

## Basic Course Outlines

| Session | Description   | Source |
|---------|---|--------|
| 1       | <p>My Personal Information<br/>Introducing <i>Sounds in English: Vowel and Consonant Sounds</i>, through:</p> <ul style="list-style-type: none"> <li>• Promoting the awareness of pronouncing all the sounds: (1) spelling names and terminologies related to educational fields, and (2) transcribing nursery rhymes;</li> <li>• Developing students' confidence in speaking in English well through applying good pronunciation;</li> <li>• Building students' confidence in writing through introducing a concept of paragraph and developing paragraphs using sources from the students' personal information, e.g. developing the main idea <i>name</i> in a paragraph, <i>hobby</i> in a paragraph, etc. (This writing activity can become: (1) students' album for at least during one semester, to acquaint all the students well, (2) students' diagnostic test, to know their start capability in English, as well as (3) practice for the students to correct their own mistakes in writing, especially done in the middle of the semester, after they have taught grammar in English).</li> </ul> | BBM 1  |
| 2       | <p>Dictionary Use 1:<br/>Introducing simple arithmetic: numbers, shapes and symbols (punctuations), through:<br/>Improving the students' awareness to the differences of those in English writing, that would also be beneficial for the teaching of English to young learners, as well as for developing the students understanding in reading statistical textbooks in English, when they should write their final writing project.</p>   | BBM 1  |
| 3       | <p>Dictionary Use 2:<br/>Introducing <i>Parts of Speech: Noun (n), Verb (v), Adjective (adj), Adverb (adv), Preposition (prep), Conjunction (conj), Exclamatory</i>, through:</p> <ul style="list-style-type: none"> <li>• Analyzing The Relationship of Nouns and Adjectives in a Sentence;</li> <li>• Analyzing The Relationship of Verbs and Adverbs in a Sentence;</li> <li>• Analyzing Prepositions and Types of Conjunction: Coordinate: and, but, or; correlative (n)either ... (n)or,</li> </ul>  | BBM 2  |

|   |   |       |
|---|---|-------|
|   | <p>not only ... but also; subordinate: because, if, etc.</p> <ul style="list-style-type: none"> <li>• Building vocabularies in Parts of Speech through recognizing <i>word-endings</i> of Noun Thing and Noun Person, Verb, Adjective, and Adverb.</li> </ul>   |       |
| 4 | <p>Nouns and Adjectives<br/>Common and Proper Nouns;<br/>Abstract and Concrete Nouns;<br/>Singular and Plural Nouns (Regular and Irregular plurals);<br/>Definite and Indefinite Pronouns;<br/>Adjectives: Articles, numbers/quantities, etc.</p>   | BBM 2 |
| 5 | <p>Verbs and Adverbs<br/>Transitive, Bi-transitive and Intransitive Verbs;<br/>Main Verbs and Their function in grammar: Base Verb, present verb, present participle, Past Verb, Past Participle<br/>Irregular Verbs and Their Conjugations;<br/>Auxiliaries: Primary (be, do, have) and Modal (will, can, may, etc.) Auxiliaries<br/>Adverbs: Adverb of Manner (Adj + ly); Adverb of Place, and Adverb of Time<br/>Degree Comparisons of Adverbs and Adjectives</p>  | BBM 2 |
| 6 | <p>Introducing <i>Parts of a Sentence</i>:<br/>Subject, Verb, Object, Adverb, and Complement (S, V, O, A, C).<br/> <ul style="list-style-type: none"> <li>• Analyzing Simple Sentences;</li> <li>• Analyzing Compound Sentences;</li> </ul> </p>  | BBM 2 |
| 7 | <p>Grammar Review 1: Simple Sentences in Active Voices<br/> <ul style="list-style-type: none"> <li>• Understanding the concept of <i>Present and Past Tenses</i>;</li> <li>• Understanding the concept of <i>Simple and Perfect Tenses</i>;</li> <li>• Analyzing the use of Present Continuous/Progressive, Simple Present, <i>Present Future and Future Continuous Tenses</i>; 5 sense Verbs; Gerunds and Imperative in Present Tenses;</li> <li>• Analyzing the use of Past Continuous/Progressive and Simple Past, <i>Past Future and Future Continuous Tenses</i>; 5 sense verbs, Gerund and Imperative in Past Tenses.</li> </ul> </p> | BBM 3 |
| 8 | <p>Grammar Review 2: Perfect Sentences and Passive Voices<br/> <ul style="list-style-type: none"> <li>• Reviewing the concept of <i>Simple and Perfect Tenses</i>;</li> <li>• Analyzing the use of Present Perfect Continuous/Progressive, Present Perfect, <i>Present Future Perfect and Future Perfect Continuous Tenses</i>;</li> </ul> </p>   | BBM 4 |

|    |   |                             |
|----|---|-----------------------------|
|    | <ul style="list-style-type: none"> <li>Analyzing the use of Past Perfect Continuous/Progressive and Past Perfect, Past <i>Future Perfect</i> and <i>Future Perfect Continuous</i> Tenses;</li> <li>Analyzing the use of Passive Voices.</li> </ul>  |                             |
| 9  | Midterm Examination   | BBM 1 - 4                   |
| 10 | <p>Complex Sentences:<br/>Independent/Main and Dependent/Subordinate Clauses</p> <p>Analyzing Independent/Main Clauses: Simple and Compound Sentences;</p> <p>Analyzing Dependent/Subordinate Clauses: Noun, Adjective, and Adverb Clauses.</p>   | <p>BBM 5</p> <p>BBM 6,7</p> |
| 11 | Grammar Enrichment: If clauses, parallelism, reported speech, Question Tags,  | BBM 8                       |
| 12 | Reading Strategy: The SQ3R Strategy   | BBM 9                       |
| 13 | <p>Academic Writing:</p> <ul style="list-style-type: none"> <li>Developing Main Ideas and Their Supporting Details in composing Paragraphs;</li> <li>Analyzing Genres in Writing: Descriptive, Narrative Texts.</li> <li>Writing a short paper text in the field of education.</li> </ul> | BBM 9                       |
| 14 | <p>Presentation</p> <p>Introducing the principle of public speaking;</p> <p>Selecting suitable media;</p>   | BBM 9                       |
| 15 | Group Presentation:   | BBM 9                       |
| 16 | Final Examination   | BBM 5-9                     |

**ENGLISH FOR FUTURE TEACHERS OF ELEMENTARY SCHOOLS**  
First Semester  
3 SKS

**BAHAN BELAJAR MANDIRI 1:  
INTRODUCTION TO ENGLISH SOUNDS**

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**PENDAHULUAN**

Pada Bahan Belajar Mandiri 1 ini, mahasiswa mengenal Abjad dalam Bahasa Inggris (*English Alphabet*), Bunyi-bunyi bahasa Inggris (*English Sounds*) baik dalam pengucapan kata maupun kalimat bahasa Inggris yang benar, termasuk lafal dan intonasi yang tepat, yang diperkenalkan melalui konsep-konsep pengenalan diri, memperkenalkan teman, latihan mengucapkan simbol bunyi sesuai dengan standar '*Received Pronunciation*'. Selain itu mahasiswa juga berlatih mengucapkan kata-kata melalui tema-tema maupun kegiatan yang berorientasi pada situasi pembelajaran di Sekolah Dasar.

**Tujuan Pembelajaran Umum**

Mahasiswa dapat mengucapkan bunyi kata maupun kalimat dalam bahasa Inggris dengan lafal dan intonasi yang tepat.

**Tujuan Pembelajaran Khusus**

1. Mahasiswa dapat mengeja kata maupun ungkapan yang berkaitan dengan salam pertemuan, perkenalan, dan salam perpisahan.
2. Mahasiswa dapat melafalkan bunyi dalam kata maupun kalimat bahasa Inggris sesuai dengan standar '*Received Pronunciation*' serta dengan lafal dan

intonasi yang tepat, melalui tema-tema dan kegiatan yang berorientasi pada situasi pembelajaran di sekolah dasar.

3. Mahasiswa dapat menuliskan informasi tentang dirinya dan merespon koreksi dosen melalui '*editing symbol*' dan melakukan '*self correction*' terhadap hasil karyanya tersebut.
4. Mahasiswa dapat menjawab pertanyaan secara langsung maupun tertulis terhadap berbagai hal yang berkaitan dengan seluruh kegiatan pembelajaran pada Bahan Belajar Mandiri 1.

Untuk membantu Anda mencapai tujuan tersebut, BBM ini diorganisasikan menjadi empat Kegiatan Belajar (KB), yaitu:

KB1 : Kata maupun ungkapan yang berkaitan dengan salam pertemuan, perkenalan, dan salam perpisahan.

KB2 : '*Received Pronunciation*'

KB3 : '*Editing Symbol*' dan '*Self Correction*'

KB4 : Menjawab pertanyaan secara langsung maupun tertulis

Untuk membantu Anda dalam mempelajari BBM ini ada baiknya Anda memperhatikan beberapa petunjuk belajar berikut ini:

1. Bacalah dengan cermat bagian pendahuluan ini sampai Anda memahami secara tuntas tentang apa, untuk apa, dan bagaimana mempelajari bahan belajar ini.
2. Bacalah secara sepintas bagian demi bagian dan temukan kata-kata kunci dari kata-kata yang dianggap baru. Carilah dan baca pengertian kata-kata kunci tersebut dalam kamus yang Anda miliki.
3. Tangkaplah pengertian melalui pemahaman sendiri dan diskusikan dengan mahasiswa lain atau dengan tutor Anda.
4. Untuk memperluas wawasan Anda, bacalah dan pelajari sumber-sumber lain yang relevan. Anda dapat menemukan bacaan dari berbagai sumber, termasuk dari internet.

5. Mantapkan pemahaman Anda dengan mengerjakan latihan dan melalui kegiatan diskusi dalam tutorial dengan mahasiswa lainnya atau teman sejawat.
6. Jangan lewatkan untuk mencoba menjawab soal-soal yang terdapat pada setiap akhir kegiatan belajar. Hal ini berguna untuk mengetahui apakah Anda sudah memahami dengan benar kandungan bahan belajar ini.

Selamat belajar!

***Kegiatan Belajar 1:***

**Reviewing English alphabet through greeting, introducing self and others, and parting**

| <b>ENGLISH ALPHABET</b> |               |           |           |           |           |           |
|-------------------------|---------------|-----------|-----------|-----------|-----------|-----------|
| <b>A a</b>              | <b>Bb</b>     | <b>Cc</b> | <b>Dd</b> | <b>Ee</b> | <b>Ff</b> | <b>Gg</b> |
| /æ/                     | /bi:/         | /si:/     | /di:/     | /i:/      | /ef/      | /dʒi:/    |
| <b>Hh</b>               | <b>Ii</b>     | <b>Jj</b> | <b>Kk</b> | <b>Ll</b> | <b>Mm</b> | <b>Nn</b> |
| /ei tʃ/                 | /ai/          | /dʒei/    | /kei/     | /el/      | /em/      | /en/      |
| <b>Oo</b>               | <b>Pp</b>     | <b>Qq</b> | <b>Rr</b> | <b>Ss</b> | <b>Tt</b> | <b>Uu</b> |
| /ɔʊ/                    | /pi:/         | /kju:/    | /ɑ:/      | /es/      | /ti:/     | /ju:/     |
| <b>Vv</b>               | <b>Ww</b>     | <b>Xx</b> | <b>Yy</b> | <b>Zz</b> |           |           |
| /vi:/                   | /d ʌ blju : / | /eks/     | /wai/     | /zed/     |           |           |

**I. Face to face conversation**

Listen to your lecturer explaining the greeting, introducing self and others, and parting below:

🔗 Greetings

| Formal  | Informal   |
|---|--|
| Good Morning/Afternoon/Evening/Night<br>(Ladies and Gentlemen/ Children/<br>Students, etc.) | Morning/Afternoon/Evening/Night<br>(Friends, fall, kids, guys, etc.) |

🔗 Introducing Myself

| Formal  | Informal  |
|---|---|
| <p>Hello Madam/Sir,</p> <p>I would like to/ Let me introduce myself to you. My name is .... My nationality is ..... My address is in ..... My interest/s is/are ....., ....., ..... My Profession is ..... My responsibilities in this ..... (Profession) are ....., ....., .....</p> | <p>Hi,</p> <p>I'm ..... I 'm from .....</p> <p>I live in ..... My hobby/ies is/are ....., ....., ..... I'm a/an ..... (Profession). I ..... everyday.</p> |

👂 Introducing (friends/colleagues, etc.) to other people

| Formal  | Informal   |
|---|--|
| <p>Hello Mister/Mrs./Miss. ....,</p> <p>I would like you to meet my .....<br/>(friends, colleagues/etc.). He is an expert<br/>in ...../ Let me introduce myself to<br/>you. My name is .... My nationality is<br/>..... . My address is in.... My<br/>interest/s is/are ....., .....,<br/>..... My Profession is ..... My<br/>responsibilities in this .....<br/>(profession) are ....., ....., .....</p> | <p>Hi,</p> <p>I'm ..... I 'm from .....</p> <p>I live in ..... My hobby/ies is/are<br/>.....,<br/>....., ....., ..... I'm a/an<br/>..... (Profession). I .....<br/>everyday.</p> |

👂 Partings

| Formal  | Informal   |
|---|--|
| <p>It is a glad/pleasure/really nice to meet<br/>you.</p> <p>But I have to go now. By the way, how<br/>about .....</p> <p>(continued by inviting to a meeting/an<br/>academic activities)</p> <p>See you (in the next meeting, etc.).</p> | <p>It's nice to meet you. How about .....</p> <p>(continued by inviting to a party/an<br/>informal activities)</p> <p>See you in (the party, etc.)</p> <p>See you soon</p> |





|                         |                  |
|-------------------------|------------------|
| See you again next time | See you tomorrow |
| Good Bye                | See you<br>Bye   |

**LATIHAN**

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Task 1.1

Practice these expressions in  'pairs' or  in 'group of three' as required (remember to (1) use the right stress and intonation and (2) ask 'how do you spell it?' or 'Could you repeat it, please!', whenever you can't catch the word). In this task you act as a new teacher, and you want to teach English to the class, you've been asked by a student; he is the chief of the class:

A. Introducing myself:

|              |   |  |
|--------------|---|--|
| Teacher      | : | ..... <sup>1</sup>   |
| All Students | : | Good morning Madam (in chorus)   |
| Teacher      | : | My name is ..... <sup>2</sup> (spelling your name). I would like to ..... <sup>3</sup> . I hope you will enjoy my class. I will be with you in this whole semester. If you have any queries during my teaching here, please do not hesitate to contact me to my home telephone ..... <sup>4</sup> or to my mobile phone ..... <sup>5</sup> . |
| Student A    | : | My name is ..... <sup>6</sup> . I'm ..... <sup>7</sup> . Could you repeat spelling your name again, Madam? I could not catch that.   |
| Teacher      | : | Yes, of course, it's ..... <sup>8</sup> (spelling the name again). Anyway, ..... <sup>9</sup> , ..... <sup>10</sup> (mention the student's name).  |

Student A : Nice to meet you, too. We hope we will enjoy your class, Ma'am.

B. Introducing a friend to other:

Task 1.2

You have to introduce your new colleague Intan to your headmaster, but your headmaster is in a hurry to have another appointment, and he promises to meet you in his office tomorrow.

You : .....<sup>1</sup>, Mr. Anton.  
Mr. Anton : Good evening, ..... (mentioning your name)  
You : Mr. Anton, I would like to introduce my colleague to you. This is Intan. She is my .....<sup>2</sup> when I was in.....<sup>3</sup>. Intan, this is Mr. Anton, He is .....<sup>4</sup>.  
Mr. Anton : .....<sup>5</sup>  
Intan : .....<sup>6</sup>, Mr. Anton.  
Mr. Anton : I am so sorry I'm in .....<sup>7</sup>, I've got to go now. I have .....<sup>8</sup>. Anyway, nice to meet you, Intan.  
Intan : .....<sup>9</sup>  
Mr. Anton. : See you tomorrow morning in my office for both of you  
Intan & You : .....<sup>10</sup>(in chorus)

C. When you meet your acquaintance

Biasanya jika bertemu dengan kenalan yang sudah dekat, biasanya percakapannya informal dan menggunakan nama panggilan.

Task 1.3

Practice the following dialogue. You meet your acquaintance who gets headache, and want to invite to your son's birthday party. Then, he is getting better, after you propose certain medicine.


|             |   |  |
|-------------|---|--|
| You         | : | Hello, ..... <sup>1</sup> , how are you?   |
| Your Friend | : | Hi, ..... <sup>2</sup> I'm not so well. I've got a terrible headache.  |
| You         | : | O, that's too bad. I want you to come to..... <sup>3</sup> next Friday night. Well, why don't you try this ..... <sup>4</sup> I always drink this whenever I've got ..... <sup>5</sup> , and it works. |
| Your Friend | : | Let me try this. Wow, it's a real surprise; I feel ..... <sup>6</sup> now. I hope I can come to your party that night.   |
| You         | : | That sounds ..... <sup>7</sup> . By the way, I'm in a hurry, actually. I have to prepare for my party. See you on Friday night in my party.  |
| Your Friend | : | ..... <sup>8</sup> , anyway have a nice day.   |
| You         | : | The same to you to.  |

## II. Telephone ☎ conversation

| Remember to always note:                  | <i>While You are Away</i>                 |
|---|---|
| When does the caller phone?               | Day/Date/Time: .....                      |
| Who is the caller?                        | From : .....                              |
| To whom does the caller want to speak to? | To : .....                                |
| What is the subject of the telephone?     | Concerning: .....                         |
| What is the message from the caller?      | Message : Call back later<br>Others ..... |

|                                   |                  |
|-----------------------------------|------------------|
| Who is the receiver of the phone? | Receiver : ..... |
|-----------------------------------|------------------|

Task1. 4:

 Practice the conversation below. Then, write any important message in your memo.

On Wednesday morning dated April 14<sup>th</sup>, 2006, at 9 o'clock the telephone in an elementary school rang. The headmaster is not in his office, as his secretary, you have to note every phones that come to your desk, and inform him every message that you get, while he is out (away from the school).

|           |   |  |
|-----------|---|--|
| Secretary | : | Good morning. This is ..... <sup>1</sup> elementary school. Is there anything I can do for you?  |
| Caller    | : | O, sure, I'd ..... <sup>2</sup> with the headmaster of your school. Is he in?.   |
| Secretary | : | ..... <sup>3</sup> , Sir. I'm afraid you can not speak with him now. He is in a meeting at the moment. May I have ..... <sup>4</sup> , Sir, and from what  |
| Caller    | : | company?.  |
| Secretary | : | I'm a parent of ..... <sup>5</sup> (student's name) He is in class 3 B.  |
| Caller    | : | Would you leave me ..... <sup>6</sup> for him<br>Actually, I have a serious ..... <sup>7</sup> to talk with. But, .... I think I should ..... <sup>8</sup> to him. Well, I think, I'll ..... <sup>9</sup> later. When does this meeting end? |
| Secretary | : | It ends around lunch time.   |
| Caller    | : | Well, then. Here's my telephone number 7275943, thank you. Bye.  |
| Secretary | : | ..... <sup>10</sup> .  |


Task 1.5.

Fill out this form based on the telephone conversation above.

| <i>While You are Away</i> |  |
|---------------------------|--|
| Day/Date/Time             | : .....                                    |
| From                      | : .....                                    |
| Telephone No.             | : .....                                    |
| Concerning/Of             | : .....                                    |
| Message                   | : <input type="checkbox"/> Call back later |
|                           | <input type="checkbox"/> Ask to be called  |
|                           | Other:<br>.....                            |
| Receiver                  | : .....                                    |

D. Completing Blank Forms

Task 1. 6

 Fill out these blanks on the form with your identity

**Student's Identity**

Name : .....

Place/Date of Birth : ....., .....

Address : .....

City ..... Province..... Zip Code .....

Phone: ..... Mobile Phone : .....

e-mail address: .....

Position in Family : .....

Family :

| Parent(s):  | Name  | Profession |
|-------------|-------|------------|
| Mother      | ..... | .....      |
| Father      | ..... | .....      |
| Sibling(s): |       |            |
| Oldest      | ..... | .....      |
| Older       | ..... | .....      |
| Older       | ..... | .....      |
| Younger     | ..... | .....      |
| Younger     | ..... | .....      |
| Youngest    | ..... | .....      |

#### Educational Background

| No | Institution | Location | Year of Graduation |
|----|-------------|----------|--------------------|
| 1. | .....       | .....    | .....              |
| 2. | .....       | .....    | .....              |
| 3. | .....       | .....    | .....              |
| 4. | .....       | .....    | .....              |

### Organizational Background

| No | Organization | Position | Responsibilities | Year  |
|----|--------------|----------|------------------|-------|
| 1. | .....        | .....    | .....            | ..... |
| 2. | .....        | .....    | .....            | ..... |
| 3. | .....        | .....    | .....            | ..... |
| 4. | .....        | .....    | .....            | ..... |

Have you taken English courses before attending this class?

If yes, mention:

Institution: ..... Year Attending: .....

Length of course: ..... Level .....

Other foreign that you've already mastered: ....., .....

### Rambu-rambu jawaban

Untuk membantu mengerjakan soal latihan di atas, Anda dapat mengacu pada uraian materi tentang:

1. Kata yang berkaitan dengan salam pertemuan, perkenalan, dan salam perpisahan.
2. Ungkapan yang berkaitan dengan salam pertemuan, perkenalan, dan salam perpisahan.

### RANGKUMAN

Penggunaan kata dan ungkapan dalam bahasa Inggris dapat berlangsung baik melalui percakapan tatap muka (*face to face conversation*) maupun telepon (*telephone conversation*). Percakapan tatap muka mencakup salam pertemuan (*greetings*), perkenalan diri sendiri (*introducing myself*) dan memperkenalkan seseorang (*introducing others*) - seperti teman, kolega, dll. - kepada orang lain, serta ungkapan salam saat berpisah setelah suatu pertemuan. Percakapan melalui telepon, dan identitas diri yang termasuk di dalamnya latar belakang, pendidikan dan organisasi.

### TES FORMATIF I

Complete this conversation.

Mr. Arif : Good morning, class.

Students : ..... (1), Sir

Mr. Arif : I would like you ..... (2) my colleague Mr.

Darmawan.

Mr. Darwan : Good morning

Students : Good morning, Sir

Mr. Arif : ..... (3) an expert in English teaching methodology.

Speaker A : Hello

Speaker B : ..... (4)

Speaker A : I'm Tono from Cibiru. Can I ..... (5) Irfan, please.

Speaker B : I'm sorry, Tono is going out for jogging. Would .....

(6) ..... (7) a message?

Speaker A : ..... (8). Please tell Irfan to call me back. This is my phone ..... (9), 7801840. Thank you.

Speaker B : ..... (10).

### BALIKAN DAN TINDAK LANJUT



Cocokkan hasil jawaban Anda dengan kunci jawaban Tes Formatif 1 yang ada pada bagian akhir bahan belajar mandiri ini. Kemudian hitunglah jumlah jawaban Anda yang benar dan gunakanlah rumus di bawah ini, untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 1:

**Rumus:**

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah Jawaban Anda yang benar}}{100} \times 100\%$$

Arti Tingkat Penguasaan:

90% - 100% : Baik Sekali

80% - 89% : Baik

70% - 79% : Cukup

< 69% : Kurang

**Kegiatan Belajar 2:**

**Identifying English Sound and Its Stress and Intonation**

Phonemic Transcription

🔔 When you transcribe sentences in English phonemic transcription, you will find the following symbols:

\* is for capital letters      | is for tone group boundary      || is for full stop

Stress and Intonation

🔔 Study the following symbols:

- is for stressed words      . is for unstressed words
- ' is for non-nuclear accented syllable (head)      ` is for high fall intonation
- ‘ is for high rise intonation      v is for fall rise intonation

Example:

He o`ften goes to the library.

He o’ften goes to the library.

Does he o<sup>v</sup>ften goes to the library.

We 'didn't go to the library | beca'use it was raining

Now, study the chart of phonetic transcription below (on the next page), and mainly focus to symbols that you do not well recognize, such as:

|       |   |   |   |    |   |    |   |    |   |    |   |    |
|-------|---|---|---|----|---|----|---|----|---|----|---|----|
| Vowel | : | æ | ʌ | ɑ: | ɪ | i: | ʊ | u: | ə | ɜ: | ɒ | ɔ: |
|-------|---|---|---|----|---|----|---|----|---|----|---|----|

|             |          |         |            |         |         |        |         |        |
|-------------|----------|---------|------------|---------|---------|--------|---------|--------|
|             | Aa       | li      | Uu         | Ee      | Oo      |        |         |        |
| Consonant : | tʃ<br>ch | ð<br>th | dʒ<br>g, j | ŋ<br>ng | ʃ<br>sh | z<br>s | θ<br>th | j<br>y |

## Phoneme Chart: English Vowel and Consonant Sounds

showing the symbols for phonemic transcription of English

| Vowel Phonemes |     |               | Consonant Phonemes |     |               |
|----------------|-----|---------------|--------------------|-----|---------------|
| 01             | /ɪ/ | p <u>ɪ</u> t  | 21                 | /p/ | p <u>ɪ</u> t  |
| 02             | /e/ | p <u>e</u> t  | 22                 | /b/ | b <u>ɪ</u> t  |
| 03             | /æ/ | p <u>a</u> t  | 23                 | /t/ | t <u>ɪ</u> me |
| 04             | /ɒ/ | p <u>o</u> t  | 24                 | /d/ | d <u>o</u> or |
| 05             | /ʌ/ | l <u>u</u> ck | 25                 | /k/ | k <u>a</u> t  |
| 06             | /ʊ/ | g <u>oo</u> d | 26                 | /g/ | g <u>e</u> t  |

|    |      |               |    |     |               |
|----|------|---------------|----|-----|---------------|
| 07 | /ə/  | <u>a</u> go   | 27 | /f/ | <u>f</u> an   |
| 08 | /i:/ | me <u>a</u> t | 28 | /v/ | <u>v</u> an   |
| 09 | /ɑ:/ | ca <u>r</u>   | 29 | /θ/ | <u>th</u> ink |
| 10 | /ɔ:/ | do <u>o</u> r | 30 | /ð/ | <u>th</u> at  |
| 11 | /ɜ:/ | gi <u>r</u> l | 31 | /s/ | <u>s</u> end  |
| 12 | /u:/ | to <u>o</u>   | 32 | /z/ | <u>z</u> ip   |
| 13 | /eɪ/ | da <u>y</u>   | 33 | /m/ | <u>m</u> an   |
| 14 | /aɪ/ | sk <u>y</u>   | 34 | /n/ | <u>n</u> ice  |
| 15 | /ɔɪ/ | bo <u>y</u>   | 35 | /ŋ/ | ri <u>ng</u>  |
| 16 | /ɪə/ | be <u>e</u> r | 36 | /l/ | <u>l</u> eg   |
| 17 | /eə/ | be <u>a</u> r | 37 | /r/ | <u>r</u> at   |

|    |      |             |    |      |                |
|----|------|-------------|----|------|----------------|
| 18 | /ʊə/ | <u>tour</u> | 38 | /w/  | <u>wet</u>     |
| 19 | /əʊ/ | <u>go</u>   | 39 | /h/  | <u>hat</u>     |
| 20 | /aʊ/ | <u>cow</u>  | 40 | /j/  | <u>yet</u>     |
|    |      |             | 41 | /ʃ/  | <u>shop</u>    |
|    |      |             | 42 | /ʒ/  | <u>leisure</u> |
|    |      |             | 43 | /tʃ/ | <u>chop</u>    |
|    |      |             | 44 | /dʒ/ | <u>jump</u>    |

✍ Task 2.1 Transcribe the following phonemic symbols into their standard words of English.

Latihan ini untuk melatih Anda cara membaca kamus. Berlatihlah terus sampai Anda memahami betul kata-kata dalam kalimat tersebut, usahakan untuk tidak melihat dulu kunci jawaban. Latihan ini bertujuan agar Anda memperoleh kemudahan dalam mengucapkan kata-kata baru yang relevan dengan wacana yang akan Anda pelajari.

tʃɪldrənz      'kɜ:nə

Children's Corner

A. `rɪŋ ə rɪŋ əv `rəʊzɪz                      ðə `kɪŋ əs sentɪz `dɔ:tə

Ring a ring of roses

ə `pɒkɪtfl əv `pəʊzɪz |

1. ....

ə `tɪʃu: ə `tɪʃu:

2. ....

wɪ`ɔ:l fɔ:l `daʊn ||

3. ....

4. ....

tə `fetʃ ə peɪl əv `wɔ:tə |

5. ....

ə `tɪʃu: ə `tɪʃu:

6. ....

wɪ`ɔ:l fɔ:l `daʊn ||

7. ....

B. \*mɪs \*`pɒlɪ hæd ə `dɒlɪ                      hɪ `lʊkt ət ðə `dɒlɪ

Miss Polly had a dolly

hʊ wəz `sɪk sɪk sɪk |

1. ....

səʊ ʃɪ `faʊnd fə ðə `əɒktə

2. ....

tə bɪ`kwɪk kwɪk `kwɪk ||

8. ....

nɪ `ʃʊk hɪz `hed |

9. ....

ðenɪ`sed \*mɪs \*`pɒlɪ

10. ....

put ə `streɪt tə `bed ||

- |                           |                          |
|---------------------------|--------------------------|
| 3. ....                   | 11. ....                 |
| də `dɒktə `keɪm           | hɪ`rəʊt ɒn ə `peɪpə      |
| 4. ....                   | 12. ....                 |
| wɪd̩ ɪz `bæg nd ɪz `hæt   | fər ə `pɪl pɪl `pɪl      |
| 5. ....                   | 13. ....                 |
| nd ɪ `nɒkt ət də `dɔ:     | aɪl bɪ`bæk ɪn də `mɔ:nɪŋ |
| 6. ....                   | 14. ....                 |
| wɪd̩ ə `ræt tæt `tæt `tæt | wɪd̩ maɪ`bɪl bɪl `bɪl    |
| 7. ....                   | 15. ....                 |

C. `tu: lɪtl `dɪkɪ bɜ:dz

*Two little dicky birds*

- |                     |                    |
|---------------------|--------------------|
| 1. ....             | 5. ....            |
| `sɪtɪŋ ɒn ə `wɔ:l   | `flaɪ əweɪ *`pi:tə |
| 2. ....             | 6. ....            |
| `wʌn neɪmd *`pi:tər | `kʌm bæ k *`pi:tə  |
| 3. ....             | 7. ....            |

ə n \ w ʌ n n eɪ m d \* ˈ p ɔ : l ||                      ˈ k ʌ m b æ k \* ˈ p ɔ : l ||

4. .... 8. ....

D. ˈ f aɪ v lɪ t l ɪ ˈ m aɪ s k eɪ m ˈ aʊ t t ə ˈ p l eɪ |

*Five little mice came out to play*

ˈ g æ d rɪ ŋ ˈ k r ʌ m z ə ˈ l ɒ ŋ d e ə ˈ w eɪ ||

1. ....

ˈ aʊ t k eɪ m ə ˈ p u sɪ k æ t ˈ s l i : k n ˈ b l æ k |

2. ....

ˈ f ɔ : lɪ t l ɪ ˈ m aɪ s w e n t ˈ s k æ m p ə rɪ ŋ ˈ b æ k ||

3. ....

(\* ˈ lɪ n d ə \* ˈ tʃ e s t ə m ə n)

4. ....

E. əʊ d ə ˈ g r æ n d əʊ l d \* ˈ d j u : k ə v \* ˈ j ɔ : k |

*O the grand old Duke of York*

hɪ ˈ h æ ə t e n ˈ θ aʊ z n d ˈ m e n |

1. ....

hɪ ˈ m a : tʃ t d ə m ˈ ʌ p t ə d ə ˈ t ɒ p ə v d ə ˈ hɪ l

2. ....

n hɪ ˈ m a : tʃ d ə m ˈ d aʊ n ə ˈ g e n ||

3. ....

n ˈ w e n d eɪ w ər ˈ ʌ p d eɪ w ər ˈ ʌ p |



4. ....  
n `wen ðeɪ wə `daʊn ðeɪ wə `daʊn |

5. ....  
n `wen ðeɪ wə r `ʊnli `hɑ:f weɪ `ʌp

6. ....  
ðeɪ wə `neɪðər `ʌp nɔ: `ðəʊn ||

7. ....  
F. ðə `wɔ:z ən əʊld `mæn wɪð ə `bi:ð |  
*There was an old man with a beard*  
hʊ `sed ɪt ɪz `ðɜ:lɪst əz aɪ `fɪð |

1. ....  
tu: `aʊlz nd ə `hen

2. ....  
fɔ: `lɑ:kz nd ə `ren

3. ....  
həv `ɔ:l bɪlt ðeə `neɪsts ɪn maɪ `bi:ð ||

4. ....  
(\*`edwəd \*`lɪð )

5. ....

G. \*`əʊld \*mæk`dɒnəld `hæd ə `fɑ:m |  
1.

.....  
`i: aɪ `i: aɪ `əʊ ||

2.. ....  
nd `ɒn ðæt `fɑ:m hɪ `hæd səm `kaʊz |



3. ....  
`i: aɪ `i: aɪ `əʊ ||

4. ....

wɪð ə `mʊ: mʊ: `hɜr

5. ....  
ən ə `mʊ: mʊ: `deə |

6. ....  
`hɪər ə `mʊ:

7. ....  
`deər ə `mʊ:

8. ....  
`evrɪweər ə mʊ: mʊ: |

9. ....  
\*`əʊld \*mək `dɒnəld `hæd ə `fɑ:m |

10. ....  
`i: aɪ `i: aɪ `əʊ ||

11. ....

H. `aɪ hɜ `θʌndə | `aɪ hɜ `θʌndə |  
1. ....

`hɑ:k dəʊnt `ju: | `hɑ:k dəʊnt `ju: |

2.. ....  
`pɪtə pætə `reɪnərɒps | `pɪtə pætə `reɪnərɒps |

3. ....  
`aɪm wɛt `θru | `səʊ a: `ju: ||

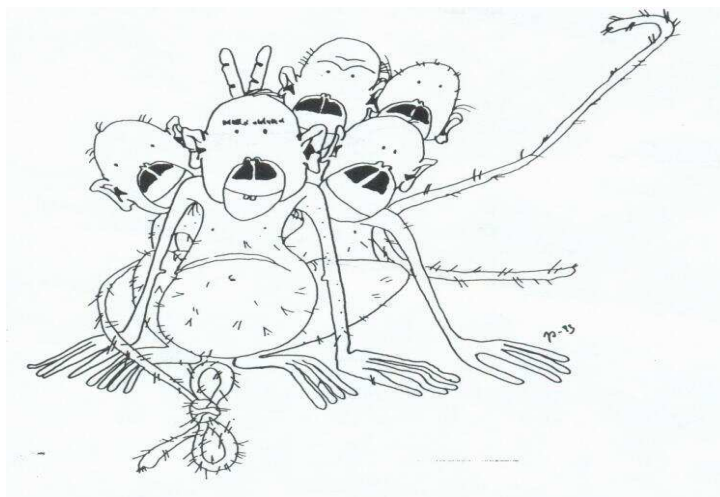
4. ....

I. `faɪv lɪtl `mʌŋkɪz `wɜ:kt əlɔŋ ðə `fɜ: |  
1. ....

`wʌn wɛnt ə `seɪlɪŋ |

2.. ....  
`ðen ðə wə `fɜ: ||

3. ....



`fɜ: lɪtl `mʌŋkɪz `klaɪmd ʌp ə `tri: |

4. ....  
`wʌn əv ðəm `tʌmbld ə ʌʊn |

5. ....  
`ðen ðə wə `θri: ||

6. ....  
`θri: lɪtl `mʌŋkɪz `faund ə pɒt əv `glu: |
7. ....  
`wʌn gɒt `stʌk ɪn ɪt |
8. ....  
`ðen ðə wə `tu: ||
9. ....  
`tu lɪtl `mʌŋkɪz `faund ə kʌrənt `bʌn |
10. ....  
`wʌn ræn ə `weɪ wɪð ɪt |
11. ....  
`ðen ðə wəz `wʌn ||
12. ....  
`wʌn lɪtl `mʌŋkɪ `kraɪd ɔ:l a:ftə `nu:n |
13. ....  
səʊ ðeɪ `put ɪm ɪn ən `eərəpleɪn
14. ....  
n `sent ɪm tə ðə `mu:n ||
15. ....

Task 2.2:

Create your own dictionary through finding themes including their related things and activities for Elementary School. Then, write these themes and their related words or activities, know their pronunciation through transcribing their phonemic symbols, and

find the meanings of them. Finally, create your own sentences using the words you have found. Study the following example:

| My Body   |  |                         |   |  |   |  |
|---|--|-------------------------|---|--|---|--|
| 1. arm ( ): tangan  | 9. finger( ): .....  | 17. lip ( ): .....      |   |  |   |  |
| 2. cheek ( ): .....   | 10. fingernail ( ): .....  | 18. mouth ( ): .....    |   |  |   |  |
| 3. chest ( ): .....   | 11. foot ( ): .....  | 19. neck ( ): .....     |   |  |   |  |
| 4. chin ( ): .....  | 12. hair ( ): .....  | 20. shoulder ( ): ..... |   |  |   |  |
| 5. ear ( ): .....   | 13. hand ( ): .....  | 21. stomach ( ): .....  |   |  |   |  |
| 6. eye ( ): .....   | 14. head ( ): .....  | 22. tongue ( ): .....   |   |  |   |  |
| 7. eyebrow ( ): .....   | 15. knee ( ): .....  | 23. tooth ( ): .....    |   |  |   |  |
| 8. face ( ): .....  | 16. leg ( ): .....   |                         |   |  |   |  |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px 0 0 0;"> <p>1. I can hear with my ears.</p> <p>'I can 'hear with 'my `ears.</p> <p>.....</p> <p>_____</p> <p>- . - . - \.</p> <p>_____</p> </td> <td style="width: 50%; padding: 5px 0 0 0;"> <p>3. I eat with my mouth.</p> <p>'I 'eat with my `mouth.</p> <p>.....</p> <p>_____</p> <p>- - . - \.</p> <p>_____</p> </td> </tr> <tr> <td style="padding: 20px 0 0 0;"> <p>2. I can see with my eyes.</p> <p>'I can 'see with 'my `eyes.</p> <p>`nose.</p> <p>*ai kən si: wið maɪ aɪz  </p> <p>_____</p> <p>_____</p> <p>- . - . - \.</p> </td> <td style="padding: 20px 0 0 0;"> <p>4. I smell with my nose.</p> <p>'I 'smell with 'my</p> <p>.....</p> <p>_____</p> <p>_____</p> <p>- - . - \.</p> </td> </tr> </table> |  |                         | <p>1. I can hear with my ears.</p> <p>'I can 'hear with 'my `ears.</p> <p>.....</p> <p>_____</p> <p>- . - . - \.</p> <p>_____</p> | <p>3. I eat with my mouth.</p> <p>'I 'eat with my `mouth.</p> <p>.....</p> <p>_____</p> <p>- - . - \.</p> <p>_____</p> | <p>2. I can see with my eyes.</p> <p>'I can 'see with 'my `eyes.</p> <p>`nose.</p> <p>*ai kən si: wið maɪ aɪz  </p> <p>_____</p> <p>_____</p> <p>- . - . - \.</p> | <p>4. I smell with my nose.</p> <p>'I 'smell with 'my</p> <p>.....</p> <p>_____</p> <p>_____</p> <p>- - . - \.</p> |
| <p>1. I can hear with my ears.</p> <p>'I can 'hear with 'my `ears.</p> <p>.....</p> <p>_____</p> <p>- . - . - \.</p> <p>_____</p>   | <p>3. I eat with my mouth.</p> <p>'I 'eat with my `mouth.</p> <p>.....</p> <p>_____</p> <p>- - . - \.</p> <p>_____</p> |                         |   |  |   |  |
| <p>2. I can see with my eyes.</p> <p>'I can 'see with 'my `eyes.</p> <p>`nose.</p> <p>*ai kən si: wið maɪ aɪz  </p> <p>_____</p> <p>_____</p> <p>- . - . - \.</p>   | <p>4. I smell with my nose.</p> <p>'I 'smell with 'my</p> <p>.....</p> <p>_____</p> <p>_____</p> <p>- - . - \.</p>     |                         |   |  |   |  |

Task 2.3:

Practice using dictionary.

The followings are themes and activities that usually done in your students' classroom. Study those themes, and find related words to develop your vocabularies in your fields through copying the steps in doing the previous activity (Task 2.2).

| My House   | My School  | Activities in My School   |
|--|--|---|
| Family Member<br>Getting Acquainted<br>(story telling about family)  | Introducing Friends<br>Describing personalities<br>Things in My Classroom  | Scouting at My Schools<br>Celebrating Festivals:<br>Birthday Party<br>Iedul Fithri<br>Kartini Day<br>Proclamation Day<br>Mother Day |
| Pets in My House<br>Domestic Animals<br>Opposites: size and height   | Play School Time<br>Toys and Games<br>Transportation:<br>Land Transportation<br>Sea Transportation<br>Air Transportation | Nurturing Hobbies:<br>Collecting Stamps<br>Singing Songs<br>Dancing<br>Drawing  |
| Rooms in My House<br>- Things in My Living room<br>Color and Numbers<br>- Things in My Bedroom<br>- Things in My Bathroom<br>- Things in My Kitchen<br>Kitchen Utensils<br>Food and Drinks | Visiting the Zoo<br>Wild Animals<br>Visiting Museum<br>Appreciating History  | Appreciating Literature:<br>Making and Reciting a Poem<br>Taking Moral Lesson from Fable Stories                                    |

|  |  |  |
|--|--|--|
| - Thinks in My Garden<br>Fruits and Vegetables<br>Farm Animals |  |  |
|--|--|--|

Task 2.4: simple arithmetic

1. Study the way we write and say these examples.

|  |   |
|--|---|
| <p><b>ADDITION</b></p> $3$ $3 + 2 = 5 \text{ or } \frac{+2}{5}$ <p>Three <u>plus</u> two equals five.</p>  | <p><b>SUBTRACTION</b></p> $8$ $8 - 1 = 7 \text{ or } \frac{-1}{7}$ <p>Eight <u>minus</u> one equals seven.</p>        |
| <p><b>MULTIPLICATION</b></p> $25$ $4 \cdot 25 = 100 \text{ or } \frac{x 4}{100} \text{ or}$ $4 \times 25 = 100$ <p>Four <u>times</u> twenty-five equals one hundred.</p> | <p><b>DIVISION</b></p> $12 \div 2 = 6 \text{ or } 2 \overline{)12}^6$ <p>Twelve <u>divided by</u> two equals six.</p> |

2. Work each problem and write it in a sentence. With the class, read each problem aloud, and tell what type it is (addition, subtraction, multiplication, or division.)

- a)  $10 + 7 =$  Ten plus seven equals seventeen (addition)
- b)  $4 \cdot 5 =$  .....
- c)  $3 \overline{)36} =$  .....
- d)  $11 - 2 =$  .....
- e)  $50 \div 5 =$  .....
- f)  $18,000 \times 1 =$  .....

Task 2. 5: Decimals and fractions

1. Study the way we write and say these examples.

Decimals

a) 3.2 = three point two *or* three and two-tenths  
b) 3.25 = three point two five *or* three and twenty-five hundredths  
c) 0.86 = zero point eight six *or* eighty-six hundredths

Fraction

a)  $\frac{1}{2}$  = one-half *or* a half  
b)  $5\frac{1}{3}$  = five and one-third *or* five and a third  
c)  $7\frac{3}{4}$  = seven and three-fourths *or* seven and three quarters

2. Solve each problem, then read the problems and answer aloud.

- a)  $1.5 + 2.25 = \dots\dots\dots$       d)  $\frac{1}{2} + \frac{1}{4} = \dots\dots\dots$   
b)  $2.5 - 1.3 = \dots\dots\dots$       e)  $2 - \frac{2}{3} = \dots\dots\dots$   
c)  $0.5 \times 0.3 = \dots\dots\dots$       f)  $5 \div \frac{1}{2} = \dots\dots\dots$

Task 2. 6

Vocabulary practice: SHAPES and SYMBOLS

Match the symbols and shapes with their names.

- |                     |                     |
|---------------------|---------------------|
| a) _____ ?          | 1. asterisk         |
| b) _____ O ↓        | 2. a capital letter |
| c) _____ Mr .       | 3. checkmark        |
| d) _____ □          | 4. circle           |
| e) _____ % ↓        | 5. colon            |
| f) _____ good - bye | 6. comma            |
| g) _____ B          | 7. decimal point    |
| h) _____ b          | 8. diamond          |



- |                |                           |
|----------------|---------------------------|
| i) _____ ★     | 9. dollar symbol          |
| j) _____ *     | 10. equal symbol          |
| k) _____ △     | 11. exclamation mark      |
| l) _____ \$    | 12. heart                 |
| m) _____ :     | 13. hyphen                |
| n) _____ √     | 14. a lower – case letter |
| o) _____ 98↓.6 | 15. number sign           |
| p) _____ #     | 16. parentheses           |
| q) _____ =     | 17. percent sign          |
| r) _____ □     | 18. period                |
| s) _____ ,     | 19. question mark         |
| t) _____ IV    | 20. a roman numeral       |
| u) _____ !     | 21. rectangle             |
| v) _____ ( )   | 22. square                |
| w) _____ ♥     | 23. star                  |
| x) _____ ◇     | 24. triangle              |

### **BALIKAN DAN TINDAK LANJUT**

Cocokkan hasil jawaban Anda dengan kunci jawaban yang ada pada bagian akhir bahan belajar mandiri ini. Kemudian hitunglah jumlah jawaban Anda yang benar dan gunakanlah rumus di bawah ini, untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 2:

#### **Rumus:**

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah Jawaban Anda yang benar}}{100} \times 100\%$$

**Arti Tingkat Penguasaan:**

90% - 100% : Baik Sekali

80% - 89% : Baik

70% - 79% : Cukup

< 69% : Kurang

***Kegiatan Belajar 3:***

Applying 'editing symbol' to their writings on personal information.

***A. Introducing the concept of paragraph.***

Paragraph consists of only one main idea. In a paragraph there are groups of developing sentences, but each sentence still carries messages within the same idea. For example, if you want to introduce your name in writing, you can write down your name, and any related things related to your name, then, you develop it into a paragraph.

For your personal information below, try to develop your information above, for example: you develop your name becomes a paragraph (the meaning of your name, the reason of your parent gave the name, etc.). For further activity, look at the form below:

|   |
|---|
| <b><i>My Personal Information</i></b>   |
| <p>My name is ..... (if there is something specific that you want to talk about your name, develop this into a paragraph);</p> <p>For the next paragraph you can continue, for example, informing, your address or hometown (add something specific to this, e.g. its typical food, traditional customs, etc.) and then your hobby, your family, etc., each in a paragraph.</p> <p>Write a concluding paragraph to finish your writing.</p> |



|       |       |
|-------|-------|
| ..... | ..... |
|-------|-------|

Introducing editing symbols:

Symbols for mistakes in grammar and mechanics

| Symbol                       | Explanation                                     | Sentence marked with symbols                                     | Corrected sentence                      |
|------------------------------|---|--|---|
| 1. $\textcircled{sp}$        | spelling error                                  | Bev and Carol are $\textcircled{teechers}$ .                     | Bev and Carol are teachers.             |
| 2. $\textcircled{\cup}$      | Connect and make one word.                      | They like to work to $\textcircled{\cup}$ gether.                | They like to work together.             |
| 3. $\textcircled{\wedge}$    | Add something.                                  | They $\textcircled{\wedge}$ born in Texas.                       | They were born in Texas.                |
| 4. $\textcircled{/}$         | Omit this.                                      | They are $\textcircled{/}$ good friends.                         | They are good friends.                  |
| 5. $\textcircled{ww}$        | wrong word                                      | Carol lives at $\textcircled{ww}$ Austin, Texas.                 | Carol lives in Austin, Texas.           |
| 6. $\textcircled{wf}$        | right word, wrong form                          | Both of them enjoy $\textcircled{wf}$ teach.                     | Both of them enjoy teaching.            |
| 7. $\textcircled{\#}$        | number error, singular $\leftrightarrow$ plural | They met $\textcircled{\#}$ fifteen year ago.                    | They met fifteen years ago.             |
| 8. $\textcircled{poss}$      | Use possessive form.                            | $\textcircled{poss}$ Bev home is now in New York City.           | Bev's home is now in New York City.     |
| 9. $\textcircled{vt}$        | verb tense error                                | Carol $\textcircled{vt}$ work in Malaysia in 1986.               | Carol worked in Malaysia in 1986.       |
| 10. $\textcircled{sv\ agr}$  | subject-verb agreement error                    | Bev $\textcircled{sv\ agr}$ have two sons.                       | Bev has two sons.                       |
| 11. $\textcircled{pro\ agr}$ | pronoun agreement error                         | Carol always enjoys $\textcircled{pro\ agr}$ himself at parties. | Carol always enjoys herself at parties. |
| 12. $\textcircled{rep}$      | repetition                                      | Every day Carol has coffee $\textcircled{rep}$ daily.            | Every day Carol has coffee.             |
| 13. $\textcircled{\text{L}}$ | word order error                                | They taught $\textcircled{\text{L}}$ in Algeria English.         | They taught English in Algeria.         |
| 14. $\textcircled{c, \phi}$  | capitalization error                            | both of them like $\textcircled{c}$ Languages.                   | Both of them like languages.            |
| 15. $\textcircled{p, \phi}$  | punctuation error                               | They both, $\textcircled{p}$ speak French $\textcircled{p}$      | They both speak French.                 |

|                      |                 |  |                                     |
|----------------------|-----------------|--|-------------------------------------|
| 16. ( ) <sup>R</sup> | run-on sentence | (Bev taught in Mexico, it was great.) <sup>R</sup> | Bev taught in Mexico. It was great. |
| 17. ( ) <sup>F</sup> | fragment error  | (After they taught French.) <sup>F</sup>           | After college they taught French.   |
| 18. ¶, ¶             | paragraph error |  |                                     |

Symbols for types of words

|          |                |  |   |
|----------|----------------|--|---|
| 19. S    | subject        | <sup>S</sup><br>^ Worked in Tunisia.                                 | Carol worked in Tunisia.                            |
| 20. V    | verb           | <sup>V</sup><br>^ Carol also a lawyer.                               | Carol is also a lawyer.                             |
| 21. aux  | auxiliary verb | <sup>aux</sup><br>^ Where Bev learn Spanish?                         | Where did Bev learn Spanish?                        |
| 22. pron | pronoun        | <sup>pron</sup><br>^ Bev loves husband very much.                    | Bev loves her husband very much.                    |
| 23. prep | preposition    | <sup>prep</sup><br>^ In 1983 they went Toronto.                      | In 1983 they went to Toronto.                       |
| 24. art  | article        | <sup>art</sup><br>^ Bev wants to take trip to Brazil.                | Bev wants to take a trip to Brazil.                 |
| 25. adj  | adjective      | Carol and Bev wrote a <sup>adj, use adv</sup><br>wonderfully book.   | Carol and Bev wrote a wonderful book.               |
| 26. adv  | adverb         | Carol and Bev make friends <sup>adv, use adv</sup><br>quick.         | Carol and Bev make friends quickly.                 |
| 27. conj | conjunction    | Both of them like Chinese, <sup>conj</sup><br>^ Japanese, Thai food. | Both of them like Chinese, Japanese, and Thai food. |

Task 3.2

Find mistakes in this composition model.

Lila wrote and revised this paragraph about her partner's routine day. Now she is ready to edit. Read her composition carefully. Then work with a partner. Answer the questions that follow the composition. Discuss your answers with the class.

### A Routine Day in Life Joe

He wake up at 6 o'clock in very morning. He immediately gets up at once. He washes your face and putting your clothes. Then he eats breakfast. After breakfast. He usually leave home 7.30.

He went to school by the subway. On the rain, on your way to school he reading the newspaper. It takes he fifteen minute get to school, he at school about five hours, his first class begins at nine – fifteen. and he class ends at two. After he goes home. When he gets home from school eats something. After he go to work. Then he watch TV listen music and makes homework and some nitghs he visiting her uncle or friends. He 12 o'clock go to bed. Before he get a shower. He sometimes in the bed reads book. Then to sleep. He usuays sleep an hour.



1. Who is Lila's composition about?  
.....
2. How many times do you find this person's name?  
.....
3. Can you find word that is misspelled? On which line(s)?  
.....
4. Can you find a verb that is not correct? On which line(s)?  
.....
5. Can you find example of incorrect punctuation? On which line(s)?  
.....
6. Can you find a mistake with "after or "before"? On which line(s)?  
.....
7. Can you find a sentence that is too long? On which line(s)?  
.....
8. Can you find a pronoun mistake? On which line(s)?  
.....
9. Can you find a problem with, capitalization? On which line(s)?  
.....
10. Can you find a sentence fragment? On which line(s)?  
.....
11. Can you find a sentence with in correct word order? On which line(s)  
.....

Ingram & King: 59

### Task 3.3

Correct mistakes.



Cocokkan hasil jawaban Anda dengan kunci jawaban yang ada pada bagian akhir bahan belajar mandiri ini. Kemudian hitunglah jumlah jawaban Anda yang benar dan gunakanlah rumus di bawah ini, untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 3:

**Rumus:**

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah Jawaban Anda yang benar}}{100} \times 100\%$$

Arti Tingkat Penguasaan:

90% - 100% : Baik Sekali

80% - 89% : Baik

70% - 79% : Cukup

< 69% : Kurang

### ***Kegiatan Belajar 4***

#### **A. Yes-No Question**

Apabila menjawab pertanyaan dengan jawaban iya ('yes') atau tidak ('no'). Dalam menjawab pertanyaan tersebut, telah dianggap menjawab sempurna apabila Anda menyertakan Subjek dan Operatornya. Ada dua macam Operator, yaitu: 1) Primary/Verb Auxiliary ('do, have, be'), dan 2) Modal Auxiliary (will/shall, can, may, etc.)

#### **Task 4.1:**

Fill in the blanks with 'Yes No Questions'

- |  |   |
|--|---|
| 1. Are you married?                                  | Yes, I am<br>No, ..... <sup>1</sup>               |
| 2. Have you got married?                             | Yes,<br>No, I haven't                             |
| 3. Do you have five children?                        | Yes, I do<br>No, ..... <sup>2</sup>               |
| 4. Is your hobby writing?                            | Yes, it is<br>No, ..... <sup>3</sup>              |
| 5. Did you graduate from Senior High School in 1990? | Yes, ..... <sup>4</sup><br>No, I didn't           |
| 6. Are you in the middle in your family?             | Yes, ..... <sup>5</sup><br>No, ..... <sup>6</sup> |
| 7. Will you get married next year?                   | Yes, ..... <sup>7</sup><br>No, ..... <sup>8</sup> |
| 8. Could you finish your senior high school on time? | Yes, ..... <sup>9</sup>                           |

## B. Wh-Questions (and 'How')

Pertanyaan jenis ini biasanya membutuhkan jawaban sesuai dengan pertanyaan yang dimaksud. Biasanya pertanyaan berkaitan dengan:

| <b>'Noun'</b> ((kata benda)       |          |                               |                                 |
|-----------------------------------|----------|-------------------------------|---------------------------------|
| Person 'subject'                  | Who      | Who goes to school?           | Amir .                          |
| Person 'object'                   | Whom     | Whom do you love?             | My children                     |
| Thing (name)                      | What     | What's your name?             | Rina                            |
| Thing (Address)                   | What     | What's your address?          | Bandung                         |
| <b>'Adjective'</b> (kata sifat)   |          |                               |                                 |
| Thing                             | Which    | Which pen do you like?        | The <b>blue</b> one.            |
| Person                            | Which    | Which students do you like?   | The <b>smart</b> one            |
| Quantity                          | How Many | How many books do you borrow? | I borrow <b>three</b> books     |
|                                   | How Much | How much sugar do you want?   | I just one a <b>little</b> one. |
| Age                               | How old  | How old are you?              | I'm <b>twenty two</b> .         |
| <b>'Verb'</b> (kata kerja)        |          |                               |                                 |
| Activity                          | What     | What are you doing?           | studying                        |
| <b>'Adverb'</b> (kata keterangan) |          |                               |                                 |
| 'Place' Tempat                    | Where    | Where do you live?            | Bandung.                        |
| 'Time' Waktu                      | When     | When did you graduate?        | Last Year                       |
| 'Manner'                          | How      | How does she walk?            | Slowly                          |

|          |     |                  |                   |
|----------|-----|------------------|-------------------|
| 'Reason' | Why | Why did you cry? | Because I was sad |
|----------|-----|------------------|-------------------|

Task 4.2:

Answer these 'Wh- and how' Questions completely.

1. Where do you live? ..... 1 .
2. Where were you born? ..... 2 .
3. What is your profession? ..... 3 .
- What are your responsibilities in your family? ..... 4 .
4. What's is your position in your family? ..... 5 .
- How many languages have you mastered? ..... 6 .
- How many brothers and sisters do you have? ..... 7 .
- When have you got married? ..... 8 .
- What is your hobby? ..... 9 .
- When did you graduate from junior high school? ..... 10 .

**BALIKAN DAN TINDAK LANJUT**

Cocokkan hasil jawaban Anda dengan kunci jawaban yang ada pada bagian akhir bahan belajar mandiri ini. Kemudian hitunglah jumlah jawaban Anda yang benar dan gunakanlah rumus di bawah ini, untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 4:

**Rumus:**

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah Jawaban Anda yang benar} \times 100\%}{100}$$

Arti Tingkat Penguasaan:

90% - 100% : Baik Sekali

80% - 89% : Baik

70% - 79% : Cukup

< 69% : Kurang

**Reflection**

After studying and participating in this Self Learning Materials 1, I have knowledge and understanding related to:

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....



## ANSWER KEYS

### Kegiatan Belajar 1

#### Task 1.1: Introducing My self

1. Good morning children/kids/every body.
2. Intan, I-n-t-a-n
3. be with you this semester
4. 5942550 (five nine four; two double five zero)
5. 0817696969 (zero eight one seven; six nine six; nine six nine)
6. Andy, A-n-d-y
7. the chief of this class
8. Intan I-n-t-a-n
9. nice to meet you
10. Andy

#### Task 1.2: Introducing A Friend to

- Other
1. good evening
  2. classmates
  3. university
  4. the headmaster of this school
  5. how do you do
  6. how do you do
  7. a hurry
  8. an appointment/to lead a meeting
  9. nice to meet you, too.
  10. see you tomorrow, Sir.

Task 1.5

1. Wednesday, April 14<sup>th</sup> 2006.
2. a parent of a student
3. 7275943
4. serious matter to talk with the headmaster
5. call back later
6. (name of the secretary)

Task 1.6

Fill out by each students.

Each student will give different information to this blank form.

**TES FORMATIF I:**

Kegiatan Belajar 2

Task 2.1

**Children's Corner**

Ring a ring of roses  
A pocketful of posies  
A tisho a tisho  
We all fall down

The king has sent his daughter  
To fetch a pail of water  
A tissue a tissue  
We all fall down

Two little dicky birds  
Sitting on the wall  
One named Peter  
And one named Paul  
Fly away Peter

Miss Polly had a dolly  
Who was sick sick sick  
So she found for the doctor  
To be quick quick quick  
The doctor came  
With his bag and his hat  
And he knocked at the door  
With a rat tat tat  
He looked at the dolly  
And he shook his head  
Then he said Miss Polly  
Put a straight to bed  
He wrote on a paper  
For a pill pill pill  
I'll be back in the morning  
With my bill bill bill

Fly away Paul  
Come back Peter come back Paul

Five little mice came out to play  
Gathering crumbs along their way  
Out came a pussycat sleek and black  
For little mice went scampering back  
(Linda Chestamont)

Old Macdonald had a farm  
Eieio  
And on that farm he had some cows  
Eieio  
With a moo moo here  
And a moo moo there  
Here a moo  
There a moo  
Everywhere a moo moo  
Old Macdonald had a farm  
Eieio

O the grand old Duke of York  
He had ten thousand men  
He marched them up to the top of the hill  
And he marched them down again  
And when they were up they were up  
And when they were down they were down  
And when they were only halfway up  
They were neither up nor down

There was an old man with a beard  
Who said it was just as I feared  
Two owls and a hen  
For larks and a rooster  
Have all built their nests in my beard  
(Edward Lear)

Five little monkeys walked along the shore  
One went a sailing  
Then there were four

Four little monkeys climbed up a tree  
One of them tumbled down

Then there were three

Three little monkeys found a pot of glue  
One got stuck in it

Then there were two

Two little monkeys found a currant bun  
One ran away with it

Then there were one

One little monkey cried all afternoon  
So they put him in an airplane

And sent him to the moon

Task 2.2

- |    |           |     |             |     |          |
|----|-----------|-----|-------------|-----|----------|
| 1. | : tangan  | 9.  | : jari      | 17. | : bibir  |
| 2. | : pipi    | 10. | : kuku jari | 18. | : mulut  |
| 3. | : dada    | 11. | : kaki      | 19. | : leher  |
| 4. | : dagu    | 12. | : rambut    | 20. | : pundak |
| 5. | : telinga | 13. | : tangan    | 21. | : perut  |
| 6. | : mata    | 14. | : kepala    | 22. | : lidah  |
| 7. | : alis    | 15. | :lutut      | 23. | : kaki   |
| 8. | : muka    | 16. | : kaki      |     |          |

- |    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |

### Task 2.3

To do this task:

1. use task 2.2 as your reference.
2. consult your dictionary to find things or activities in each theme and to practice your pronunciation.

It is for your example:

Family Member / ...../

- |           |         |            |         |
|-----------|---------|------------|---------|
| 1. Father | /...../ | 3. Brother | /...../ |
| 2. Mother | /...../ | 4. Sister  | /...../ |

### Task 2.4

- b. four times five equals twenty (multiplication)
- c. Thirty six divided by three equals twelve, or  
Three into thirty six equals five
- d. Eleven minus two equals nine (subtraction)
- e. Fifty divided by five equals ten (division)  
Five into fifty equals ten

Task 2.5

- a. One point five plus two point two five equals three point seven five, or  
One and a half plus two and twenty five hundredth equals three seventy five hundredth
- b. Two point five minus one point three equals one point two, or  
Two and five tenth minus one and three tenths equals one and two tenth
- c. Five tenth times three tenth equals fifteen hundredth. Or  
A half times zero point three equals zero point one five
- d. A half plus a quarter equals three quarters
- e. Two minus two third equals one and a third
- f. Five divided by a half equals ten

Task 2.6

- |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|
| a) | 19 | b) | 4  | c) | 18 | d) | 22 | e) | 17 | f) | 13 |
| g) | 2  | h) | 14 | i) | 23 | j) | 1  | k) | 24 | l) | 9  |
| m) | 5  | n) | 3  | o) | 7  | p) | 15 | q) | 10 | r) | 21 |
| s) | 6  | t) | 20 | u) | 11 | v) | 16 | w) | 12 | x) | 8  |

### Kegiatan Belajar 3

#### Task 3.1

From student's own writing

#### Task 3.2

From student's own writing

#### Task 3.3

Correcting student's own writing marked by the lecturer.

### Kegiatan Belajar 4

#### Task 4.1

1. No, I'm not
2. No, I don't
3. No, it isn't
4. Yes, I did
5. Yes, I am
6. No, I'm not
7. Yes, I will
8. No, I won't
9. Yes, I could
10. No, I couldn't

#### Task 4.2

Answer with your own information.

1. I live in Bandung. (an example).
2. I was born in Garut. (an example).
3. I'm a teacher. (an example).
4. As a house wife, my responsibilities are taking care of my children and preparing meals (an example)
5. I'm the youngest/ middle/ oldest
6. I've mastered three languages. (an example).
7. I've three brothers and two sisters (an example).

8. In 1995 (an example).
9. My hobby is reading (an example).
10. In 1988 (an example).

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