girl quiet. But with another boy, a few words do not help at all. We must use a more severe method of control to make the boy quiet. On the other hand, for a shy girl, the same stern words can make her tremble and cry.

Actually, the difference in children's responses to our methods of control are very great. Age, sex, and social class differences often cause the different reactions. So, it is not wise to apply only a particular method of control a lot of children and expect the same result. We, especially teachers, should know a bit about discipline with respect to age differences, sex differences, and social class differences.

In general, younger children have more limited controls than older children. They do not really know concepts of right and wrong. Older children can control themselves better so we can expect more self-discipline from them.

In terms of sex differences, we know from various studies that girls are not as destructive as boys. They are usually more afraid and cry more easily than boys. So if possible, we should not use a very severe method of control to treat them.

Bad language, slovenliness, and other forms of bad behaviour are often usual for children from low socioeconomic levels. We cannot expect much self-discipline in these things from them. We usually need severe methods of control to treat them. Knowledge of the social status helps us to understand the behaviour of children and the effectiveness of a particular method of discipline.

It is not true to say that only one method of control will help us to manage all children. We should also consider several factors such as age, sex, and social class levels.

A. Vocabulary

I. Glossary

- | | | | |
|---------------------------|---|----------------------|-----------------------------|
| 1. a bit | : sedikit | 21. response | : tanggapan |
| 2. actually | : betul-betul | responses | : bentuk jamak |
| 3. to apply | : mempergunakan | 22. right | : betul, benar |
| 4. behaviour | : kelakuan | right wrong | |
| 5. concept | : konsep/ penger-
tian | 23. self-discipline: | disiplin
diri sendiri |
| 6. to consider: | menganggap/
mempertimbang-
kan | 24. sex | : jenis kelamin |
| 7. destructive: | bersifat me-
rusak | 25. severe | : keras |
| 8. discipline: | disiplin | 26. shy | : pemalu |
| 9. effective | : efektif, ber-
hasil | 27. slovenliness | : kejojoran,
keteledoran |
| 10. equally | : sama-sama | 28. social class: | kelas/ gbleng
an sosial |
| 11. factor | : faktor, unsur | 29. socioeconomic | : sosial e-
konomi |
| 12. in terms of | : perihal | 30. stern | : kasar, keras |
| 13. level | : tingkatan | 31. study | : menyelidikan |
| 14. limited | : terbatas | 32. studies | : bentuk jamak |
| 15. method | : cara | 32. to treat | : memperlakukan |
| 16. method of control | : cara
menguasai, ca-
ra mengendali-
kan | 33. to tremble | : gemetar |
| 17. method of discipline: | cara
mendisiplinkan | 34. with respect to | : mengenai |
| 18. on the other hand | : seba-
liknya. | | |
| 19. particular: | khusus | | |
| 20. reaction | : reaksi | | |
| reactions | : bentuk jamak | | |

II. Catatan : effective -----> effectiveness (lihat unit 7)

B. Comprehension Questions

Jawablah dengan singkat

1. "Can we use only a method of control effectively with all children ?

2. What makes the differences in children's responses to methods of control ?
3. Do younger children have more limited controls ?
4. Can we expect self-discipline from older children ?
5. Which are more destructive, boys or girls ?
6. Is it wise to use a very severe method of control to treat girls who cry easily ?
7. What do we usually find among children from low socioeconomic levels ?
8. What kind of method of control is good for those children ?
9. Does knowledge of the social status help a teacher ?
10. From the reading passage, what are the differences between boys and girls ?

C. Structural Exercises

- That method works more effectively than the method we used last month. (Metode itu bekerja secara lebih berhasil daripada metode yang kita pakai bulan lalu)
- But the method we use now works most effectively. (Tetapi metode yang kita pakai sekarang ini bekerja secara paling efektif)

Dahulu telah kita pelajari " degree of comparison of adjective," seperti misalnya, rich - richer - richest, beautiful - more beautiful - most beautiful, dsb. Dalam unit ini secara singkat kita akan mempelajari " degree of comparison of adverb " karena ternyata bukan hanya kata sifat/ keadaan (adjective) saja yang bisa dibandingkan melainkan juga kata keterangan (adverb).

Contoh :	positive	'	comparative	'	superlative
(dengan jelas)	clearly	'	more clearly (dengan lebih jelas)	'	most clearly (dengan paling jelas)
(dengan berhasil)	successfully	'	more successfully (dengan lebih berhasil)	'	most successfully (dengan paling berhasil)

Catatan : - Semua bentuk "comparative" memakai more di depannya, dan semua bentuk superlative " memakai most di depannya.

- Untuk keterangan pemakaian bentuk "comparative" dan "superlative", kita bisa melihat uraian tentang "degree of comparison of adjective" karena aturannya sama.

- well	- better	- best
- badly	- worse	- worst

Isilah bagian-bagian yang kosong di bawah ini dengan bentuk-bentuk yang tepat.

1. This house runs than that one.
2. In this area (=daerah), Birth Control programme (=program keluarga berencana) works than in your area.
3. But the area where Birth Control programme works ... is East Java. (successfully)
4. Villagers (=orang-orang desa) use traditional medicine (=obat-obatan tradisional) than modern medicine. (fequently = secara kerap kali)
5. Tono works than Budi. (diligently = dengan rajin)
6. But Rudy works
7. John will write than this if he uses a good pen. (well)
8. Tom played badly, Harry played..... than him and I played (badly)
9. In this club (=perkumpulan), he plays tennis
10. You speak than him. (clearly)

D. Vocabulary Exercises

I. Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

responses	effective	consider	to apply
reactions	destructive	to manage	
self-discipline	knowledge	behaviour	

1. Usually boys are more than girls.
2. A severe method is usually for naughty boys.
3. A teacher should not ... only a particular method of control.
4. Children will give different to methods of control.
5. One of the things that helps us to understand children is of social status.
6. Older children usually have more

7. Many children from low socioeconomic levels have bad ...
8. Several methods of control are important for us to
children.
9. Age, sex, and social class differences often cause
different
10. Age, sex, and social class levels are factors that we
should

II. Lingkarilah alternatif yang kauanggap paling tepat

1. Various studies show that girls are ...
 - a. more destruc-
tive
 - b. as destructive
as boys
 - c. not as destruc
tive as boys
2. Bad language is often usual for children from
 - a. high socioeconomic level
 - b. low socioeconomic level
 - c. middle (=tengah) socioeconomic level
3. For a shy girl, we should use a method of control which
is
 - a. not too severe
 - b. very severe
 - c. too severe
4. To apply only one method of control for all children is
.....
 - a. good
 - b. not wise
 - c. useful
5. From younger children, we can expect ...
 - a. more self-
discipline
 - b. the same self-
discipline
 - c. less self-
discipline

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap
benar dan F (false) kalau salah

1. All methods of discipline are equally effective so we can
use only a particular method all the time. (=sepanjang
waktu)
2. Age, sex, and social class differences often cause
different reactions.

3. To know about age, sex, and social class differences is useless.
4. In general, older children have more limited controls than younger children.
5. According to the reading passage, we should not use a very severe method of control to treat girls.
6. Usually, we cannot expect much self-discipline from children from low socioeconomic levels.
7. Only one method of control will not help us to manage all children.
8. Little children really know concepts of right and wrong.
9. To apply only one method of control for many children and expect the same result is wise.
10. Severe methods of control are usually good to treat children from low socioeconomic levels.

IV. Berilah arti kata- kata di bawah ini

- | | | | |
|----------------------------|---|-------------------------|---|
| 1. equally | : | 6. limited | : |
| 2. stern | : | 7. slovenliness | : |
| 3. a method of discipline: | | 8. a method of control: | |
| 4. to treat | : | 9. to tremble | : |
| 5. a result | : | 10. a reaction | : |

E. Pronunciation Exercises

knowledge, manage

Bagaimanakah kamu mengucapkan kata- kata itu ?

Coba perhatikan kedua kata itu, terutama suku kata terakhir. Di dalam kedua suku kata itu terdapat suara / dʒ /, yang mirip dengan suara yang terdapat dalam beberapa kata dalam bahasa Indonesia, yaitu: jangan, jari, jual, judi, dsb. Hanya saja / dʒ / dalam bahasa Inggris diucapkan sedikit lebih berat.

Ucapkanlah kata- kata yang berikut ini dengan betul

- | | |
|------------------------|-----------------------|
| judge (=hakim) | garage (=garasi) |
| just (=adil/baru saja) | courage (=keberanian) |
| jump (=melompat) | encourage |
| joy (=kegembiraan) | knowledge |
| manage | bagage (=bagasi) |

UNIT 11

- (in a garden) (di sebuah kebun)
- Jack : Hey. What are you doing ? Jack : Hey. Sedang apa ?
- Santo: Nothing. Just looking around. Santo: Tidak apa- apa. Hanya lihat- lihat saja.
- J : Hey. What's happened to this tree ? It's leaves are all dry! Didn't you water it ? J : Hey. Apa yang terjadi dengan pohon ini ? Semua daunnya kering! Apakah tidak kamu siram ?
- S : No, I haven't watered it for several days. I'm too lazy to do it. S : Tidak. Tidak saya siram selama beberapa hari. Saya terlalu malas untuk menyiramnya.
- J : My God! Plants can't live without water. You're wasting what God has given you. A nice, large garden, fertile soil ... but you've wasted them. You know, in my country, people, especially farmers, can't plant trees, flowers, etc. anytime. We have different seasons. In autumn and winter many plants won't grow, so we must use growing time as well as possible. J : Astaga! Tanaman tak dapat tumbuh tanpa air. Kamu menyia- nyiakan anugerah Tuhan kepadamu. Suatu kebun yang indah, luas, tanah yang subur... tapi kamu sia- siakan. Kamu tahu, di negeriku, orang- orang terutama petani- petani tak dapat menanam pohon- pohon, bunga- bungaan setiap saat. Kami mempunyai iklim yang berbeda. Dalam musin gugur dan dingin banyak tanaman tak dapat tumbuh, maka kami harus memakai waktu menanam sebaik mungkin.
- S : Ya, I see what you mean! We shouldn't waste what we've had ... by the way, do you have any articles on farming in your country ? I'd like to know more about it. S : Ya, saya mengerti maksudmu. Kita seharusnya tidak menyia- nyiakan apa yang kita miliki ... omong- omong, apakah kamu punya karangan- karangan tentang pertanian di negerimu ? Saya ingin tahu lebih banyak tentangnya.

- J : Yes, I have several at home. Do you want to go get them with me now ?
- J : Ya, saya punya beberapa di rumah. Apa kamu mau pergi mengambilnya bersamaku sekarang ?
- S : Let's go.
- S : Ayolah.

FARMING

Western farmers raise food which people eat. They also produce raw materials to make clothes. They raise corn and wheat, oats, barley, and rice. They grow potatoes, beans, onions, peas, carrots, turnips, sugar, beets, and sugar cane. They raise apples, oranges, lemons, grapefruit, grapes, cherries, berries, prunes, and melons. They grow cotton, tobacco, peanuts, flax, and soy beans. They tend the sheep that give us wool and the cattle that give us leather. They raise hogs and fowl.

In spring, the farmers plant their crops. They turn over the soil with a plough and break it up with a harrow. They may use fertilizer to make things grow better. The farmers may sow the seeds by hand if their fields are not too large, or they may use a mechanical tool. Then the farmers cover the seeds with earth and leave them to germinate. Later the seedlings will come up the weeds. If the fields are very dry, the farmers must water them. If there are insects, they must spray with insect - killing solution. The farmers usually use planes to spray the fields if the fields are large. If the crop is a fine tobacco, the farmers must cover the whole fields with cheesecloth to keep out bugs and prevent leaf damage.

As the warm summer days pass, wheat grows golden, beans grow large, tomatoes grow ripe, corn tassels turn red, and vegetables, grains, and fruit are ripe. The farmers can harvest them.

A. Vocabulary

- | | | | |
|-----------|---|----------|---------------------------------|
| 1. barley | : semacam gandum yang dipakai untuk membuat bir | 5. beans | : bentuk jamak |
| 2. bean | : buncis | 3. berry | : buah berry |
| | | berries | : bentuk jamak |
| | | 4. bug | : hama, binatang-binatang kecil |

5. by hand	: dengan tangan	28. leather	: kulit
6. carrot	: wortel	29. lemon	: jeruk limun
carrots	: bentuk jamak	30. lemons	: bentuk jamak
7. cattle	: ternak	31. material	: bahan
8. cheesecloth	: kain katun	materials	: bentuk jamak
	tipis	32. melon	: semangka
9. cherry	: buah ceri	melons	: bentuk jamak
cherries	: bentuk jamak	33. mechanical tool	: alat mesin
10. to come up	: muncul	mechanical:	yang berhubungan dengan mesin
11. cotton	: kapas	34. tool	: alat
12. to cover	: menutupi	34. oat	: sejenis gandum
13. crop	: tanaman per-	oats	: bentuk jamak
	tanian	35. onion	: bawang
crops	: bentuk jamak	onions	: bentuk jamak
14. fertilizer	: pupuk	36. orange	: jeruk
15. flax	: rami (halus)	oranges	: bentuk jamak
16. fowl	: unggas	37. pea	: kacang polong
17. to germinate	: berkecambah	peanut	: kacang tanah
18. grain	: butir padi	38. to plough	: memba jak
grains	: bentuk jamak	39. prune	: buah prem yang dikeringkan
19. grape	: buah anggur	40. to pull up	: mencabuti
grapes	: bentuk jamak	41. to raise	: menanam
20. grapefruit	: semacam je-	42. raw	: mentah
	ruk yang be-	43. rice	: padi
	sar	44. ripe	: masak
21. harrow	: garu tanah	45. seed	: biji, benih
22. to harvest	: mengambil ha-	seeds	: bentuk jamak
	sil panen	46. seedling	: semaian
23. hog	: babi	47. solution	: larutan
hogs	: bentuk jamak	insect-killing solution:	larutan/cairan pembunuh serangga.
24. insect	: serangga	48. to sow	: menaburkan
insects	: bentuk jamak	49. soybean	: kedelai
25. to keep out	: mencegah ma-	50. to spray	: menyemprot
	suk	51. sugar beet	: bit gula
26. to keep	: menjaga/ me-	sugar beets	: bentuk jamak
	megang	52. sugar cane	: tebu
out	: di luar	53. tassel	: bunga jantan (pada jagung)
26. later	: kemudian		
27. leaf damage	: kerusakan		
	daun		
leaf	: daun		
damage	: kerusakan		

54. to tend	: memelihara	'	58. vegetable	: sayuran
55. tomato	: tomat	'	vegetables	: bentuk jamak
tomatoes	: bentuk jamak	'	59. weed	: rumput liar
56. turnip	: semacam lo-	'	weeds	: bentuk jamak
	bak cina	'	60. western	: barat
turnips	: bentuk jamak	'		
57. to turn over	: mengolah,	'		
	membongkar	'		
to turn	: membalik,	'		
	mengolah	'		
over	: di atas, se	'		
	keliling	'		

B. Comprehension Questions

Jawablah dengan singkat

1. Who are the farmers in the story ?
2. What do they make from raw materials ?
3. What kinds (=macam- macam) of fruit do they raise ?
4. What animals do they tend ?
5. When do the farmers plant their crops ?
6. What do they use to turn over the soil ?
7. How do they sow the seeds if their fields are not too large ?
8. What do they use to kill insects ?
9. When is the fruit ripe ?
10. Is the situation in the story the same as the situation in Indonesia ?

C. Structural Exercises

It is spring now. (Sekarang musin semi.)

Western farmers are planting their crops. (Petani-petani barat sedang mananam tanam-tanaman mereka)

In summer, they will be harvesting. (Dalam musim panas, mereka akan sedang berpanen.)

Kalimat terakhir dalam contoh di atas ditulis dalam Future Continuous Tense. Kali ini kita akan mempelajari tense tsb.

Pemakaian : untuk menyatakan suatu perbuatan yang akan terjadi dalam suatu rangkaian kejadian yang normal dan yang sudah dapat diramalkan sebelumnya.

Contoh : (lihat contoh kalimat-kalimat di atas)

Petani Barat mengambil hasil panen dalam musim panas adalah suatu perbuatan yang biasa atau normal. Pengambilan hasil itu dilakukan setiap musim panas. Jadi kalau sekarang ini masih musim semi, kita sudah dapat meramalkan apa yang akan mereka kerjakan dalam musim panas yang akan datang yaitu bahwa para petani tsb. akan dan sedang panen.

Pembentukan : shall / will + be + kata kerja ditambah dengan - ing

Contoh : I shall be working.
You will be working.
He/she will be working.
We shall be working.
You will be working.
They will be working.

(shall dipakai untuk orang pertama, baik tunggal maupun jamak, selain itu kita memakai will)

Pakailah bentuk-bentuk yang betul dalam kalimat-kalimat berikut

Contoh : I - teach - here - next year.
I shall be teaching here next year.

1. We - see - the film at 8 o'clock
2. He - work - at 10 o'clock
3. They - play - football in the afternoon
4. I - take - an examination (=menempuh ujian) next week
5. He - have - his breakfast at 7 o'clock
6. My father - read a newspaper in the afternoon.
7. I - study - from 5 o'clock until 7 o'clock
8. My brother - build - his new house next month
9. She - make her new dress tomorrow.
10. I - go - round (=berkeliling) the world next month

D. Vocabulary Exercises

I Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

clothes sow harvest ripe
tend crops earth
plough leather pull up

1. After summer, fruit, grains, and vegetables are.....
2. Farmers turn over the soil with a
3. Western farmers produce materials to make
4. They plant their in spring.
5. The farmers use to cover seeds.
6. After wheat grows golden, the farmers it
7. Cattle can give us
8. The farmers must weeds.
10. Some farmers use a mechanical tool to seeds.

II. Lingkarilah alternatif yang kauanggap paling tepat

1. According to the reading passage, sheep give us.....
 - a. leather
 - b. wool
 - c. milk
2. In the reading passage, western farmers raise
 - a. potatoes
 - b. mango trees (=pohon-pohon mangga)
 - c. coconut trees (=pohon-pohon kelapa)
3. The farmers break the soil up with a
 - a. harrow
 - b. plough
 - c. plane
4. Spring is the time to
 - a. harvest
 - b. plant
 - c. tend
5. The farmers use cheesecloth the crop if it is
 - a. rice
 - b. a fine tobacco
 - c. a vegetable

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah

1. Apples, oranges, lemons, grapefruit, grapes, and cherries are vegetables.
2. We get leather from cattle.
3. To make things grow better farmers may use fertilizer.
4. To sow seeds a farmer may use a mechanical tool if his field is not too large.
5. The farmers use cheesecloth to keep out bugs and prevent leaf damage.

6. Summer is usually the happiest time for Western farmers because they can harvest their plants. (=tanam-tanaman)
7. The work of a western farmer is different from the work of an Indonesian farmer.
8. The farmers do not cover seeds and leave them to germinate.
9. If there are not insects, farmers must spray with insect-killing solution.
10. Indonesia also has the same seasons (=musim-musim) as the seasons in western countries.

IV. Berilah arti kata-kata di bawah ini

- | | | | | |
|-------------|---|--|-------------|---|
| 1. to tend | : | | 6. a plough | : |
| 2. to sow | : | | 7. a harrow | : |
| 3. rice | : | | 8. wheat | : |
| 4. a potato | : | | 9. crops | : |
| 5. ripe | : | | 10. damage | : |

E. Pronunciation Exercises

- I. Dalam unit 6, kita telah belajar mengucapkan konsonan rangkap dengan betul, misalnya : speak, strong, great, three, dsb. Dalam unit ini kita menjumpai beberapa kata yang mempunyai konsonan rangkap juga, contohnya: crops, flax, dsb.

Bacalah kata-kata yang berikut ini dengan betul menurut petunjuk yang diberikan dalam unit 6

crops	grapefruit
flax	plough
grain	prune
grape	spray

- II. Dalam unit 8, kita telah belajar mengucapkan dua huruf hidup yang terletak berdekatan (=vocal rangkap) dengan betul, misalnya : boy, how, dsb. Dalam unit ini ada juga beberapa kata yang mempunyai vocal rangkap, contohnya : fowl.

Bacalah kata-kata yang berikut ini dengan betul

fowl	harrow	plough
------	--------	--------

- III. Awas ! rice rais raise reiz

IV. Bacalah dengan betul : One, two

Buckle my shoe ;

Three, four

Knock at the door,

Five, six,

Pick up sticks

Seven, eight,

Lay them straight ;

Nine, ten,

A good fat hen ;

Eleven, twelve,

Dig and delve ;

Thirteen, fourteen,

Maids a - courting ;

Fifteen, sixteen,

Maids in the kitchen ;

Seventeen, eighteen ,

Maids in waiting ;

Nineteen, twenty,

My plate's empty.

UNIT 12

- Rachel : You look absorbed in what you're reading. What is it ?
- Pauline : O, an article about nervous habits
- R : Is it interesting ?
- P : Ya, I just realize why my little brother liket to wet his bed when he was still a child.
- R : Why ?
- P : The article says that all nervous habits come from emotional problems. Children who have nervous habits need help from their parents to solve the problems. They need patience and understanding. The more we get angry with them, the worse the situation will be. So it happened to my brother too. The more we got angry with him, the more often he wetted his bed. Fortunately, his habit is no longer a problem.
- R : Well, the article is interesting. Does it tell about anything else? I'd like to read it.
- P : Okay, I'll give it you after I finish reading it.
- Rachel : Kamu kelihatan asyik sekali membaca. Apa yang kamu baca ?
- Pauline : O, karangan tentang kebiasaan-kebiasaan gugup.
- R : Apakah menarik ?
- P : Ya, saya baru saja menyadari mengapa adik laki-lakiku suka sekali ngompol waktu kecil.
- R : Kenapa ?
- P : Artikel ini mengatakan bahwa semua kebiasaan gugup itu berasal dari kesulitan-kesulitan emosional. Anak-anak yang punya kebiasaan gugup ini perlu bantuan dari orang tua mereka untuk memecahkan persoalan itu. Mereka perlu kesabaran dan pengertian. Semakin marah kita kepada mereka semakin buruk situasinya. Adikku juga begitu. Semakin marah kami kepadanya, semakin sering ia ngompol. Untung, sekarang tidak ada persoalan lagi.
- R : Ya, karangan ini menarik. Apa lagi yang diceritakannya ? Saya ingin membacanya.
- P : Baiklah akan saya berikan kepadamu selesai saya baca.

NERVOUS HABITS

Formerly, people considered nervous habits in children a form of naughtiness. And, they thought punishment or scolding would cure the children. If children liked to suck their thumbs, parents would paint their thumbs with something bitter. They tied the children's hands behind their backs if the children like to bite their nails. And, they also spanked children who behaved awkwardly.

Today, people realize that almost all nervous habits come from the emotional problems of childhood. The children themselves often do not realize their problems. Some children may realize their problems but the problems are too complex for them to solve.

Nervous habits, for example, fidgeting, grimacing, thumb-sucking, nail-biting, bed-wetting, etc. are symptoms of emotional difficulties. Without this help the bad habits will remain or sometimes appear in different forms.

It is true that children's emotional problems are more complex now. Parents often complain that they do not know how to solve the problems. In this case, they may ask help from teachers, psychiatrists, etc. They must remember that their children need patience and sympathetic understanding from them, not only punishment. However, parents should not worry too much about these problems. Those problems are natural for children during their growth.

A. Vocabulary

I. Glossary

1. awkwardly	: dengan janggal	11. to consider	: kesulitan
2. back	: punggung	considered	: Bentuk II
backs	: bentuk jamak	12. difficulty	: kesulitan
3. bed -wetting:	kencing di	13. difficulties:	bentuk jamak
	tempat tidur	13. emotional	: emosional
4. to behave	: bertingkah	14. fidgeting	: merasa gelisah
	laku	15. form	: bentuk
5. behind	: di belakang	16. formerly	: dulu
6. to bite	: menggigit	17. grimacing	: meringis,
7. bitter	: pahit		menyeringai
8. childhood	: masa kanak-kanak/masa kecil	18. growth	: pertumbuhan
9. to complain	: mengeluh	19. habit	: kebiasaan
10. complex	: rumit	habits	: bentuk jamak

20. hand	: tangan	32. scolding	: omelan
hands	: bentuk jamak	33. to solve	: memecahkan
21. in this case:	dalam hal ini	34. to spank	: menampar, me-
22. nail	: kuku		mukul pantat
23. natural	: wajar	spanked	: bentuk II
24. naughtiness	: kenakalan	35. to suck	: mengisap
25. nervous	: gugup	36. sympathetic:	simpatik
26. to paint	: mengolesi	37. symptom	: gejala
27. patience	: kesabaran	symptoms	: bentuk jamak
28. problem	: masalah, ke-	38. thumb	: ibu jari
	sulitan	thumbs	: bentuk jamak
29. psychiatrist:	ahli jiwa	39. to tie	: mengikat
psychiatrists:	bentuk jamak	tied	: bentuk II
30. punishment	: hukuman	40. understanding:	pengertian
31. to remain	: tinggal, te-	41. to worry	: mencemaskan
	tap ada		

II. Catatan :

- 1) Di dalam salah satu unit yang telah kita pelajari, diterangkan bagaimana membentuk kata benda dengan memakai akhiran -th dan kata sifat/ keadaan, misalnya :
strong strength (ada perubahan huruf hidup)
Kali ini kita menjumpai kata benda yang dibentuk dengan memakai akhiran -th dan kata kerja, contohnya :
to grow -----> growth (tumbuh/bertumbuh -----> pertumbuhan)
to heal -----> health (menyembuhkan -----> kesembuhan / kesehatan)
- 2) Di dalam bahasa Inggris ada kata-kata benda dan kata-kata sifat atau keadaan yang mempunyai arti saling berhubungan, misalnya,
difficult (sukar / sulit) --> difficulty (kesukaran / kesulitan)
possible (mungkin) -----> possibility (kemungkinan)
- 3) naughty -----> naughtiness (lihat unit 7)
- 4) patient -----> patience (lihat unit 6)
- 5) to teach -----> teacher (lihat unit 3)

B. Comprehension Questions

Jawablah dengan singkat

1. Because people considered nervous habits in children a form of naughtiness. What did they think ?
2. If the children liked to suck their thumbs, what did people do ?
3. Now, what is people's opinion (=pendapat) about nervous habits ?
4. Do the children realize their problems ?
5. Mention some nervous habits !
6. Does punishment always help ?
7. What is the most important thing ?
8. If parents do not know what to do, they can ask help from ...
9. What do the children really need ?
10. Is it good to worry too much about these problems ?

C. Structural Exercises

The children do not realize their problems. --- kalimat aktif
(Anak-anak tsb tidak menyadari kesulitan-kesulitan mereka)

Their problems are not realized by the children. --- kalimat pasif
(Kesulitan-kesulitan mereka tidak disadari oleh anak-anak tsb.)

Kita dapat mengubah kalimat aktif menjadi kalimat pasif dengan cara :

- mengubah subyek (=pokok kalimat) kalimat aktif menjadi obyek pelaku kalimat pasif, dan menambahkan kata by di depannya.
- mengubah obyek penderita kalimat aktif menjadi subyek kalimat pasif
- menambahkan to be (menurut tense dan subyek kalimat itu) di depan kata kerja kalimat pasif
- memakai kata kerja bentuk past participle (bentuk III)

Rumus :

to be + V III

1) kalimat aktif

(subyek) (kt.kerja=predikat) (obyek penderita)
Parents punish haughty children

kalimat pasif

Naughty children are punished by parents
subyek to be kt.kerja (obyek pelaku)
bentuk III

2) kalimat aktif

(subyek) (kt.kerja=predikat) (obyek penderita)
I am reading a book

kalimat pasif

A book is being read by me
subyek to be kt. kerja (obyek pelaku)
bentuk III

3) kalimat aktif

(subyek) (kt.kerja=predikat) (obyek penderita)
People painted children's thumbs

kalimat pasif

Children's thumbs were painted by people
(subyek) to be kt. kerja (obyek pelaku)
bentuk III

4) kalimat aktif

(subyek) (Kt.kerja=predikat) (obyek penderita) (ket.)
He was reading a book when I came

kalimat pasif

A book was being read by him when I came
(subyek) to be kt.kerja (obyek pelaku)
bentuk III

(ket.= keterangan)

Ubahlah kalimat-kalimat berikut ini menjadi kalimat pasif.

1. People spank naughty children.
2. I was eating a banana when you came.
3. Parents tied children's hands behind their backs.
4. Teachers often punish naughty children. (letakkan often di antara to be dan kata kerja)
5. Teachers often help parents.
6. He is doing a lot of homework.
7. I sent a letter yesterday.
8. The wind (=angin) opened the window.
9. Several engineers (=insinyur-insinyur) are building a big hotel.
10. He was reading a newspaper when someone knocked at (=mengguk) the door.

D. Vocabulary Exercises

I. Pilihlah kata yang tepat dari daftar kata ini untuk mengisi bagian yang kosong dalam setiap kalimat. Setiap kata hanya dapat dipakai sekali.

understanding	childhood	natural	help
paint	awkwardly	realize	
symptoms	solve	psychiatrists	

1. If children liked to suck their thumbs, parents would.... the thumbs.
2. People often spanked children who behaved....
3. Now, people realize that nervous habits are of emotional problems.
4. The children need help to.... their problems.
5. Punishment sometimes does not the children.
6. What the children need is.....from parents.
7. Almost all nervous habits come from the emotional problems of
8. People should not worry too much because during the children's growth those problems are.....
9. People can ask help from.....
10. Children sometimes do not their problems.

II. Lingkarilah alternatif yang kauanggap paling tepat

1. Formerly, people considered nervous habits a form of

- a. disease (=penyakit)
 - b. naughtiness
 - c. kindness (=kebaikan)
2. The children's were painted with something ...
- a. bitter
 - b. sweet
 - c. sour(=kecut)
3. The problems are to a. easy to solve.
- b. complex
 - c. important
4. To solve the children's emotional problems, parents often ask help from
- a. teachers.
 - b. dentists
 - c. farmers
5. Parents should know that their children need
- a. punishment
 - b. problems
 - c. patience

III. Tulislah T (true) kalau kalimat di bawah ini kauanggap benar dan F (false) kalau salah

1. Nervous habits are symptoms of disease.
2. Today, people realize that nervous habits come from the emotional problems of adulthood (=masa dewasa).
3. Nowadays, children's emotional problems are not complicated.
4. Parents should show patience and sympathetic understandings.
5. Without the parents' help, nervous habits will dissappear (=lenyap) gradually (=lama kelamaan)
6. Many years ago people thought that punishment and scolding would cure the children.
7. The most important thing is to help the children out of their emotional problems.
8. People should worry too much about nervous habits.
9. Formerly, people tied children's hands behind their backs if children liked to bite their nails.
10. The children always realize their problems.

IV. Berilah arti kata-kata di bawah ini

- | | | | |
|----------------|---|---------------|---|
| 1. naughtiness | : | 6. to suck | : |
| 2. to paint | : | 7. patience | : |
| 3. thumb | : | 8. to realize | : |
| 4. awkwardly | : | 9. symptom | : |
| 5. nervous | : | 10. growth | : |

E. Pronunciation Exercise

500 Miles

4/4 1 1 ! 3 . 3 2 1 ! 3 . . 2 1 ! 2 . 3 2 1 !
 If you miss the train I'm on you will know that I am

6 . . 6 1 ! 2 . 3 2 1 ! 6 . 5 6 1 !
 gone you can hear the whistle blow a hun-dred

2 . . . ! 2 . 1 1 1 ! 3 . 3 2 1 !
 miles a hundred miles a hundred

3 . 3 2 1 ! 2 . 3 2 1 ! 6 . . 6 1 !
 miles a hundred miles a hundred miles you can

2 . 3 2 1 ! 6 . 5 6 1 ! 1 . . . ! 1 . .
 hear the whistle blow a hundred miles

REVISION II

I. Berilah arti kata-kata di bawah ini

- | | | | |
|----------------|---|---------------------|---|
| 1. to lay | = | 16. fertile | = |
| 2. purpose | = | 17. digestive organ | = |
| 3. destructive | = | 18. growth | = |
| 4. awkward | = | 19. decision | = |
| 5. to harvest | = | 20. stern | = |
| 6. adolescent | = | 21. childhood | = |
| 7. to treat | = | 22. opposite | = |
| 8. however | = | 23. habit | = |
| 9. to sow | = | 24. self-awareness | = |
| 10. punishment | = | 25. limited | = |
| 11. patience | = | 26. quiet | = |
| 12. to cause | = | 27. fowl | ± |
| 13. to solve | = | 28. soil | = |
| 14. reaction | = | 29. exposure | = |
| 15. without | = | 30. ability | = |

II. Isilah bagian yang kosong dalam kalimat-kalimat di bawah ini dengan tepat

1. Ani is sad,?
2. He does not work hard,?
3. You are my student,?
4. I am 16 years old. Bob is 15 years old and Danny is 14 years old. I am the and Danny is the..... 5)
6. Tini is beautiful but Reny isthan Tini.
7. Jane sang well last night, but Lucy sang than Jane.
8. A car runs fast, but a train runs (fast, faster, fastest) than a car.
9. A good horse runs as as a motor cycle (=sepeda motor). (fast, faster, fastest)
10. This book is as as that book. (thick, thicker, thickest)

III. Buatlah menjadi kalimat pasif

1. I read a book.
2. Parents tied children's hands.
3. He is eating a banana.
4. People punish naughty children.
5. Adi was reading a book.

INDEX

A.

abdominal	= yang berhubungan dengan perut
a bit	= sedikit
ability	= kemampuan
aboard	= di atas
absorbed	= asyik
according to	= menurut
achievement	= prestasi, pencapaian
across	= di seberang
actually	= sesungguhnya
adjust	= menyesuaikan
adolescent	= anak remaja
adulthood	= masa dewasa
advantage	= keuntungan
aerial	= antena
aeroplane	= pesawat terbang
a few	= beberapa
afford	= mampu
afterwards	= sesudah itu, lalu
against	= terhadap
although	= meskipun
amoeba	= amuba
annoy	= mengganggu
anxious	= cemas
anything	= apa saja, sesuatu
anytime	= kapan saja
appear	= muncul
apply	= mempergunakan
area	= daerah
as	= se....., sambil
a time	= sekaligus
at least	= setidaknya
attack	= menyerang
attempt	= mencoba
autumn	= musim gugur
avoid	= menghindari
awareness	= kesadaran
awkward	= janggal
awkwardly	= dengan janggal

B.

back	= 1) punggung, 2) kembali
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bacteria	= kuman
bagage	= bagasi
barley	= semacam gandum yang dipakai untuk membuat bir
beam	= sorotan
bean	= buncis
beauty	= keindahan, kecantikan
bed- wetting	= kencing di tempat tidur
Before Christ (B.C.)	= sebelum Masehi (SM)
behave	= bertingkah laku
behaviour	= tingkah laku
behind	= di belakang
believe	= percaya, mempercayai
berry	= buah berry
better	= lebih baik
birth	= kelahiran
Birth Control	= Keluarga Berencana
birthday	= hari ulang tahun
bite	= menggigit
bitter	= pahit
bleed	= mengeluarkan darah, berdarah
bless	= memberkati
blood	= darah
blow	= meniup
bone	= tulang
bomb	= bom
borderline	= garis batas
borrow	= meminjam
bother	= menghiraukan
break	= pecah
breast	= payudara
breathe	= bernapas
breathe in	= menghirup udara
bright	= terang
brush	= menyikat
buckle	= mengaitkan
bug	= hama, binatang kecil
building	= bangunan
by hand	= dengan tangan
C.	
calmly	= dengan tenang
cancer	= kanker



capital	= besar
carriage	= kereta yang ditarik kuda
carrot	= wortel
cattle	= ternak
cause	= 1) sebab, 2) menyebabkan
cell	= sel
certain	= tertentu
chain	= merantai
change	= perubahan
character	= watak
cheesecloth	= kain katun tipis
chemical	= bahan kimia
chemotherapy	= pengobatan dengan obat-obatan yang menyerang kuman
cherry	= buah ceri
chest	= dada
childhood	= masa kanak-kanak, masa kecil
choose	= memilih
clearly	= dengan jelas
clever	= pandai, cerdik
climate	= iklim
climb	= memanjat
clothes	= pakaian
club	= perkumpulan
coconut	= kelapa
coin	= uang logam
cold	= pilek
collection	= kumpulan
collide	= bertubrukan
collision	= tubrukan
colon	= usus besar
come up	= muncul
compass	= kompas
complain	= mengeluh
complex	= kompleks, rumit
concentrate	= memusatkan perhatian
concept	= konsep, pengertian
condition	= keadaan
confident	= yakin
confidence	= keyakinan, kepercayaan
consider	= menganggap
consist of	= terdiri dari

contain	= mengandung
control	= pembatasan
correct	= betul, benar
correctly	= dengan betul
cotton	= kapas
court	= pacaran dengan
cover	= menutupi
crew	= awak kapal
crocodile	= buaya
crop	= tanaman pertanian
cross-road	= perempatan jalan
crowded	= penuh sesak
cruelty	= kekejaman
cure	= menyembuhkan
D.	
Dad (daddy)	= ayah
dangerous	= berbahaya
daughter	= anak perempuan
decision	= keputusan
decrease	= mengurangi
dejected	= kesal
dense	= padat
delve	= menyelidiki, mempelajari
dentist	= dokter gigi
depth	= kedalaman
destroy	= menghancurkan, merusakkan
destructive	= bersifat merusak
detection	= penemuan
develop	= timbul, berkembang
diaphragm	= sekat rongga badan
difference	= perbezaan
difficult	= sukar, sulit
difficulty	= kesukaran, kesulitan
dig	= menggali
digestive	= yang berhubungan dengan pencernaan
digestive organs	= alat-alat tubuh yang berhubungan dengan pencernaan
diligent	= rajin
discipline	= disiplin
discover	= menemukan
disappear	= lenyap

disease	= penyakit
disturb	= mengganggu
direction	= arah
disco	= disko
double	= lipat dua
dream	= bermimpi, mimpi
E.	
easily	= dengan mudah
effective	= efektif, berhasil
effectiveness	= keefektipan
elder	= lebih tua (untuk orang dan biasanya dipakai dalam keluarga)
eldest	= tertua
element	= unsur, elemen
emotional	= emosional
empty	= kosong
encourage	= mendorong, membesarkan hati
encouragement	= dorongan, pengobaran semangat
enemy	= musuh
engage	= ikut serta
engineer	= insinyur
enter	= memasuki
equally	= sama- sama
equipment	= peralatan
especially	= terutama
even	= 1) genap, 2) bahkan
eventually	= lama- kelamaan
everything	= segala sesuatu
evident	= jelas
evidence	= bukti
exhale	= mengeluarkan napas
expensive	= mahal
experience	= mengalami
experiment	= percobaan
expert	= ahli
exposure	= keadaan terbuka
exposure to sunlight	= terbuka terhadap / kena sinar matahari
F.	
fall	= gagal
farther	= lebih jauh

farthest	= terjauh
false	= palsu, salah
fat	= gemuk
fate	= nasib
feel	= merasa
fertile	= subur
fertilizer	= pupuk
fidgeting	= merasa gelisah
fight	= perkelahian
fill	= mengisi
finish	= menyelesaikan, selesai
flax	= rami (halus)
fleece	= bulu domba
float	= terapung
fog	= kabut
foggy	= berkabut
forbid	= melarang
for instance	= contohnya, misalnya
form	= bentuk
formerly	= dulu
fortunately	= untunglah
fowl	= unggas
freedom	= kebebasan
freighter	= kapal barang/ pengangkut
frequency	= frekwensi, kekerapan
frequent	= sering
frequently	= dengan sering
fume	= asap, uap
funny	= lucu
further	= lebih lanjut
furthest	= paling lanjut
G.	
garage	= garasi
germinate	= berkecambah
get off	= turun
get a wet	= basah kuyup
glance	= pandangan sekilas
goal	= tujuan
go across	= pergi ke seberang
gloomy	= murung
govern	= memerintah

government	= pemerintah
gradually	= secara berangsur-angsur
grain	= butir padi
graveyard	= makam
grape	= buah anggur
grapefruit	= semacam jeruk yang besar
greatly	= sangat
Greek	= Yunani
grimacing	= menyeringai
grow	= tumbuh, bertumbuh
growth	= pertumbuhan
H.	
habit	= kebiasaan
hand	= tangan
happen	= terjadi
happily	= dengan bahagia
happiness	= kebahagiaan
hard	= sulit
harrow	= garu tanah
harvest	= mengambil hasil panen
heal	= menyembuhkan
health	= kesembuhan, kesehatan
healthy	= sehat
helpful	= yang bersifat membantu
hen	= ayam betina
hereditary	= turun-temurun
hit	= mengenai
hog	= babi
however	= bagaimanapun juga, tetapi
hungry	= lapar
hurt	= menyakiti/ melukai hati
hurry	= 1) bergegas-gegas, 2) ketergesa-gesaan
I.	
idea	= ide
ignore	= mengabaikan
imagine	= membayangkan
imitate	= menirukan
impolitely	= dengan tidak sopan
impress	= mengesankan bagi
increase	= naik

independent	= merdeka
individual	= individu
industrial	= yang berhubungan dengan industri
industrial chemicals	= bahan-bahan kimia industri
in general	= pada umumnya
in order to	= agar supaya
insect	= insekta
insect-killing solution	= larutan / cairan pembunuh serangga
inside	= di dalam
interest	= minat
interesting	= menarik
in terms of	= perihal
invent	= menciptakan
investigation	= penyelidikan
J.	
Jacket	= jaket
Javanese	= bahasa Jawa
K.	
keep	= menjaga
keep out	= mencegah masuk
kind	= 1) jenis, 2) baik hati
kindness	= kebaikan
L.	
lamb	= anak biri-biri
later	= kemudian
laugh at	= menertawakan
lead	= memimpin
leaf damage	= kerusakan daun
least	= paling sedikit
leather	= kulit
lemon	= jeruk limun
lend	= meminjamkan
length	= panjang
less	= lebih sedikit
letter	= surat
level	= tingkatan
libber	= pembebas

life	= jiwa
light	= cahaya
like	= seperti.
limited	= terbatas
living room	= ruang tamu
look for	= mencari
lung	= paru- paru
M.	
machine	= mesin
maid	= pelayan wanita
mango	= mangga
march	= gerakan, barisan
mark	= nilai
mat	= tikar
material	= bahan
matter	= berarti
maybe	= mungkin
mean	= artinya
mechanical tool	= alat mesin/ yang berhubungan dengan mesin
medical	= yang berhubungan dengan pengobatan, medis
medicine	= obat
melon	= semangka
method	= metode, cara
method of control	= cara menguasai/ mengendalikan
method of discipline	= cara mendisiplinkan
might	= mungkin
misunderstand	= salah mengerti
mock	= mengejek, memperolok-olokkan
most	= terbanyak
multiply	= berkembang biak
mum (mother)	= ibu
N.	
nail	= kuku
nail-biting	= menggigit kuku
nation	= bangsa
natural	= wajar
naughtiness	= kenakalan
nearly	= hampir

nervous	= gugup
never	= tak pernah
number	= jumlah
O.	
oat	= sejenis gandum
obey	= mentaati
occasionally	= kadang- kadang
of course	= jelas, pasti
older	= lebih tua (untuk orang atau benda)
oldest	= tertua (untuk orang dan benda)
once	= sekali
onion	= bawang
on time	= (tepat) pada waktunya
on the other hand	= sebaliknya
operator	= petugas, pengawas
opposite	= lawan
orange	= jeruk
ordinary	= biasa
organ	= bagian badan, alat tubuh
originally	= dulunya
otherwise	= sebaliknya

P.

paint	= mencat
pan	= panci
particular	= khusus
pass	= melewati, lewat
patience	= kesabaran
pay attention	= memperhatikan
pea	= kacang polong
peanut	= kacang tanah
period	= masa
permission	= ijin
pet	= binatang kesayangan
physical	= fisik, jasmani
pick	= memetik
plenty	= banyak
plough	= membajak
pollution	= pencemaran
position	= posisi, letak
possible	= mungkin

practise	= berpraktek
praise	= 1) pujian, 2) memuji
precisely	= tepat (nya)
probably	= mungkin
problem	= kesulitan, problem
produce	= membuat, menimbulkan
programme	= acara
pronounce	= mengucapkan
prostate	= kelenjar di bawah kantung kencing laki-laki
prune	= buah prem yang dikeringkan
psychiatrist	= ahli jiwa
psychology	= ilmu jiwa
pull out	= mencabuti
punishment	= hukuman
purpose	= tujuan
Q.	
quality	= sifat
quiet	= tenang
quite	= sungguh
R.	
radiation	= penyinaran
radioactive	= radioaktif
railing	= susunan tangga
raise	= menanam
range	= mengukur jarak
rapidly	= dengan cepat
raw	= mentah
ray	= sinar
real	= nyata
realize	= menyadari
really	= sesungguhnya
reason	= alasan, sebab
rectum	= dubur
reduce	= mengurangi
regard	= salam
regret	= menyesali
regularly	= dengan teratur
relatively	= secara relatif
relief	= kelegaan

reaction	= reaksi
remain	= tinggal, tetap ada
remove	= menghilangkan
respect	= menghargai
rest	= 1) istirahat, 2) beristirahat
return	= kembali
rice	= nasi
ridiculous	= aneh - aneh
right	= 1) kanan, 2) betul, 3) hak
ripe	= masak
rock	= batu karang
round	= 1) membulatkan, 2) mengelilingi
rotten	= busuk
rule	= peraturan
S.	
sail	= layar (untuk perahu)
salary	= gaji
salesperson	= penjual
save	= menyelamatkan
scolding	= omelan
screen	= layar (untuk film dan tele- visi)
screw	= awak kapal
season	= musim
seaway	= jalan laut
second	= detik
seem	= nampaknya
serious	= serius
secretary	= sekretaris
secretly	= dengan diam-diam
seed	= biji
seedling	= semaian
seldom	= jarang
self-discipline	= disiplin diri sendiri
severe	= keras
sex	= jenis kelamin
self-awareness	= kesadaran diri sendiri
send out	= memancarkan
servant	= pelayan
several	= beberapa
should	= sebaiknya, seharusnya

sharp	= tajam
shoot down	= menembak jatuh
shy	= pemalu
sign	= tanda
singer	= penyanyi
situation	= situasi
size	= ukuran
slovenliness	= kejojoran, keteledoran
slowly	= dengan perlahan-lahan
skeleton	= kerangka
smoke	= merokok
social class	= kelas / golongan sosial
socioeconomic	= sosial ekonomi
soft	= halus
soil	= tanah
solution	= larutan, cairan
solve	= mengatasi, memecahkan (per-soalan)
so much	= sangat
so that	= agar supaya
sour	= asam, masam
sow	= menaburkan
soybean	= kedelai
spank	= manampar, memukul pada pantat
special	= khusus
spray	= menyemprot
spot	= noda, bintik
sports	= olah raga
stare	= melaparkan
stern	= kasar, keras
stir up	= menimbulkan
straight	= lurus
strait	= selat
strength	= kekuatan
stress	= tekanan
struggle	= berjuang
suck	= mengisap
sudden	= tiba-tiba
suffer	= menderita
sugar beet	= bit gula
sugar cane	= tebu
suitable	= cocok

surgery	= pembedahan
sympathetic	= simpatik
sympathy	= simpati
symptom	= gejala
T.	
tanker	= kapal tangki
tassel	= bunga jantan (pada jagung)
tend	= memelihara
terrible	= dahsyat
theatre	= gedung bioskop atau gedung pertunjukkan
therefore	= karena itu
thing	= hal
thousand	= ribu
through	= melalui
thumb	= ibu jari
ticket	= karcis
tie	= dasi
time	= kali
tissue	= jaringan
tomato	= tomat
tone	= nada
toothache	= sakit gigi
toy	= permainan kanak-kanak
tract	= sistim, alat
traditional	= tradisional
traffic light	= lampu lalu lintas
treat	= memperlakukan
tremble	= gemetar
tumor	= tumor
turn	= 1) berbelok, 2) berubah
turn over	= mengolah, membongkar
turnip	= semacam lobak cina
twice	= dua kali
tye - tied - tied	= mengikat
type	= tipe
U.	
understand	= mengerti
understanding	= pengertian
unfortunately	= sial sekali, sialnya

unimportant	= tidak penting
up and down	= naik (dan) turun
urinary	= yang berhubungan dengan kencing
urinary tract	= saluran kencing
usually	= biasanya
useful	= berguna
useless	= tidak berguna
uterus	= rahim
V.	
value	= nilai
vast	= luas
verb	= kata kerja
view	= pandangan
villager	= orang desa
vigilance	= kewaspadaan
vine	= tanaman anggur
voice	= suara
vowel	= huruf hidup
W.	
warn	= memperingatkan
waste	= menyia-nyiakan
water	= menyiram
weed	= rumput liar
western	= barat
wet	= basah
whether	= apakah
whistle	= peluit
widely	= dengan lebar / luas
wing	= sayap
winner	= pemenang
winter	= musim dingin
wisdom	= kebijaksanaan
wish	=
without	= tanpa
with respect to	= mengenai
worry	= mencemaskan
writer	= penulis
wrong	= salah