

READING AND VOCABULARY



SUPPLEMENTED WITH
MINI ENCYCLOPEDIA

Riza Weganofa - Ayu Liskinasih - Gunadi Harry Sulistyo

ENGLISH INSIGHTS

ELEMENTARY LEVEL READING AND VOCABULARY WORKBOOK
SUPPLEMENTED WITH MN ENCYCLOPEDIA

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Foreword

Welcome to ***English Insights: Elementary Level Reading and Vocabulary Workbook***.

This workbook is the first part of English workbook series for beginner students. The authors expect this workbook helps students to be able to comprehend several types of texts and distinguish the meanings of related vocabulary through its context.

This workbook is developed to meet Indonesian students need in learning English, particularly for students in early stage. Thus, there are a lot of Indonesian context materials to help students in understanding new concepts by using familiar things. However, each unit is also supplemented with mini-encyclopedia which shows the latest world knowledge of the respective topic.

English Insights: Elementary Level Reading and Vocabulary Workbook consists of ten units which comprise different interesting topics. The topics are *People & Places*, *In the Classroom*, *My Favorite Place*, *My New Activity*, *My Study*, *What a Fancy Meal*, *Visit the Doctor*, *Transportation across Countries*, *Listen to My Story*, and *The Superstar*. As the title suggest, this workbook provides students with ample exercises on reading comprehension and basic English vocabularies. Each unit of this workbook is divided into several parts:

- ***Entry*** is the first part of the unit. Here, you will do several activities that introduce you to the topic and the expected learning outcomes.
- ***Vocabulary in focus*** leads you to important words and phrases that appear in the unit.
- ***Vocabulary in practice*** facilitates you with some activities to help you learn using the words and phrases in context.
- ***How do you read it*** has some texts for reading comprehension and reading exercises.
- ***Personal checklist*** assists you in developing your learning independence. In the end of every chapter you will need to assess your comprehension and skills that you acquired in the unit.
- ***Encyclopedia*** is the last part of the unit which brings you current world facts related to the issues of the unit.

Acknowledgement

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We are sending gratitude to family and colleagues who encourage us to start the work, persevere with it, and finally to publish it. We greatly appreciate Prof. Punaji Setyosari for the constructive criticism and his expert support. We also extend special thanks to the Rector of Universitas Kanjuruhan Malang and all faculties of English Department, Faculty of Languages and Literature for the facilities and encouragement.

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PEOPLE AND PLACES



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. personal identity
2. guess meaning of difficult words from contexts given
3. mention various nations and its nationalities
4. identify descriptive adjectives to describe jobs



Picture 1. Meldi and friends

It is a fine afternoon in the cafeteria when Meldi meets a new friend. The dialogue below is their conversation. Complete the dialogue with suitable words in the box.

fine	Nice	you	I'm	This	name's
------	------	-----	-----	------	--------

- Meldi : Hi. My (1) _____ Meldi.
 Heather : Hello, Meldi. (2) _____ Heather.
 Meldi : Pardon me.
 Heather : Heather. H-E-A-T-H-E-R.
 Meldi : Oh, Heather, nice to meet you. Hi, Erhan. How are you?
 Erhan : I'm (3) _____, thanks. How about (4) _____?
 Meldi : I'm great, thanks. Oh, Heather, (5) _____ is my friend, Erhan.
 Heather : (6) _____ to meet you.
 Erhan : Nice to meet you, too.

In this conversation, Heather is spelling her name. Can you spell your name?

Now, try to have a conversation like this in a group of three.

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in sentences.

Noun

occupation	school
nationality	identity card
home	university
house	farewell
fellow	

Adjective

happy
smart
polite
fine

Phrases in Use

Hi, there!
How do you do?
Nice to meet you

VOCABULARY IN PRACTICE

Read the following dialogue and fill in the blank with the words provided in **Vocabulary in Focus**.

Miss Liem : Good morning, Class.

Students : Good morning, Ma'am.

Miss Liem : Today, we have a new exchange student from Indonesia. His name's Gilang. Gilang, please introduce yourself.

Gilang : Thank you, Ma'am. Hello, my name's Gilang Ramadhan. My family and friends call me Gilang.

Michele : Hi, Gilang. Nice to meet you.

Gilang : Hi. Nice to meet you too.

Miss Liem : Okay, Gilang will be with us for three weeks. Please help him to feel _____ in our class. Next, Gilang will sit next to Sam.

Sam : Sure, Ma'am. Hi, Gilang. How are you?

Gilang : I'm _____. Thanks.

Sam : By the way, where do you study?

Gilang : I'm a _____ student in Malang, East Java. I'm studying in Universitas Kanjuruhan Malang.

Sam : Are you taking English too?

Gilang : Yes. I'm in the fifth semester now.

Sam : Wow. We're in the same semester. Where do you want to go after this class?

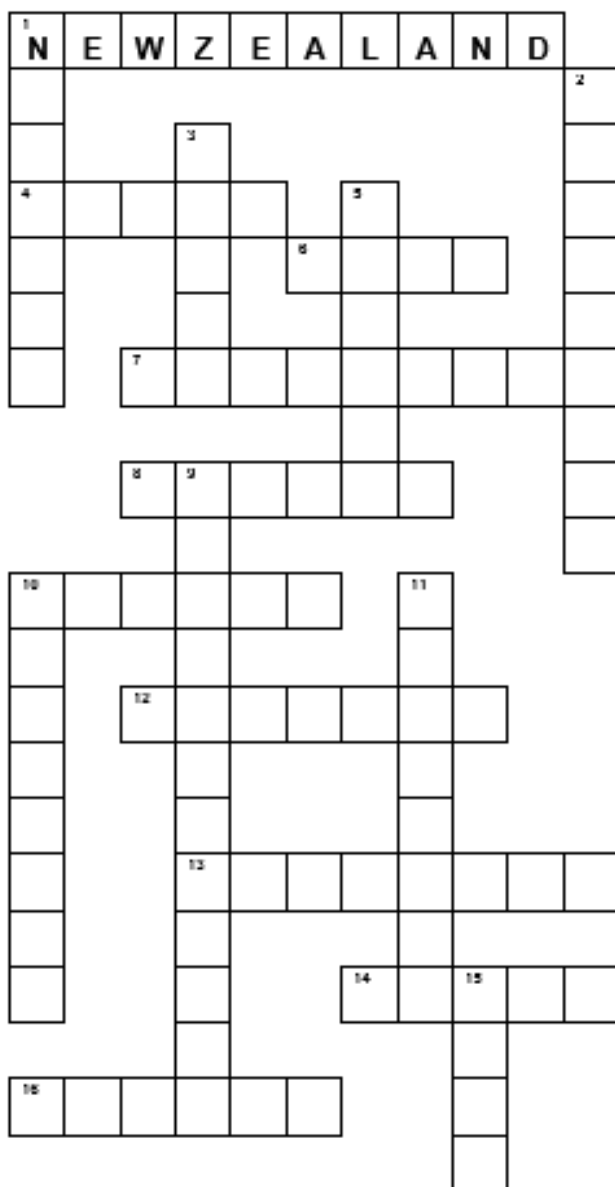
Gilang : I have no plan yet.

Sam : Let's go to my _____. We'll have lunch first, then we can visit a museum in the city center.

Gilang : Great. Thanks

VOCABULARY: CROSSWORDS

Read the nationalities and write the country names in the crossword.



NATIONALITIES

Across

1. New Zealander
4. Egyptian
6. Iraqi
7. Indonesian
8. Turkish
10. Mexican
12. German
13. Thai
14. Japanese
16. Russian

Down

1. Nigerian
2. Australian
3. Spanish
5. French
9. American
10. Malaysian
11. Mongolian
15. Peruvian

PERSONAL INFORMATION

1. Titles of Address

To address other people we can use these titles:

- Woman: Mrs. (married), Miss (not married), Ms. (unspecified—regarded as more polite, especially when you don't know the marital status), or Madam.
- Man: Mr. (married & not married) or Sir.

2. Identity Form

Mr. Gilbert Cole has filled in a form about himself. Study the form below.

COMPLETE WITH PERSONAL INFORMATION			
Family name	: <u>Cole</u>	First name	: <u>Gilbert</u>
Sex	: <u>Male</u>	Birth (DD/MM/YY)	: <u>07/07/86</u>
Address	: <u>215 Golden Street</u> <u>Summerville</u>	Postcodes	: <u>4420</u>
		Telephone	: <u>8052-4413</u>

Match the information about Mr. Gilbert in Column B with the words in Column A. To do this, write the number from Column A next to your answer in Column B. Use Mr. Gilbert's form to help you.

Column A		Column B	
1	Surname	A	8052-4413
2	Family Name	B	1986
3	Address	C	Cole
4	Postcode	D	Cole
5	First Name	E	Summerville
6	Year of birth	F	July
7	Sex	G	Gilbert
8	Title	H	Male
9	Telephone	I	4420
10	City	J	215 Golden Street, Summerville
11	Month of birth	K	Mr.
12	Street	L	215
13	Street Number	M	Golden Street

Now fill in the form with your personal information!

COMPLETE WITH PERSONAL INFORMATION			
Family name	: _____	First name	: _____
Sex	: _____	Birth (DD/MM/YY)	: _____
Address	: _____ : _____	Postcode	: _____
		Handphone	: _____

Now read the following dialogue and answer the questions!

A fellow says he had to call a business associate at home on a Saturday afternoon. A child answered the telephone.

“Is your father there?” the man asked.

“No,” was the reply. “He’s out playing golf.”

“Well,” said the caller. “is your mother there?”

“She’s in the bathroom taking a shower.”

“Oh. Listen, can you give your father a message when he comes home?”

“Sure.”

“Can you write?”

“No. But I can print.”

“All right!.Have you got a pencil?”

“Wait.” A few moments passed. Then: “Okay.”

“All set now? Write down my name. My name is Richardson. That’s spelled R-i-c-h-a-r-d-s-o-n. Tell your daddy that Mr. Richardson called and wants him to call. Now let me give you the telephone number. Write this down. Ready?”

Long silence. Then a plaintive little voice asked, “How do you make an R?”

(Source: Reader’s Digest, September 1990)

Based on the dialogue, state whether the statement is True (T) or False (F).

NO	STATEMENT	TRUE	FALSE
1	The caller is looking for the father.		
2	The receiver is the father himself.		
3	The mother is away with the father		
4	The receiver knows the caller very well.		
5	The receiver is probably a young kid who cannot read nor write.		
6	The caller asked to give his name to the father.		

In your opinion, what will Mr. Richardson do after the child’s question?

How do you read it ?



Here are two letters from Kang Guru Radio English listeners. Read them and identify where they are from.

How do you do? My name is Sukar and I am 17 years old and a student of senior high school. I have been your listener since I was in junior high school. I am **interested in** you because you have made such **efforts** which can make my English better, especially my listening skills. By listening to you every Sunday on RRI Surabaya I can hear **directly** how **native speakers** of English speak their language. Of course there are many other ways to know how to speak English such as watching television, listening to music in English etc. but they are rather difficult for me who has just begun studying English. By listening to you **regularly** I can **improve** my ability in English step by step. Many thanks to you.



My name's Maria SavioBinter. My friends call me Mey. I'm a student at SMAN 3 Sorong, Papua. I know this program from Mr. Sangdji. He used your magazine in our English lessons. KGI is my **daily meals**. I like your magazine, radio program, study books and cassettes. It helps me how to speak with someone, **exercise** my hearing and my brain. I hope the KGI **crew** will visit our school because we want to ask many questions. OK, I think that's all and good luck. KGI is the best.



Maria SavioBinter
Sorong, Papua

POS INDONESIA

(Adapted from KGI Magazine, December 2009)

A. Based on the letters, please answer these questions on Who...

- a) knows Kang Guru earlier? _____
- b) knows Kang Guru from her teacher? _____
- c) likes listening to Kang Guru Radio Program? _____
- d) is seventeen years old? _____
- e) are students of senior high school? _____

B. Look at these words that we learn from the text. Some of them are probably new to you. Here is the alphabetical list. Circle the words that are new to you.

- crew
- daily meals
- efforts
- exercise
- improve
- interested in
- native speakers
- regularly

C. Can you identify these words that belong to *noun*?

D. Guess the meaning from the context by choosing one of the choices.

1. I hope the KGI **crew** will visit our school.
 - a. people who work as a team
 - b. members of a ship
 - c. flight attendant
 - d. people who act as a captain
2. KGI is my **daily meal**.
 - a. food that is consumed everyday
 - b. activities done together
 - c. things that are served everyday
 - d. activities done by someone
3. You have made such **efforts** which can make my English better.
 - a. jobs
 - b. serious and important work
 - c. homework
 - d. easy and interesting work
4. It helps me how to speak with someone, **exercise** my hearing and my brain.
 - a. work
 - b. repeat
 - c. train by drills
 - d. team work
5. I can **improve** my ability in English.
 - a. add
 - b. develop
 - c. strengthen
 - d. increase
6. I am **interested in** you.
 - a. feeling busy with something
 - b. waiting someone to come
 - c. admire someone
 - d. having the attention to something
7. How **native speakers** of English speak their language.
 - a. Australian
 - b. my teacher
 - c. people who know English
 - d. people who teach English
8. By listening to you **regularly**
 - a. everyday
 - b. repeated in a certain time
 - c. usually
 - d. always

ADJECTIVES

1. Possessive Adjectives

Possessive adjectives are used to show possession or ownership of something/someone.

SUBJECT PRONOUN		POSSESSIVE ADJECTIVE	
I	I have a bag.	MY	My bag is black.
YOU	You have a dog.	YOUR	Your dog is big.
HE	He has a house.	HIS	His house is beautiful.
SHE	She has a car.	HER	Her car is fast.
IT	It has a tail.	ITS	Its tail is short.
WE	We have a cat.	OUR	Our cat is old.
THEY	They have a bird.	THEIR	Their bird is noisy.

Practice: Use appropriate possessive adjectives to complete these sentences.

1. Ryan and Winona are students. _____ school is big.
2. My uncle is a car racer. This is _____ race car.
3. You're a teacher. Is that _____ book?
4. The cat is small. _____ tail is long.
5. She's a scientist. This is _____ coat.
6. We are runners. These are _____ running shoes.
7. Robin is a chef. This is _____ apron.
8. That is Faith and Hume. _____ mother is British.

DESCRIPTIVE ADJECTIVE

Descriptive adjective is a kind of adjective which describes noun.

- a. Read the example of descriptive adjectives in these texts:

Andy, student:

I am quite **tall** and **athletic**. I love to play many kinds of sports. I have **brown** eyes and **black** hair. My college friends say I am **nice** and **friendly**. I love discussing **interesting** ideas and meeting **new** friends.

July, hairstylist:

I am **small**, but I am **strong**. Sometimes I am **shy** around new people. However, I am quite **outgoing** with my friends and family. My friends say they love my **long, wavy brown** hair and my **pretty** smile. I am **youthful** and **optimistic**.

Roby, scientist:

I have sight problems so I wear glasses. I am **well built**; I have **fair** complexion and **blonde, wavy** hair. I am always **focused** and **patient**. People say my job is **boring**, but I think my job is **challenging**. I am **energetic** and I want to be **successful**.

b. Now, organize the adjectives from the text in the following categories:

Age	Height	Body	Hair	Skin	Eyes	Colors	Characters	Other

c. Find the opposite word for each of these descriptive adjectives. Use your dictionary to also look up for its meaning.

- | | | | |
|--------------|---------|----------------|---------|
| 1) Gentle | : _____ | 6) Immature | : _____ |
| 2) Energetic | : _____ | 7) Unmotivated | : _____ |
| 3) Composed | : _____ | 8) Timid | : _____ |
| 4) Tiny | : _____ | 9) Drowsy | : _____ |
| 5) Popular | : _____ | 10) Attractive | : _____ |

d. How do you describe yourself? Write a short paragraph to describe yourself.

e. Now try to describe one of your friends but don't mention any names. Read your writing in front of the class and let your classmates guess.

ARTICLE: a/an + job

REMEMBER

You have to use article (a/an) before mentioning a job.

to be + an + vowel (a,i,u,e,o)

She is an ophthalmologist.

I'm an editor.

to be + a + consonant

He is a bartender.

She's a lawyer.

LET'S PLAY!

Jobs in Three Words

To play this game, you need to choose a job in the box. Use three adjectives to describe the job and three things that deals with the job, your friend will guess. In turn, your friend will mention three adjectives and things to describe a job and you have to guess the job. Don't forget to use **a /an** before mentioning the job! You may look your dictionary to find out the meaning of unfamiliar words.

Musician	Judge	Racer	Cashier	Builder	Barista
Actress	Content Creator	Athlete	Accountant	Personal trainer	Writer
Shop assistant	Taxi driver	Bodyguard	Security guard	Chemist	Scientist
Flight attendant	Steward	Photographer	Police officer	Social worker	Baywatch
Engineer	Machinist	Media influencer	Journalist	Soldier	Animal keeper
Housewife	Waiter	Entrepreneur	Personal shopper	Director	Dancer
Electrician	Lawyer	Broker	Graphic designer	Soundman	Chef
Teacher	Beautician	Clerk	Architect	Singer	Mechanic

For example

Clues : He is discipline, smart, and tall. He wears a uniform, boots, and brings a weapon, such as a gun. Who is he?

Answer : He's a police officer.

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, such as name, age, address, telephone number, and others?			
2.	are able to guess the meaning of difficult words based on contexts?			
3.	are able to mention countries and its nationalities?			
4.	are able to identify descriptive adjective to describe jobs?			

What I want to learn more is _____



DOS AND DON'TS IN MEETING A NEW FRIEND

Here are some quick tips for you when travelling around the world and meeting a local new friend.

HANDSHAKE

A light handshake is commonly found in Indonesia, Malaysia, China, and firm handshake for British people. Usually people use a handshake to introduce in the first time. A two-hand handshake is only done by close friends. Please remember to keep a personal distance while doing a handshake, especially to the opposite sex. Korean and Japanese are prefer a bow rather than a handshake. Deeper bow indicating the social status, age, or business position of the person is higher. People who do not respond to a bow are indicating a rude activity. People also do a handshake with a slight bow to show respect.

THE WAI

People in Thailand, Laos, and Cambodia rarely shake hands. However, they place their hands together close to their chest and face; dip their head at the same time in a slight bow. Not all *wais* are equal. Raise your hands higher for older people and those of higher social status. The higher the *wai* given, the more respect shown.

THE KISS

It is commonly seen in Indonesia, Malaysia and Egypt. They kiss the two cheeks and give a slight hug between close friends. Men Egyptian also does the kiss, but rarely found in Indonesia. The kiss between men and women is considered impolite, however British mostly do this. In Britain one kiss is enough. The kiss is not common in other Asian countries.

ADDRESSING NAME

People in Indonesia usually address *Bapak* or *Ibu* followed by the first name. However, in other countries, such as Korea, Japan, Singapore, China, and other Western countries should mention Mr. or Mrs. Business Formal Position and followed by their surnames, such as Mr. Director Wang or Mr. President Trump. It is considered rude to address people by their first name. We address Mr. President Obama, instead of Mr. President Barrack, for example.



IN THE CLASSROOM



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. things in the classroom, times, and numbers.
2. identify topic sentence of a text.
3. guess meaning of difficult words from contexts given.
4. locate specific information in charts, diagrams, or tables.



Picture 2: Central Bicol State University of Agriculture – Sipocot, Philippines, personal photo

Study Picture 2 and circle the words that you can see in it

bookshelf	whiteboard	desks	doors	posters	eraser
dictionary	paintings	paintings	paintings	paintings	paintings
calendar	windows	windows	windows	windows	windows

What are the things that you can see in your classroom but missing from this picture?

List the things from the table above that belongs to plural nouns (you may add other things that you see in your classroom).

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in sentences.

Nouns

lecture	hall	school anthem	scholarship
course	corridor	scout	buddy
credit semester	locker	Student Card	exchange student
program	summer camp	recess	certificate

Verbs

attend	browse	look into
listen to	look up	look for
skip	look at	lend
permit	look forward	borrow

Adjectives

light	interested in
bright	smart
skillful	difficult

VOCABULARY IN PRACTICE

Read the sentences by filling the blanks using appropriate words provided in **Vocabulary in Focus**.

- “Mommy, do you see my dictionary? I could not see it anywhere.”
“What’s the matter, dear? Have you _____ it under your bag there?”
- “Okay, today we’re discussing about cigarette and government policy. Please _____ this picture on the screen. Can anyone tell us why the diagram shows an increasing line?”
- “Sir, what does ‘prevention’ mean in this sentence?”
“Sari, you should _____ your dictionary and try to understand the context.”
- “Can you _____ me your pencil, Ali? I forget to bring my pencil case.” “Sure”
- “Asti, can I _____ your dictionary?” “Here it is”

How do you read it ?



Read this short text and try to notice the time and its related activity!

A New Kid in School

When they finished moving, Mom took Shelby to meet her new teacher. The teacher said, “Welcome to our school, Shelby. Let me tell you what we do in our second-grade class. We start the day with reading and writing. After that, we do math. Then we go out to recess. Just before lunch, we have social studies. We eat lunch at 11:00. Then we have story time. After story time, we have science. Then comes learning centers, where you can work on the computer, play a game, or read a book. Next, we have spelling. Finally, we go to music and art classes for the last hour of the day. Here is a schedule for you to take home. I’ll see you tomorrow, Shelby!”

(Adopted from Success with Reading Comprehension 2nd Grade, 2002)

Fill in the blanks with the missing words or time!

Second-Grade Class Schedule

8:00	Reading and _____
9:00	_____
10:00	_____
_____	Lunch
11:30	_____
12:00	_____
1:00	Learning Centers
1:30	_____
2:00	_____ and Art
3:00	Go home

Do you notice that Shelby’s class starts at 8:00? How about your experience studying in elementary school?



Find other interesting facts about classroom and education in the **Mini Encyclopedia!**

THIS, THAT, THESE, THOSE

We use **this** (singular) and **these** (plural) to talk about objects near us.

We use **that** (singular) and **those** (plural) to talk about objects far away.

Read the sentences and draw suitable pictures.

This is my bag.	Look! These are my new books.
That is the whiteboard.	Those students are my friends.

Now try to make some sentences with **this**, **that**, **these** and **those** to talk about the classroom objects around you. Read your sentences to your friend while pointing to the object(s).

- a. This is _____
- b. This is _____
- c. This is _____
- d. That is _____
- e. That is _____
- f. That is _____
- g. These are _____
- h. These are _____
- i. These are _____
- j. Those are _____
- k. Those are _____
- l. Those are _____

POSSESSIVE ADJECTIVES

Make questions using this, that, these, or those. Use your friends' belonging to make questions.

Whose is this?
Whose is that?
Whose are these?
Whose are those?

Practice asking questions by pointing to the objects! The other students should answer your questions.

NUMBERS: PRICE AND QUANTITY

Read the following price list of school supplies.

Pencil case	Rp.25.000,-
Pen	Rp.2.500,-
Ruler	Rp.3.000,-
Eraser	Rp.2.000,-
Crayons	Rp.32.000,-
Backpack	Rp.75.000,-
Notebook	Rp.6.000,-
Pencil	Rp.1.500,-
Marker	Rp.5.000,-
Highlighter	Rp.7.500,-
Sharpener	Rp.3.500,-

Now write down what are the things you can buy if you only have some amount of money! Don't forget to write down the total price!

Amount of money	Thing(s) you can buy and the quantity	Total price
Rp.15.000,-	I can buy a pen, a sharpener, two pencils, and a notebook.	Rp.15.000,-
Rp.55.000,-		
Rp.100.000,-		
Rp.40.000,-		
Rp.12.500,-		
Rp.80.000,-		
Rp.200.000,-		
Rp.10.000,-		
Rp.78.000,-		
Rp.92.000,-		
Rp.35.000,-		

TOPIC SENTENCE

The topic sentence is the main point or controlling idea of a paragraph. To identify topic sentence in a paragraph, you can follow these simple steps:

1. Find the topic of the paragraph.

Topic of a paragraph is the object/problem being discussed in the paragraph. Usually it is a word or phrase frequently repeated in the paragraph.

2. Identify the phrases that signal a topic sentence.

Some phrases may help you to identify the topic sentence, for example:

A number of steps	Several kind of	The advantages/ disadvantages of
A couple of effects	A number of similarities	Some differences
A series of	A number of factors	A number of benefits

3. Identify the major details.

Sometimes the supporting details of a paragraph are easier to find than the topic. If so, identify all major details and see what they have in common.

4. Look beyond the first sentence to identify the topic sentence.

Topic sentence is not always stated in the first sentence of a paragraph. Sometimes, a writer writes some introductory materials before getting up to the point or the writer sums up the major details with a topic sentence at the end.

Now, let's try to develop the topic sentence from these paragraphs:

1. There are always going to be days when a previous professor keeps you late, or you wake up late, or it takes you too long to find a parking space, but the point here is do not be habitually late to class. Whether you mean it or not, regularly arriving late to the class, signals a level of disrespect to the class and the teacher. If you have problems getting to class on time, find a way to solve them. And on those rare days when you do arrive late, remember to enter the room by excusing yourself softly and quietly and not make a big scene.

Topic sentence:

2. Most beepers and cell phones can be set to vibrate rather than produce a sound, so they should be less of a problem. These devices should be turned off if they cannot be set to a silent mode. Some phones are pretty noisy even on vibrate. Of course, you should not answer your cell phone during class. If you are expecting a really important call (e.g., wife going into labor, call for an interview), then it might be a good idea to inform the instructor before class so it's less of a

distraction if you leave the classroom to take the call. You should also sit near a door so you can make an unobtrusive exit.

Topic sentence:

3. If you are going to make the effort to arrive on time and be in class, you should also make the effort to stay actively engaged in class. Some professors report observing students reading the student newspaper or even reading a textbook for a different class; some report seeing students completing homework for their next class. Flaunting your boredom or disinterest in the class is rude — and very inappropriate. Finally, avoid falling asleep in class or staring out the window.

Topic sentence:

4. Inappropriate ways of sitting is another poor etiquette shown by students. Some students stretch as if they are out of bed. Putting legs apart is very annoying. Laying with the head on the desk, as if somebody is reading a bedtime story. Yawning, is equal to saying to the instructor, please cut off I cannot stand your boring class.

Topic sentence:

5. There are particular problems in classes related to the dress. This is not always about the fashion, but about the local culture. No dress that may disrespect the culture and values of the nation should be worn by a student. The dress should not signal any disrespect to the instructor. No micro/minis or revealing clothes for the females and no boxer shorts or shorts above the knees and half selves' tea-shirts revealing their arm pits are allowed in the classrooms. Some universities have a clear dress code that students must follow. Therefore, any style of dress that violates the University's dress code policy should be avoided.

Topic sentence:

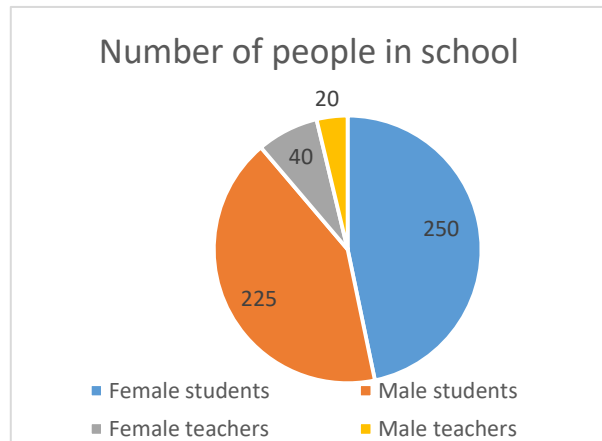
(Paragraphs are taken from: Essays, UK. (November 2013). A classroom environment. Retrieved from <https://www.ukessays.com/essays/education/a-classroom-environment.php?vref=1>)

READING CHARTS, DIAGRAMS AND TABLES

Charts, diagrams and tables are graphics which are used to simplify information. It means that instead of asking the reader to read too many descriptions about information, writers can make it simpler by drawing charts or put the information into tables.

Look at this chart and decide whether the following sentences are true (T) or false (F).

1. There are more than 750 people in the school. (T/F)
2. Male students are higher in number than female students. (T/F)
3. There are 60 teachers teach in the school. (T/F)
4. The numbers of female teachers are twice the male teachers. (T/F)
5. The total numbers of students are 475 people. (T/F)



Study Riza's Screen Time Usage on the right side and state whether each statement is True (T) or False (F).

1. Riza spent her most of the Screen Time on Social Media. (T/F)
2. Riza spent two hours with her phone every day. (T/F)
3. Social Networking takes the highest Screen Time. (T/F)
4. Riza's activity using her phone is increasing. (T/F)
5. Other activities, such as emailing, browsing teaching materials, taking notes and others took the least amount of time. (T/F)



PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. things in the classroom, times, and numbers?			
2.	are able to identify topic sentence of a text?			
3.	are able to guess meaning of difficult words from contexts given?			
4.	are able to locate specific information in charts, diagrams, or tables?			

What I want to learn more is _____

The Flipped Classroom

This type of classroom does not mean 'physically' the chairs and tables are upside down. Traditional classroom activities are mostly done in the classroom, such as reading books, teachers who are explaining materials and topics, meanwhile doing tasks and homework are done outside the classroom. In the flipped classroom, these activities are done in reverse. Students are assigned to read books, search the materials through online sources, do some tasks and projects before they attend the class. In other words, students are discussing the result of tasks and projects in the classroom.



Source: Youtube.com

Google Classroom

This is a virtual class to help students and teachers share the activities and assignments. This type of classroom eases the teachers to distribute assignments and grade them anywhere and anytime. Thus, it is paperless and cost saving. The teachers will create a Google drive to upload the assignment and share the link to the students. Next, the students will do it and upload it. That simple!



Source: Classroom.google.com

Webinar

This is a coinage word, in which it comes from Website and Seminar. It is broadly used after internet is introduced among society. This is a live online seminar in which the viewers can write or post comment and questions in it. Webinar is also known as online conference. This facility is not only limited to education, but also business and marketing.



Source: Maxmanroe.com



MY FAVOURITE PLACE



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. things in the bedroom.
2. identify main idea of a text.
3. guess meaning of difficult words from contexts given.
4. locate specific information through advertisements correctly.
5. use prepositions of place properly.



Picture 3. Bayu's Bedroom

Study how to say a single and plural things and where they are placed based on Picture 3.

A. This is Bayu's Bedroom. Where is it?

- | | |
|---|--|
| 1. Where is the clock?
<i>It's on the bookcase</i> | <i>It's on the wall</i> |
| 2. Where is the lamp?
<i>It's on the table</i> | 4. Where is the tissue box?
<i>It's on the desk</i> |
| 3. Where is the mirror? | 5. Where is the blanket?
<i>It's on the bed</i> |

B. Where are they?

- Where are Bayu's books?
They're in the bookcase
- Where are his pillows?
They're on the bed
- Where are his dolls?
They're in the bookcase

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

Nouns

bedroom	bedcover	light bulb	sleeping bag
alarm clock	bedtime	rug	sleepyhead
desk	story	slippers	cabinet
stool	closet	wallpaper	carpet
chair	wardrobe	sleeping pills	

Prepositions of place

in; on; next to; in front of; between

Verbs

lay down	sleepwalk	take a nap
change clothes	oversleep	stay in bed
daydream	take a rest	

Adjectives

sleepless	tight
loose	tired

VOCABULARY IN PRACTICE

Read the sentences by filling the blanks using appropriate words provided in **Vocabulary in Focus**.

1. Tita is doing her homework in her bedroom seriously. She reads several books and does Math exercises because it is final exam tomorrow. She's got a _____ night.
2. "Huff! It was a hard job. I think I need to _____ for a while after having lunch".
3. Our children do not only read Rapunzel and Cinderella stories before going to sleep, but they also read Pangeran Diponegoro as their _____.
4. Budi was used to be called as a _____ because he often slept in the classroom when he was in elementary school.
5. "Possibly I gain some weight. I just bought this dress last month but it feels so _____ now".

How do you read it ?



Read Tatik's favorite room in her house and find the definitions of the **bold-type words** below.

We Love Our Bedroom

My friends may **mention** that their favorite place is the living room, garden, kitchen or dining room. Meanwhile, I really love my **attic** bedroom. I **share** it with my little sister. Our bedroom is special because it locates in the attic of our house.

There are two small beds for us with a cabinet to keep our things. There are two big windows to see the beautiful sky and stars at night or sunrise in the morning. We also have wooden floor, so it **absorbs** the heat at noon.

We love our bedroom because it is calm and quiet. It is far away from the noise **downstairs**. We often share stories and secrets without being heard by our parents. Sometime at the weekend our girl friends **spend the night** at our house. We often play games or watch movies in our bedroom. Although this is my 'secret' place, I never take Toni or Abdul, my friends, to my attic bedroom because my parents **forbid** us. (rz)



Picture 4. An Attic Bedroom

A. Match the word with its definition. Do as the example number 1!

- | | | |
|---------------------------|-----------------------|---|
| 1. Mention (verb) | <input type="radio"/> | The act of living together in the same room |
| 2. Attic (noun) | <input type="radio"/> | A part in our house which usually are not used. |
| 3. Shared room (verb) | <input type="radio"/> | It is a space between the ceiling and the roof |
| 4. Absorb (verb) | <input type="radio"/> | The activity when we do not do anything |
| 5. Downstairs (noun) | <input type="radio"/> | important at night, yet we do not sleep |
| 6. Spend the night (verb) | <input type="radio"/> | Say or state |
| 7. Forbid (verb) | <input type="radio"/> | Do not allow |
| | <input type="radio"/> | A lower floor |
| | <input type="radio"/> | To take in (something, such as sun light or water) in a natural or gradual way. |

B. Look at these words that we learn from the text. Some of them are probably new to you. Here is the alphabetical list. Circle the words that are new to you.

- absorb
- attic
- cabinet
- downstairs
- forbid
- heat
- mention
- shared room
- spend the night
- wooden floor

C. From the list which words are new for you? You can also add other new words from the text.

D. Can you identify these words which belong to verb?

E. Answer the questions based on the reading text

1. What is Tatik's favorite place? _____
2. Where is it? _____
3. With whom does she share the room? _____
4. How many beds are there in her bedroom? _____
5. Do you think is it hot in her bedroom? _____
6. Can she take a bath there? _____
7. Can she take her boy friends to her bedroom? _____

F. What is the topic of the text?

hint

Remember! A topic can be found from the most frequent word or phrase appears in the text. Or you can ask, "What does the text tell about?" The answer is the topic.

So, the topic of the text is _____

G. What is the main idea of the text

hint

Main idea should be written in a sentence. Usually it talks about the writer's opinion on the topic. Or you can ask, "What does the writer think about ... (the topic)". The answer is the main idea.

So, the main idea of the text is _____

- a. Tatik's bedroom is comfortable.
- b. Tatik's favorite room is her attic bedroom.
- c. Tatik shares her bedroom with her sister.

Below is a passage about Kelly and her packing time. Read the passage and jot down the things she carries.

Going to Grammy's

Kelly is going to spend the night with her grandmother. She will need to take her nightgown, a shirt, and some shorts. Into the suitcase go her toothbrush, toothpaste, and hairbrush. Grammy told her to bring a swimsuit in case it was warm enough to swim. Mom said to pack her favorite pillow and storybook. Dad said, "Don't forget to take Grammy's sunglasses that she left here last week." Now Kelly is ready to go!

(Adopted from Scholastic Success with Reading Comprehension 1st Grade, 2002)

List the things that Kelly needs in Grammy's house

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Compound word is a big word that is made up of two little words, for example, cow + boy = cowboy. Find 9 compound words in this story and circle them.

If you are going to spend the night in your grandmother's house, what will you pack in your suitcase?

_____	_____	_____	_____
_____	_____	_____	_____

VOCABULARY INSIDE

A. Study the following picture and ask the position of things by using a question "where is my _____"!

My name's Elysabeth Riberu. I study in Senior High School 1 Malang. I'm 18 years old. I am a messy person. I find difficulty to find my things before going to school. I need my mom to find my Math Book, my ruler, my pencils and others. I cannot tidy up my school things, so I always ask my mom where the things are.

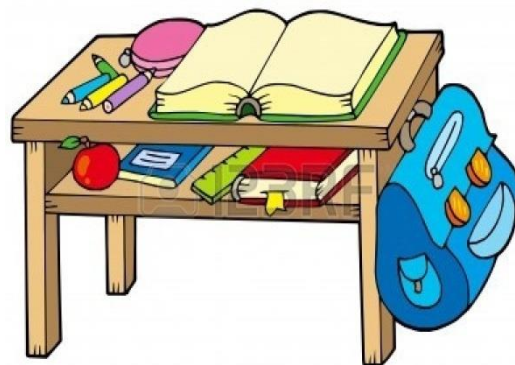
Me : "Mom, where is my blue bag?"

Mom: "It's beside the desk."

Me : "Mom, where is my ruler?"

Mom: "It's next to the red book."

Please continue the conversation based on the examples.



B. Individually read the advertisements below about rental houses.

FOR RENT

Large 1, 2 & 3 bedroom/1 bath apartments
 We provide heat & water.
 Garages are available.

First Month's Rent FREE!

.....
Countryside Apartments and Lodging
 1330 N. Minnow Lake Rd.
 Phillips, WI
715-339-6888

FOR RENT
Retired Living At Its Best!



\$900 MONTH
 INCLUDING UTILITIES

- Heated 1-Car Garage
- 2 Bedrooms
- Laundry
- Patio
- Beautiful Surroundings
 Close to Minong, WI

*Are you tired of taking care of your large home?
 Sit back and let us take care of it for you!*

.....
GIVE US A CALL & COME TAKE A LOOK TODAY!
715-466-4565 or 715-520-0835

APARTMENT FOR RENT

Available June 1st, 2018
 Great Valley, Rt. 219
4 miles south of Ellicottville
 Furnished, great 2 bedroom / 2 bath upper (1500 sq. ft.)
 ample parking
 Includes: Electric-Water-Heat-Washer / Dryer-A / C
\$1,200 month
 Rental Agreement (1 yr.) • First and Last Rent
 Non-Smokers / No Pets

CALL FOR APPOINTMENT **716-432-4943**

PS-1115711

Answer these questions based on the information provided by the advertisements.

1. What are the advertisements about? _____

2. Can we take our cats to our apartment in Minong, Wisconsin? _____

3. I live with my parents and a little brother. My father gets a job in Wisconsin, the USA. My mom has to manage the money because my little brother and I go to school this year. Please decide which apartment or house should we rent? _____
4. If you want to rent an apartment in Great Valley, what number can we call for appointment? _____
5. Can we have more than one car when we rent a house in Minong, Wisconsin? _____

WHERE DO YOU LIVE?

Answer these trivia questions based on your own experience.

1. Do you live in a house; an apartment; or a boarding house? _____

2. Do you live with your parents? _____

3. Do you talk a lot with your neighbors? _____

4. Can you have a cat or a dog as a pet? _____



Picture 5. A Flat

Below are the descriptions about Anita's and Anto's house. Read the texts and later answer the questions.

Living in 'Rusun'

My name is Anita Dwi Hapsari. My parents and I live in *Rusun Sama Senang* in Bekasi, Jakarta. 'Rusun' or 'Rumah Susun' is a specific term for apartment used by Indonesian with a lot cheaper rental cost.

My room is in the fifth floor, Room 508. We have only two bedrooms, a bathroom, and a living room. We do not have a kitchen because the landlord wants to minimize fire accidents. However, he provides a shared-kitchen in every floor.

My classmate, Rizka also lives in the same 'rusun', but her room is in the upstairs. My mom often visits her parents, and sometimes brings some food to share.

My New Boarding House

My name is Anto. This year I study English Education in university. I decide to live in a boarding house near my campus because I live far away from my hometown. I do not have to use any public transportation to go to my campus.

My boarding house has twelve rooms with a shared-kitchen and five bathrooms. There is also a small living room with a TV set next to the kitchen. I often watch TV at night with my friends.

I share room with my friend, Dimas. He studies Computer Science in other university. His parents visit him twice a month and bring a lot of food for us.

State T/F or Not Stated based on the texts above!

No.	Statement	True	False	Not Stated
1	Anto does not live with his parents.			
2	There is a bathroom for every room in 'Rusun Sama Senang'.			
3	Both Anita and Anto study in the same university.			
4	Dimas and Anto are classmate.			
5	If Rizka wants to visit Anita, she has to go upstairs.			
6	Anto's boarding house is more expensive than Anita's apartment.			

Do you know?

What is a flat? Is it different from an apartment? See Mini Encyclopedia!

C. Brian is eleven years old, and he lives with his parents, his big sister, and a younger brother. Read his house rules made by his parents below.

THE HOUSE RULES

1. LISTEN TO & RESPECT YOUR ELDERS
 - Without back-talk, whining or complaining, or throwing a fit
2. RESPECT FAMILY & FRIENDS
 - Share
 - Keep our hands on our own bodies
 - No kicking
 - Be polite
 - Use nice and kind words
3. TELL THE TRUTH
4. TAKE CARE OF YOURSELF & YOUR BODY
 - Make healthy food choices
 - Brush your teeth
 - Keep yourself clean
 - Give dressed and ready for school
 - Go to bed on time
5. KEEP A SAFE & CLEAN HOME
 - Clean up after eating
 - Put your toys away
 - Put dirty clothes in the hamper
 - No climbing or jumping inside
6. TAKE CARE OF OUR THINGS & RESPECT EACH OTHER'S PROPERTY
 - Be grateful for what we have
 - Ask permission to use something that doesn't belong to you
 - Play gently
 - Put your things away
7. LOOK FOR WAYS TO BE KIND AND HELPFUL TO EACH OTHER
8. USE 'PLEASE' AND 'THANK YOU'

Answer the questions based on Brian's house rules.

1. Do you think, is it okay if Brian complains about his breakfast menu? _____
2. Can he play football in his house? _____
3. Who should decide the bed time for Brian? _____
4. Can his little brother play some toys that belong to Brian? _____
5. What should he do if he needs his sister to help him do his homework? _____

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. Things in the bedroom?			
2.	are able to identify main idea of a text?			
3.	are able to guess meaning of difficult words from contexts given?			
4.	are able to locate specific information through advertisements correctly?			
5.	are able to use prepositions of place properly?			

What I want to learn more is _____

TYPES OF HOUSE



This is a stilt house. Indonesian people often call this as “Rumah Panggung”. We still can find this house in Papua, East Nusa Tenggara, and West Nusa Tenggara. People build this house to protect from wild animals and flood. Usually it is a wooden house. The kitchen is usually separated from the main house.

This is a hut. Papua people call this house as Honai. It is a traditional house which is maintained by the majority of Papua people until now. When we entered the house, you will be astonished by the fact that it was cool inside. There is only one space inside Honai. People do not usually have separated rooms inside.



This is a detached house. It is usually separated by a fence surround the house from the neighbor’s house. It usually has a garden. Most of Indonesian people who live in the countryside have a detached house.

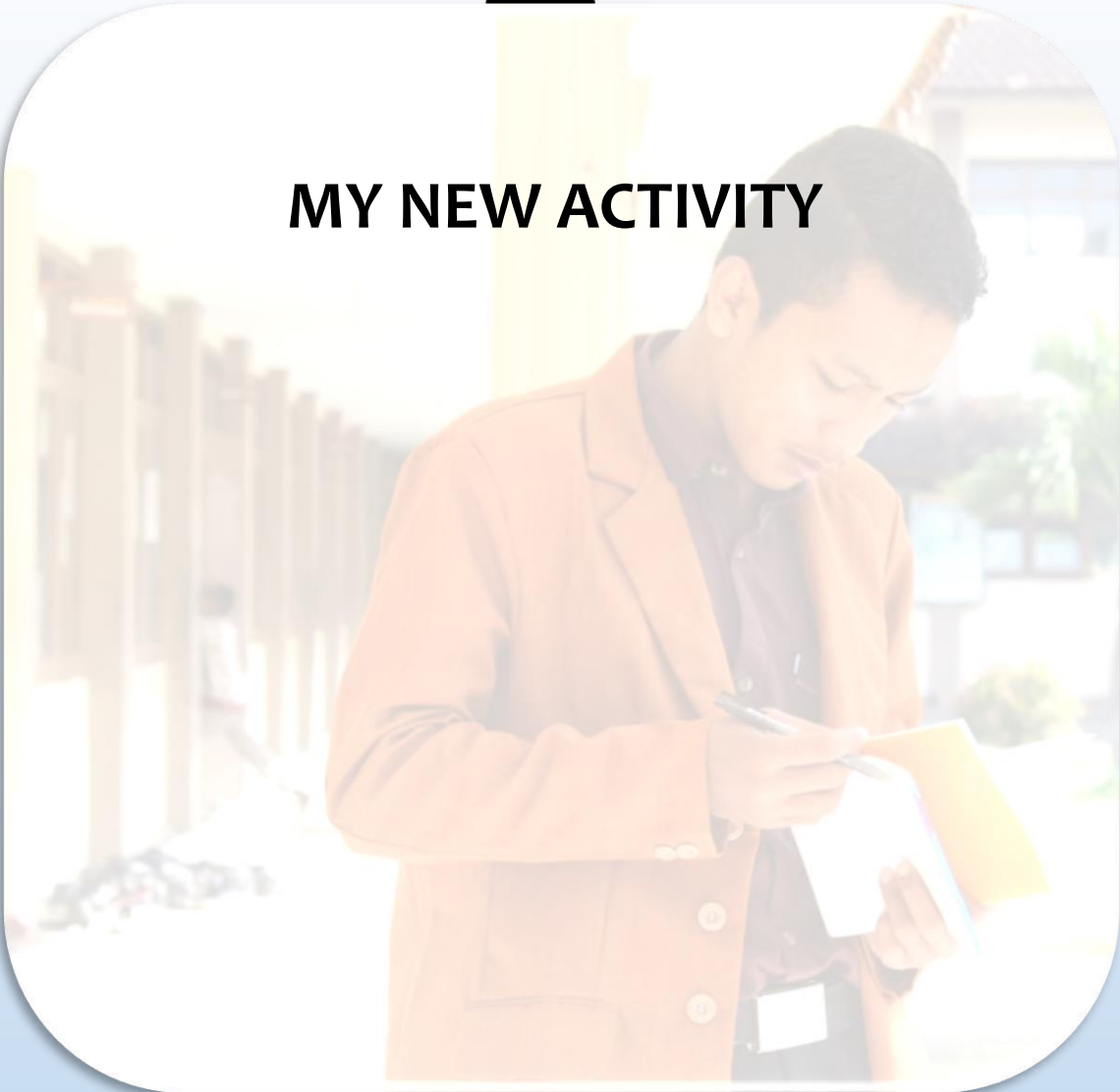
People might call this as a semi-detached house. Most of Indonesia’s residences are this type. Although there is a fence between the houses, there is no separated wall between them. People living in an urban city prefer to choose this house as it is much cheaper.



Americans might call this house as an apartment, while British call it as a flat. As the land price is getting high each year, urban people choose to buy a room in an apartment, instead. There are hundreds of people might live in one apartment.



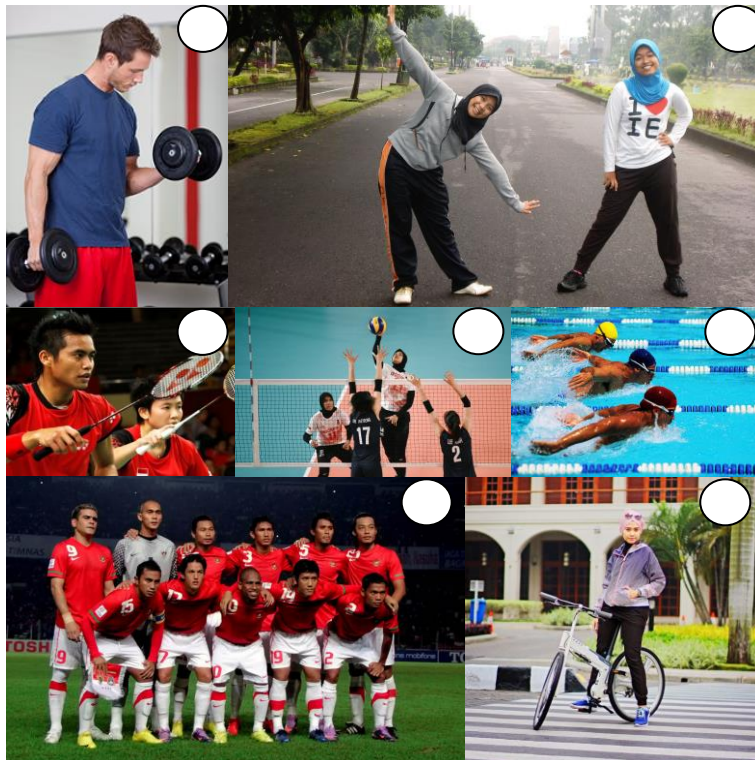
MY NEW ACTIVITY



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. routine activities.
2. identify main idea of a text.
3. guess meaning of difficult words from contexts given.
4. locate specific information through schedule and timetable.

A. Look at the photos and match with the type of exercise in the box.



- | | |
|---------------------|------------------|
| a) Go to gym | e) Go swimming |
| b) Play badminton | f) Go cycling |
| c) Play volley ball | g) Play football |
| d) Go jogging | |

B. Can you mention some equipment you need to do each exercise below?

- | | | |
|-------------------|---|-------|
| a) Go swimming | : | _____ |
| b) Play badminton | : | _____ |
| c) Go jogging | : | _____ |
| d) Play football | : | _____ |

C. Now, please answer these trivia questions about you.

1. Do you like doing sport? _____
2. What kind of sport do you like? _____
3. How often do you do it? _____
4. When do you usually do it? _____
5. How many hours do you do it? _____

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

Nouns

sneakers	shuttlecock	racing
training suit	goal keeper	swimming suit
table court	basket	calories
stadium	mountain bike	gear shift
racket	BMX	match

Adjectives

healthy
fast
slow
magic
astonish

Verbs

run perform
burn show
kick tragedy
play win
go lose

Adverb of Frequency

always
usually
often
sometimes
rarely
never

Adverbs of Time

now
on Saturday
every day
twice a week
on the weekend

Expressions

football match kick off
game over versus
fair play good game
second round switch player

VOCABULARY IN PRACTICE

Read the sentences by filling the blanks using appropriate words provided in the bracket!

1. Memey is having a sport exam in her school next week. She needs to _____ a good technique in swimming. (perform/ run/ win)
2. My roommate is a discipline person. He always goes jogging every morning. He says it is a good exercise to _____ fat. (play/ run/ burn)
3. I usually have nothing to do on Saturday night, so I like to watch a _____ on TV. My favorite club is Arema. They have a skillful keeper. (football match/ basket/ racing)
4. Tina rarely does sport. Many of her friends complain that she is _____, lazy, and less in enthusiasm. (astonish/ slow/ magic)
5. In order to keep your body fit, all you need is your sneakers, _____, and go jogging. (training suit/ swimming suit/ shuttlecock)
6. Our school basketball team barely is leading in the first round. However, the opponent team leads in the _____ (second round/ kick off/ game over)

How do you read it ?



Read the text and list down Muzayid's activities as a university student. You may write some additional information.

Being a University Student

His name's Muzayid. He studies English in a university in Malang, Indonesia. He lives in a boarding house near his campus. Now, he is in the first semester. He changes his habit in order to adjust with university lifestyle.

He goes to campus from Monday through Friday. He starts his day early in the morning. Every day he wakes up at 4.00 in the morning and prays. After having 'Subuh Praying', he takes a bath. There are three bathrooms in his boarding house, and he chooses the nearest to his room. At around 6 o'clock, he goes to 'Warung Pecel' near his boarding house to have a breakfast. He never misses his breakfast. Then, he goes to campus until noon. After finishing his study at noon, sometimes he goes to the library and enjoys reading some books. His favorite book is reading encyclopedia.



Picture 6: Muzayid is in his campus

At the weekend, he goes to the gym and has several exercises there. He likes to keep his body healthy. He goes to the gym in the morning with his friends. After going to the gym, he does his laundry and hangs out with his friends in the afternoon. Muzayid is able to do his weekly routine because he is a discipline person. (rz)

A. Based on the text, list down Muzayid's daily activities.

Week days

1. He wakes up at 4.30 every day
2. He _____
3. He _____
4. He _____
5. He sometimes _____

The Weekend

1. He _____
2. He _____
3. He _____
4. He _____

B. List time signals used in the text.

Everyday, _____

C. Answer the following questions based on the text.

1. What does Muzayid do on the week days? _____
2. What does he do after waking up in the morning? _____
3. Does he have breakfast every day? _____
4. What time does he have his breakfast? _____
5. What is his favorite book? _____
6. Does he go to the gym by himself? _____
7. Do you think Muzayid has a healthy life style? _____
8. What does the text talk about? _____

D. Look at these words that we learn from the text. Some of them are probably new for you. Here is the list alphabetically. Circle the words that are new for you.

- adjust
- boarding house
- change
- exercise
- gym
- hang out
- lifestyle
- miss

E. Can you identify the words that belong to noun?

F. Guess the meaning from the context by choosing one of the choices.

1. He changes his habit in order to **adjust** with university lifestyle.
 - a. Work
 - b. live
 - c. comfort himself
 - d. team work
2. He lives in a **boarding house** near his campus.
 - a. a building where someone rents a room and might share the room
 - b. a room fitted especially with housekeeping facilities and usually leased as a dwelling
 - c. a room in a usually public building for leisure activities
 - d. an establishment which provides lodging and parking and in which the rooms are usually accessible from an outdoor parking area
3. He **changes** his habit ...
 - a. money that we take as the result of buying and selling
 - b. to put fresh clothes
 - c. to replace with another
 - d. to refresh
4. On the weekend, he goes to the gym and has several **exercises** there.
 - a. tasks
 - b. physical activities
 - c. homework
 - d. body language

5. On the weekend, he goes to the **gym**.
 - a. a place with many body builder equipment, such as treadmill, boxing gloves, static cycle, etc.
 - b. an arena to challenge a Pokémon’s Master
 - c. a place for health spa
 - d. a place to hang out and have a nice chat
6. He does his laundry and **hangs out** with his friends in the afternoon.
 - a. stops by
 - b. announces something to the public
 - c. spends time for socializing
 - d. dropping out
7. He changes his habit in order to adjust with university **lifestyle**.
 - a. the typical way of life
 - b. the rules of life
 - c. the true story of someone’s life
 - d. the life someone told you so
8. He never **misses** his breakfast.
 - a. young ladies
 - b. leaves out
 - c. avoids
 - d. fails to get something

G. These sentences use words discussed previously in new contexts. Complete them with the words in the box.

adjust	boarding house	change	lifestyle
exercise	hang out	misses	gym

1. Budi needs to _____ his clothes after school.
2. Anita is a very diligent student. She never _____ her morning class.
1. Fransisca leaves far away from her hometown. Thus, she decides to rent a _____ near her campus.
2. Sigit has to study in Australia next month. He studies harder in order to _____ with his campus demand.
3. My parents always warn me not to _____ in bars, especially at night.

H. What is the topic of the text?

Look at the list of paragraph topics from “Being and University Student”. Find the paragraph on each topic in the reading. Write the paragraph number (1 – 3).

- a) Muzayid’s activities on the week days Paragraph ____
- b) Muzayid as a new university student Paragraph ____
- c) Muzayid’s activities at the weekend Paragraph ____

Vocabulary in Focus

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

The Days of the Week
Monday (Mon.)
Tuesday (Tue.)
Wednesday (Wed.)
Thursday (Thurs.)
Friday (Fri.)
Saturday (Sat.)
Sunday (Sun.)

The Months of the Year	
January	July
February	August
March	September
April	October
May	November
June	December

A. Below is Ali' Timetable. Can you locate the time?

G4IM Class Timetable 2015-16

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before	Writing	Maths	Reading	Ted Ed	
1	Maths	Maths	Library	PE	Assembly / Language
2	Kiswahili	PE	Writers Workshop	Guided Reading	Maths
3	Music	PE	Writers Workshop	Guided Reading	Maths
Recess					
4	Guided Reading	Lang/UOI	Maths	Maths	Swim
5	Guided Reading	Lang/UOI	Maths	Maths	Language
6	UOI	Lang/UOI	UOI	UOI	Kiswahili
Lunch					
7	Personal Learning	Maths/Counselor Session	UOI	Art	UOI - Team Time
8	Personal Learning	Kiswahili	Music	Art	UOI - Team Time
After					

SPECIALISTS: PE-Mr Neil, Art-Ms Mentzia, Music-Ms Natalie.

Taken From: grade4m2015.weebly.com

- Does Maths offered every day? _____
- What days does Ali learn music? _____
- What subject does Ali learn on Wednesday after lunch? _____
- When does Ali learn Kiswahili? _____
- On what period does Ali learn guided reading on Thursday? _____
- What is the last subject on Friday? _____

B. Reading Sign Boards. Where do you find sign boards?

CHRISTMAS OPENING TIMES

CHRISTMAS EVE	9:00AM - 4:00PM
CHRISTMAS DAY	CLOSED
BOXING DAY	CLOSED
NEW YEARS EVE	9:00AM - 4:00PM
NEW YEARS DAY	CLOSED

If you would like to add more days or different times please email us!

THRIFT SHOP
 OPEN
 WED 3-7
 SAT 9-3
 DONATIONS WELCOME

SHINE & SMILE DENTAL CLINIC
 Dr. Sanjay Sudrania B. D. S. (Madras)
DENTAL SURGEON
 Mob : 98312 86977 / 98831 32928
 Visiting Hours : Daily Morning 8 To 12 Noon Eve : 5 To 9 PM

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 FRIDAY 10.00 am to 06:00 pm

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Answer each question by writing Yes (v) or No (X)!

- Can you go to Thrift Shop on Wednesday before three o'clock in the afternoon?

- Can you make an appointment with Dr. Sudraina at three o'clock in the afternoon?

- It is Saturday and you need to claim your mother's insurance because she needs surgery soon. Can you go to United India Insurance Company on that day? _____
- Can you buy some toys on Christmas Day? _____

Now answer these questions. Write only one or two words.

- How long is the insurance office closed for lunch? _____
- How many shops open on Monday? _____

Reading's Tips

Always look at glance at the title of Table, Diagram, schedule, maps to get the general idea. Locate the important information by noticing the different typing styles, striking words or others.

Below is a schedule of activities offered at a local center for the performing arts. Use it to answer the questions below.

City Center for the Performing Arts

For tickets or information call 534-3967 or go to www.CityCentPerf.org

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2 Dance for Wellness, a fundraiser for City Hospital 7pm. \$20	3 "The Big River" an historical play for the family. 8pm \$8 adult, \$4 child	4 "The Big River"
5 "The Big River" matinee 2pm	6 "Reading Rainbow" for ages 4-8, 4pm free (different each week)	7 "You're a Good Man Charlie Brown" 4pm \$2 donation	8 "Reading Rainbow" for ages 4-8, 4pm free (different each week)	9 "You're a Good Man Charlie Brown" 4pm \$2 donation	10	11
12	13 "Reading Rainbow" for ages 4-8, 4pm free (different each week)	14	15 "Reading Rainbow" for ages 4-8, 4pm free (different each week)	16	17 Los Cancioneros Master Chorale 7pm \$15 adult \$5 child	18
19 Durga Puja song and dance from India 7pm free	20 "Reading Rainbow" for ages 4-8, 4pm free (different each week)	21	22 "Reading Rainbow" for ages 4-8, 4pm free (different each week)	23	24	25 Young Artists Gallery opens. Works on display through Nov. 30
26	27 "Reading Rainbow" for ages 4-8, 4pm free (different each week)	28	29 "Reading Rainbow" for ages 4-8, 4pm free (different each week)	30	31 Police Dept.'s Annual Community Halloween Party 6 pm free	

(Source: Reading Comprehension: Skills & Strategies Level 7: 2002)

- For what month is this schedule? _____
- Does the City Center for the Performing Arts have a Web site? _____
- How many different Reading Rainbow presentations could a child attend?

- What program is offered as an evening performance or a matinee? _____
- What can be seen every day beginning on the 25th? _____
- What special event is held every day? _____
- What would it cost for two adults and one child to see the Master Chorale?

Do you know?
What is Halloween?
See Mini Encyclopedia

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. routine activities?			
2.	are able to identify main idea of a text?			
3.	are able to guess meaning of difficult words from contexts given?			
4.	are able to locate specific information through schedule and timetables?			

What I want to learn more is _____

HALLOWEEN

The origin of Halloween can be traced back to the ancient Celts who ruled over Ireland, Britain and Northern France before being conquered by the Romans. The Celts were pagans and the beginning of November marks the festival Samhain for the Celts; which indicates the end of summer and beginning of harvest season. On Samhain, the Celts would burn animals or crops on the bonfire as a sacrifice to the Celtic gods. The Celts would wear animal heads and skins as costumes and tell each other's fortunes on Samhain.

By the early of 20th century in America, Halloween is now the second largest commercial celebration after Christmas, and Americans spend \$6 billion on Halloween each year.



Trick or Treating started in Ireland, Scotland and Wales and involved people dressing up and going door to door asking for food. People would say poems or sing songs in exchange for food, this tradition evolved into children saying prayers in return for 'soul cakes' in the 11th century. The soul cakes were sweet with a cross tops, similar to hot cross buns, and were intended to represent a spirit being freed from purgatory when eaten. By the 19th century, this had evolved into a tradition where children would sing songs, tell jokes and read poems instead of prayers for pieces of fruit and money. Later, the children would play threatening pranks on people to get them to hand over sweets.

Read more: <https://metro.co.uk/2017/10/31/what-is-halloween-the-origins-and-meaning-behind-all-hallows-eve-7040966/?ito=cbshare>

Since it is a part of ritual in pagan, Will you still celebrate Halloween like others?



MY STUDY



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. study.
2. identify topic of paragraphs.
3. guess meaning of difficult words from contexts given.
4. identify the use of referent in a text.
5. determine the use of comparative and superlative adjective.

A. Can you guess what do I study? Match the vocabulary below with the description

Law	Chemistry	Dentistry
English	Statistics	Architecture

I often visit hospital because I learn in a medical school. My lecturer teaches about human physiology, especially gums and teeth. What do I study?

My old grandmother calls me I am a 'witch'. I often wear 'special clothes', such as a mask and gloves. Every Friday I go to lab and deal with colorful liquids. When I am in laboratory, I become serious and talk less. What do I study?

I love to talk in front of many people and learn language. That's why I study in this department. My lecturers teach me well. We also go to language laboratory in order to know how people pronounce words. For example, we should pronounce /l^əv/ instead of /l^əv/ which means affection. What do I study?

I spend many hours in front the computer. It makes me dizzy, sometimes. My lecturer asks me to memorize many numbers, a lot of patterns, and kinds of diagram and table. However, I often go to many people's houses, asking about their family members, their jobs, their salaries, and others. What do I study?

My dream is to build a bridge that stays strong and able to function using solar power. In the beginning of my study, my lecturers ask me to watch and draw many buildings. What do I study?

Sometimes I visit prison. I want to be a judge to help poor people. I have to memorize many constitutions and regulations, and develop a critical thinking. What do I study?

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

Nouns

classmate	schedule	lecturer	substitute
course	sport hall	task	uniform
credit	subject	library	

Verbs

attend	exercise
skip	submit
study	enroll

Adjectives

bored	strict
boring	obedient

Expressions

evening class
do assignment
date line
due date

Adverbs of Place

there
here
near
next to

VOCABULARY IN PRACTICE

Read the text below and fill in the blanks using appropriate words provided in **Vocabulary in Focus**.

Her name's Rita. She is my _____ in my English class. Rita often _____ evening classes because she helps her mother selling some food. She's a smart student in our class. Although she does not come to class, she always asks me what has been discussed in class the next morning. She never comes late to the class. She also _____ her tasks on time.

Rita has a younger brother who also _____ in university. Rita is the first daughter in her family. Her father passed away last year due to a tragic accident. All of my classmate came to Rita's house and said condolence. Now Rita and her younger brother have to work for schools.

Rita and I love reading a lot. We enjoy reading novel, especially written by J.K. Rowling. We sometimes spend many hours in the _____ to read it. Rita says that reading is never _____ for her. She can sit, read, and sometimes smile while reading short stories and funny memes. She has a lot of books in her house. Outmost, I am happy to have a good friend like her. (rz)

How do you read it ?



Read the following text and answer the questions.

Types of Geography

Geographers study Earth's physical and human features. Physical geographers study land areas, bodies of water, plant life, and other physical features. They also examine natural resources and the ways people use them.

Human geographers study people and their activities. They examine religions, languages, and ways of life. Human geographers can focus on a specific location or look at broader areas. They often make comparisons between different places.

Map System

Geographers use map to study different types of information about a place. Some maps are created from information collected by satellites that circle the Earth. For example, satellites provide photographs and can measure changing temperatures and pollution. A specific group of satellites makes up the Global Positioning System (GPS). This system uses radio signals to record the precise location of every place on Earth. GPS devices are installed in cars and trucks and used by hikers so they do not get lost.

Geographic Information System (GIS) are computer hardware and software that collect geographic data and display the data on a screen. GIS provides more detailed information that does not usually appear on maps, such as types of soil and water quality.

Careers in Geography

Careers for geographers exist at all levels of government and in private businesses. Governments hire geographers to help determine how land and resources are best put to use. Geographers also study population trends and help plan cities. Businesses hire geographers to locate resources, decide where to set up new offices, and provide information about places and cultures that companies deal with.

(Source: Reading Essentials and Note-Taking Guide: Students' Workbook, 2007)

A. Based on the text, please decide whether the statement is True (T) or False (F).

1. Human geographers visit villages and examine the changes of culture. T/F
2. The difference in money transaction system between people who live in the city center and those who live in the urban area is one example of activities done by human geographers. T/F
3. Geographers use GPS to examine the soil structure of a place. T/F
4. GPS is developed to give information for geographers only. T/F
5. Businessman can hire human geographers to study population trends. T/F

B. Look at these words that we learn from the text. Some of them are probably new to you. Here is the alphabetical list. Circle the words that are new to you.

- broader
- create
- display
- determine
- exist
- geographers
- get lost
- hire
- natural resources
- precise
- record

C. Guess the meaning of the bold-typed word from the context by choosing one of the choices.

1. Human geographers can focus on a specific location or look at **broader** areas.
 - a. relating to the main or essential points
 - b. marked by lack of restraint
 - c. widely applicable or applied
 - d. having a more specified extension
2. Some maps are **created** from information collected by satellites that circle the Earth.
 - a. drawn
 - b. made
 - c. written
 - d. composed
3. GIS are computer hardware and software that collect geographic data and **display** the data on a screen.
 - a. show
 - b. tell
 - c. create
 - d. produce
4. Governments hire geographers to help **determine** how land and resources are best put to use.
 - a. decide
 - b. fix
 - c. regulate
 - d. terminate
5. Careers for geographers **exist** at all levels of government and in private businesses.
 - a. to continue to be
 - b. to have real being material
 - c. to have life
 - d. to live at an inferior level
6. **Geographers** study Earth's physical and human features.
 - a. People who love geography
 - b. People who study geography
 - c. People who report on geography
 - d. People who think about geography
7. GPS devices are installed in cars and trucks and used by hikers so they do not **get lost**.
 - a. misplaced
 - b. missing
 - c. unable to find the way
 - d. no longer visible
8. Governments **hire** geographers to help determine how land and resources are best put to use.
 - a. to take employment
 - b. to take responsibility
 - c. to do a job
 - d. to give something
9. They also examine **natural resources** and the ways people use them.
 - a. a natural ability to meet a solution
 - b. a means of spending someone's leisure time
 - c. a natural source of wealth
 - d. something to which one has resource in difficulty

10. This system uses radio signals to record the **precise** location of every place on Earth.
 - a. shape
 - b. exactly defined
 - c. loose
 - d. being in agreement with a fact
11. This system uses radio signals to **record** the precise location of every place on Earth.
 - a. to give evidence of
 - b. to put on catalog
 - c. to register permanently by mechanical means
 - d. indicate of something

D. These sentences use words discussed previously in new contexts.

Complete them with the words in the box.

display	determine	record
hires	created	

1. The judges have been discussing for thirty minutes to _____ the winner of the competition. All contestants are surprisingly talented.
2. Mr. Afrizal got a minor surgery on his right eye last week. Thus, he cannot see a computer for a long time. He asks a help from his assistant to type and _____ the result on the LCD screen.
3. The Minister of Education has _____ a system where students and teachers are able to give direct feedback each other via online basis.
4. The government _____ several linguists and human geographers to investigate the loss of *Ngalam* language variety.
5. A seismograph is used to _____ earthquake shocks.

E. Read these sentences. Match the bold-typed words with their definitions.

- a. One of good reasons to continue study to university is to change the way people think about themselves and their surroundings into a broader point of view.
- b. The largest galaxy known to **exist** is IC 1101 which has a mass of about 100 trillion stars.
- c. Physical **geographers** may make a prediction on the loss of fresh water after doing many experiments on land and climate.
- d. One of potential **natural resources** in Indonesia is coal.
- e. Drivers need to update their GPSs, unless they will **get lost** because of several traffic changes policy.
- f. Geographers need to collect **precise** data on population as their results will be used by the government.

Bold-typed words

Definitions

1. _____ **broader** _____ = relating to the main or essential points
2. _____ = unable to find way
3. _____ = presence of something

4. _____ = correct and exact
5. _____ = unrenewable minerals
6. _____ = people who study geography

F. The following questions ask about referent. You have to go back to the text to find the answer. Answer the question as the example in No.1.

hint

A referent is the thing that a word stands for. Usually we look for the thing that is referred to in the previous sentence.

1. Physical geographers study land areas, bodies of water, plant life, and other physical features. They also examine natural resources and the ways people use them.
The word “They” in paragraph 1 refers to physical geographers
2. They also examine natural resources and the ways people use them.
The word “them” in paragraph 1 refers to _____
3. They examine religions, languages, and ways of life.
The word “They” in paragraph 2 refers to _____
4. They often make comparisons between different places.
The word “They” in paragraph 2 refers to _____
5. This system uses radio signals to record the precise location of every place on Earth.
The word “This” in paragraph 3 refers to _____
6. GPS devices are installed in cars and trucks and used by hikers so they do not get lost.
The word “they” in paragraph 3 refers to _____

G. Topics of Paragraphs

Look at the list of topics from the text. Find the paragraph on each topic in the reading. Write the paragraph number (1 – 5).

- | | |
|--|----------------|
| a. The use of a map for geographers | Paragraph ____ |
| b. What geographers study | Paragraph ____ |
| c. Careers for geographers | Paragraph ____ |
| d. The definition of human geographers | Paragraph ____ |
| e. What Geographic Information System is | Paragraph ____ |

COMPARATIVE & SUPERLATIVE

1. Comparative Adjective

Comparative adjective is used to compare the quality of two people or things. We usually add **-er** to one-syllable words and followed by the word “than”. Study the example below and then, answer the question.

For example:

- Toni, my classmate, is two years *older than* me.
- Malang is *bigger than* Blitar.

We use **more** to make comparative to most two-syllable adjectives.

For example:

- She is certainly beautiful, however her little sister is *more beautiful*.
- Malang is now *more crowded* than ten years ago when I took my S1 degree.

2. Superlative Adjective

Superlative adjective is used to compare the quality of more than two objects. We usually add the word “the”. Then, we add **-est** to one-syllable adjectives.

For example:

- University Al-Karaouine in Morocco is *the oldest* university in the world according to Guinness Book of World Records.
- Asri is *the happiest* girl for today is her birthday.

We use **most** to most two-syllable adjectives.

For example:

- What is *the most interesting* thing to do in Malang at the weekend?
- Ibnu Sina is the most famous physicist.

LET'S PRACTICE

Read the text below and use the grid to answer the questions. Write yes, no, or unknown.

What do you know about earthquakes? An earthquake is a shaking or trembling of the earth. Earthquakes can occur when huge blocks of rock deep in the earth crack or slip, or when lava or hot gases move around deep in the earth. Some earthquakes are very small. People hardly feel them and they do no damage. But some are so strong they split open the ground, cause buildings to fall, and kill people. The grid below shows some of the biggest earthquakes on record and the number of people who died as a result.

Where	China	Italy	Japan	Portugal	Ecuador
When	1556	1693	Early 18 th century	1755	1797
Loss of life	800,000	60,000	200,000	60,000	40,000

(Source: Reading Comprehension: Skills & Strategies, Level 4: 2002)

1. The most deadly earthquake happened in Italy. _____
2. The same number of people died in big earthquakes in Italy and Portugal. _____
3. About 40 years after the big earthquake in Portugal, another big earthquake happened in Ecuador. _____
4. More people died in the earthquake in China than in the earthquake in Japan. _____
5. The chart shows that earthquakes happen all over the world. _____
6. Earthquakes usually occur at night. _____
7. The big earthquake in Japan does not have an exact date. _____
8. The earthquake in Italy injured 10,000 people. _____
9. Eight million people died in the earthquake in China. _____
10. China had the biggest number of died people because of earthquake after all. _____

LET'S PRACTICE

The circle graph below shows what percentage of the people in Waystock attends the town's special events. For example, 12% of the residents either watch or take part in the Road Race. **Refer to the graph to answer the questions.**

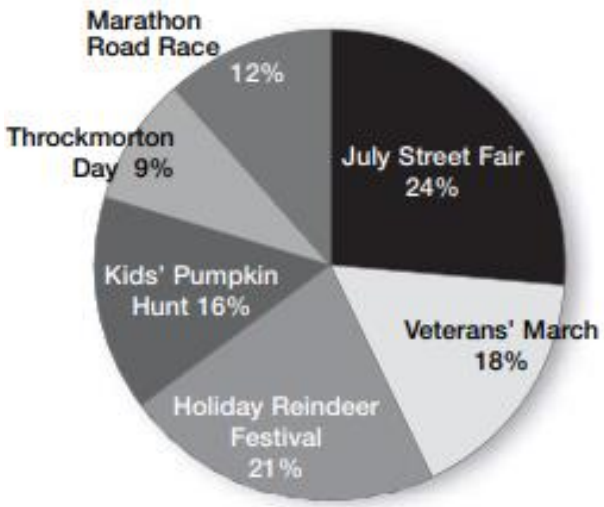
1. Which event is the most popular?

2. Which event is the least popular?

3. What percent of the community turns up for the Pumpkin Hunt?

4. About 18% of the people in Waystock celebrate which event?

5. Which event is more popular?
 - a. The Road Race
 - b. The Pumpkin Hunt



(Source: Real-Life Reading: 2002)

Do you know?
Each country has its unique festival to welcome many tourists. Find out more about famous festivals around the world on Mini Encyclopedia.

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. study?			
2.	are able to identify topic of paragraphs?			
3.	are able to guess meaning of difficult words from contexts given?			
4.	are able to identify the use of referent in a text?			
5.	are able to determine the use of comparative and superlative adjective?			

What I want to learn more is _____



FESTIVALS ACROSS THE WORLD

Each country has unique festivals to celebrate important events. These festivals will attract many tourists to join or see. Find interesting facts about several festivals that you might see on your holiday.

1. Kid's Pumpkin Hunt

This festival is usually held during October each year in Europe as well as the USA. This family fun festival showcases many attractive activities, such as pumpkin hunt, face painting, live music, carnival rides, story teller, food and fun, and many more. This festival is usually held as the harvesting season for pumpkin. Different food and crafts are made of pumpkin, which give benefits for the local people. One of pumpkin festivals that you can visit is the Half Moon Bay Art & Pumpkin Festival which is held on Columbus Day in October each year in California.

2. Veterans' March

Veterans Day (originally known as Armistice Day) is a federal holiday in the United States observed annually on November 11, for honoring military veterans, that is, persons who have served in the United States Armed Forces (and were discharged under conditions other than dishonorable). Some public services, offices and schools are off on that day. *(Source: Wikipedia)*

3. July Street Fair

This festival are held across states in the USA. It is held during July and also to celebrate Independence Day. Each state has its own unique ways to celebrate it. It covers giant street live music, food and drink, costume party, and other crazy parties. People are walking on the street during festival. They transform park, garden, theater into party places.

4. Holiday Reindeer Festival

This festival is held on December since it is originally aims at commemorating the birth of Christ. Kids love to see the deer, santas, and presents. This festival is held by European and American. Many zoos open their place to conduct the festival.



WHAT A FANCY MEAL!



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. food and things in the kitchen.
2. identify main idea of a text.
3. guess meaning of difficult words from contexts given.
4. identify signal words in the procedure text.
5. scan specific information from restaurant menu.



A. FOOD

Countable and Uncountable Nouns

1. Some hotel restaurant provides breakfast for their guests. Look at the picture. What food and beverages do you see in the picture? Complete the name of foods and beverages from the picture.

<ol style="list-style-type: none"> 1. A cup of C O F F E E 2. An E _ G 3. A bowl of C _ _ _ _ L 4. A glass of M _ _ K 5. A loaf of B _ _ _ D 	<ol style="list-style-type: none"> 6. Some rolls of P _ _ _ _ _ S 7. A bowl of J _ M 8. Some F _ _ _ T 9. A glass of fresh O _ _ _ _ E J _ _ _ E 10. Four A _ _ _ _ S
---	--

2. Some food and beverages can be counted. What about your breakfast? Make list of the food and beverages on your breakfast which you can count and you can't count.

Food and beverages on your breakfast you can count (countable nouns)		Food and beverages on your breakfast you can't count (uncountable nouns)	
• Egg	•	• Rice	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

B. SOME AND ANY

- a. We use *some* and *any* with **uncountable** and **plural nouns**.
 Example:
- People usually have some coffee with their breakfast.
 - I don't eat rice for breakfast, but I still can't find any bread rolls.
- b. We normally use *some* in **positive sentences**.
 c. We normally use *any* in **negative sentences**.
 d. We normally use *any* in **questions**.
 Example:
- Have you got any sugar?

LET'S PRACTICE



1. **Look at the fridge, make questions and provide short answers.**

Item(s)	Question	Answer
onions milk bananas honey eggs orange	Are there any onions?	No, there aren't.

2. **Look at the fridge, write positive or negative sentences with/a/an, some, or any.**

- a. carrots There are some carrots.
- b. lettuce _____ .
- c. cheese _____ .
- d. apples _____ .
- e. fish _____ .
- f. cake _____ .

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

Noun			
menu	beverages	side dish	dessert
dish	meal	dishwasher	rum
recipe	butter	pottery	pork
bill	jar	gala dinner	ham
bacon	beef	veggies	vegan
smashed potato	onion	garlic	dine in
jug	fried	toast	take away
Adjective			
tasty	spicy	awful	grilled
savory	creamy	disgusting	fancy
delicious	soothing	smooth	
Verb			
bake	melt	stir	separate
serve	pour	grate	slice
blend	add	mix	peel
boil	prepare	heat	chop
drain	fry	beat	cut
Phrases			
A loaf of bread		a tea spoon of pepper	
a slice of bread		a jar of honey	
a pinch of salt		A clove of garlic	
a table spoon of flour			

VOCABULARY IN PRACTICE

Read this recipe and try to fill in the gap based on the words provided in the *Vocabulary in Focus*.

Pasta with mushrooms

SERVES 4 - 5

300 g fresh mushroom

175 g wild mushrooms

75 g butter

2 tablespoons vegetable oil

1 clove of garlic, chopped finely

3 tablespoons chopped parsley

350 g pasta

300 ml cream

Salt and black pepper

Clean all the mushrooms and __ (chop/slice) them thinly. __ (Heat/Fry) the butter and oil in a frying pan and cook the garlic and parsley until soft but not brown. __ (Add/Pour) the mushrooms. __ (Stir/Blend) frequently until cooked. Remove from the heat.

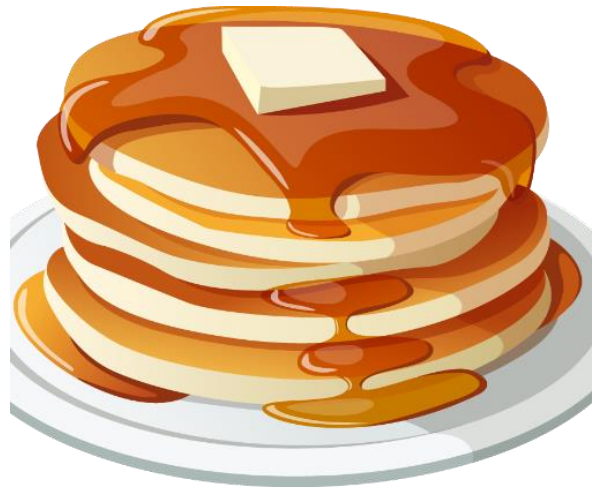
Meanwhile, cook the pasta. When the pasta is nearly cooked reheat the sauce, add the cream and cook together for a few minutes. _ (Drain/Take) the pasta and place in a warm __ (dish/pan). __ (Give/Pour) the sauce over the pasta, add salt and pepper to taste and __ (serve/eat) immediately.

Source: *Natural English Reading & Writing Skills: 2005*

Fluffy Pancakes

Ingredients:

- 135g plain flour
- 1 tsp baking powder
- ½ tsp salt
- 2 tbsp caster sugar
- 130ml milk
- 1 large egg, lightly beaten
- 2 tbsp melted butter (allowed to cool slightly) or olive oil, plus extra for cooking
- 2 tbsp Maple syrup
- Butter (for topping)



HOW MUCH & HOW MANY

When we ask questions, we use:

- **how much** with uncountable nouns.
- **how many** with countable nouns.

Let's Practice

Look at the ingredients information in the recipe of Fluffy Pancakes. Use these items to make questions about the ingredients with how much or how many, then answer it correctly.

1. Caster sugar

Question *How many tablespoons of caster sugar do you need?*

Answer *I need two tablespoons of caster sugar.*

2. Egg

Question _____

Answer _____

3. Milk

Question _____

Answer _____

4. Plain flour

Question _____

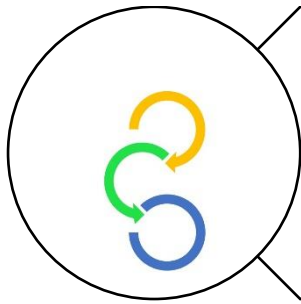
Answer _____

5. Maple syrup

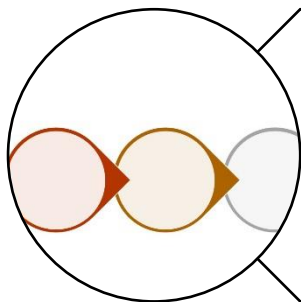
Question _____

Answer _____

1. Sequences in Recipe



To explain sequences of cooking method in a recipe, we can use *first, second, third, fourth, fifth, sixth*, and so on. Recipes with numbers are easier to follow.



We can also use the words *next, then, or after, finally, and lastly* to explain the steps.

Let's practice: put these jumbled order of Fluffy Pancake cooking method into the correct one. Write the correct sequence number beside each sentence.

	Then, heat a non-stick frying pan over a medium heat and add a knob of butter. When it's melted, add a ladle of batter (or two if your frying pan is big enough to cook two pancakes at the same time). It will seem very thick but this is how it should be. Wait until the top of the pancake begins to bubble, then turn it over and cook until both sides are golden brown and the pancake has risen to about 1cm thick.
	First, sift the flour, baking powder, salt and caster sugar into a large bowl. In a separate bowl or jug, lightly whisk together the milk and egg, then whisk in the melted butter.
	Finally, serve with lashings of real maple syrup and extra butter if you like.
	Next, pour the milk mixture into the flour mixture and, using a fork, beat until you have a smooth batter. Any lumps will soon disappear with a little mixing. Let the batter stand for a few minutes.
	Repeat until all the batter is used up. You can keep the pancakes warm in a low oven, but they taste best fresh out the pan.

2. Read this recipe. and answer the questions.

MONKEY'S DELIGHT

Ingredients

- 3 bananas
- Lemon juice
- Cinnamon
- 3 tablespoons quick-cooking rolled oats
- 3 tablespoons flour
- 2 tablespoons brown sugar
- 2 tablespoons chopped nuts
- 2 tablespoons margarine

Directions

1. Cut bananas into 1/4 – inch slices.
2. Lay them in a pie plate.
3. Brush the slices with lemon juice.
4. Sprinkle them with cinnamon.
5. Mix in a bowl: rolled oats, brown sugar, nuts.
6. With a fork, mix in margarine until the mix is crumbly.
7. Sprinkle crumb mix over the bananas.
8. Bake in a 400 degree oven for 12 to 15 minutes.
9. Serve warm.

(Source: Reading Comprehension: Skills & Strategies Level 4: 2002)

1. What do you do first? _____
2. What is the third step? _____
3. What kind of fruits do you need to buy for this recipe? _____
4. What do you need to cut the bananas? _____
5. How do you get lemon juice? _____
6. What would you add to make this desert more yummy? _____

AT THE RESTAURANT

1. **Spelling Practice**

Correctly spell the words in the brackets. The first letter of each word is underlined.

1. We want to pay the (blii) and leave the restaurant. _____
2. The (fceh) of this restaurant can cook delicious foods. _____
3. Many (ucsoterms) choose to sit outdoor because of the beautiful view. _____
4. This restaurant provides (hmeodyleivre), so we can enjoy the meal at home. _____
5. This café serve the best (reakbsfat) menu. _____
6. The waitress is waiting for me to choose the (umen). _____
7. Are you ready to (reord)? _____
8. Don't worry, I already made restaurant (tionarsrvee) for tonight. _____
9. I'm a (geytaenair), so I don't eat meat. _____
10. We would like a (lebta) for two, please. _____

2. Scanning Restaurant Menu

Look at this menu and decide whether each statement is true or false.



DAUGHERTY'S
AMERICAN
KITCHEN & DRINK

SUNDAY BRUNCH MENU
Served 10am-2pm
Reservations Accepted

Nilla Wafer Crusted Banana Cream Stuffed French Toast
Toasted walnut butter, maple sea salt caramel, blueberry lemon whipped cream, 2 strips of Neuske bacon. \$11.47

BBQ Poached Farside Farms Eggs Over Crab Cakes
With fried oysters, Watauga ham corn and scallion butter, braised spinach. \$15.47

Fried Chicken & Biscuits
House fried chicken over garlic cheddar biscuits with Watauga country ham prosciutto gravy, fried eggs and Crooked Creek heirloom "Revival" grits. \$11.47

Vegetable Frittata
Brunoise vegetable blend of squash, zucchini, tomato, scallion, red pepper and red onion, Three Graces Goat cheese and fresh basil. Topped with wilted spinach and fried matchstick potatoes. \$10.47

Add
Neuske Bacon Lardons \$2.47
Grilled Salmon \$5.47
Grilled or Blackened Shrimp \$6.47

Open Faced Prime Rib and Egg Sandwich
Grilled bread, Sriracha aioli, 8 ounce prime rib, Swiss cheese, fried eggs and buttermilk fried onions, served with grilled asparagus. \$15.47

A La Carte
Fried Red Potatoes \$3.47
2 Eggs Any Way \$3.47
3 Strips of Bacon \$3.47
Crooked Creek Revival Grits \$3.47

Kids
Kids Scrambled Eggs
With 1 strip of bacon, fried potatoes and a garlic cheddar biscuit \$5.47

Kids French Toast
With 1 strip of bacon, maple syrup \$6.47

Source: tripadvisor.com

- | | |
|--|-----|
| 1. The name of the restaurant is Daugherty's. | T/F |
| 2. The restaurant opens from 10am to 2am. | T/F |
| 3. There are three menu options for kids. | T/F |
| 4. We can buy fried chicken & biscuits for \$12. | T/F |
| 5. This restaurant serves dinner. | T/F |
| 6. Vegetarian can eat in this restaurant. | T/F |
| 7. If I want to buy fried red potatoes <i>a la carte</i> for \$3.47. | T/F |
| 8. If I want to eat oyster, then I have to choose Open Faced Prime Rib and Egg Sandwich. | T/F |
| 9. Kids' scrambled eggs are served with bacon, fried potatoes, and biscuits. | T/F |
| 10. The frittatas are served without potato. | T/F |

How do you read it ?



Read the text carefully without stopping. Don't worry for several new vocabulary. Don't stop to check a dictionary. Just keep reading!

In the Kitchen with Hannah

Hannah Kaminsky is a college student who spends her free time in the kitchen. She loves to cook, and she is very **good at** it. When she was eighteen, she **even** published her own cookbook.

Hannah's cookbook has seventy-seven great recipes. They are all for dessert, **sweet** foods like cakes and cookies. So it is no **surprise** to hear her say she has a sweet tooth. Hannah also likes food that is nice to look at. Her cookbook has many beautiful photos of the desserts. She took all the photos herself.

The title of the book is *My Sweet Vegan*. A vegan is someone who does not eat animal **products**, like meat, milk, or eggs. The recipes in Hannah's book have no animal products. She **became** a vegan at **age** fourteen and started cooking for herself. For a **while**, she did not eat many sweet things. Desserts without eggs or butter were hard to find. But she did not want to **give up** desserts. That was when she got interested in baking.

At school, there is no kitchen for Hannah to use. So on many weekends, she goes home to bake. She thinks of new recipes and tests her ideas. It can **take** many tries to get good **results**.

Hannah often brings food back to her room at school. That makes the students in her dorm happy. They **look forward to** trying the things she makes. Hannah says, "If you have food, you are everyone's best friend." She loves getting the other students' **opinions** and ideas. Those ideas may help her write her next cookbook.

Source: New Passwords 2: A Reading and Vocabulary Text: 2010

A. Based on the text, please decide whether the statement is True (T) or False (F).

- | | |
|--|-----|
| 1. Hannah learns cooking in the university. | T/F |
| 2. Hannah's cookbook tells about pudding, tart, and salad. | T/F |
| 3. Hannah only eats vegetable products. | T/F |
| 4. Hannah can cook her own food in the dorm. | T/F |
| 5. Many of Hannah's friends love her cooking. | T/F |

B. Look at these words that we learn from the text. Some of them are probably new to you. Here is the alphabetical list. Circle the words that are new to you.

- | | |
|-------------------|------------|
| • age | • products |
| • became | • results |
| • even | • surprise |
| • give up | • sweet |
| • good at | • take |
| • look forward to | • while |
| • opinions | |

C. Complete these sentences with the words and phrases in the box.

give up good at	look forward to products	results surprise	take while
--------------------	-----------------------------	---------------------	---------------

1. Hannah can cook, she can bake, and she can take beautiful photos. She is _____ a lot of things.
2. Hannah’s cookbook is all about desserts, so we know that she likes desserts. It’s not new information. It’s not a _____.
3. Vegans do not eat anything made from or taken from the bodies of animals. They do not eat animal _____.
4. After becoming a vegan, Hannah did not eat many desserts for a _____. After that short time, she started baking them herself.
5. Hannah likes desserts, so she didn’t want to stop eating them. She didn’t want to ___ desserts.
6. When Hannah tries a new recipe, it isn’t always good the first time. She usually has to try again. It can ___ many tries to get it right.
7. Hannah works in the kitchen to test new ideas. The _____ of these tests are usually good to eat.
8. Hannah’s friends wait for her to come back to school. They know she’ll bring good food. They ___ eating it.

D. Topics of Paragraphs

Look at the list of paragraph topics from “In the Kitchen with Hannah.” Find the paragraph on each topic in the reading. Write the paragraph number (1 – 5).

- | | |
|-------------------------------|-----------------|
| a. Hannah as a vegan | Paragraph _____ |
| b. Hannah’s cookbook | Paragraph _____ |
| c. who Hannah Kaminsky is | Paragraph _____ |
| d. Hannah’s friends at school | Paragraph _____ |
| e. testing new recipes | Paragraph _____ |

E. The Main Idea

What is the main idea of “In the Kitchen with Hannah”? Choose your answer.

- a. Hannah Kaminsky wrote a dessert cookbook when she was eighteen years old.
- b. In her free time, college student Hannah Kaminsky likes to bake, and she wrote her own cookbook.
- c. My Sweet Vegan is a cookbook for people who do not eat animal products but love to eat desserts.

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. food and things in the kitchen?			
2.	are able to identify main idea of a text?			
3.	are able to guess meaning of difficult words from contexts given?			
4.	are able to identify signal words in the procedure text?			
5.	are able to scan specific information from restaurant menu?			

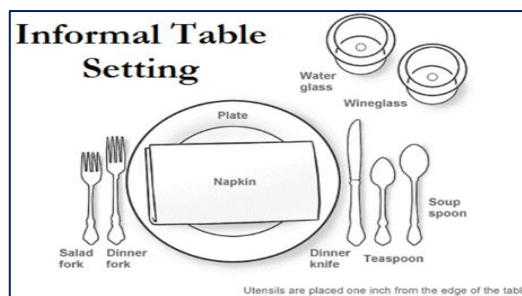
What I want to learn more is _____

TABLE MANNER 101: BASIC DINING ETIQUETTE

If you are invited in a formal dinner by western people, for example attending a ceremonial dinner in the embassy, attending a welcoming ceremony in other universities, or attending a gathering party as an exchange student, you need to know how to eat properly. Here are some good tips for you.

2. Understanding utensils

Deciding which knife, fork, or spoon to use is made easier by the **outside-in rule** – use utensils on the outside first and working your way inward. So, if you are served a salad first, use the fork set to the far left of your plate.



3. When to start eating

At a small table of only two to four people, wait until everyone else has been served before starting to eat. At a formal or business meal, you should either wait until everyone is served to start or begin when the host asks you to.

4. How to use napkins



Place the napkin right after being seated. The purpose of the napkin is to wipe food away from one's mouth. Unless one is explicitly given a bib to place around the chest, the napkin never goes on the chest.

If you need to wipe your mouth, wrap a section of the napkin around your index finger and remove the offending article. Using a large portion of the napkin makes it more difficult to use it again if needed.

5. Size portion

Take a small to moderate portion size – you are not the only one at the table, and in case you dislike something you won't have to eat much of it. Try to eat as much as possible from your plate even if you find the taste unpalatable. Always taste your food before seasoning it. And always cut food as you eat.

6. Resting and finished utensils



(Source: Gentlemen's Gazette.com and etiquette scholar.com)



UNIT
7



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. health.
2. guess meaning of difficult words from contexts given.
3. identify topic of a text.
4. re-arrange a sentence about telling symptoms to a doctor.



How well do you know doctors? Match these doctors with their specific jobs. You may use your dictionary. Number 1 has been done for you.

- | | | |
|---|--|---|
| <ol style="list-style-type: none"> 1. Dentist 2. Pediatrician 3. Veterinarian 4. Psychiatrist 5. Surgeon 6. Anesthetist 7. Post Mortem Doctor 8. Radiologist 9. Dermatologist 10. Orthopedist | | <ol style="list-style-type: none"> a) A doctor who you see to read the result of your X-Ray. b) Someone you will see if you have problems with your gum and caries. c) People will see him when they have trauma or illusion. d) His skill is needed by the police to help them identify the death. e) Kids love them because they usually give rewards after checking their bellies. f) My cat needs to see her because he broke his ankle. g) Anita broke her leg. Now she needs a help to do the therapy. She sees this doctor twice a week. h) People needs his skills because she is good in finding and remove cancer and tumor. i) After giving a shot by this doctor, I cannot feel my arm and paralyze. j) A doctor who helps Susan treating her burnt face. |
|---|--|---|

Vocabulary in Focus

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use in context.

Nouns

symptom	prescription	cough	queue	paralyze
recovery	wound	scan	injury	dorm
check-up	tissue	skill	bump	
drugs	bacteria	therapy	illness	
treatment	virus	gum	sick	
clinic	blood	appointment	physicist	

Verbs

hurt	persuade	remove
break	allow	swell
risk	forbid	jump
tight	think	encounter
irritate	treat	

Adjectives

painful	rapid
sleepless	itchy
loose	dizzy
tight	burnt

VOCABULARY IN PRACTICE

Read the story below and circle the words you found in **Vocabulary in Focus**

Like most parents, mine worried when I went away to school, knowing that I would encounter many temptations, especially drugs. Their worst fear seemed confirmed one night when they visited the dorm. A fellow student knocked at my door and called, "I'm making a run for LSD. Do you want your usual?"

Seeing my parents' ashen faces, I knew they had jumped into a wrong conclusion. In our dorm, I explained, "LSD" stood for Lone Star Donuts.

(Source: Reader's Digest, November 1992)

How do you read it ?



Read the following text and answer the questions.

Allergies: Nothing to Sneeze At

“I constantly have hamburgers brought to me with **onion rings** on them, even though I’ve asked to not have them,” says Sue Rutkowski of the AAFA, who has a **severe allergy** to onions and soy. “I send the meal back, explaining that they’ll need to call 911 if I eat it. The onion protein and the juice could send me into anaphylaxis.”

Anaphylaxis is similar to the process **pollen sufferers’** experience, but more dangerous. Airways and tongues swell, breathing becomes labored, **blood pressure drops**. That means **less** air to the lungs, less blood to the brain and heart. People can die within minutes.

Up to two percent of adults and five percent of children are allergic to foods. Peanuts, tree nuts (almond, walnuts, and pecans), fish and shellfish typically cause the most serious reactions. **Soy** products, eggs and wheat are other **culprits**.

Avoidance is not always easy. Peanuts are everywhere. Cakes, cookies and candy are **obvious** dangers. But peanuts are also ground up and used as extra flavoring – in pie crusts, for instance.

Dealing with food allergies can seem **overwhelming**. That is why Anne Munoz-Furlong, whose daughter has milk and egg allergies, started the Food Allergy Network, a group that provides allergy free recipes, shopping guidelines and tips for managing day-to-day dangers.

“The bottom line is preplanning, especially for children,” says Munoz-Furlong. That means **screening purchases** at the grocery store, preparing meals ahead of time, and educating friends and family about symptoms, dangers and emergency **treatment**.

In any case, allergic individuals must at all time carry lifesaving epinephrine to **halt** anaphylactic shock. They should probably wear a medical ID bracelet as well.

(Source: Reader’s Digest, April 1999)

A. Based on the text, please decide whether the statement is True (T) or False (F).

1. Sue Rutkowski is allergy to hamburgers. T/F
2. Violence towards the cause of allergies might cause death. T/F
3. Children are more sensitive towards food allergies than adults T/F
4. People with food allergies are selective people in choosing food. T/F
5. Anne Munoz-Furlong has allergies to milk and egg. T/F
6. People with food allergies always drink some drugs every day. T/F
7. People suffer from a certain kind of food eat together. T/F

B. Look at these words that we learn from the text. Some of them are probably new to you. Here is the alphabetical list. Circle the words that are new to you.

- allergy
- avoidance
- blood pressure
- culprit
- drop
- halt
- less
- obvious
- onion rings
- overwhelming
- pollen sufferer
- purchase
- screening
- severe
- soy
- treatment

C. Match the bold-typed words in Column A with its definition in Column B.

Column A	Column B
1. ... a group that provides allergy free recipes.	a. <i>adj.</i> easily discovered
2. Airways and tongues swell, breathing becomes labored, blood pressure drops.	b. <i>n.</i> hypersensitivity to an antigen
3. Soy products, eggs and wheat are other culprits .	c. <i>n.</i> pressure that is exerted by the blood upon the blood vessel that varies based on the muscular efficiency of heart
4. That means less air to the lungs, less blood to the brain and heart.	d. <i>adj.</i> extreme
5. Cakes, cookies and candy are obvious dangers.	e. <i>adj.</i> a more limited amount
6. Dealing with food allergies can seem overwhelming .	f. <i>n.</i> the source or cause of a problem

D. Now, try to guess the meaning of the bold-typed words in other contexts.

1. Some students often say that they have a lot of homework as an **avoidance** to do the housework.
 - a. a means of giving permission
 - b. an act of persuading someone to do something
 - c. a means of keeping away from something undesirable
 - d. an activity of leaving something
2. Our boss **purchases** several unbeneficial things for the company.
 - a. sells
 - b. buys
 - c. barter
 - d. takes
3. Several big and scary-faced security guards stand in front of the gate to **halt** teenagers without ticket entering the building.
 - a. stop
 - b. select
 - c. arrest
 - d. finish

4. "He gets a **severe** wound on his face as he does not wear any helmet," says a police officer.
 - a. strict in judgement
 - b. exacting standards
 - c. strongly critical
 - d. very painful
5. SNMPTN is a **screening** test conducted by universities to select students who meet their standards.
 - a. elimination
 - b. protection
 - c. removal
 - d. standardized

6. Which one do you think best describes the topic of the text?

- a) Examples of food allergies
- b) Food allergies for some people are dangerous
- c) People need to be aware of food allergies

Remember! Topic of a text is a word or a phrase that tells the readers what the text about. You can ask yourself, "What is this text about?" The answer is the topic.

I've been feeling sick recently, Doctor!

Read this conversation in pairs. Do you think it is a phone conversation or face-to-face conversation?

- Emily : I need to come in and see the doctor.
- Nurse : Are you scheduling a check-up, or are you ill?
- Emily : I've got really itchy skin and think I may have to have it looked at.
- Nurse : Have you been feeling any joint aches with that rash?
- Emily : No, but I've got a low fever.
- Nurse : I have times available for Tuesday or Wednesday. Which one would work best for you?
- Emily : I want to come in on Wednesday.
- Nurse : I can fit you in on that day at 10:00. Dr. Smith or Dr. Jones is available.
- Emily : *I'd like to see Dr. Smith.*
- Nurse : You can see the doctor of your choice then, and we will see you at your scheduled appointment time.
- Emily : Thank you

(Source: <https://www.eslfast.com/robot/topics/health/health16.html>)

Based on the text, please decide whether the statement is True (T) or False (F).

- | | |
|---|-----|
| 1. Emily comes for her routine medical check-up. | T/F |
| 2. Emily has some rashes on her skin. | T/F |
| 3. Emily makes her appointment because of her itchy skin. | T/F |
| 4. Emily will see the doctor on Tuesday, not Wednesday. | T/F |
| 5. Emily prefers Dr. Smith to Dr. Jones. | T/F |

What is the conversation talk about?

It's about _____

What are the symptoms? Symptoms are any feelings and signs where you feel discomfort.

“I've got really itchy skin”, says Emily

“I've,”, says Emily

Now, read the following conversation in pairs and underline all symptoms that you read.

- Aldynno : Good afternoon.
- Doctor : Good afternoon. Have a seat. So, what have you come in for today?
- Aldynno : Thank you. I'm feeling ill, I've got quite a bad cough, but I don't seem to have a fever. Also I've been feeling very tired recently.
- Doctor : I see. How long have you had these symptoms?
- Aldynno : Oh, I've had the cough for two weeks, but feeling ill just these past few days.
- Doctor : Are you having any other problems?
- Aldynno : Well, I've got a headache. I've also got a little bit of diarrhea.
- Doctor : Do you produce any phlegm when coughing?
- Aldynno : Sometimes, but it's usually pretty dry.
- Doctor : Do you smoke?
- Aldynno : Yes, a few cigarettes a day. Certainly! No more than a half a pack a day.
- Doctor : How about allergies? Do you have any allergies?
- Aldynno : Not that I'm aware of.
- Doctor : Does your head feel stuffy?
- Aldynno : Yes, for the past few days.
- Doctor : OK. Now let's have a look. Could you please open your mouth and say 'ah'?

(Source: <https://www.thoughtco.com/english-for-medical-purposes-troubling-symptoms-1211330>)

Write the symptoms here

1. I'm feeling ill
2. _____
3. _____
4. _____
5. _____
6. _____

Can you re-arrange the sentence into a good sentence as another example to tell the doctors about symptoms of your illness?

1. I – stand – dizzy – feel – I – up – when. _____
2. stomachache - I've – got. _____
3. been – tired – very – feeling – I've. _____
4. sore – I've – a – got – throat. _____
5. now – I've – headache – a – having – for – been – week. _____
6. fever – I – have – a. _____
7. coughing – since – been – I – last – have – a lot – week. _____
8. back – pain – in – got – my – I've – a. _____
9. difficulty – been – having – sleeping – I've. I'm feeling ill _____
10. got – a – I've – lump. _____

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. health?			
2.	are able to guess meaning of difficult words from contexts given?			
3.	are able to identify topic of a text?			
5.	are able to re-arrange a sentence about telling symptoms to a doctor?			

What I want to learn more is _____

Why don't young baby have teeth?

Even before babies are born they have teeth. They are like tiny buds deep in the gums. Very occasionally a baby may be born with one tooth already growing out of the gums. Babies don't need teeth until they start to eat solid food, at around the age of six months, so the teeth stay in the gums where they are protected until they are needed.

What is toothache?

You may have felt toothache, which can be very painful. It is often felt as a throbbing pain, which get worse when you eat or drink, especially hot or cold things. Toothache can be caused by a cavity or hole in the tooth, which makes the nerve in the tooth more sensitive. Other causes might be abscess with infection around the tooth or gum, or bits of food trapped between the teeth. It is important to see a dentist if your teeth are painful.



(Source: Questions and Answers Human Body: Fantastic facts about our bodies, Stephens, D.)

TRADITIONAL DENTAL CARE ACROSS COUNTRIES

1. Miswak (*Salvadora persica*) or Siwak

The use of Siwak is commonly found among Muslim as it is a part of ritual before praying. Siwak is got from a twig of a tree, called *Salvadora Persica*. Usually people chew the twig and rub onto the teeth without spitting it out. The juice of it kills bacteria and strengthens the gums. It also helps to prevent from bad odor of cavity.



Source:centralnews.co.id

2. Gandoosha and Kavalagra

These are two different activities done by Indian. Kavalagra consisted of herbal preparations in a paste or bolus form, which was subsequently diluted to form a liquid. The mouth was then filled with the Kavalagra, which was retained until nasal discharge or lacrimation occurred. Gandoosha, on the other hand, usually contained liquids, mostly essential oils. The mouth was filled three-quarters full with this form of mouthwash and rinsed vigorously. Commonly used Gandooshas consisted of herbal products such as

triphala, dasamoola, guggulu, pippali, and sarshapashunti. These were ground, mixed in hot water for gargling, or else mixed in honey or cow's milk before use as a mouthwash. Mouthwashes consisting primarily of essential oils, such as saharadi taila and irimedadi taila, were also used for the management of periodontal disease. Sesame oil was used for oil pulling (retaining oil in the mouth without rinsing for a few minutes prior to spitting out), and this continues to be an important oral hygiene practice in rural India. Its effectiveness as an antibacterial agent and in improvement of gingival parameters has been documented. The exact mechanism of action is yet to be fully elucidated, but the lignans of sesame (sesamin, sesamolin, and sesaminol) have antioxidant properties and can potentiate the action of vitamin E. The polyunsaturated fatty acids in sesame oil have been reported to affect lipid peroxidation and exhibit anti-inflammatory properties.

3. *Menginang* or *Nyirih*

This is a traditional culture done by many old people across Indonesia, such as Madura, Java, NTB, Minangkabau, and parts of Sulawesi. In order to do *Menginang*, you need a slice of *sirih* leave, a pinch of betel nut (*pinang*), *gambir*, and *kapur*. All of these are wrapped and then chewed. Usually it tastes bitter for those who are not accustomed to. Please don't be surprised if your mouth turns into red, including your teeth. The juice of these ingredients helps teeth and gums to be healthy. In the past, people can be easily identified as married from their color of teeth and mouth. In the past, *Menginang* also becomes a part of marriage ritual, especially for Java people. Meanwhile, NTB people would like to give *Menginang* for guests as a welcoming ritual. People who are given must take it and eat it as an honor to the host. Refusal of it would indicate an insult. However, not so many people today do it due to various reasons. What about you? Will you try *Menginang*?



Source:centralnews.co.id

(Source: Boloor, V. A., Hosadurga, R., Rao, A., Jenifer, H., & Pratap, S. (2014). Unconventional dentistry in India - an insight into the traditional methods. *Journal of traditional and complementary medicine*, 4(3), 153–158. doi:10.4103/2225-

4110.130951



TRANSPORTATION ACROSS COUNTRIES



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. transportation.
2. guess meaning of difficult words from contexts given.
3. differentiate what people can and can't do by reading public signs.

A. Study this picture and guess where do you think it is?



B. Can you mention kinds of transportation that you see in the picture?

C. Do you know that in 1990s we used a rickshaw as a means of transportation? Can you mention some other means of transportation that are rarely use recently?

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

Nouns

train	plane	pedestrian	luggage
tram	helicopter	flight	passport
subway	passenger	arrival	visa
railway	ticket	departure	

Verbs

commute	queue	delay	reimburse
leave	book	cancel	refund
buy			

Adjectives

illegal	patient	famous	affordable
fast	cheap	damage	

Other Expressions

online ticket	boarding pass	by motorcycle	drive a car
traffic jam	by bus	on foot	ride a bike

Answer these trivia questions.

1. How do you go to campus? _____
2. How do people in your town go to their work? _____
3. How do you go to other town? _____
4. How do people in your town go to other town? _____
5. Do you know a term "Bike to Work"? _____
Do people in your town apply this term? _____

How do you read it ?



Read the text. Then, answer the questions.

How Do You Get To Work?

In Australia, just like in Indonesia, many people travel to work in the city from the suburbs. So how do they get there? Many drive cars and that means there are rush hour traffic jams in all Aussie cities! Many people also use public transport. Catching a bus in Australia is quite different to Indonesia. Buses, trains and trams run on a schedule. The most popular routes may have buses every 10 minutes. Other services might run every couple of hours. Bus drivers only pick up and drop off passengers at bus stops. It is quite common for people to have to walk 15 or 20 minutes to their closest bus stop. You pay the driver as you get on. To save money and time many passengers buy pre-paid stored value cards. They can be used on all types of public transport. People over 65 can get reduced rates on public transport by applying for a travel card. Passengers are not allowed to eat or drink on public transport. No musicians are allowed! During rush hour public transport is very crowded and you may not get a seat. You are not allowed to ride on the roof!

(Source: KangGuru Magazine, March 2009)

A. Based on the text, please decide whether the statement is True (T) or False (F).

1. Both Australian and Indonesian people use transportation to work. T/F
2. Public transportation, such as buses and trains run on a schedule both in Indonesia and Australia. T/F
3. People can drop off in front of their house by bus. T/F
4. Pre-paid value cards are used to pay as you get on the bus. T/F
5. If you are under 65 you will get discount. T/F
6. You may not get a seat at all times. T/F

B. Look at these words that we learn from the text. Some of them are probably new to you. Here are the alphabetical list. Circle the words that are new to you.

- allow
- apply
- catch a bus
- crowded
- drop off
- get on
- pick up
- pre-paid stored value card
- reduced rate
- route
- rush hour
- suburb
- travel
- tram

C. Can you identify the words that belong to *noun*?

D. Guess the meaning from the context by choosing one of the choices.

1. Passengers are not **allowed** to eat or drink on public transport.
 - a. guaranteed
 - b. considerate to move
 - c. given permission
 - d. given something
2. People over 65 can get reduced rates on public transport by **applying** for a travel card.
 - a. bringing into action
 - b. spreading
 - c. employing
 - d. making a request in a formal form
3. **Catching a bus** in Australia is quite different to Indonesia.
 - a. to get aboard in time
 - b. to capture
 - c. to discover unexpectedly
 - d. to take hold of
4. During rush hour public transport is very **crowded**.
 - a. filled with too many things
 - b. locked up
 - c. contained too many things
 - d. covered perfectly
5. Bus drivers only pick up and **drop off** passengers at bus stops.
 - a. failing condition
 - b. get off
 - c. falling asleep
 - d. not in a good condition
6. You pay the driver as you **get on**.
 - a. get along
 - b. to gain knowledge
 - c. come and enter a certain transportation
 - d. tell someone about something secret
7. Bus drivers only **pick up** and drop off passengers at bus stops.
 - a. to choose
 - b. to take someone into a vehicle
 - c. to collect all pieces
 - d. to come to and follow
8. ... many passengers buy **pre-paid stored value cards**.
 - a. ticket
 - b. online ticket
 - c. debit card alike
 - d. cardless payment
9. People over 65 can get **reduced rates** on public transport.
 - a. bills
 - b. tickets
 - c. discount price
 - d. debit card alike
10. The most popular **routes** may have buses every 10 minutes.
 - a. lines of access
 - b. travel ways
 - c. selected courses of travel
 - d. established territories
11. There are **rush hour** traffic jams in all Aussie cities!
 - a. very busy time
 - b. very important time
 - c. very noisy time
 - d. uncontrolled condition

12. Many people travel to work in the city from the **suburbs**.
- the residential area on the outskirts of a city
 - a poor area in a city
 - an area in the city where businesses run
 - an area in the city that is not famous
13. Many people **travel** to work in the city from the suburbs.
- the motion of a machine
 - to go on a trip
 - to move in a given direction
 - to take more steps while holding a basketball
14. Buses, trains and **trams** run on a schedule.

a.



(Source: BBC. Com)

b.



(Source: japanvisitor.com)

c.



(Source: merahputih.com)

d.



(Source: engineering.com)

CAN AND CAN'T

A. Please read these signs and decide what people can do and can't do! Look at the example!



Drivers can't park their vehicle along the road.

1.



2.



3.



4.



5.



6.





(Source: <https://myrepublica.nagariknetwork.com>)

Do you know?
Where can you find this traffic sign? Find out more about it on Mini Encyclopedia.

B. Read the signs and match them with the place where you find them.

	a.			1. Chemical factory	_____		
			f.			2. Car	_____
c.			b.			3. Office	_____
						4. Highway	_____
						5. Patrol station	_____
						6. Power plant	_____
d.			e.				

1. What do the signs mean? Choose A or B.

1. a) Don't go to the office without going to the reception desk first.
 b) Go to the reception desk if you have an enquiries.
2. a) Keep the distance from this car as there is a baby inside.
 b) Don't go trespassing as there is a baby.
3. a) Check that you have enough money before you put petrol in your car.
 b) Pay before you put petrol in your car.
4. a) Don't touch this power plant.
 b) You can check whether it is on or off.
5. a) Alert! It can burn fast.
 b) This liquid contains chemical thing.
6. a) No cash money on this highway
 b) Check if you have enough money before you enter the highway

2. Rudi just arrives in Stasiun Arjosari from Surabaya at 5.40 in the morning. He has a morning class with Mrs. Umiati Jawas. He cannot skip her class because today is a midterm test. **Please help him to decide how he can arrive and not being late to the class.**



He can take a taxi from the station directly to his campus. It takes around 30 minutes. The taxi is always available at the station. However, it will cost around one hundred thousand rupiahs.



He can use a public transportation. It is much cheaper. It's only four thousand rupiahs. In the morning, this public transportation will be available every fifteen minutes at the station. The latest public transportation has left ten minutes ago. It takes one hour to reach his campus by this transportation.



He can use this online transportation. It is 24- hour service. By using the application, he will pay twenty four thousand rupiahs. It takes twenty up to thirty minutes to reach his campus. However, he cannot use this transportation from the station. He needs to walk one kilometer away from the station. He needs another ten minutes to walk.

Read the possible ways that Rudi can use. Jot down in this table.

No.	Transportation	Minutes	Cost

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. transportation?			
2.	are able to guess meaning of difficult words from contexts given?			
3.	are able to differentiate the use of modals, i.e. can and can't by reading public signs.			

What I want to learn more is _____

INDIA AS THE FIRST LARGEST POPULATION IN THE WORLD



This public sign is commonly found in several countries, including Indonesia and India. This sign means please do not honking. Several Indonesian people usually place the sign on a very special event, such as Jumat Prayer. It usually places near mosques at around the prayer time.

Differs from Indonesia, India is now campaigning ‘No Honking Day’. It starts

in 2016. As a journalist reported that if you’re living in India, horns are almost definitive to your everyday experience (Zaidi, 2019) that it becomes noise pollution that harms many kids and students. The epidemic of honking in India caused by the more preferable of private transportation, such as motorcycle compared to public transportation. The peak hour of congested urges drivers to push their horns. There are abundant people rush to their work places, schools, traditional markets, and other places at the same time. This condition is worsen by the fact that many urban people commute to the city center, Delhi by private transportation.

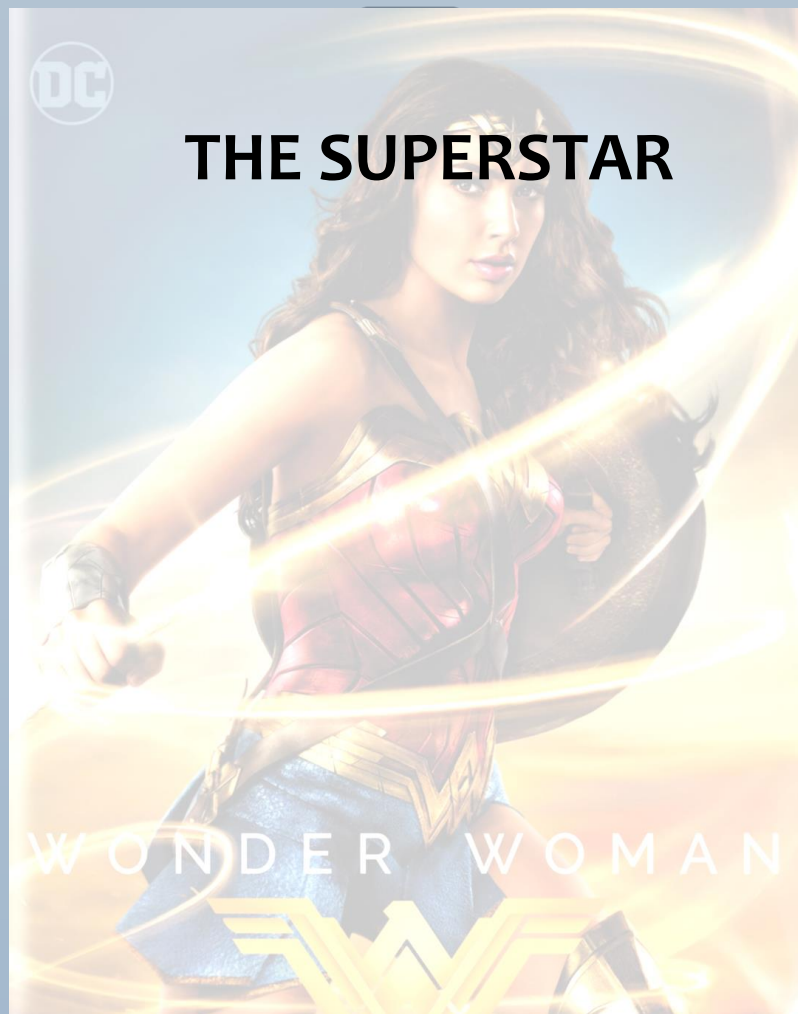
HONK HISTORY

Cars have had horns since the early 1900s, when the distinct "ah-oo-gah" of the Ford Model T first won America's heart. Horns are designed a little differently these days, but the principle is the same: Electrical current flows through a copper coil in the horn, making a magnetic field. The field makes a flat, circular diaphragm inside the horn oscillate, and the oscillation makes the horn's sound. Horns may play one sound or may come in pairs to create the mellow chord that are more familiar.

Car companies used to offer different horns depending on the vehicle. In the 1960s and '70s, for example, Cadillacs had optional horns that played a C- and D-note combination, rather than the usual A- and F-note one. But to save money, car companies now buy generic horns from third-party suppliers that can be used across their lineups. Well, above all, people want the loudest, best-sounding horn they can have, regardless of the region.

(Source: Tampa Bay Times, 2012)


UNIT
9



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. invention.
2. guess meaning of difficult words from contexts given.
3. identify topic of a paragraph.
4. determine the use of referent in a text.
5. recognize the use of Past simple form.

Match the superheroes from Marvel Comic Books with its superpowers. Number 1 has been done for you.

- | | |
|--------------------|---|
| 1. Captain Marvel | a. Smart-mouth, extreme regeneration and healing power, trained assassin, immune to telepathic powers, immortal. |
| 2. Deadpool | b. Enhanced senses, superhuman condition, speed, martial artist, magical resistance, Vibranium-assisted outfit, anti-metal claws, a super solid Wakanda army. |
| 3. Spider Man | c. Strength, agility, stamina, healing ability, expert tactician, martial artist, indestructible shield. |
| 4. Iron Man | d. Strength, jumping, leaping, speed, “danger sense” precognition, custom web-shooters. |
| 5. Thor | e. Easily angry, superhuman muscle power and lungs, able to lift mountains and planets, travel miles in just one jump, breathe underwater and withstand bullets. |
| 6. Ant-Man | f. Able to fly and hit really hard, able to absorb and project energy, body covered in energy flames. |
| 7. Hulk | g. A Cloak of Levitation that allows him to fly, skilled athletic and martial artist, conjurer of magical energy shield, wind & flame projection, telekinesis, hypnotism, jumps through dimensions. |
| 8. Black Panther | h. Genius-level intellect, multiple powered armor suits, ability to fly. |
| 9. Captain America | i. Strength, speed, stamina, durability, weather manipulation, flight (via Mjolnir), dense skin and bones with a resistance to injury. |
| 10. Doctor Strange | j. Genius-level intellect, size-changing via Pym Particles, telepathic communication with insects, dimension-hopping. |
- 

(Source: telltaleonline.com)

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

Nouns

invention	workshop	superstar
inventor	radio	truth
liar	blood pressure	blood
scientist	telegraph	
identity	lasso	

Verbs

identify	describe
assume	die
steal	develop
believe	announce
arrive	ward off

Adjectives

poor	ill
important	new
great	largest

Read this text and re-arrange the letters in the brackets based on the words provided in the **Vocabulary in Focus**.

Scientists (o-d-f-n-u) a new antimicrobial compound in the (o-b-d-o-l) of Komodo dragons, the world's (l-g-a-s-r-e-t) lizards, that appears to help them (d-w-a-r) off infections that would kill less hardy animals. (Their saliva contains at least 57 species of bacteria that make their bite so deadly to other creatures.) In the lab, the substance (l-h-a-e-d-e) infected wounds on mice faster than existing options, potentially giving doctors a new tool to fight antibiotic-resistant bacteria.

(Source: Reader's Digest, February 2018)

How do you read it ?



Read the text. Then, answer the questions.

The First Lie Detectors

The search for a dependable way to identify liars began, like so many other parts of forensic science, in the late 19th century. In 1885, Italian criminologist and statistician Cesare Lombroso recorded suspects' blood pressure as police questioned them. Lombroso knew that stress—tension caused by unpleasant conditions or events—produces a rise in blood pressure, and he believed that someone who was lying would feel more stress during questioning than a person who was telling the truth.

Following in Lombroso's footsteps, U.S. scientist William Moulton Marston invented a device that measured blood pressure automatically during questioning. Marston was a Harvard University graduate student in psychology in 1913, when he created his machine. He tested it on German prisoners of war during World War I.

In the same year that Marston announced his invention, Vittorio Benussi, an Italian psychologist, recommended a different test for lying. Benussi's test focused on breathing, or respiration. Breathing speeds up during stress, and Benussi, like Lombroso, assumed that liars would be under more stress than people who told the truth.

John Larson, a medical student at the University of California, Berkeley, as well as a sergeant in the Berkeley police force, combined Marston's and Benussi's ideas. In 1921, Larson invented a machine that measured blood pressure, pulse (heartbeat), and respiration continuously during an interview and recorded them as rising or falling pen lines on graph paper. He called his creation a polygraph, from Greek words meaning "many writings," because the device produced several tracings at the same time. Larson and Berkeley's police chief, August Vollmer, tested the device on 4,000 criminal suspects in the early 1920s. They found that simply connecting people to the machine often was enough to frighten them into confessing.

(Source: *Forensic Science: From Fibers to Fingerprints*, 2007)

A. Take a careful look on different years in the text. Write down the main event in the years below. Number 1 has been done for you.

1. 1885 : Cesare Lombroso recorded suspects' blood pressure as police questioned them.
2. 1913 : _____ .
3. 1913 : _____ .
4. 1921 : _____ .

B. Based on the text, please decide whether the statement is True (T) or False (F).

1. People began to search the way detecting liars in the late 19th century. T/F
2. Marston was a Harvard University student when he invented his invention. T/F
3. Marston invented his device based on the work of Lombroso. T/F
4. Both Lombroso and Marston believed that stress was caused by unpleasant

- conditions. T/F
5. Vittorio Benussi and Marston worked together to create a lie detector. T/F
 6. A polygraph was more complex compared to Marston's invention. T/F
 7. A polygraph was tested to 4,000 criminal suspects in the beginning of its Invention. T/F
 8. Larson was an officer. T/F
 9. Larson got his idea from a class in his study in University of California T/F
 10. Most people did not know about a polygraph in 1920s. T/F

C. Look at these words that we learn from the text. Some of them are probably new to you. Here are the alphabetical list. Circle the words that are new to you.

- | | |
|--------------|-------------|
| • breathing | • liars |
| • confessing | • prisoners |
| • device | • rise |
| • frighten | • suspect |
| • measured | • tracings |

D. Can you identify the words that belong to verb?

_____ _____
 _____ _____

E. Guess the meaning from the context by choosing one of the choices.

1. Benussi's test focused on **breathing**, or respiration.
 - a. an activity where air inhaled and exhaled
 - b. a momentary halt in an activity
 - c. an almost imperceptible sign of something
 - d. saturation of an activity
2. They found that simply connecting people to the machine often was enough to frighten them into **confessing**.

a. to receive the activity	c. to acknowledge sin to God
b. to tell the truth	d. to give evidence of
3. He called his creation a polygraph, from Greek words meaning "many writings," because the **device** produced several tracings at the same time.
 - a. something in a literary work designed to achieved an artistic effect
 - b. a piece of equipment or machine to do something
 - c. something fanciful, elaborate, or intricate in design
 - d. something used in plan something
4. They found that simply connecting people to the machine often was enough to **frighten** them into confessing.

a. to make crazy	c. to move
b. to force	d. to make afraid

5. Following in Lombroso’s footsteps, U.S. scientist William Moulton Marston invented a device that **measured** blood pressure automatically during questioning.
 - a. to choose or control with cautious restraint
 - b. to regulate by a standard
 - c. to estimate by a criterion
 - d. to keep in a standard
6. The search for a dependable way to identify **liars** began, like so many other parts of forensic science, in the late 19th century.
 - a. people who tell lies
 - b. people who manipulate words
 - c. people who do not keep secrets
 - d. people who know what to do
7. He tested it on German **prisoners** of war during World War I.
 - a. people in prison
 - b. people who can’t do anything
 - c. people who work in prison
 - d. people who guard a prison
8. Lombroso knew that stress—tension caused by unpleasant conditions or events—produces a **rise** in blood pressure.
 - a. emergence above the horizon
 - b. the beginning
 - c. an increase in rate
 - d. the addition of something
9. In 1885, Italian criminologist and statistician Cesare Lombroso recorded **suspects’** blood pressure as police questioned them.
 - a. people who you trusted
 - b. people who are questionable
 - c. people who are smart
 - d. people who did something
10. He called his creation a polygraph, from Greek words meaning “many writings,” because the device produced several **tracings** at the same time.
 - a. graphic records made by a tool
 - b. marks on something
 - c. written things left
 - d. signs that something produces

F. The following questions ask about referent. You have to go back to the text to find the answer. Answer the questions as the example in No.1.

1. In 1885, Italian criminologist and statistician Cesare Lombroso recorded suspects’ blood pressure as police questioned them.
The word “them” in Paragraph 1 refers to suspects
2. He believed that someone who was lying would feel more stress during questioning than a person who was telling the truth.
The word “He” in Paragraph 1 refers to _____
3. He tested it on German prisoners of war during World War I.
The word “He” in Paragraph 2 refers to _____
4. He tested it on German prisoners of war during World War I.
The word “it” in Paragraph 2 refers to _____
5. In 1921, Larson invented a machine that measured blood pressure, pulse (heartbeat), and respiration continuously during an interview and recorded them as rising or falling pen lines on graph paper.
The word “them” in Paragraph 4 refers to _____

6. They found that simply connecting people to the machine often was enough to frighten them into confessing.

The word "They" refers to _____

G. Topics of Paragraphs

Look at the list of topics from the text. Find the paragraph on each topic in the reading. Write the paragraph number (1 – 4).

- | | |
|---|-----------------|
| a. Lombroso's invention about blood pressure | Paragraph _____ |
| b. Vittorio Benussi's invention about breathing | Paragraph _____ |
| c. John Larson's machine | Paragraph _____ |
| d. Marston's machine on blood pressure | Paragraph _____ |

H. The Main Idea

What is the main idea of "The First Lie Detector"? Circle your answer.

- a. Many scientists invented different lie detector machine.
- b. Lie detector machine developed from time to time.
- c. Cesare Lombroso invented the first lie detector machine.

I. Go back to the text to find the Past simple forms of these verbs. You may also use your dictionary to check it.

- | | | | | | |
|------------|---|-------|-------------|---|-------|
| • record | : | _____ | • create | : | _____ |
| • question | : | _____ | • test | : | _____ |
| • believe | : | _____ | • recommend | : | _____ |
| • invent | : | _____ | • focus | : | _____ |
| • measure | : | _____ | • assume | : | _____ |

J. There are still some Past simple form verbs in the text. Continue reading the text and list down the verbs that are irregular.

- know : _____
- _____ : found
- tell : _____

K. Complete the following text with the Past simple forms. You may use your dictionary.

Who really invented the telephone and the radio?

Many schoolchildren learn that the Scotsman Alexander Graham Bell (1) ____ (invent) the telephone in 1876. But the real inventor (2) ____ (be) Antonio Meucci, a poor Italian American. He (3) ____ (share) a workshop with Bell in the 1860s, and (4) ____ (make) a 'talking telegraph' for his wife who was ill in bed, so that she (5) ____ (can) call him when she (6) ____ (want) something. But Meucci never (7) ____ (take) his idea to the US Patent Office. So on February 14th 1876 Alexander Graham Bell (9) ____ (take) the invention to the Patent Office instead. Just two hours later another inventor, Elisha Gray (10) ____ (arrive) with the same idea – too late!

At the time, nobody (11) ____ (believe) that the telephone was an important invention. Bell's father-in-law, also a scientist, (12) ____ (describe) the invention as 'a beautiful toy'. And it was 2002 before the US Congress (13) ____ (decide) that Meucci was the true inventor of the telephone!

But everyone knows that the Italian Marconi (14) ____ (invent) the radio, right? Wrong. Actually, Guglielmo Marconi (15) ____ (steal) his great idea from Nikola Tesla, a Croatian scientist. Tesla (17) ____ (describe) his important new invention – the radio.

But just two years later, Marconi (18) ____ (take) the idea to the US Patent Office and soon (19) ____ (begin) to sell it. In 1909 he even (20) ____ (win) a Nobel Prize for his invention.

In 1934 Nikola Tesla (21) ____ (die) in New York, a poor man. That year, the US Congress (22) ____ (decide) that Nikola Tesla was the true father of the radio.

(Source: New Cutting Edge, Elementary: 2005)

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

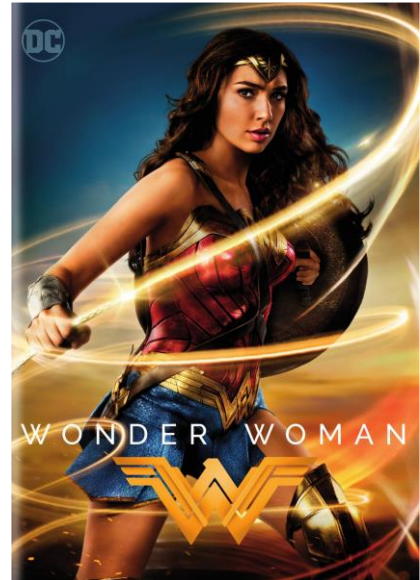
Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. invention?			
2.	are able to guess meaning of difficult words from contexts given?			
3.	are able to identify topic of a paragraph?			
4.	able to determine the use of referent in a text?			
5.	able to recognize the use of Past simple form?			

What I want to learn more is _____

WONDER WOMAN AND HER MAGIC LASSO

William Marston's lie detector was never widely used, but he gained fame in the 1940s for a very different achievement: He created Wonder Woman, the first female comic-book superhero. In 1940, well established in his career as a psychologist, Marston became a consultant for a business that published many superhero stories. (The company later became DC Comics.) Comic-book characters with special powers, such as Superman and Batman, had first appeared in the late 1930s and were becoming very popular. Most fans of superhero comics were boys and young men, but Marston believed that such stories should also reflect female values. He once wrote: Wonder Woman is psychological propaganda for the new type of woman who should, I believe, rule the world. There isn't love enough in the male organism to run this planet peacefully. . . . What woman lacks is the dominance or self-assertive power to put over and enforce her . . . desires. I have given Wonder Woman this dominant force but have kept her loving, tender, maternal [motherly] and feminine in every other way. Wonder Woman made her first appearance in the December 1941 issue of All Star Comics, with a story written by Marston (under the pen name of Charles Moulton) and drawn by Harry Peter. In that story, Steve Trevor, an American pilot, crash-lands his plane on Paradise Island, the home of a clan of women warriors—the Amazons described in ancient Greek legends. Diana, the Amazon princess, falls in love with Trevor and follows him back to “Man's World,” where she becomes a crime-fighting superheroine. Fittingly for the inventor of the first lie detector, Marston gave Diana, or Wonder Woman, a magic lasso that forced anyone it encircled to tell the truth.



(Source: Tampa Bay Times, 2012)



LISTEN TO MY STORY!



In the end of this unit, you are expected to be able to:

1. identify specific information of a text, i.e. zoo and animals.
2. guess meaning of difficult words from contexts given.
3. identify topic of a paragraph.
4. locate events based on chronological order.
5. recognize the use of Past simple form.

Work in small groups. Play the board game using a die. Take turns. When you land on a question, choose which member of the group to ask.

Bagus, when was the last time you ate a pizza?

I ate a pizza last night.

break **see** **buy** **drive** **drink** **have** **brush**

go to **read** **take** **make** **give** **ride** **go** **eat** **Start**

five minutes
one hour
three days
two months
... AGO

feed **forget** **sleep** **win** **in 1999...**

When was the last time...?

Remember
When was the last time + past simple (V2)
e.g. When was the last time you played this game?

Remember
I don't remember
I've never...

Board Game

have/take **climb** **be** **get up late** **play**

(Source: Islcollective.com)

Vocabulary in Focus

Aa

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

Nouns

panda	fireplaces	school bus
bug-eyed	dens	parents
advice	chiller	feat
event	gray seal	
weather	nutritionist	

Verbs

went	gazed	announced
visited	walked	told
invited	stored	scoop
forecasted	kept	squeeze
went	gazed	adorability

Adjectives

cool	terrific	giant
cold	less	fragrant
great	incredible	

Read this text and circle the words that you find in the *Vocabulary in Focus*.

I crouch low in the grass to get a closer look at the animal lurching towards me. She's about four months old, the size of a soccer ball, slightly bug-eyed, and no doubt soft and fragrant as puppy. The urge to scoop her up and squeeze her is overwhelming. That adorability is one reason the giant panda is an international sensation as well as a cultural icon and an economic gold mine in China. Now the whole world is watching China's dogged attempt to keep pandas on the map – which in some ways has been an unprecedented success.

(Source: Reader's Digest, February 2018)

How do you read it ?



Read the text. Then, answer the questions.

A Visit to the Commissary

One warm day in late May, 43 students, two teachers, and six parents boarded the school bus for a trip to the National Zoo in Washington, D.C. in less than an hour they arrived. The group had been studying nutrition and were about to learn what it takes to feed a zoo.

The zoo nutritionist was waiting for them when they arrived. Before they went to see any animals, they got to take a peek at the area where food is ordered, received, and sorted. The nutritionist pointed out that feeding about 7,000 animals is quite a feat. “You’d be amazed,” she said. “For example, a single gray seal eats about 25 pounds of fish a day. Four big cats consume more than 450 pounds of meat each week. And, believe it or not, we order crickets from a cricket farm—some 38,000 at a time.”

The children were amazed as the nutritionist told them even more about the menu of incredible proportions. Later, as the children walked around and observed the animals, they saw them in a different light. In fact, they would never think of the zoo again without imagining the tons of food it takes to feed its residents.

(Source: Reading Comprehension: Skills & Strategies Level 7, 2002)

A. Choose the correct answer.

1. What best describes a commissary?
 - a. a storage area
 - b. a kitchen
 - c. an area set aside for animals
 - d. a stage for animal shows
2. Was the zoo nutritionist a man or a woman?
 - a. man
 - b. woman
 - c. story doesn’t say
 - d. I do not know
3. The school was within driving distance of Washington, D.C.
 - a. true
 - b. false
 - c. can’t tell
 - d. don’t know
4. Why was the nutritionist waiting for them?
 - a. The nutritionist greets everyone
 - b. The meeting was prearranged
 - c. The nutritionist was the owner
 - d. They were the special guests

5. For what animals does the zoo need to order crickets?
- a. lions and tigers
 - b. gray seals
 - c. story doesn't say
 - d. zebras
6. What does "in a different light" mean?
- a. brighter
 - b. in a new way
 - c. stranger than before
 - d. doesn't tell

B. Based on the text, please decide whether the statement is True (T) or False (F).

- 1. The school invited parents in their curriculum. T/F
- 2. There were 51 visited the zoo. T/F
- 3. They were asked to buy tickets to enter the zoo. T/F
- 4. It needed a lot of effort to feed a zoo. T/F
- 5. The students learned about nutrition at the time they were visiting the zoo. T/F

C. Look at these words that we learn from the text. Some of them are probably new to you. Here are the alphabetical list. Circle the words that are new to you.

- amazed
- boarded
- feed
- incredible
- ordered
- residents
- received
- sorted
- take a peek

D. Can you identify the words that belong to *verb*?

_____ _____ _____
_____ _____ _____

E. Guess the meaning from the context by choosing one of the choices.

1. “You’d be **amazed**,” she said.
 - a. feeling a great surprise
 - b. feeling nervous
 - c. feeling allergic
 - d. feeling strange
2. One warm day in late May, 43 students, two teachers, and six parents **boarded** the school bus for a trip to the National Zoo in Washington, D.C. in less than an hour they arrived.
 - a. loaded
 - b. rode
 - c. lost
 - d. went
3. The group had been studying nutrition and were about to learn what it takes to **feed** a zoo.
 - a. furnish something essential to the development
 - b. give food to
 - c. supply materials to be operated on a machine
 - d. produce food for
4. The children were amazed as the nutritionist told them even more about the menu of **incredible** proportions.
 - a. good
 - b. predictable
 - c. imaginable numbers
 - d. very huge in numbers
5. They got to take a peek at the area where food is **ordered**, received, and sorted.
 - a. arranged in order
 - b. commanded
 - c. regulated
 - d. brought about
6. In fact, they would never think of the zoo again without imagining the tons of food it takes to feed its **residents**.
 - a. animals in transition places
 - b. diplomatic agents
 - c. people who live there
 - d. animals which live there
7. They got to take a peek at the area where food is ordered, **received**, and sorted.
 - a. accepted
 - b. packed
 - c. delivered
 - d. let go

8. They got to take a peek at the area where food is ordered, received, and **sorted**.
 - a. joint with others
 - b. were agree on something
 - c. arranged according to characteristics
 - d. put to rights
9. They got to **take a peek** at the area where food is ordered, received, and sorted.
 - a. take a brief look
 - b. stare
 - c. look at carefully
 - d. study

F. The following questions ask about referent. You have to go back to the text to find the answer. Answer the questions as the example in No.1.

1. The zoo nutritionist was waiting for them when they arrived.
The word “them” in Paragraph 2 refers to students, teachers, and parents
2. The zoo nutritionist was waiting for them when they arrived.
The word “they” in Paragraph 2 refers to _____
3. “You’d be amazed,” she said.
The word “she” in Paragraph 2 refers to _____
4. We order crickets from a cricket farm—some 38,000 at a time.
The word “we” in Paragraph 2 refers to _____
5. they saw them in a different light.
The word “them” in Paragraph 3 refers to _____
6. In fact, they would never think of the zoo again without imagining the tons of food it takes to feed its residents.
The word “its” in Paragraph 3 refers to _____

G. Topics of Paragraphs

Look at the list of topics from the text. Find the paragraph on each topic in the reading. Write the paragraph number (1 – 3).

- | | |
|---|-----------------|
| a. Feeding the animals | Paragraph _____ |
| b. Kids feeling about feeding the animals | Paragraph _____ |
| c. The school trip | Paragraph _____ |

H. Summarizing

hint

A summary tells a story, but it is short. It contains the main information only.

Some of the information in this summary of the reading text is wrong. Find and correct five mistakes. The first mistake is corrected for you.

⁴³
~~42~~ students, two teachers, and six mothers took a school trip to a zoo. They wanted to learn about feeding the big cats. The nutritionist visited them and showed the animals menu for a day. It took a lot of money to feed them. The students were angry to see how much food the animals took.

I. Read the following letter and then, write the events.

Dear Alanna,

We have a great fun here in Malang. I went to Malang with my family last Sunday and yesterday we visited Jawa Timur Park 2. It had three different zones; Batu Secret Zoo, Museum Satwa, and Eco Green Park.

When we arrived Jawa Timur Park 2, my mom directly bought some tickets. We visited the first zone. We saw many amazing animals, such as monkeys, giant crocodiles, cute llamas, beautiful peacocks, and very big tigers. It was a hot day, so we stopped to buy some drinks. Next, my little sister and I took a picture with baby monkeys. They were super cute. You have to come and see it!

Then, we moved to the second zone, the museum. It keeps death animals and fossils there. My dad explained that the fossils are not only from Indonesia, but also from Australia and Europe. It is amazing to see polar bears and penguins.

Unfortunately we did not continue to the last zone because we were so tired and hungry. We went home to hotel afterward.

It was a terrific moment. See you at school.

*Love,
Agni*

Write the events here and remember to use Past Simple form.

- 1st event : Agni went to Malang with her family last Sunday.
- 2nd event : They visited Jawa Timur Park 2.
- 3rd event : _____
- 4th event : _____
- 5th event : _____
- 6th event : _____
- 7th event : _____
- 8th event : _____

Now, read the following story and number the events in the order they happened in the story.

More Wood—A Funny Fable

Winter was on its way, and the skunks went to their leader to seek his advice on how cold it would be. Being a new and young leader, he didn't know the ways the leaders before him had forecasted the weather. He gazed at the sky, but he couldn't tell. So to be safe, he told his group that it was going to be very cold and to collect wood for the fireplaces in their dens.

A few days later, an idea hit him. He flipped out his cellular phone and called the local weather fox. "How cold will it be this winter?" the skunk asked. "Very cold," the fox replied. So the leader went back to his group and told them to collect more wood.

Two weeks later, he called the weather fox and asked the same question. "Very, very, cold," was the reply. The leader told his group to collect still more wood.

Three weeks later, the leader made a final call to the fox. "Are you really sure about the cold winter?" he asked.

"You bet," quipped the fox. "It's going to be a real bone chiller."

"Just how do you know this?" the skunk probed.

The fox explained, "Well, you know all those skunks? They're stocking up on wood like you wouldn't believe."

The moral: Don't rely on the word of a foxy weather forecaster.

(Source: Reading Comprehension: Skills & Strategies Level 4: 2002)

- _____ Two weeks later, the leader called the fox again.
- _____ The skunks went to their leader for advice.
- _____ The leader got an idea and phoned the weather fox.
- _____ The fox said it was going to be very, very cold.
- _____ The leader looked at the sky.
- _____ The leader made his final phone call.
- _____ The leader asked the fox how he knew about the weather.
- _____ The leader didn't know what to say, so he told the group to collect wood.

PERSONAL CHECKLIST

Please give a check (✓) for each question which best describes you.

Are you the one who ...

No.	Statement	Yes	No	Give An Example
1.	are able to identify specific information of a text, i.e. zoo and animals?			
2.	are able to guess meaning of difficult words from contexts given?			
3.	are able to identify topic of a paragraph?			
4.	able to locate events based on chronological order?			
5.	able to recognize the use of Past simple form?			

What I want to learn more is _____



FUN FACTS ABOUT KOMODO ISLAND

1. Komodo Dragons are the largest lizards on Earth
Komodo dragons are a type of monitor lizard. They can grow to be three metres in length (almost as long as a small car!) and weigh up to 135 kilograms, which is about as heavy as a panda bear.
2. Komodo Dragons live on their own island, that's Komodo Island
Komodo dragons live on a small island in Indonesia called Komodo Island. Komodo isn't the only island where the dragons live in Indonesia. There are protected parks where the Komodo dragons live on the islands of Rinca and Flores as well as a few other smaller islands. There are around 3,000 dragons in total, in the wild, on these islands. About 2,000 people live on Komodo Island too.
3. They have a deadly and venomous bite
For a long time it was believed that the mouth of the Komodo dragon was so filled with bacteria that if an animal was bitten it would become infected and slowly die. New research shows that the dragons have venom in their bite that cause their prey to bleed to death after they are bitten! Komodo dragons usually eat deer, pigs, goats and even smaller Komodo dragons. They can eat their body weight in one meal!
4. Komodo Dragons have an amazing sense of smell, but can't hear or see well
Although Komodo dragons can't hear or see very well, they make up for it in the smell department. Like other reptiles, they use their forked tongues to smell instead of their noses. It is believed that Komodo dragons can smell a dead animal to eat from four to ten kilometres away!
5. Women who are getting their period should not enter the island
Komodo dragons can smell blood from distance that they can chase the women and think that they are their prey.

(Adapted from cbc.ca)

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