

TASK-BASED LANGUAGE TEACHING (TBLT)
STUDENT'S WORKBOOK

READING COMPREHENSION

Dr. Muhammad Yunus, S.S., M.Pd.

Supervisors

Prof. Dr. Arifuddin Hamra, MS. Ed.

Prof. Muhammad Basri Jafar, M.A., Ph.D.

Penerbit

GARIS KHATULISTIWA
MAKASSAR

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KATA PENGANTAR

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Lembar Kerja Mahasiswa (LKM) ini, penulis maksudkan sebagai sistem pendukung dalam pembelajaran model TBLT bagi mahasiswa jurusan bahasa Inggris. LKM ini memuat informasi seputar tentang kegiatan-kegiatan yang meliputi: *real world life context* dengan contoh-contoh soal berbasis tugas.

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melimpahkan rahmat dan taufik-Nya kepada kita semua.
Amin.

Makassar, Februari 2020

Penulis

Muhammad Yunus

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UNIT 1 HOMES

Luke Jack has an amazing home, but he doesn't live in La housing – he lives in a woodhouse. The woodhouse is, of course, near the sea and today you can hear the waves crashing onto the rocks below. [3]

“In fact you can hear the sea everyday,” says Luke. “It's not really a quiet place, it's often windy and there are many noisy birds calling. There are no cars or people near but there's always a lot of sound.” Inside the woodhouse it's much quieter. The walls and windows are quite thick to protect the house from storms. Luke says he isn't afraid of the storms. He knows that he's safe in the woodhouse which is over a hundred years old. [9]

The house is no longer a new one. In addition, “many lighthouses are empty now, and some don't have a light,” says Luke. “It's quite easy to buy one to live in.” Luke is a writer and for him it's an ideal home to work and live in. [12]

So why is a woodhouse near the sea a good place for Luke? “Well, the first reason is that it's easier for me to work when there are no people around. I can turn off the telephone and write in peace. Writing is easier for me when I am alone. Secondly, the views from the woodhouse are just wonderful. The morning sunrises and evening sunsets are in credible, and the countryside all around is beautiful. I can see 360 degrees all the time and I love that. The views help me with my writing. When there's a big storm it's wonderful. Finally, I love sea life. From the woodhouse you can see dolphins and whales and many different kinds

of sea birds. My favourite are the dolphins which play in the water. I fish a lot too, and often eat lobster and crab – they’re delicious!” [22]

All the rooms in the woodhouse are closed each other. On the ground floor there’s the kitchen which also has a table and chairs for dining, and small bathroom. Above that there are some rooms, such as a living room in front, a bedroom and a storeroom at the left back, and at the right back is the room where Luke does his writing. All the rooms are round, of course! So, does Luke have any problems with his home? “Not really. It’s difficult to grow vegetables in the garden because it’s too sandy, and there are too many chicken! The nearest village isn’t too far away, it takes me about half an hour to walk there. There are a couple of shops and also a local market if I want to meet some other people but I prefer being by myself. For me it’s the perfect place! [32]

Exercises

1. Fill the following sheet:

	State the final task and /or objectives		
	1.		
	2.		
	3.		
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)			
Meeting			

2. Answer the following questions?

What have you done?			Date
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Every student has more than two houses.
2	Luke Jack has a woodhouse.
3	Every student has a house.
4	Luke Jack has an amazing home.

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 Luke Jack has an amazing home, but he live in a housing. [1]
		2 Luke says, "In fact you can hear the sea everyday" [4]
		3 The walls and windows is quite thick to protect the house from storms. [7]

	4	So why a woodhouse is near the sea a good place for Luke? [13]
	5	The views from the woodhouse are not just wonderful. [16]
	6	From the woodhouse you cannot see dolphins and whales and many different kinds of sea birds. [21-22]
	7	All the room in the woodhouse are closed each other. [23]
	8	Above that there are some rooms, such as a living room in front, a bedroom and a storeroom at the left back, and at the right back is the room where Luke does his writing. [25-27]
	9	It's difficult to grow vegetables in the garden because it's too sandy. [28]
	10	There are a couple of shops and also a local market if I want to meet some other people but I prefer being by myself. [31]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	The woodhouse is, of course, near the sea and today you can hear the waves crashing onto the rocks below.
line ...	2	It's not really a quiet place, it's often windy and there are many noisy birds calling.
line ...	3	Luke says he isn't afraid of the storms.
line ...	4	"It's quite easy to buy one to live in."
line ...	5	"Well, the first reason is that it's easier for me to work when there are no people around.

line ...	6	The morning sunrises and evening sunsets are in credible, and the countryside all around is beautiful.
line ...	7	I can turn off the telephone and write in peace. Writing is easier for me when I am alone. Secondly, the views from the woodhouse are just wonderful.
line ...	8	My favourite are the dolphins which play in the water.
line ...	9	On the ground floor there's the kitchen which also has a table and chairs for dining, and small bathroom.
line ...	10	There are a couple of shops and also a local market if I want to meet some other people but I prefer being by myself.

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	astonishing	line 1	.....
2	rather	line 4	.....
3	secure	line 7	.....
4	perfect	line 12	.....
5	believable	line 17	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	collide	Line 3	.....
2	quiet	Line 5	.....
3	hard	Line 11	.....

4	ugly	Line 18	.....
5	similar	Line 20	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	but he doesn't live in a housing	Line 1	.....
2	for him it's an ideal home to work and live in	Line 12	.....
3	and some don't have a light	Line 11	.....
4	and I love that	Line 18	.....
5	they're delicious	Line 22	.....
6	it's too sandy.	Line 29	.....

8. Writing

Using your own words at least 150 words to write about a person living in a strange building.

UNIT 2 COOKING

My friend Ben isn't a good cook, but he likes cooking. He cooks many different things. Sometimes it tastes lovely, but sometimes it tastes horrible! I'm very nervous when I go to his house! [3]

Today is Saturday and Ben is cooking dinner for me. We are in his kitchen. I don't help; I watch and talk with him. We talk about our families and our friends. We talk about what we can do tomorrow. While we talk he peels and boils potatoes and carrots. He chops and fries onions. He slices tomatoes. He steams rice. Now he puts everything together in a big pot. He adds some salt and pepper. [9]

Ben tells me to sit down at the table. There are some flowers on the table and some candles too. Ben comes with two plates and the big pot of food. We eat the meal with some bread. [12]

The meal is strange, but it isn't horrible. Ben asks, 'Do you like the food?' 'Well, it's a strange meal but it's OK,' I say. [14]

Then I ask 'Where's the meat?'

'No meat,' says Ben.

'Where's the fish?'

'No fish,' says Ben.

'Where's the recipe?'

'No recipe,' says Ben. [21]

'Why are we eating potatoes and carrots and onions and tomatoes and rice? Was there a problem in the supermarket?' 'No problem in the supermarket. A little problem outside the supermarket.' [24]

‘What do you mean?’ I ask. ‘A little problem outside the supermarket? Didn’t you go inside?’

‘No I didn’t go inside’ said Ben.

‘Where did you go shopping?’ I ask.

‘I didn’t go shopping!’ says Ben.

This is very strange. Ben didn’t go inside the supermarket, and he didn’t go shopping. Where did the food come from?! [31]

Exercises

1. Fill the following sheet:

	State the final task and / or objective	
	1.	
	2.	
	3.	
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?		
Meeting 1		

2. Answer the following questions?

What have you done?			Date	
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?		
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?	

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Ben isn't a good cook.
2	Ben likes cooking.
3	Ben cooks many different things.
4	Ben likes cooking, but sometimes it tastes lovely and sometimes it tastes horrible.

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 Ben's sometimes cook tastes lovely, and sometimes it tastes horrible. [2]
		2 Ben and I talk about your families and our friends. [5]
		3 Ben comes with two plates and the big pot of food. We eat the meal with some bread. [11]
		4 The meal is strange, but it is horrible. [13]
		5 Then I ask 'Where's the meat?' [15]
		6 'Where's the recipe?' [20]
		7 'Why we are eating potatoes and carrots and onions and tomatoes and rice?' [22]
		8 A little problem outside the supermarket [24]

		9	'Where did you go shopping?' I ask. [28]
		10	This is very strange.[30]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	My friend Ben isn't a good cook, but he likes cooking.
line ...	2	Today is Saturday and Ben is cooking dinner for me.
line ...	3	We talk about what we can do tomorrow. While we talk he peels and boils potatoes and carrots.
line ...	4	He adds some salt and pepper.
line ...	5	Ben comes with two plates and the big pot of food.
line ...	6	Ben tells me to sit down at the table.
line ...	7	We eat the meal with some bread.
line ...	8	Well, it's a strange meal but it's OK.
line ...	9	Where's the recipe?
line ...	10	Where did the food come from?

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	unlike	line 2	.....
2	awful	line 2	.....
3	discuss	line 6	.....

4	mysterious	line 13	.....
5	trouble	line 23	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	confident	line 3	.....
2	small	line 8	.....
3	delicious	line 13	.....
4	much	line 23	.....
5	inside	Line 24	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in **bold** typeface refer to.

1	but he likes cooking	line 1	.....
2	Sometimes it tastes lovely	line 2	.....
3	I watch and talk with him	line 5	.....
4	Now he puts everything together in a big pot.	line 8	.....
5	Do you like the food?	line 13	.....
6	Didn't you go inside?	line 25-26	.....

8. Writing

Using your own words to write 3 different recipes at least 20 words each.

UNIT 3 COFFEE

You may know that around the world more people drink coffee than tea. And that, after oil, it is the second biggest traded commodity. You may also know that the drink comes from beans which are first roasted and then ground. But what else do you know about this popular stimulant? [4]

It is said that the story of coffee started with an Ethiopian goatherd named Kaldi. One day he was surprised to see that his goats were behaving very strangely: instead of grazing quietly as normal they were jumping around, almost dancing. He also noticed the red cherries from a plant that the goats were eating. He tried some himself and was surprised by the feeling of extreme happiness and excitement - he felt like dancing too! [11]

But it wasn't used as a drink at first, but as a food. The coffee berries, mixed with animal fat, were used by monks to stay awake during long hours of prayer. From Ethiopia coffee was later cultivated in Yemen and the first hot drink was developed there around AD 1000. Three centuries later Muslims were keen coffee drinkers and as Islam spread, so did coffee. Coffee houses appeared in Cairo and Mecca. [17]

For hundreds of years the plants were guarded safely. But some beans were smuggled out of Arabia and taken to India. In the 17th century coffee was soon growing in a new continent. From India to Indonesia and then a

century later beans were smuggled once again to Brazil- which is now the largest coffee producer in the world. [22]

It is the caffeine, an addictive stimulant drug, which made the goats dance and kept the monks awake. Although it is found in other soft drinks, including tea, coffee has the most caffeine. 150 milligrams is the minimum dose needed to stimulate the nervous system and this can be found in a single strong cup of coffee. In the short-term a couple of cups can prevent fatigue and delay sleep. But several cups a day, every day, can cause anxiety and restlessness. [29]

A coffee plant likes lots of rain and shaded sun with rich soil, and the climate in the bean belt is ideal. 70 - 75% of the world production is the milder, higher quality Arabica that originated in Ethiopia. It grows best in higher altitudes where it is not so hot. The remaining 25% is the stronger Robusta which can survive in higher temperatures and lower altitudes. [34]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives		
	1.		
	2.		
	3.		
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?			
Meeting 1			

2. Answer the following questions?

What have you done?			Date
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Around the world more people drink coffee than tea.
2	Coffee is the second biggest traded commodity.
3	The coffee comes from beans.
4	More people drink coffee because of stimulating the nervous system, preventing fatigue and delaying sleep.

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 You may know that around the world more people drink tea than coffee. [1]
		2 You may also know that the drink comes from leaves. [3]
		3 It is said that the story of coffee started with an Asian goatherd named Kaldi. [5-6]
		4 Kaldi tried some himself and was surprised by the feeling of extreme happiness and excitement. [9-10]
		5 But coffee was used as a food at first. [12]
		6 Muslims were keen coffee drinkers and as Islam spread. [16]
		7 For hundreds of years the plants were guarded safely. [18]
		8 It is the caffeine, an addictive stimulant drug, which made the goats dance and kept the monks awake. [23-24]
		9 Although it is found in other soft drinks, including tea, coffee has the least caffeine. [24-25]
		10 Coffee grows best in lower altitudes where it is not so hot. [32-33]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	You may know that around the world more people drink coffee than tea.
line ...	2	But what else do you know about this popular stimulant?
line ...	3	One day Kaldi was surprised to see that his goats were behaving very strangely.

line ...	4	He tried some himself and was surprised by the feeling of extreme happiness and excitement.
line ...	5	The coffee berries, mixed with animal fat, were used by monks to stay awake during long hours of prayer.
line ...	6	But several cups a day, every day, can cause anxiety and restlessness.
line ...	7	But some beans were smuggled out of Arabia and taken to India.
line ...	8	From India to Indonesia and then a century later beans were smuggled once again to Brazil-which is now the largest coffee producer in the world.
line ...	9	A coffee plant likes lots of rain and shaded sun with rich soil, and the climate in the bean belt is ideal.
line ...	10	It grows best in higher altitudes where it is not so hot.

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	realize	line 1	.....
2	grill	line 3	.....
3	astonish	line 6	.....
4	detect	line 8	.....
5	blend	line 13	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	former	Line 16	.....
2	withered	Line 20	.....
3	weak	Line 27	.....
4	lower	Line 32	.....
5	cold	Line 33	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	And that , after oil, it is the second biggest traded commodity	line 2	.....
2	which are first roasted and then ground	Line 3	.....
3	One day he was surprised to see that	line 6	.....
4	as normal they were jumping around, almost dancing	line 7-8	.....
5	Although it is found in other soft drinks	line 24	.....
6	and this can be found in a single strong cup of coffee.	line 26-27	.....

8. Writing

Using your own words at least 150 words to write about the coffee that can be planted and sold.

UNIT 4 HAIR

Do you have short, long or shoulder-length hair? Do you have dyed pink hair or are you naturally blond? Whatever the length or colour of your hair it says something about you. You don't agree? [3]

Well, imagine you're in the class and a new student comes in. He's about fifty but he has very, very long hair. What do you think? Does it seem strange to you? Do you wonder what kind of man he is? Are you a little afraid of him? Or does it seem normal to you? Now imagine another new student joins you, this time a young woman. You see that she has no hair - her head is bald. What do you think? Do you stare? Do you wonder what has happened to her - perhaps she is ill and is taking medicine that makes her hair fall out? Perhaps she's an artist? Or does it seem normal to you? Do you think that your hair is 'normal' for someone like you? Is it the right length and colour for your sex and age? If the answer is 'yes', then perhaps you are a conservative person. What would happen if you changed it? If you have long hair and had it all cut off, what would people say? If it's short and you stop having it cut, what is the reaction? You decide to dye your hair so that it's a very different colour - what would friends and family say? It is these comments - perhaps complaints, perhaps compliments - that prove your hair says something about you. [19]

Think about a monk, and then think about a Sikh. One has a shaved head and the other has hair that has never been cut. But both are religious people - so why

the difference? For monks shaving is a rejection of vanity. Without hair you lose your individual identity and become part of a special group. Sikhs, on the other hand, consider hair to be sacred. Hair is a gift from God and should never be cut - this is the same for men and women. So for both monks and Sikhs what they do to their hair separates them from other people, but unites them in their beliefs. [26]

Prisoners often have their heads shaved. Soldiers too have very short hair. As a result the prisoners or soldiers lose their personality and instead of making their own decisions have to accept orders from others. In the West, skinheads choose to shave their heads as a rejection of traditional values. Their appearance is seen as aggressive and linked to football violence and right-wing politics. When you see a young man with a shaved head do you think that he is religious, or violent? And what about long hair? During the 1960s in the West, hippies grew their hair long. For them long hair was a rejection of traditional values - just like the skinheads! But their appearance was linked to peace and left-wing politics, they were against violence and war. And it is interesting to note that historians say that many religious prophets, including Jesus, Mohammed and Moses, all had long hair. Does this mean anything? [38]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives	
	1.	
	2.	
	3.	

What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?
Meeting 1

2. Answer the following questions?

What have you done?			Date
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Everybody has the different length or colour of the hair
2	I have hair
3	Long hair is good for a man for some reasons.
4	Without hair you lose your individual identity and become part of a special group.

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F		
		1	Whatever the length or colour of your hair it says something about you. [2-3]
		2	You see that she has no hair - her head is not bald. [9]
		3	If it's short and you stop having it cut, what is the reaction? [15]
		4	You decide to dye your hair so that it's a very different colour - what would friends and family say? [16-18]
		5	But both are religious people - so why the difference? [21-22]
		6	So for both monks and Sikhs what they do not to their hair separates them from other people, but unites them in their beliefs. [24-26]
		7	As a result the prisoners or soldiers lose their personality and instead of making their own decisions have to accept orders from him. [28-29]
		8	Their appearance is seen as aggressive and linked to football violence and right-wing politics. [30-31]
		9	During the 1960s in the West, hippies grew their hair long. [33-34]
		10	And it is interesting to note that historians say that many religious prophets. [36-37]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	Do you have dyed pink hair or are you naturally blond?
line ...	2	Well, imagine you're in the class and a new student comes in.

line ...	3	Does it seem strange to you?
line ...	4	Do you wonder what has happened to her?
line ...	5	What would happen if you changed it?
line ...	6	Do you think that your hair is 'normal' for someone like you?
line ...	7	One has a shaved head and the other has hair that has never been cut.
line ...	8	For monks shaving is a rejection of vanity.
line ...	9	As a result the prisoners or soldiers lose their personality and instead of making their own decisions have to accept orders from others.
line	10	For them long hair was a rejection of traditional values - just like the skinheads!

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	possess	line 1	.....
2	think	line 4	.....
3	consider	line 6	.....
4	occur	line 9	.....
5	shade	line 13	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	run	Line 16	.....
2	wicked	Line 21	.....
3	unite	Line 25	.....
4	die	Line 34	.....
5	few	Line 37	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	He's about fifty but he has very, very long hair.	line 4-5	.....
2	You see that she has no hair	line 7	.....
3	Is it the right length and colour for your sex and age?	line 12	.....
4	But both are religious people	line 21	.....
5	Their appearance is seen as aggressive and linked to football violence and right-wing politics.	line 30-32	.....
6	Does this mean anything	line 38	.....

8. Writing

Using your own words at least 150 words to write about a person hair in a country.

UNIT 5 MOSQUITOUS

Bednets coated in insecticide have reduced the incidence of the disease by up to 35%, according to the World Health Organisation. It has proven to be particularly effective in reducing child mortality in sub-Saharan Africa. Not only are the mosquitoes unable to bite the sleeping person, they are reluctant to land on the net in the first place. Nets need to be re-treated every 6 months to remain really effective. Not just the beds but the whole house should be screened if possible to keep mosquitoes from entering and leaving a building. It also keeps flies away. Screens can be put on windows and doors. [9]

Taking drugs can help too but this method cannot be used on its own. Drugs can eliminate the parasites so that if a person is later bitten by another mosquito the transmission of malaria is reduced. However, the symptoms of malaria are not always clear so the disease can be spread without people knowing they are infected. In addition chloroquine, a safe and cheap drug, is no longer as effective as it used to be. This has happened through overusing anti malarial drugs. [16]

Covering up helps too. Mosquitoes like exposed skin so wearing long sleeved tops and trousers is a good idea especially in the early evening when the insects are looking for their supper. Using mosquito repellents is extremely advisable. However, this is more appropriate for those travelling to, or those who are temporarily in, affected countries. For those people who live in malaria zones this

method is simply too expensive. Similar to repellents is the use of mosquito mats and coils. But again these can be expensive for local people, and in addition some people are allergic to the smoke. [25]

Fish too can also help to control malaria. In India the World Bank has a programme using guppies and as a result the fish have almost eliminated the *Anopheles* mosquito from some districts. How does this work? It's simple: fish which like eating mosquito larvae are put in ponds, rivers and wells where mosquitoes lay their eggs. The eggs hatch, and the fish eat the larvae. The advantages are twofold. Firstly the mosquitoes have become resistant to insecticides like DDT, and secondly it is not an expensive programme. Supplying ponds with guppies is a lot cheaper than using insecticide, although it is more effective in some regions than others. There is also a small fish called, appropriately, a mosquito fish, which is particularly effective in small ponds or water tanks. [37]

The spread of the disease can also be reduced by cutting down the mosquito population through eliminating stagnant water where mosquitoes breed. For example, flowerpots are very popular with mosquitoes, and so are ditches which should be filled. And it seems that mosquitoes prefer to bite water buffaloes rather than humans. But in the monsoon season the buffaloes get covered in mud which the mosquitoes don't like. The insects start biting people more instead. So keeping your water buffalo clean helps too! [45]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives	
	1.	
	2.	
	3.	
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?		
Meeting 1		

2. Answer the following questions?

What have you done?		Date	
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Bednets coated in insecticide have reduced the incidence of the disease by up to 35%, according to the World Health Organisation.
---	---

2	Bednets coated in insecticide have proven to be particularly effective in reducing child mortality in sub-Saharan Africa.
3	Some dangerous effects are caused by mosquitoes.
4	Mosquitoes like exposed skin.

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 Bednets coated in insecticide have reduced the incidence of the disease by up to 25%, according to the World Health Organisation. [1-2]
		2 Nets need to be re-treated every 7 months to remain really effective. [5-6]
		3 However, the symptoms of malaria are not always clear so the disease can be spread without people knowing they are infected. [11-12]
		4 Using mosquito repellents is extremely advisable. [18-19]
		5 But again these can be expensive for local people, and in addition some people are allergic to the smoke. [22-23]
		6 Fish too can also help to control malaria. [24]
		7 The eggs do not hatch, and the fish eat the larvae. [30-31]
		8 There is also a small fish called, appropriately, a mosquito fish, which is particularly effective in small ponds or water tanks.[32-34]

	9	The spread of the disease can also be reduced by cutting down the mosquito population. [35-36]
	10	The insects start biting people more instead. So keeping your water buffalo clean helps too! [40-41]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	It has proven to be particularly effective in reducing child mortality in sub-Saharan Africa.
line ...	2	Not only are the mosquitoes unable to bite the sleeping person, they are reluctant to land on the net in the first place.
line ...	3	It also keeps flies away. Screens can be put on windows and doors.
line ...	4	Taking drugs can help too but this method cannot be used on its own.
line ...	5	In addition chloroquine, a safe and cheap drug, is no longer as effective as it used to be.
line ...	6	Covering up helps too. Mosquitoes like exposed skin so wearing long sleeved tops and trousers is a good idea especially in the early evening when the insects are looking for their supper.
line ...	7	For those people who live in malaria zones this method is simply too expensive.
line ...	8	In India the World Bank has a programme using guppies and as a result the fish have almost eliminated the Anopheles mosquito from some districts.
line ...	9	The eggs hatch, and the fish eat the larvae. The advantages are twofold.
line ...	10	The insects start biting people more instead.

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	minimize	line 1	.....
2	unwilling	line 5	.....
3	depart	line 8	.....
4	indication	line 13	.....
5	inexpensive	line 15	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	inattentive	Line 17	.....
2	bad	Line 18	.....
3	complicated	Line 22	.....
4	cheap	Line 33	.....
5	dirty	Line 44	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	It has proven to be particularly effective in reducing child mortality in sub-Saharan Africa.	line 2-4	.....
2	they are reluctant to land on the net in the first place.	line 5	.....
3	as effective as it used to be	line 15	.....

4	However, this is more appropriate for those travelling to,	line 20	.....
5	How does this work?	line 28	.....
6	which is particularly effective in small ponds or water tanks.	line 37	.....

8. Writing

Using your own words at least 150 words to write about the kinds of mosquitoes and the effect generated in a country.

UNIT 6 MOBILE PHONE

I'm in a bank and I'm opening a new bank account. The bank manager is asking me questions. She asks me my name, my age, my address, what I do, where I work, my phone number and then my mobile phone number. 'I don't have a mobile phone,' I reply. 'I'm sorry?' asks the manager, shocked. 'I don't have a mobile phone.' 'But everybody has a mobile!' 'No, they don't. I don't.' 'Are you serious?' 'Of course I am!' 'But how can you not have one? Everybody needs a mobile!' 'No, they don't. I don't.' [8]

'Listen,' I say to the bank manager, 'this is a true story: A man is going parachuting – he has with him his parachute, his helmet and his mobile phone. The plane takes him higher and higher and further and further away from the town. But there is a very strong wind today and he lands on top of a hill very badly – he has two broken legs. He takes his mobile phone and calls his friend to come and rescue him. That's strange – the phone is not working. He tries again. Nothing. Then he realizes that there is no mobile phone network on the hill. In great pain he pulls himself down the hill to the road and stops a car. The driver takes him to the hospital. [18]

This is another true story: I am waiting for my friend Syrine at a railway station. Her train arrives but she's not on it. I wait for the next train. No Syrine. I wait for an hour and begin to worry. Then I remember that she has a mobile phone. I go to a public telephone box and call her. Nothing. I try again – no answer. Another half an hour

later Syrine arrives. I tell her about the phone call – she looks at her phone: the battery is flat.’ The bank manager tries to speak. ‘No, listen’ I say. ‘When I go to a restaurant, my friends put their mobile phones on the table. When the phones ring, they answer them and chat for ages. [27]

This is a true story: I am in a café with Syrine. Her mobile rings and she starts chatting to her friend, her friend is telling her a long, funny story about something. Syrine is laughing and listening. I eat my cake and drink my coffee. Syrine is still talking on her phone. I finish the cake and the coffee. Ha, ha, ha says Syrine. I pay for my cake and coffee and leave the café. [33]

‘Now I’m in the cinema. I’m watching a film and it’s great. The hero of the story realizes he is in love with the girl, he’s walking towards her and talking softly. Then, and this is a true story, the person next to me has a phone call. She’s talking to her friend about what time the film ends and where they can meet. I can’t hear the film, I can only hear the person next to me. ‘So,’ I say to the bank manager, ‘I don’t have a mobile phone, I don’t need a mobile phone and I don’t like mobile phones.’ The bank manager looks at me very strangely and opens the bank account. [41]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives	
	1.	
	2.	
	3.	

What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?
Meeting 1

2. Answer the following questions?

What have you done?		Date	
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	5. What have you learnt and what are you able to do?
		6. What do you need to pay more attention to, revise, study?	

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Everybody has a mobile phone.
2	A mobile phone is required by everybody.
3	Everybody does not like a mobile phone.
4	A mobile phone is important for everybody for some reasons.

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 She asks me my name, my age, my address, what I do, where I work, my phone number and then my mobile phone number. [2-4]
		2 'I don't have a mobile phone.' 'But everybody has a mobile!' 'No, they don't. I don't.' 'Are you not serious?' [5-6]
		3 He takes his mobile phone and calls his friend to come and rescue him. [13-14]
		4 The driver takes him to the hospital. [17-18]
		5 I wait for an hour and begin to worry. Then I remember that she has a mobile phone. [21-22]
		6 She looks at her phone: the battery is flat. [24]
		7 They answer them and chat for ages. [27]
		8 Syrine is still talking on her phone. I finish the cake and the coffee. [31-32]
		9 Then, and this is a true story, the person next to me has a phone call. [36-37]
		10 The bank manager does not look at me very strangely and opens the bank account. [40-41]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	I'm in a bank and I'm opening a new bank account.
line ...	2	'I don't have a mobile phone,' I reply. 'I'm sorry?'
line ...	3	A man is going parachuting – he has with him his parachute, his helmet and his mobile phone.
line ...	4	He tries again. Nothing. Then he realizes that there is no mobile phone network on the hill.

line ...	5	I wait for the next train. No Syrine. I wait for an hour and begin to worry.
line ...	6	‘When I go to a restaurant, my friends put their mobile phones on the table.
line ...	7	Syrine is laughing and listening.
line ...	8	I pay for my cake and coffee and leave the café.
line ...	9	I’m watching a film and it’s great.
line ...	10	‘So,’ I say to the bank manager, ‘I don’t have a mobile phone, I don’t need a mobile phone and I don’t like mobile phones.’

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	fresh	line 1	.....
2	severe	line 6	.....
3	powerful	line 12	.....
4	save	line 14	.....
5	quit	line 17	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	wrong	line 19	.....
2	forget	line 21	.....
3	raise	line 26	.....
4	trauma	line 29	.....
5	hard	line 36	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	She asks me my name	line 2	.....
2	Are you serious	line 6	.....
3	He has with him his parachute	line 10	.....
4	Her train arrives but she's not on it.	line 20	.....
5	my friends put their mobile phones on the table.	line 26	.....
6	She's talking to her friend about what time the film ends and where they can meet.	line 37-38	.....

8. Writing

Using your own words at least 150 words to write about the kinds of mobile phone and the function in daily life.

UNIT 7 TAXI

Greece. Well, my parents went on holiday to Crete last year . They got there very early in the morning so that the taxi ride from the airport to their hotel was in the dark. They were just beginning to doze off in the back seat when they were thrown violently to one side as the taxi swerved across the road. Suddenly wide-awake they could just make out in the weak headlights the tail of a rabbit as it zigzagged in panic. Thinking that the taxi driver was swerving to avoid the petrified animal my mother was rather taken aback when the driver turned round smacking his lips and cried ‘Rabbit! I love the rabbit! My wife cook for me!’ [9]

Colombia. Before I met my boyfriend he got a job teaching in Colombia. You can imagine that he was a bit worried about it, all those horror stories about drug gangs and guns, but he was also looking forward to it. Of course his first view of Bogota was from the taxi window on the way from the airport. The taxi driver was fascinated that he had come from England and wanted to try out his English. But when he heard that his passenger came from London he threw both arms up in the air with horror: ‘London! Is terrible! Is full of hooligans!’ [17]

Vietnam. A friend of mine lived in Hanoi for a few years. Taxis there were very cheap and she used them a lot. One night a taxi driver suggested he didn’t put the meter on and offered a cheaper price for the journey. Too tired to argue she agreed. But just as the taxi was about to turn the final

corner a man opened the door and jumped in beside her! She thought he wanted a ride so she decided to get out. But the man wouldn't let her pay and started shouting angrily at the driver. To my friend's horror he then started hitting the driver around the head. Rather frightened she got out the car and ran down the road. Only later did she find out that the taxi driver had been caught stealing from his company and they didn't want him to get away with it. [28]

Indonesia. Well, imagine how my sister felt when she went off for the first time to Jakarta for a business trip. After a few days she was still amazed at how friendly everyone was to her until she took a taxi back to her hotel one night. First she gave just the name of the hotel, but when asked she said the address too. Then she was asked how to get there but of course she hadn't a clue. Imagine how frightened she was when he started ranting and raving at her for not knowing the way. She said it was awful. [36]

The UK. A friend of a friend was in London for a conference. He took a cab and there were no problems: the driver knew the way and was very cheerful. The problem started when he realised he had stupidly left his laptop on the back seat! He called the company up and, in a panic, went straightaway to their Lost and Found office (and missing some of the conference as a result). He was over the moon to find the laptop waiting for him, and then very surprised that it was one of 2,900 left in taxis over the past six months! [44]

Tunisia. Well, my brother took a Mediterranean cruise one summer and had a day in Tunis. He spent most of the afternoon in the Medina buying presents when he suddenly realised he'd completely lost track of time and

there was only half an hour before the ship left the port. There had been loads of yellow taxis in the centre so he wasn't too bothered until he stood on the pavement and waited for one to appear - and of course there wasn't a single one in sight! Nothing! Frantic, he questioned a passer-by who explained that the cost for the taxi ride goes up in the evening so the taxi drivers disappear until they can charge higher prices! Luckily for my brother the man then offered to give him a lift and he caught the boat in the nick of time! [55]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives	
	1.	
	2.	
	3.	
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?		
Meeting 1		

2. Answer the following questions?

What have you done?			Date
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Taxi is a kind transportation.
2	Taxi operates every 24 hours
3	Taxi make easy our life for some reasons
4	Taxi is a small transportation

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F		
		1	They were just beginning to doze off in the back seat when they were thrown violently to one side as the taxi swerved across the road. [3-5]
		2	You can imagine that he was a bit worried about it, all those horror stories about drug gangs and guns, but he was also looking forward to it. [11-12]
		3	The taxi driver was fascinated that he had come from England and wanted to try out his English. [14-15]
		4	One night a taxi driver suggested he didn't put the meter on and offered a cheaper price for the journey. [19-21]
		5	Only later did not she find out that the taxi driver had been caught stealing from his company and they didn't want him to get away with it. [26-28]

	6	First she gave just the name of the hotel, but when asked she said the address too. [32-33]
	7	A friend of a friend was in London for a conference. [37]
	8	He was over the moon to find the laptop waiting for him, and then very surprised that it was one of 2,900 left in taxis over the past six months! [42-44]
	9	He does not spent most of the afternoon in the Medina buying presents when he suddenly realised he'd completely lost track of time and there was only half an hour before the ship left the port. [46-48]
	10	Luckily for my brother the man then offered to give him a lift and he caught the boat in the nick of time! [53-55]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	Well, my parents went on holiday to Crete last year . They got there very early in the morning so that the taxi ride from the airport to their hotel was in the dark.
line ...	2	You can imagine that he was a bit worried about it, all those horror stories about drug gangs and guns, but he was also looking forward to it.
line ...	3	But when he heard that his passenger came from London he threw both arms up in the air with horror: 'London! Is terrible! Is full of hooligans!'

line ...	4	But just as the taxi was about to turn the final corner a man opened the door and jumped in beside her!
line ...	5	Well, imagine how my sister felt when she went off for the first time to Jakarta for a business trip.
line ...	6	Then she was asked how to get there but of course she hadn't a clue. Imagine how frightened she was when he started ranting and raving at her for not knowing the way.
line ...	7	The problem started when he realised he had stupidly left his laptop on the back seat! He called the company up and, in a panic, went straightaway to their Lost and Found office
line ...	8	Well, my brother took a Mediterranean cruise one summer and had a day in Tunis.
line ...	9	There had been loads of yellow taxis in the centre so he wasn't too bothered until he stood on the pavement and waited for one to appear.
line ...	10	Luckily for my brother the man then offered to give him a lift.

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	move	line 1	.....
2	sharply	line 4	.....
3	slap	line 8	.....
4	interested	line 14	.....
5	proposal	line 20	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	former	line 26	.....
2	Come back	line 29	.....
3	brave	line 34	.....
4	smartly	line 39	.....
5	after	line 48	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	They got there very early in the morning so that the taxi ride from the airport to their hotel was in the dark.	line 1-3	.....
2	but he was also looking forward to it.	line 12	.....
3	Rather frightened she got out the car and ran down the road.	line 25-26	.....
4	First she gave just the name of the hotel	line 32	.....
5	He was over the moon to find the laptop	line 42	.....
6	the man then offered to give him a lift and he caught the boat in the nick of time!	line 54-55	.....

8. Writing

Using your own words at least 150 words to write about the taxis in your city.

UNIT 8 BANKING

First person. “I don’t like banks – never have and never will. They make a lot of money from people like me, and I don’t have a lot of money to give. Why should I pay for a bank to have my money? I prefer to use cash only – then I always know exactly how much I have. It also stops me from going overdrawn – if I don’t have it I can’t spend it! So all my money is kept somewhere safe in the house (no, not under the mattress!). Sometimes I worry about burglars but I don’t think they’ll find anything. Even my wife doesn’t know where it is! For me this is so much simpler, banks are confusing places for old people, with lots of difficult paperwork.” [9]

Second person. “I can’t live without a bank account. Firstly, my salary goes directly into my bank. Secondly, I have an online account and so most of my banking is done on my computer nowadays, in fact I can’t remember the last time I went into a bank building. It’s very simple and safe to pay large amounts of money, for example my rent. Thirdly, it’s convenient. Whenever I want money I simply withdraw some from an ATM. I do have to be careful with my credit card though. Last year I went overdrawn and the bank charged me a lot for that. If there’s any money left in my current account at the end of each month I transfer this to my savings account.” [19]

Third person. “I have a bank account but I hate it. They charge me so much for everything. For example, they charge me for taking money out and for writing a cheque.

It's terrible – every year I pay the bank for keeping my money! Also, if I do anything wrong I get charged a lot for that too. I was late paying my credit card bill one month – only by a few days – and they made me pay \$40 for that! I don't earn a lot of money so this was a big problem for me. Of course, they charge me for the credit card too! When I try to call them it's impossible to speak to anyone who can help me. Banks are good for people with lots of money but not for low paid workers like me.” [29]

Fourth person. “I belong to a time bank – there's no money involved, only time! How does it work? Well, every time a person does something to help someone else they earn a time credit. One hour's work is one time credit. It doesn't matter what the work is – all work is considered of equal value. I'm a hairdresser so when I spend an hour cutting someone's hair I get one time credit. I can spend the time credits on different things. I can give one time credit when I go to my local yoga class, or another time credit to the man next door when he cuts my grass, or to Mrs Smith for two jars of her homemade jam. It's free to join and the 'money' stays in the community – and there's no tax either! [39]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives	
	1.	
	2.	
	3.	
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?		

Meeting 1

2. Answer the following questions?

What have you done?		Date	
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do? 5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Banks make a lot of money from people.
2	Banks charge customers so much for everything.
3	Banks are the unit to save money.
4	Banks are different ways to serve customers

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 They make a lot of money from people like me, and I don't have a lot of money to give. [1-2]
		2 Sometimes I worry about burglars but I don't think they'll find anything. [7]

		3	I have an online account and so most of my banking is not done on my computer nowadays. [10-11]
		4	I have an online account and so most of my banking is done on my computer nowadays. [16]
		5	I was not late paying my credit card bill one month – only by a few days [24]
		6	Of course, they do not charge me for the credit card too! [26]
		7	Banks are good for people with lots of money but not for low paid workers like me. [28-29]
		8	One hour's work is one time credit. [32]
		9	It doesn't matter what the work is – all work is considered of equal value. [33]
		10	I can spend the time credits on different things. [35]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	Why should I pay for a bank to have my money?
line ...	2	So all my money is kept somewhere safe in the house.
line ...	3	"I can't live without a bank account. Firstly, my salary goes directly into my bank.
line ...	4	It's very simple and safe to pay large amounts of money, for example my rent.
line ...	5	Last year I went overdrawn and the bank charged me a lot for that.
line ...	6	They charge me so much for everything.
line ...	7	I pay the bank for keeping my money!
line ...	8	When I try to call them it's impossible to speak to anyone who can help me.

line ...	9	It doesn't matter what the work is – all work is considered of equal value.
line ...	10	I can give one time credit when I go to my local yoga class

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	settle	line 3	.....
2	discover	line 7	.....
3	immediately	line 11	.....
4	suitable	line 15	.....
5	cost	line 17	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	attractive	line 22	.....
2	gain	line 25	.....
3	invite	line 28	.....
4	use	line 34	.....
5	chop	line 37	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	They make a lot of money from people like me, and I don't have a lot of money to give.	line 1-2	.....
2	if I don't have it I can't spend it	Line 5	.....
3	I transfer this to my savings account.	line 18-19	.....

4	They charge me so much for everything.	line 20-21	.....
5	How does it work	line 31	.....
6	next door when he cuts my grass	line 37	.....

8. Writing

Using your own words at least 150 words to write about the kinds of the banks and the effect generated in your country.

UNIT 9 TOURISM

Coconut Island is a beautiful, tropical island with, of course, coconut palms, golden beaches and clear blue sea. I'm sorry, I made a mistake there. Coconut Island was a beautiful island. There are still coconut palms, golden beaches and clear blue sea but not like before. So, what happened? [5]

Well, the beach is full of people, sunbeds and umbrellas. The sea is full of speedboats, noisy jetskis and surfers. There are fewer palm trees because there are more and more buildings. Hotels, holiday resorts, guest houses, restaurants, swimming pools... you name it, Coconut Island has it. Paradise is no longer here, but the Paradise Hotel is. [10]

Perhaps I'm the only one who has a problem with this? The tourists seem happy: the weather is wonderful, the food is tasty and cheap, and the sea is warm. The local people seem happy: there are many people selling things on the beach, there are lots more jobs and better roads. The developers are certainly happy, there is building work everywhere. So, why am I unhappy? Well, I have a friend who was here five years ago. Her photo album is full of wonderful pictures of empty beaches. Also she has pictures of small, wooden bungalows on the beach. No need to book, she said, just turn up and you have the place to yourself – very basic, very cheap, very quiet and very peaceful. [20]

Not anymore! The beach is never empty – it's packed all day! There is music blaring from the cafés, children are

shouting and screaming, and the hotels are very expensive. Most of the them are full of holidaymakers who booked their trip months ago. I'm lucky to have a small room at the back of one hotel, and it's still expensive. [25]

But perhaps this is progress? Not only are the roads better but there is also a new medical clinic. The local kids now speak English 'Mister, mister, you want t-shirt?' and there are many new businesses opening all the time. Then I see an old woman trying to cross the road from her house to the shops. It's no longer a small, quiet road but a large and very busy one. She looks nervous and waits for someone to walk with her. The children no longer ride bicycles but race around the island on motorbikes. It's not so safe either – my friend stayed in a bungalow on the beach that had no lock. Now the hotel room says it's a good idea to put things in the safe box. Is this progress? [35]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives		
	1.		
	2.		
	3.		
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?			
Meeting 1			

2. Answer the following questions?

What have you done?			Date
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	The beach is full of people, sunbeds and umbrellas.
2	The tourists seem happy: the island is beautiful, the weather is wonderful, the food is tasty and cheap, and the sea is warm.
3	The beach is never empty – it's packed all day!
4	But perhaps this is progress?

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 Coconut Island is not a beautiful, tropical island with, of course, coconut palms, golden beaches and clear blue sea. [1-2]
		2 Well, the beach is full of people, sunbeds and umbrellas.[6]

	3	Paradise is no longer here, but the Paradise Hotel is. [10]
	4	There are many people selling things on the beach, there are lots more jobs and better roads. [13-14]
	5	Need to book, she said, just turn up and you have the place to yourself – very basic, very cheap, very quiet and very peaceful. [18-20]
	6	Most of the hotels are full of holidaymakers who booked their trip months ago. [23-24]
	7	But perhaps this is progress? Not only are the roads better but there is also a new medical clinic. [26-27]
	8	Then I see an old woman trying to cross the road from her house to the shops. [29-30]
	9	She looks nervous and waits for someone to walk with her. [31]
	10	Now the hotel room says it's not a good idea to put things in the safe box. [34]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	Coconut Island is a beautiful, tropical island with, of course, coconut palms, golden beaches and clear blue sea.
line ...	2	Coconut Island was a beautiful island.
line ...	3	There are fewer palm trees because there are more and more buildings.
line ...	4	Perhaps I'm the only one who has a problem with this?
line ...	5	So, why am I unhappy? Well, I have a friend who was here five years ago.

line ...	6	Well, I have a friend who was here five years ago.
line ...	7	I'm lucky to have a small room at the back of one hotel, and it's still expensive.
line ...	8	there are many new businesses opening all the time.
line ...	9	The children no longer ride bicycles but race around the island on motorbikes.
line ...	10	Is this progress?

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	lovely	line 1	.....
2	occupied	line 6	.....
3	glad	line 12	.....
4	manufacture	line 15	.....
5	essential	line 19	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	cheap	line 23	.....
2	misfortune	line 24	.....
3	old	line 27	.....
4	ignore	line 29	.....
5	dangerous	line 34	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	Coconut Island has it	line 9	.....
2	who was here five years ago.	line 16	.....
3	she said, just turn up and you have the place to your- self	line 18-19	.....
4	it's packed all day!	line 21	.....
5	Most of the them are full of holidaymakers who booked their trip months ago.	line 23-24	.....
6	She looks nervous and waits for someone to walk with her .	line 31	.....

8. Writing

Using your own words at least 150 words to write about the tourist places in your home town.

UNIT 10 WEDDING

Oлга: For us it's quite normal to have two weddings. I had two weddings. The first wedding is the civil ceremony which everyone has. Then, if you want, you can have a church wedding. In Germany we also have a special evening called Polterabend. People bring old cups and plates and they throw these on the floor! This is great fun, and we make a lot of noise! Then the new couple sweep up the broken pottery together. [6]

Manuela: In Colombia we have a very beautiful candle ceremony. There are three candles, the bride lights the candle on her right and the groom lights the candle on his left. Then, together, the new husband and wife light the middle candle. Now there are three burning candles. Then the two candles on the left and right are blown out and the middle candle is left to burn alone. I was so happy doing this! [12]

Meryem: There are many different kinds of wedding ceremonies in Turkey. Some brides have a separate celebration with their own family and can't see their future husband until the day of the wedding. We have a funny tradition with the bride's shoes. Her girlfriends write their names in her shoes. At the end of the day the bride looks into her shoes. If someone's name is missing that means they are the next person to get married. My sister was very happy because her name was no longer there. [19]

Noshilu: In Kenya and Tanzania the Maasia tribe have quite a simple wedding. The bride wears all her

jewellery – lots of earrings, necklaces and bracelets. The most important necklace is the one made by the bride's mother. It's always very beautiful and sometimes it can be very long. My necklace went down to my knees! My new husband came to my family's home and walked me to his family's home. I was then given some cows as a wedding present which now belong to my husband. [26]

Sitti: In Indonesia, weddings have a real “go large” factor. Everyone, even the vaguest acquaintance, colleague or neighbor is likely to receive an invitation. Commonly this can come by word of mouth or with some rural community weddings, everyone knows about it so everyone's expected to just come along! However, size does matter occasionally and a vast guest list tends to mainly apply to the wedding reception, as often the actual wedding ceremony will take place in a small shrine or limited capacity venue, so attendance there might be limited to immediate family only, particularly where specific religious and ceremonial rites are to be strictly observed. [36]

Lin: Our weddings have a lot of red because for us it's the colour of love, wealth and happiness. My wedding gown was the traditional red, and so were the invitations I sent out to our guests. The wedding gifts from my husband's family were in red baskets. Nowadays in China it's quite usual to have a video made in a park. The bride and groom give each other handkerchiefs with a picture of a duck on because ducks always stay together. And the colour of the hankies? [43]

Barbara: There are many different kinds of weddings depending on where your family comes from. You can

get married in a hall, on the beach, at home – wherever and however you want. It's also possible in the US to get married only a few hours after you propose. I was on holiday in Las Vegas and my boyfriend decided he wanted us to get married so we did! [48]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives	
	1.	
	2.	
	3.	
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?		
Meeting 1		

2. Answer the following questions?

What have you done? Date			
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	The wedding is the civil ceremony which everyone has.
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2	There are many different kinds of wedding ceremonies.
3	Our weddings have a lot of red because for us it's the colour of love, wealth and happiness.
4	Weddings have a real "go large" factor.

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 For us it's quite normal to have two weddings. I had two weddings. [1]
		2 This is great fun, and we make a lot of noise! Then the new couple sweep up the broken pottery together. [5-6]
		3 Then the two candles on the left and right are not blown out and the middle candle is left to burn alone. I was so happy doing this! [10-12]
		4 Some brides have a separate celebration with their own family and can't see their future husband until the day of the wedding. [14-15]
		5 My sister was very happy because her name was no longer there. [19]
		6 The most important necklace is the one made by the bride's farther. [22-23]
		7 I was then given some cows as a wedding present which now belong to my husband. [25-26]
		8 I was then given some cows as a wedding present which now belong to my husband. [29-31]
		9 Our weddings have not a lot of red because for us it's the colour of love, wealth and happiness. [37-38]

		10	There are many different kinds of weddings depending on where your family comes from. [44-45]
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5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	In Germany we also have a special evening called Polterabend.
line ...	2	In Colombia we have a very beautiful candle ceremony. There are three candles, the bride lights the candle on her right and the groom lights the candle on his left.
line ...	3	There are many different kinds of wedding ceremonies.
line ...	4	Her girlfriends write their names in her shoes. At the end of the day the bride looks into her shoes.
line ...	5	In Kenya and Tanzania the Maasia tribe have quite a simple wedding.
line ...	6	My new husband came to my family's home and walked me to his family's home.
line ...	7	In Indonesia, weddings have a real "go large" factor. Everyone, even the vaguest acquaintance, colleague or neighbor is likely to receive an invitation.
line ...	8	However, size does matter occasionally and a vast guest list tends to mainly apply to the wedding reception
line ...	9	My wedding gown was the traditional red, and so were the invitations I sent out to our guests.

line ...	10	I was on holiday in Las Vegas and my boyfriend decided he wanted us to get married so we did!
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6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	ordinary	line 1	.....
2	fantastic	line 5	.....
3	reunion	line 9	.....
4	dissimilar	line 13	.....
5	lose	line 18	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	noisy	line 20	.....
2	trivial	line 22	.....
3	ugly	line 23	.....
4	sadness	line 38	.....
5	refuse	line 46	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	...they throw these on the floor!	line 4-5	.....
2	Her girlfriends write their names in her shoes.	line 16-17	.....
3	It's always very beautiful and sometimes it can be very long.	line 23	.....

4	Commonly this can come by word of mouth or with some rural community weddings, everyone knows about it	line 29-30	.....
5	My wedding gown was the traditional red, and so were the invitations I sent out to our guests.	Line 38-39	.....
6	You can get married in a hall, on the beach, at home – wherever and however you want.	line 45-46	.....

8. Writing

Using your own words at least 150 words to write about the process of wedding in your hometown.

UNIT 11 COMPUTER

My country is one of the poorest in the world. Very few people have computers or use the Internet. Some places have no computers because there's no electricity. Other places have electricity but there are no telephone lines so even with a computer people can't use the Internet. In 1995 a university was the first place to have the full Internet. I'm very lucky – my school is one of only a few high schools that also has computers. In my Information Technology classes I learn all about how to use computers and different programmes. Even for poor countries I think computers are important because they help people do their work or studies better. I want my parents to get email at home but it costs \$20 a month, which is expensive for us. To have the full Internet costs \$10 more – that's another reason why so few people in my country use the Internet, in fact less than 0.1%! Most of the users live in or near the capital, like me. We have many cyber cafés here. They're quite expensive, about \$3 an hour, but they're very popular. However, when there are lots of people using the Internet at the same time it can be so slow!" [16]

"I can't remember when I first started using a computer. My family has many, one for each member of the family. My dad has two – a desktop and a laptop. I don't think this is unusual in my country. The Internet system began in 1982 here and of course we have it at home, we pay about \$33 a month. We have loads of computers

in school too. I use them in my classes, for example my maths class and social studies class. In fact I think I'm right when I say every classroom in my country has computers connected to the Internet, and with high-speed servers too so it's all very quick. [25]

We have more computers per schoolchild than any other country. This is great for us because students who can use computers do better in some school subjects, especially maths. There are loads of cyber cafés in my country – not just in the capital, but all over. The first café started in 1995 and now we have over 22,000. The computers are modern, the connection is fast and it only costs about \$1 an hour! Some cafés are very small with less than 10 computers, others are enormous with hundreds of computers. I think over 65% of the population use the Internet.” [33]

“I use the computer quite a lot now. I remember when we first got computers in my office, we all had training on how to use them. It's great for my work and now I can't imagine doing my job without one! In 1999 most of the Internet connections in my country were from office computers, but not anymore. This is because cyber cafés are more and more popular, and you can find them in almost every city or small town. There are two main reasons why cyber cafés are so popular here. One is that they are much cheaper than using the Internet at home. It costs about \$30-35 a month to have access at home but cafés can be as little as \$1 an hour. Another reason is that the cafés are very popular with students. Although a university was the first place to have the full Internet in 1989, many schools and universities still don't have computers or the Internet.

I think that most people in my country use the Internet outside of the home, especially as buying a computer can also be expensive for us. Only about 15% of people in my country use the Internet and only 6% have it at home.” [49]

Exercises

1. Fill the following sheet:

	State the final task and / or objectives	
	1.	
	2.	
	3.	
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?		
Meeting 1		

2. Answer the following questions?

What have you done? Date			
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	Computer make easy our lives.
2	“I can’t remember when I first started using a computer.

3	We have more computers per school child than any other country.
4	I use the computer quite a lot now.

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 Very many people have computers or use the Internet. Some places have no computers because there's no electricity. [1-3]
		2 Even for poor countries I think computers are important because they help people do their work or studies better. [8-9]
		3 We do not have many cyber cafés here. [13-14]
		4 "I can't remember when I first started using a computer. My family has many, one for each member of the family. [17-18]
		5 We have no loads of computers in school too. I use them in my classes, for example my maths class and social studies class. [21-22]
		6 We have more computers per schoolchild than any other country. [26]
		7 There are loads of cyber cafés in my country – just in the capital, but all over. [28-29]
		8 I think over 65% of the population use the Internet. [33]
		9 This is because cyber cafés are not more and more popular, and you can find them in almost every city or small town.[38-39]

	10	Only about 15% of people in my country use the Internet and only 6% have it at home. [47-49]
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5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	In 1995 a university was the first place to have the full Internet.
line ...	2	To have the full Internet costs \$10 more – that's another reason why so few people in my country use the Internet, in fact less than 0.1%! Most of the users live in or near the capital, like me.
line ...	3	However, when there are lots of people using the Internet at the same time it can be so slow!
line ...	4	I don't think this is unusual in my country. The Internet system began in 1982 here and of course we have it at home, we pay about \$33 a month.
line ...	5	In fact I think I'm right when I say every classroom in my country has computers connected to the Internet, and with high-speed servers too so it's all very quick.
line ...	6	We have loads of computers in school too. I use them in my classes, for example my maths class and social studies class.
line	7	"I use the computer quite a lot now. I remember when we first got computers in my office, we all had training on how to use them.
line ...	8	It's great for my work and now I can't imagine doing my job without one!
line ...	9	One is that they are much cheaper than using the Internet at home.

line ...	10	I think that most people in my country use the Internet outside of the home.
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6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	neediest	line 1	.....
2	employed	line 4	.....
3	assist	line 9	.....
4	motive	line 12	.....
5	common	line 15	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	thoughtlessness	line 19	.....
2	abuse	line 21	.....
3	high speed	line 24	.....
4	unimportant	line 32	.....
5	disreputable	line 43	.....

7. Focus review

Contextual reference

Now look back at the text and find out what the words in bold typeface refer to.

1	which is expensive for us	line 9-10	.....
2	They're quite expensive, about \$3 an hour	line 14	.....
3	who can use computers do better in some school subjects, especially maths.	line 27-28	.....
4	and you can find them in almost every city or small town	line 39	.....

5	One is that they are much cheaper than using the Internet at home.	Line 40-41	.....
6	It costs about \$30-35 a month to have access at home but cafés can be as little as \$1 an hour.	line 42-43	.....

8. Writing

Using your own words at least 150 words to write about the function of computer in daily activities.

Unit 12 Education

Education System

The Indonesian education system is based on a 12-year school structure (6+3+3) followed by four years at the undergraduate level and two years at the master's level for students pursuing non-vocational studies. Education is compulsory for the first nine years (primary and junior secondary), and Islamic education is offered at all levels. The language of instruction is *Bahasa Indonesia*, but local regional languages may be used in the first three years of primary school. The school year runs from mid-July to mid-June on a semester system [8].

Alongside the general education system, there are also Islamic schools or *madrasahs*. Islamic primary, lower and upper secondary schools are known as *Madrasah Ibtidaiyah* (MI), *Madrasah Tsanawiyah* (MT), and *Madrasah Aliyah* (MA), respectively. Technical and vocational education within the Islamic school system, known as *Madrasah Aliyah Kejuruan* (MAK), is also provided. *Madrasah* schools follow the same 6-3-3 system structure as in general education [15].

The Ministry of National Education and Ministry of Religious Affairs have oversight of secondary, vocational and higher education, including state and private religious schools, which must adopt core curriculum developed by the Ministry of National Education. The Ministry of Religious Affairs primarily oversees the religious components of Islamic curricula [20].

Primary Education (*sekolah dasa – SD*)

Primary schooling begins at the age of six for most children and is compulsory for all. The six-year curriculum includes: Civics and religious education, moral education, Indonesian history, *Bahasa Indonesia* (national language), mathematics, science, social studies, physical education, and art [25].

Junior Secondary Education (*Sekolah Menengah Pertama – SMP*)

Junior secondary schooling is three years in length (grades 6-9) and the curriculum includes: *Pancasila* (civics), religious education, *Bahasa Indonesia*, English language, mathematics, biology, chemistry, physics, economics, geography, history, art, and physical education [29].

Students graduate with the Certificate of Completion of Junior Secondary Education (*Surat Tanda Tamat Belajar: Sekolah Menengah Pertama – STTB: SMP* or *Ijazah: SMP*), which is issued by the school attended [32].

In addition, the Certificate of Graduation (*Surat Keterangan Hasil Ujian Nasional – SKHUN*) is issued to students who pass the National Examination (*Ujian [Akhir] Nasional – UN/UAN*) set by the Department of National Education at the end of grade 9. Students are tested in mathematics, English, *Bahasa Indonesia*, and sciences. Results are indicated on the certificate. In 2010, 63.7 percent of lower secondary students were in public schools [38].

Upper Secondary Education (*Sekolah Menengah Atas – SMA*)

Upper secondary education is three years in length (grades 9-12), with the first-year curriculum being more generalist than the last two. Students join either the general academic (*Sekolah Menengah Atas – SMA*) or vocational stream (*Madrasah Aliyah Kejuruan – MAK*) upon entry into upper secondary [43].

From the second year of the general academic upper secondary stream, students specialize in one of four discipline groups, while also continuing to study core subjects:

- Natural Sciences
- Social Sciences
- Languages
- Religion (at madrasah schools)

The stream or discipline chosen by students will generally determine the field of study that they apply for at the higher-education level, should they chose to further their studies, although the emphasis on specialization has been lessened over the last decade [54].

Exercises

1. Fill the following sheet:

	State the final task and / or objectives	
	1.	
	2.	
	3.	
What have you done today which will help you to carry out the final task and/or to fulfil the objectives (as stated above)?		

Meeting 1

2. Answer the following questions?

What have you done? Date			
2. What did you like best (why)?	3. What could be changed? (How)?	4. How did you do?	
		5. What have you learnt and what are you able to do?	6. What do you need to pay more attention to, revise, study?

3. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1	The Indonesian education system is based on a 12-year school
2	Education is compulsory for the first nine years
3	Primary schooling begins at the age of six for most children and is compulsory for all.
4	Junior secondary schooling is three years in length

4. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statement become true.

T	F	
		1 The Indonesian education system is based on a 12-year school structure (6+3+3) followed by four years at the undergraduate level and two years at the master's level for students pursuing non-vocational studies [1-4].
		2 The language of instruction is <i>Bahasa Indonesia</i> , but local regional languages may be used in the first three years of primary school. The school year runs from mid-July to mid-June on a semester system [5-8].
		3 Alongside the general education system, there are not also Islamic schools or <i>madrasahs</i> Islamic primary, lower and upper secondary schools are known as <i>Madrasah Ibtidaiyah</i> (MI), <i>Madrasah Tsanawiyah</i> (MT), and <i>Madrasah Aliyah</i> (MA), respectively [9-12].
		4 Technical and vocational education within the Islamic school system, known as <i>Madrasah Aliyah Kejuruan</i> (MAK), is also provided. <i>Madrasah</i> schools follow the same 6-3-3 system structure as in general education [12-15].
		5 The Ministry of National Education and Ministry of Religious Affairs have oversight of secondary, vocational and higher education, including state and private religious schools, which must adopt core curriculum developed by the Ministry of National Education [16-19].
		6 The Ministry of Religious Affairs is not primarily oversees the religious components of Islamic curricula [19-20].
		7 Primary schooling begins at the age of six for most children and is compulsory for all [21-22]

	8	The six-year curriculum includes: Civics and religious education, moral education, Indonesian history, <i>Bahasa Indonesia</i> (national language), mathematics, science, social studies, physical education, and art [22-25]
	9	Junior secondary schooling is three years in length (grades 6-9) and the curriculum includes: <i>Pancasila</i> (civics), religious education, <i>Bahasa Indonesia</i> , English language, mathematics, biology, chemistry, physics, economics, geography, history, art, and physical education [26-29].
	10	Students graduate with the Certificate of Completion of Junior Secondary Education (<i>Surat Tanda Tamat Belajar: Sekolah Menengah Pertama – STTB: SMP or Ijazah: SMP</i>), which is issued by the school attended [30-32]

5. Locating information

Find the passages in the text where the following ideas are expressed. Give the line references.

line ...	1	Students graduate with the Certificate of Completion of Junior Secondary Education (<i>Surat Tanda Tamat Belajar: Sekolah Menengah Pertama – STTB: SMP or Ijazah: SMP</i>), which is issued by the school attended
line ...	2	Junior secondary schooling is three years in length (grades 6-9) and the curriculum includes: <i>Pancasila</i> (civics), religious education, <i>Bahasa Indonesia</i> , English language, mathematics, biology, chemistry, physics, economics, geography, history, art, and physical education.

line ...	3	The six-year curriculum includes: Civics and religious education, moral education, Indonesian history, <i>Bahasa Indonesia</i> (national language), mathematics, science, social studies, physical education, and art.
line ...	4	Primary schooling begins at the age of six for most children and is compulsory for all
line ...	5	The Ministry of Religious Affairs primarily oversees the religious components of Islamic curricula
line ...	6	The Ministry of National Education and Ministry of Religious Affairs have oversight of secondary, vocational and higher education, including state and private religious schools, which must adopt core curriculum developed by the Ministry of National Education.
line ...	7	Technical and vocational education within the Islamic school system, known as <i>Madrasah Aliyah Kejuruan</i> (MAK), is also provided. <i>Madrasah</i> schools follow the same 6-3-3 system structure as in general education
line ...	8	Alongside the general education system, there are also Islamic schools or <i>madrasahs</i> Islamic primary, lower and upper secondary schools are known as <i>Madrasah Ibtidaiyah</i> (MI), <i>Madrasah Tsanawiyah</i> (MT), and <i>Madrasah Aliyah</i> (MA), respectively
line ...	9	The language of instruction is <i>Bahasa Indonesia</i> , but local regional languages may be used in the first three years of primary school. The school year runs from mid-July to mid-June on a semester system
line ...	10	The Indonesian education system is based on a 12-year school structure (6+3+3) followed by four years at the undergraduate level and two years at the master's level for students pursuing non-vocational studies.

6. Understanding words

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

1	teaching	line 1	.....
2	necessary	line 4	.....
3	practice	line 6	.....
4	realize	line 13	.....
5	own	line 17	.....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

1	stop	line 21	.....
2	width	line 26	.....
3	commence	line 35	.....
4	reject	line 51	.....
5	increase	line 54	.....

7. Writing

Using your own words at least 150 words to write about the education in Indonesia

PANSWER STUDENTS' WORKBOOK

UNIT 1 HOMES

- 1.
- 2.
3. Main idea
 4. Luke Jack has an amazing home
4. Understanding the passage
 1. T
 2. T
 3. T
 4. T
 5. F
 6. F
 7. T
 8. T
 9. T
 10. T
5. Locating information
 1. ll 2-3
 2. ll 4-5
 3. ll 8
 4. ll 11-12
 5. ll 13-14
 6. ll 16-17
 7. ll 14-16
 8. ll 21-22
 9. ll 23-25
 10. ll 30-32

6. Understanding words

Synonyms

1. amazing
2. quiet
3. safe
4. ideal
5. credible

Antonyms

1. crashing
2. noisy
3. easy
4. beautiful
5. different

7. Focus review

Contextual reference

1. luke Jack
2. luke Jack
3. lighthouses
4. countryside
5. dolphins
6. garden

8. Writing

UNIT 2 COOKING

- 1.
- 2.
3. Main idea
 1. Ben isn't a good cook
4. Understanding the passage

1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. T
9. T
10. T

5. Locating information

1. ll 1
2. ll 4
3. ll 5-6
4. ll 8-9
5. ll 11
6. ll 10
7. ll 11-12
8. ll 14
9. ll 20
10. ll 31

6. Understanding words

Synonyms

1. different
2. horriblet
3. talk about
4. mysterious
5. problem

Antonyms

1. nervous
2. big

3. horrible
4. little
5. outside
7. Focus review
- Contextual reference
1. Ben
2. cook
3. Ben
4. Ben
5. unstated name
6. unstated name
8. Writing

UNIT 3 COFFEE

- 1.
- 2.
3. Main idea
1. Around the world more people drink coffee than tea
4. Understanding the passage
1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. T
9. T
10. T

5. Locating information

1. ll 1
2. ll 4
3. ll 6
4. ll 9-10
5. ll 12-13
6. ll 28-29
7. ll 18-19
8. ll 20-22
9. ll 30-31
10. ll 32-33

6. Understanding words

Synonyms

1. know
2. roasted
3. surprised
4. noticed
5. mixed

Antonyms

1. later
2. growing
3. strong
4. higher
5. hot

7. Focus review

Contextual reference

1. Around the world more people drink coffee than tea
2. beans
3. Kaldi
4. goats

5. caffeine
6. 150 milligrams
8. Writing

UNIT 4 HAIR

- 1.
- 2.
3. Main idea
 1. Everybody has the different length or colour of the hair
4. Understanding the passage
 1. T
 2. F
 3. T
 4. T
 5. T
 6. F
 7. F
 8. T
 9. T
 10. T
5. Locating information
 1. ll 1-2
 2. ll 4
 3. ll 5-6
 4. ll 6
 5. ll 14-15
 6. ll 11-12
 7. ll 20-21
 8. ll 22

9. ll 28-29
- 10.ll 34-35
6. Understanding words
 - Synonyms
 1. have
 2. imagine
 3. wonder
 4. happened
 5. conservative
 - Antonyms
 1. stop
 2. religious
 3. separates
 4. grew
 5. many
7. Focus review
 - Contextual reference
 1. you
 2. you
 3. hair
 4. Monk and Sikh
 5. Monk and Sikh
 6. All had long hair
8. Writing

UNIT 5 MOSQUITOUS

- 1.
- 2.
3. Main idea

3. Some dangerous effects are caused by
mosQUITOUS

4. Understanding the passage

1. F
2. F
3. T
4. T
5. T
6. T
7. F
8. T
9. T
10. T

5. Locating information

1. ll 2-3
2. ll 4-6
3. ll 8-9
4. ll 10-11
5. ll 14-15
6. ll 17-19
7. ll 22
8. ll 26-27
9. ll 31-32
10. ll 43-44

6. Understanding words

Synonyms

1. reduced
2. reluctant
3. leaving
4. symptoms
5. cheap

Antonyms

1. like
 2. good
 3. simply
 4. expensive
 5. clean
7. Focus review

Contextual reference

1. bednets
 2. moquitous
 3. chloroquine
 4. Using mosquito repellent
 5. fish
 6. a mosquitou fish
8. Writing

UNIT 6 MOBILE PHONE

- 1.
- 2.
3. Main idea
 4. A mobile phone is important for everybody for some reasons
4. Understanding the passage
 1. T
 2. F
 3. T
 4. T
 5. T
 6. T
 7. T

8. T

9. T

10.F

5. Locating information

1. ll 1

2. ll 4

3. ll 9-10

4. ll 15-16

5. ll 21-22

6. ll 25-26

7. ll 30

8. ll 32-33

9. ll 31-32

10.ll 39-40

6. Understanding words

Synonyms

1. new

2. shocked

3. strong

4. rescue

5. take

Antonyms

1. true

2. remember

3. put

4. funny

5. softly

7. Focus review

Contextual reference

1. The bank account client

2. The bank account client

3. The bank manager
4. Syrine
5. Syrine
6. Syrine
8. Writing

UNIT 7 TAXI

- 1.
- 2.
3. Main idea
 3. Taxi makes easy our life for somereasons
4. Understanding the passage
 1. T
 2. T
 3. T
 4. T
 5. F
 6. T
 7. T
 8. T
 9. F
 10. T
5. Locating information
 1. ll 1-3
 2. ll 11-13
 3. ll 15-17
 4. ll 21-22
 5. ll 29-30
 6. ll 34-36
 7. ll 39-41

8. ll 45-46
 9. ll 48-50
 10. ll 53-55
6. Understanding words

Synonyms

1. went
2. violently
3. smacking
4. fascinated
5. suggested

Antonyms

1. later
2. went off
3. frightened
4. stupidly
5. before

7. Focus review

Contextual reference

1. My parents
2. boyfriend
3. a friend of mine
4. A friend of a friend
5. A friend of a friend
6. my brother

8. Writing

UNIT 8 BANKING

- 1.
- 2.
3. Main idea

3. Banks are the unit to save money
4. Understanding the passage
 1. T
 2. T
 3. F
 4. T
 5. F
 6. F
 7. T
 8. T
 9. T
 10. T
5. Locating information
 1. ll 3
 2. ll 5-6
 3. ll 10-11
 4. ll 13-14
 5. ll 16-17
 6. ll 20-21
 7. ll 22-23
 8. ll 27-28
 9. ll 33
 10. ll 35-36
6. Understanding words
Synonyms
 1. pay
 2. find
 3. directly
 4. convenient
 5. charged

Antonyms

1. terrible
 2. earn
 3. frightened
 4. spent
 5. cut
7. Focus review
- Contextual reference
1. banks
 2. client
 3. money
 4. a bank account
 5. a time bank
 6. the man
8. Writing

UNIT 9 TOURISM

- 1.
- 2.
3. Main idea
 2. The tourists seem happy: the weather is wonderful, the food is tasty and cheap, and the sea is warm.
4. Understanding the passage
 1. F
 2. T
 3. T
 4. T
 5. F
 6. T

7. T

8. T

9. T

10. F

5. Locating information

1. ll 1-2

2. ll 3

3. ll 7-8

4. ll 11

5. ll 17

6. ll 17

7. ll 24-25

8. ll 28

9. ll 30

10. ll 35

6. Understanding words

Synonyms

1. beautiful

2. full of

3. happy

4. developer

5. very basic

Antonyms

1. expensive

2. lucky

3. new

4. spent

5. safe

7. Focus review

Contextual reference

1. The beach
 2. A friend
 3. local girl
 4. beach
 5. children
 6. an old woman
8. Writing

UNIT 10 WEDDING

- 1.
- 2.
3. Main idea
 1. The wedding is the civil ceremony which everyone has.
4. Understanding the passage
 1. T
 2. T
 3. F
 4. T
 5. T
 6. F
 7. T
 8. T
 9. F
 10. T
5. Locating information
 1. ll 3-4
 2. ll 7-9
 3. ll 13
 4. ll 16-17

5. ll 20-21
 6. ll 24-25
 7. ll 27-29
 8. ll 31-32
 9. ll 38-39
 10. ll 47-48
6. Understanding words
- Synonyms
1. normal
 2. great
 3. husband and wife
 4. different
 5. missing
- Antonyms
1. quite
 2. important
 3. beautiful
 4. happiness
 5. want
7. Focus review
- Contextual reference
1. people
 2. brides
 3. necklace
 4. rural community wedding
 5. bride
 6. Olga, Manuela, Maryem, Noshilu, Sitti, Lin, Barbara
8. Writing

UNIT 11 COMPUTER

- 1.
- 2.
3. Main idea
 1. Computer makes easy our lives
4. Understanding the passage
 1. F
 2. T
 3. F
 4. T
 5. F
 6. T
 7. F
 8. T
 9. F
 10. T
5. Locating information
 1. ll 4-5
 2. ll 11-13
 3. ll 15-16
 4. ll 19-21
 5. ll 23-25
 6. ll 21-22
 7. ll 34-35
 8. ll 35-36
 9. ll 40-41
 10. ll 45-46
6. Understanding words
 - Synonyms
 1. poorest

2. use
3. help
4. reason
5. very popular

Antonyms

1. unusual
 2. use
 3. low speed
 4. enormous
 5. popular
7. Focus review
- Contextual reference
1. email
 2. cyber cafes
 3. students
 4. cyber cafes
 5. cyber cafes
 6. cyber
8. Writing

UNIT 12 EDUCATION

- 1.
- 2.
3. Main idea
 1. The Indonesian education system is based on a 12-year school
4. Understanding the passage
 1. T
 2. T
 3. F

4. T
5. T
6. F
7. T
8. T
9. T
10. T

5. Locating information

1. ll 30-32
2. ll 26-29
3. ll 22-25
4. ll 21-22
5. ll 19-20
6. ll 16-19
7. ll 12-15
8. ll 9-12
9. ll 5-8
10. ll 1-4

6. Understanding words

Synonyms

1. learning
2. compulsory
3. use
4. known
5. have

Antonyms

1. begins
2. length
3. stop
4. chosen
5. lesson

7. Writing

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