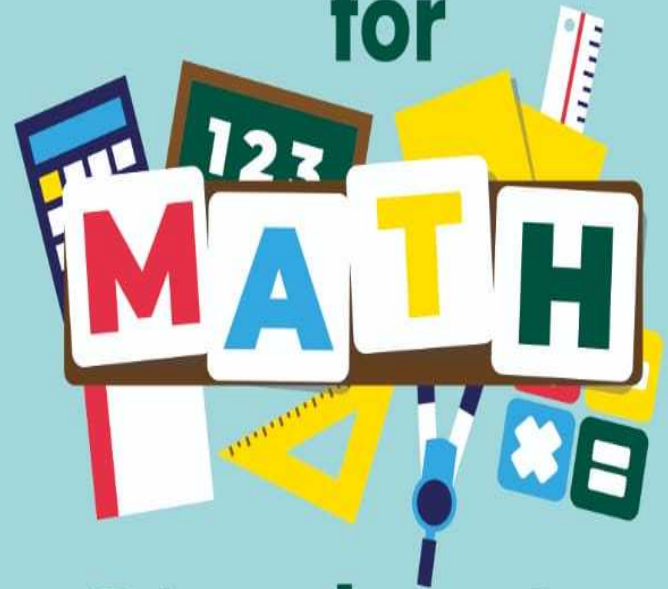# ENGLISH
for
MATH Students

NURLAILA WATTIHELUW, S.Pd., M.Pd.

Lahir di Ambon 27 September 1980. Menempuh pendidikan dasar sampai menengah di Ambon. Lulus pendidikan Sarjana pada tahun 2003 di Universitas HALUOLEO Kendari, Jurusan Pendidikan dan Seni, Program Studi Bahasa Inggris. Melanjutkan studi ke jenjang Magister di Universitas Negeri Malang Program Pascasarjana Pendidikan Bahasa Inggris tahun 2008, dan selesai pada tahun 2010. Saat ini sedang menempuh pendidikan Doktor di Universitas Negeri Makassar Jurusan Pendidikan Bahasa Inggris. Buku ajar untuk mahasiswa non-pendidikan Bahasa Inggris yang telah dihasilkan adalah *"English for Biology Students"*.

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ENGLISH for MATH Students

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ENGLISH
for
MATH
Students

Classroom Activities   **Non-English Department**

NURLAILA WATTIHELUW

ENGLISH FOR MATH STUDENTS

ENGLISH FOR MATH STUDENTS

Nurlaila Wattiheluw, M.Pd

AMERTA
MEDIA

ENGLISH FOR MATH STUDENTS

KATA PENGANTAR

Assalamualaikum Wr.WB

Alhamdulillah hirabbilalamin, puji dan syukur kita panjatkan kehadirat Allah SWT, Tuhan pemilik segala yang ada dimuka bumi ini. Salawat dan salam semoga tetap tercurahkan kepada jungjungan kita Nabi Muhammad SAW. Yang telah menjadi guru terbaik dan suri tauladan bagi seluruh umat Islam.

Buku ini menjadi salah satu buku pegangan yang dapat digunakan mahasiswa Pendidikan Matematika, harapanya mereka dapat dengan mudah mempelajari Bahasa Inggris dengan disertai konsep dasar dari Matematika itu sendiri.

Sebagai pimpinan pada tingkat program studi saya mengapresiasi usaha dan kerja keras dari penulis sampai menghasilkan buku ini. Atas usaha dan kerja kerasnya pula mahasiswa jurusan Pendidikan matematika dapat mempelajari Bahasa Inggris dengan mengaplikasikan empat skill dasar yaitu *reading, listening, speaking, dan writing.* Hal ini terimplementasikan pada setiap aktivitas yang dirancang dalam buku ajar ini.

Terimakasih saya ucapkan untuk penulis buku ini, tetap berkaya untuk memajukan Pendidikan bumi raja – raja.
Wassalamualaikum Wr. Wb

Ketua Jurusan Pendidikan Matematika, IAIN Ambon

Dr. Ajeng Gelora Mastuti, M.Pd

PREFACE

English for Math students is an ESP course book designed for the students of beginner learners or those who have interests in learning English. This course book is combination between skill and Activity-based approach. In each unit, the students lean the course book which is arranged into several activities. Every activity consists of several sub activities.

This course book is designed for the first semester students of non-English Department in *pendidikan Matematika* or Mathematic Education Department. The general objective is developing the English skills of students in order they can understand and comprehend any English references such as textbooks, journals, newspapers, magazines and other sources. In this case the students are learning the Mathematic with English as the medium. Thus, they have experiences not only in Mathematic matter but also practicing English.

Writer

TABLE OF CONTENT

COURSE BOOK MANUAL

For Lecturers:

This course book is provided for the students in the beginner level. It has characteristics in providing the learners with various strategies of learning. Thus, knowing the characteristics of the learners including their preference is suggested. Lecturers do not necessary use all task in this unit because the course book use reiteration principle; that students will comprehend something better through repeat action. As the consequence, once you are sure that the students have acquire the language and the content of the materials, you are suggested to move to another topic.

For Students:

This course book provides you with several of learning strategies. You need to find which ways of learning could suit your best. Do not worry to prefer less than four language skills to learn because this course book also provides you with some certain knowledge such as 'fact and opinion' and some cultural understanding that you need for actual use in the academic environment and your future use in the work place.

Finally, Suggestion and comments are welcome in order to develop an applicable course book.

UNIT I

When you finish this unit you will be able to:
➢ Get the idea of the text
➢ Correspond to word stress
➢ Complete a dialogue
➢ Write a simple and short message

Activity 1 _____

Fill in the diagram, one is done for you!

Activity 2 _____

Find 15 difficult words in activity 3 bellow and write the meaning in Indonesian language.

English	Indonesian

Activity 3 _____

Read the text and answer the questions that follow.

MUHAMMAD IBN. MUSA AL-KHWARIZMI: MUSLIM MATHEMATICIAN

Muhammad Al-Khwarizmi (c.780-850 CE)
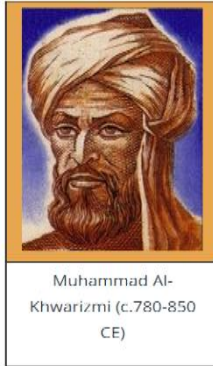
(Adapted from: ttps://www.storyofmathematics.com/islamic_alkhwarizmi.html/)

one of the first Directors of the House of Wisdom in Bagdad in the early 9th Century was an outstanding Persian mathematician called Muhammad Al-Khwarizmi. He oversaw the translation of the major Greek and Indian mathematical and astronomy works (including those of Brahmagupta) into Arabic, and produced original work which had a lasting influence on the advance of Muslim and (after his works spread to Europe through Latin translations in the 12th Century) later European mathematics.

The word "algorithm" is derived from the Latinization of his name, and the word "algebra" is derived from the Latinization of *"al-jabr"*, part of the title of his most famous book, in which he introduced the fundamental algebraic methods and techniques for solving equations. Perhaps **his** most important contribution to mathematics was his strong advocacy of the Hindu numerical system, which Al-Khwarizmi recognized as having the power and efficiency needed to revolutionize Islamic and Western mathematics. The Hindu numerals 1 – 9 and 0 – which have since become known as Hindu-Arabic numerals – were soon adopted by the entire Islamic world. Later, with translations of Al-Khwarizmi's work into Latin by *Adelard* of Bath and

others in the 12th Century, and with the influence of Fibonacci's *"Liber Abaci"* they would be adopted throughout Europe as well.

Al-Khwarizmi's other important contribution was algebra, a word derived from the title of a mathematical text he published in about 830 called *"Al-Kitab al-mukhtasar fi hisab al-jabr wa'l-muqabala"* ("The Compendious Book on Calculation by Completion and Balancing"). Al-Khwarizmi wanted to go from the specific problems considered by the Indians and Chinese to a more general way of analyzing problems, and in doing so he created an abstract mathematical language which is used across the world today.

Questions:
1. Who is the first Director of the House of Wisdom in Bagdad?
2. Where does the word "algorithm" and *"al-jabr"come* from?
3. What was his contribution to mathematics?
4. The word **his**, refers to? *(paragraph two)*
5. According to you what are the benefits of learning mathematics to your daily life?

Activity 4 _____
You meet your friend or classmate, what would you say to him/her?
Listen to your teacher. He / she will read the expression below.
Repeat after him / her. Say the expression in turn.

🙂 *The expression of greeting and its responses.*

Greeting	Responses
Good morning, how are you?	*Good morning. I'm fine. Thank you.*
How nice to see you	*How nice to see you too*
Hello, how are you?	*Hello. Fine. Thank you.*
Hello, how are you doing?	*Pretty good, thanks.*
Hi! How's thing?	*Not bad.*
What's happening?	*Not much.*
What's new?	*Nothing.*
Hi! What are things?	*OK.*

- *Good morning:*
  06.00 a.m – 12.00 a.m.
- *Good afternoon:*
  12.00 a.m – 06.00 p.m.
- *Good evening:*
  06.00 p.m. – the time you go to bed
- *Good night:*
  The time you go to bed.

Utter your sentence by making a dialogue.

Greeting others
(01.30 pm. Ramadhan meets his teacher, Mr. Hasbullah at the Bank).

Ramadhan : Good afternoon, sir.
Mr. Hasbullah : Good afternoon. Hi Ramadhan.
Ramadhan : …….. Sir. How are you?
Mr. Hasbullah : I am fine, thank you. How ……… you?
Ramadhan : I am ………, too.
Mr. Hasbullah : Well, Ramadhan. I have to go now.
  Pleased to meet you.
Ramadhan : Ok, Sir. Pleased to meet you, too, Sir.

Introduce the other
(08.00 am. The first day at the school)

Nisa : Hi. My name is Nisa. What is **……** name?
Eva : Hi. My name is Eva, and **…….** is Mira. **……..** name is Mira.
Nisa : What is …… name?
Eva : His name is Johan. ……… is Johan.

Questions:
Write a dialogue based on the themes given.
- Greet your friend at MCM.
- Greet your teacher at Campus.
- Introduce your parents to your friends.

How do you introduce your family members? Read the words with good pronunciation.

This is my family

He is my son
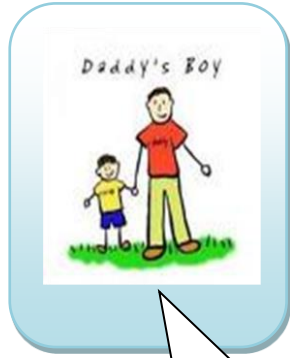
He is my father

Activity 5 _____
Correct your sentence

(To be) am / is / are.
Full forms of to be, see the table below;

I	am	a student
He	is	a teacher
She	is	a journalist
It	is	a book
We	are	mechanics
You	are	pilots
They	are	policemen

Complete the conversations!
1. Hello, What's your name?
2. My name is Rizal, and your name?
3. My name is Abidin, where….. you ….. Rizal?
4. I ….. from Bula. Where ….. you from?
5. **….. …..** from Tual?
6. Hello. **….. ….. …..** Wati **….. …..** a student.

Possessive Adjective
Possessive adjectives are used to show ownership or possession.

Pay attention to this possessive construction here!

I am Hamzah	*My* name is Hamzah	
Mr. Ramadhan is Hamzah's father	Mr. Ramadhan is *my* father	Mr. Ramadhan is *mine*
You are Fatimah	*Your* name is Fatimah	
Mrs. Karomah is Fatimah's mother	Mrs. Karomah is *your* mother	Mrs. Karomah is *yours*
He is Zulkifli Mr. Ramadhan is Zulkifli's uncle	*His* name is Zulkifli Mr. Ramadhan is *his* uncle	Mr. Ramadhan is *his*
She is Zahrah Mrs. Karomah is Zahrah's aunt	*Her* name is Zahrah Mrs. Karomah is *her* aunt	Mrs. Karomah is *hers*
It is catty	*Its* name is Catty	
Catty,and blacky are Hamzah's pets	Hamzah is *their* owner	Hamzah is *theirs*

My and your
Complete the sentences with **my** and **your.**

1. Hello. **.....** name is Rihana
2. What is **........** name?
3. Is Dzulkifli **......** brother**?**
4. Kulsum   : Siti, this is **......** friend, Badrun.
5. Siti   : Hello, Badrun, and this is **.......** sister, Nina.
6. Badrun   : Hi, Nina.

Subject pronoun	Possessive adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

His and Her
Complete sentences with **his** or **her**
1. A. What's **.....** name?
   B. Astuti
2. **......** name is Nurlita.
3. I have brother **......** name is Zakaria.
4. Anina is from Bula, **....** house is in Galala street.

🙂 (Article) *a, an, and the*

I am from Seattle, Washington. Seattle is a city in the United States. It is near the border of Canada in the northwest corner of the USA. I live in a town called Olympia which is on the Puget Sound. I live in a house in a street in the countryside. The street is called "Bear Street" and the house is old-more than 100 years old! I am an English teacher at a school in the center of the town. I like books and taking photographs. I usually have lunch at school. I usually go home by car. We have all kinds of food in Olympia. I like Italian food very much. Sometimes, I go to an Italian restaurant in Seattle. The restaurant is called "Luigi's". Italian food is great.

Here are the rules for when to use "*a, an, and the*":
- *A*= Indefinite article (not a specific object, one of a number of the same object) with consonants.
  She has a dog
- *An*= Indefinite article (not a specific object, one of a number of the same objects) with vowels (a,e,i,o,u)
  Can I have an apple?
  She is an English teacher?
- *The*= Definite article (a specific object that both the person speaking and the listener know)
  The car over there is fast.
  The teacher is very good, isn't he?

- The first time you speak of something use "*a or an*", the next time you repeat that object use "the"
  I live in a house. The house is quite old and has four bedrooms.
  I ate in a Chinese restaurant. The restaurant was very good.
- DO NOT use an article with countries, states, counties or provinces, lakes and mountains expect when the country is a collection of states such as "The United States".
  He lives in Washington near Mount Rainier.
  They live in northern British Columbia.
- Use an article with bodies of water, oceans and seas.
  My country borders on the Pacific Ocean
- DO NOT use an article when you are speaking about things in general
  I like Russian tea
  She likes reading books.
- DO NOT use an article when you are speaking about meals, places, and transport
  He has breakfast at home
  I go to university.

Look at the pictures; describe them using the words from box above. Number one is done for you**.**

A An	~~exciting~~ expensive fast hot old young	man day ~~city~~ car girl mobile phone

1. An exciting city

2. ……………………………………………….………
3. …………………………………………………….
4. …………………………………………………….
5. ……………………………………………………
6. ……………………………………………………

WH-Questions

We use question words to ask certain types of questions. We often refer to them as WH questions because they include the letters WH (for example Why, How).

Question Word	Function	Example
What	Asking for information about something.	What is your name?
	Asking for repetition or confirmation	What? I can't hear you.
What…… for	Asking for a reason, asking why	What did you do that for?
When	Asking about time	When did he leave?
Where	Asking in or at what place or position	Where do they live
Which	Asking about choice	Which color do you want?
Who	Asking what or which person or people (subject)	Who opened the door?
Whom	Asking what or which person or people (object)	Whom did you see?
Whose	Whose asking about ownership	Whose are these keys? Whose turn is it?
Why	Asking for reason, asking what…….for	Why do you say that?
Why don't	Asking / making a suggestion	Why don't I help you?
How	Asking about manner	How does this work?
	Asking about condition or quality	How was your exam?
How + adj / adv	Asking about extent or degree	See examples below
How far	Asking for distance	How far is *Liang* Beach from *Batu Merah*?

Question Word	Function	Example
How long	Asking for length (time or space)	How long will it take?
How many	Asking for quantity (countable)	How many cars are there?
How much	Asking for quantity (uncountable)	How much money do you have?
How old	Asking for age	How old are you?
How come (informal)	Asking for reason, asking why	How come I can't see her?

Then check your understanding toward the construction above by change each sentence into a **WH-question** using the question word in brackets. One is done for you.

1. Ida lives in Kebun Cengkih. (Where)"**becomes** "_where does Ida live ?_"
2. IAIN Ambon has three Faculties. (How many)
3. The campus of IAIN Ambon is in Kebun Cengkih- Batu Merah. (where)
4. There are three study programs in _Tarbiyah_ Faculty. (how many)
5. Wool comes from sheep. (where)
6. Raccoons come out at night. (when)
7. This car has two doors. (how many)
8. A fox lives in our garden. (where)

Activity 6 _____
Write a short dialogue based on the picture. You may choose one. On is done for you

Dinar	: Good morning Ipul
Ipul	: Good morning. Hi, Dinar.
Dinar	: Long time not to see, How's thing?
Ipul	: Not bad, and how about you?
Dinar	: Alhamdulillah, everything is ok.

Reflection

This self-evaluation is called 'I do sheet bellow. It is presented to know your own comprehension about this unit. You may value yourself by ticking (√) the box that represent your answer. Do not be underestimating about you yourselves. If you got some difficulties, just asking the point that you do not understand to your lecturer. You may do it directly in the class or out of class.

No	Questions	Answer	
		Yes	No
1.	I know the history of Mathematic		
2.	I am able to get the idea from the text of 'Mathematic.		
3.	I am able to greet someone		
4.	I am able to introduce someone to others		
5.	I am able to recognize the word stress presented in his unit		
6.	I am able to use "to be" at the appropriate place		
7.	I am able to express sentence with possessive adjective		
8.	I am able to distinguish the function of *a, an,* and *the*		
9.	I am able to understand the use of WH-questions		
10.	I am able to create a short dialogue		

UNIT II

When you finish this unit, you will be able to
➢ Summarize the text
➢ Find missing words
➢ Write a dialogue
➢ Write a simple short message

Activity 1 _____
Find fifteen (15) difficult words in reading text bellow and write the meaning in Indonesian language.

English	Indonesian

Read the text carefully, then answer the questions follow:

MATRIX

(Adapted from:
https://en.wikipedia.org/wiki/Matrix_(mathematics))

In mathematics, a matrix (plural matrices, or less commonly matrixes) is a rectangular array of numbers, such as:

$$\begin{bmatrix} 1 & 9 & 13 \\ 20 & 55 & 6 \end{bmatrix}$$

An item in a matrix is called an entry or an element. The example has entries 1, 9, 13, 20, 55, and 6. Entries are often denoted by a variable with two subscripts, as shown on the right. Matrices of the same size can be added and subtracted entry wise and matrices of compatible sizes can be multiplied.

These operations have many of the properties of ordinary arithmetic, except that matrix multiplication is not commutative, that is, AB and BA are not equal in general. Matrices consisting of only one column or row define the components of vectors, while higher-dimensional (e.g., three-dimensional) arrays of numbers define the components of a generalization of a vector called a tensor. Matrices with entries in other fields or rings are also studied. A *matrix* is a rectangular arrangement of numbers. For example,

$$\mathbf{A} = \begin{bmatrix} 9 & 13 & 6 \\ 1 & 11 & 7 \\ 3 & 9 & 2 \\ 6 & 0 & 7 \end{bmatrix}$$

An alternative notation uses large parentheses instead of box brackets:

$$\mathbf{A} = \begin{pmatrix} 9 & 13 & 6 \\ 1 & 11 & 7 \\ 3 & 9 & 2 \\ 6 & 0 & 7 \end{pmatrix}$$

The horizontal and vertical lines in a matrix are called *rows* and *columns*, respectively. The numbers in the matrix are called its *entries* or its *elements*. To specify the size of a matrix, a matrix with m rows and n columns is called an m-by-n matrix or $m \times n$ matrix, while m and n are called its *dimensions*. The above is a 4-by-3 matrix.

A matrix with one row (a $1 \times n$ matrix) is called a row vector, and a matrix with one column (an $m \times 1$ matrix) is called a column vector. Any row or column of a matrix determines a row or column vector, obtained by removing all other rows respectively columns from the matrix.

Questions:
1. What is matrix?
2. An item in matrix called.
3. What are rows and columns?
4. What is row vector? Give the example.
5. What is the main idea of paragraph two?

Activity 2 _____

Look at the series picture above. Then, take some notes by answering the following questions, after that report to your friend
Teddy's activities last from Monday to Sunday!
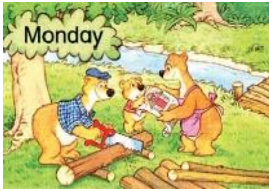
(Pictures: *Bahasa Inggris* e-book: 2008)

Questions:
1. Who was the series pictures are talking?
2. What was happened on that series picture?
3. Where did the series picture taken?
4. When did the series picture taken?

Activity 3 _____

Read the text and do the exercise. Circle the right verbs in the bracket into past simple. One is done for you.

Long Trip

Mr. Imam and his wife (were/~~are~~) on their way home by bicycle from visiting his brother in another village. They just left his brother's village when it suddenly (begin/began) to rain. They stopped and wheeled the bicycle under the shade. The rain got heavier. They started to get ride, and worried. "*This take a long time, we must get moving*" Mr. Imam (said /say). "*The children might be in danger*", he (added/ adds) under one raincoat. Mr. Imam (peddles/peddled) as fast as he could. Suddenly, they (hearing /heart) the sound of *Bia* from the direction of their village. Mrs. Imam got very worried. They knew that something bad (is/was) happening in their village.

They finally reached their village. The road was flooded. The water rose knee-high. People (do/were) running in and out of their houses. Now Mr. Imam had to push the bicycle toward their house. He (put/putting) the bicycle in the shade and they (bursts/burst) into their house. Their four children (is/were) pushing chairs to the side of the room. They (are/were) glad that their parents were home. Now, everybody (was/were) busy packing some clothes and other things. They (waiting/waited) for the truck that would take them to a safer place.

Vocabulary 🙂

- Bicycle (noun):
  Kendaraan sepeda motor
- Village (noun):
  Desa / kampong
- Wheeled (verb):
  Mendorong
- Shade (noun):

- Raincoat (noun):
  Jas hujan
- Burst (verb):
  Berhamburan
- Glad (adjective):
  Senang
- Parents (noun):
  Orang tua

- Peddled (verb):
  Mengendarai
- Direction (noun):
  Arah
- Road (noun):
  Jalanan
- Flooded (verb):
  Kebanjiran
- Rose (verb):
  Mencapai
- Knee-high (adjective):
  Setinggi lutut
- Push (verb):
  Mendorong
- Busy (adjective):
  Sibuk
- Packing (verb):
  Mengumpulkan

Look at the text above. Then, check the exercise by ticking (√) for the right information or crossing (X) for the wrong information. Number one is done for you.

1. (√) The text above is about flood.
2. ( ) The idea of the first paragraph is about Mr. Imam only had bicycle.
3. ( ) Is started to rain when Mr. Imam went home.
4. ( ) Mr. Imam and Mrs. Imam got tired and worried cause the rain did not stop
5. ( ) *Bia* was the name of Mr. Imam's children.
6. ( ) Mrs. Imam had three children.
7. ( ) The water rose knee- high when Mr. Imam ride the bicycle.
8. ( ) Everybody was busy packing some clothes and other things.

Activity 4 _____

Interview your friends' activities last Sunday. Use the expression below to guide you in interviewing your friends. Then report your result in front of the class.

- What do you usually do on your Sunday?
- With whom do you spend your Sunday?
- Where do you usually go on Sunday?
- What about your last holiday?
- With whom did you go there?
- What did you see there?
- What did you do there?
- How did you feel at the time?

Example of the report:

My friend Ali went to his friend on last Sunday. He spent his time by playing the video game. He played the video game whit his friend. He raised the game at level 7. His level is the lowest than others. He felt very tired but happy.

Activity 5 _____

Listen to your teacher's voice. Your teacher is reading a lyric. Some words are missing, help yourselves to fill the missing part by seeing the word bank at the right side.

Wherever you are
"Sami Yusuf"

My ………………….times
When I felt close to you
Everything fell ……….
Moment I……………….. from you
In every your smile
In every…………... sigh
Every minute detail
………………....of you are found there
……………….you are, I'll find you
'Cause you're the one I turn to
Wherever you are I'll find you
'Cause you're the one I…………. to
Wherever you be, I'll be …………you
'Cause you're the one ……………..is to
I need you

Apart
Strayed
Single
Traces
Wherever
Best
Turn
With
My heart

Activity 6 _____

😊 **Can/Cannot (Can't)**
What can they do?
Look at the table on the right.
What can the people do?

	1	2	3
Play the guitar	√	√	X
Play the piano	√	X	√
Use a computer	X	√	√
Program a computer	√	X	X
Read the Al-Qur'an	√	√	√
Read the novel	X	X	X

1. Mr. Natsir **can play** the guitar but **can't play** the piano.
2. Mr. Natsir ......a computer and .... a computer.
3. Mr. Natsir...... the Al-Qur'an but .... the novel.
4. Mrs. Tatto.........the guitar but ...... the piano.
5. Mrs. Tatto........a computer but ....a computer.
6. Mrs. Tatto......... the novel and ....the Al-Qur'an.
7. Miss. Tunny.........a guitar but .... the piano.
8. Miss. Tunny ....a computer but ......a computer.
9. Miss. Tunny .... the novel but ....read the Al-quran

😊 **Present or Past/ Was or were**
Complete the sentences with *am*, *is, are,* or *were,*
1. The homework _was_ very difficult yesterday.
2. Hallo, everybody I ....sorry I ....late
3. A. Where ....you born?
   B. I................... born in Namlea.
4. A. Where ....your sister born?
   B. She .... Born in Namlea, too.
5. The weather ....beautiful today. It...............awful yesterday.
6. The children............absent today. They.......at a party yesterday evening.
7. I could play volleyball when I .... Five.
8. We .... married when I .... eighteen and My husband ....twenty

😊 The Simple Past Tense

Take a look at the sentences below.
➢ Mr. Karman peddled the bicycle
   as fast as he could.
➢ They finally reached the gate of their village.

> The simple past tense is used to tell a finished action in the past

Complete the blank part by crossing the wrong answer
Father (read / reading) the al-Qur'an at the *mushola.* He (does /did) after having *Magrib* time. Reading Al- Qur'an (was/were) his favorite activity. His sound (is/was) amazing when he (sing/sang) the Al-Qur'an.

Activity 7 _____
Write a letter about your activity last Sunday. Mention who, what, where, and when, you may see Teddy's activity from Monday to Sunday.

Reflection
This self- evaluation is called 'I do sheet'. It is presented to know your own comprehension about this unit. You may value yourself by ticking (√) the box that represents your answer. Do not be underestimating about you yourselves. If you got some difficulties, just asking the point that you do not understand to your lecturer. You may do it directly in the class or out of class.

No	Question	Answers	
		yes	No
1.	I am able to interview other about their experience?		
2.	I am able to report my experience to other?		
3.	I am able to use the right verb on the right context?		
4.	I am able to get the idea from the text" Matrix"?		
5.	I am able to use can and can't on the right and context?		
6.	I am able to understand the simple past from?		
7.	I am able to understand and distinguish the function determiners?		
8.	I am able to write as short letter about my experience?		

UNIT III

When you finish this unit, you will be able to:
- ➢ Read quickly to get the idea
- ➢ Learn words association
- ➢ Write a dialogue
- ➢ Write a simple short message

Activity 1 _____
Read!

13 - 10 = 3
Thirteen minus ten is three
2 X 11 = 22
Two multiply by eleven is twenty two
40: 2 = 20
Forty divided by two is twenty

Write in letter!

1. 12 – 2 = ...
2. 20 – 5 = ...
3. 11 – 3 = ...

4. 5 x 5 = ...
5. 13 x 2 = ...
6. 7 x 3 = ...

7. 60: 5 = ...
8. 75: 4 = ...
9. 78: 6 = ...

Activity 2 _____

Read the text.

ARITHMETIC
(adapted from: https://en.wikipedia.org/wiki/Arithmetic)

The prehistory of arithmetic is limited to a very small number of small artifacts indicating a clear conception of addition and subtraction, the best-known being the Ishango Bone from central Africa, dating from somewhere between 20,000 and 18,000 BC.

The earliest written records indicate the Egyptians and Babylonians used all the elementary arithmetic operations as early as 2000 BC. These artifacts do not always reveal the specific process used for solving problems, but the characteristics of the particular numeral system strongly influence the complexity of the methods. The hieroglyphic system for Egyptian numerals, like the later Roman numerals, descended from tally marks used for counting.

Early number systems that included positional notation were not decimal, including the *sexagesimal* system for Babylonian numerals and the vigesimal system that defined Maya numerals. Because of this place-value concept, the ability to reuse the same digits for different values contributed to simpler and more efficient methods of calculation.

The continuous historical development of modern arithmetic starts with the Hellenistic civilization of ancient Greece, although it originated much later than the Babylonian and Egyptian examples. Prior to the works of Euclid around 300 BC, Greek studies in mathematics overlapped with philosophical and mystical beliefs. For example, Nicomachus summarized the viewpoint of the earlier Pythagorean approach to numbers, and their relationships to each other, in his *Introduction to Arithmetic*.

Greek numerals, derived from the hieratic Egyptian system, also lacked positional notation, and therefore imposed the same complexity on the basic operations of arithmetic. For example, the ancient mathematician Archimedes devoted his entire work *The Sand Reckoner* merely to devising a notation for a certain large integer.

Find 15 difficult words in activity 3 bellow and write the meaning in Indonesian language, create 5 sentences from those words.

English	Indonesian

Activity 3 _____
Read the words above. Mind your pronunciation and understand their meaning.

Activity 4 _____

What would you say to give empathy to your friends?
Listen to your teacher. In turn, read the expression below aloud with your partner.

When you got bad news, what would you say?	*When you got good news, what would you say?*
- **Oh, no**	
- **How terrible**	- **Congratulation!**
- **Oh, dear**	- **that's great**
- **What a shame**	- **that's good**
- **How awful**	- **I know the feeling, congratulation**
- **Poor you**	- **I'm happy for you**
- **I'm sorry to hear that**	- **I know what you feel**
	- **How happy you must be**
- **What a pity**	- **how happy you are**

Practice in pairs!

1. A. I lost my money yesterday.
   B. Oh, dear!
2. A. Aisah is hospitalizing because of heart's attack.
   I'm sorry to hear that!
3. A. Hamdan is losing his manuscripts.
   B. Oh, that's horrible!
4. A. Ratih and Ambar have succeeded in the debate contest.
   B. How happy they must be!
5. A. Yesterday, I got "A " for mathematics.
   B. I know the feeling. Congratulations!

Activity 5 _____

Observe at things in the picture in pairs. You have to answer the following question by guessing through the pictures.

Questions:
1. Do you see animals there? What are they?
2. Can you recognize where the pictures taken from? What are they?
3. Do you see any relationships there? What are they?
4. Can you recognize when the pictures taken at? What are they?
5. Do you see building there? What are they?

Activity 6 _____

Listen to your teacher's description and guess what that is talked about.
- It is scared place.
  It is building that serves as the place of worship for moslem.
- It is white cloak.
  It is covering a woman's head and body.
  It is used when the woman is praying

- It is wearing by moslem woman
  It is wearing over the head
  It may use to protect and keep hiding the woman's *aurat.*

Activity 7 _____
Correct your sentence.

🙂 **Present tense**
    What does he/ she do?
Write the sentences in the correct columns on the left.
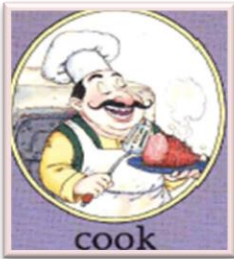
| He is a Koki. |
| She works in the |
| kitchen. |
| _____ |

| She is a civil |
| servant. |
| _____ |
| _____ |

1. She works in the kitchen.
2. He helps people to get dinner.
3. She cleans the room.
4. She gives information for the students.
5. He helps people to fashion their hair.
6. He works with scissor.
7. She works to serve students for their administration matter in campus.
8. She likes to clean the furniture.
9. He always stands up in front of the mirror.

She is a house
maid _____
_____

He is a barber
_____ __

🙂 **Third person singular**
Complete the sentence with verb from the box.

Starts   have   go   study   lives   flies   uses

1. He **speaks** four languages.
2. Rahman ____ in apartment in Jakarta.
3. She is a pilot. She ___all over the land.
4. Fatimah____two children.
5. In rainy Dzulkifli_____umbrella and jacket.
6. My friend____at IAIN Ambon
7. Hamdan_____work at six o'clock every day.

🙂 **Verbs and Nouns**
Match a verb in a with A noun in B

A	B
1. have	a. a car
2. watch	b. the phone
3. read	c. tennis
4. go	d. television
5. play	e. in apartment
6. drive	f. a *Nasyid*

A	B
7. wear	g. a shower
8. live	h. an Al-Quran
9. answer	i. uniform
10. listen	j. by bus

☺ Paired conjunctions

The correlative conjunction or paired conjunction are words that conjunct or join like entities. The like entities must be used together (noun with noun, adjective with adjective, and so on). All must be parallel.

1. BOTH……AND (*baik….dan/juga*)
   Examples: - <u>Both</u> my mother <u>and</u> my father are here.
              (*baik ibu dan ayah saya ada disini*)
              Amin is <u>both</u> talented <u>and</u> handsome.
              He writes <u>both</u> currently <u>and</u> neatly.
              It is suggested for <u>both</u> teacher <u>and</u> students.
2. EITHER... OR (*atau*)
   Examples: <u>Either</u> Ahmad <u>or</u> Hamid is going to Malaysia.
              (*Ahmad atau hamid akan pergi ke Malasyia*)
              Either hamidah or her friends are enjoying reading Al-Quran.
              Please choose <u>either</u> write a poem <u>or</u> read two poems.
3. NEITHER …. NOR (*tidak*)
   Example: Psychologically, <u>neither</u> heart <u>nor</u> liver is the same sense as qalb.
             (*Secara psikologi, baik jantung maupun hati tidak sama artinya dengan kalbu*).
             <u>Neither</u> salma <u>nor</u> her friend are going to Indonesia.
             (*baik salma maupun teman-temannya tidak akan ke Indonesia*).
4. NOT ONLY... BUT ALSO
   Examples: Ahmad speaks <u>not only</u> Arabic <u>but also</u> English.
             (*Ahmad tidak hanya berbahasa Arab tetapi juga Inggris*)
             He is <u>not only</u> smart <u>but also</u> honest
             (dia bukan hanya cerdas, tetapi juga jujur)

Exercises:

Combine the following sentences with appropriate paired conjunction: *both… and, not only…but also, either…or*, and *neither… nor.* Then translate the sentences into Indonesian. One is done for you.

1. She doesn't have a pen. She doesn't not have a pencil.
   Sentences : She has neither a pen nor a pencil
   Translate : *dia tidak punya pulpen dan pensil*
2. My mother is not here. My father is not here.
   Sentences :
   Translate :
3. He usually drinks a cup of tea. He usually drinks a cup of coffee.
   Sentences :
   Translate :
4. His uncle is not a teacher. His parents are not a teacher.
   Sentences :
   Translate :
5. Muhammad is popular in Saudi Arabia. Muhammad is popular in Indonesia.
   Sentences :
   Translate :
6. I have already met his brother. I have already met his sister.
   Sentences :
   Translate :
7. Islam is Haris' way. Islam is Mahmud's way.
   Sentences :
   Translate :
8. The tiger faces extinction. The birds face extinction.
   Sentences :
   Translate :
9. Fatimah is reading Al-Quran. Janah is reading Al-Quran.
   Sentences :
   Translate :
10. My friends are not going study abroad. Irma is not going to study abroad.
    Sentences :
    Translate :

Activity 8 _____

Write about the people.!

Nurlaila Wattiheluw Ambon Lecturer 42		• She is Nurlaila wattiheluw • She is From Ambon • She is a Lecturer • She is 35

• • • •	Dian Nurrahman Bandung lecturer 43	

	Ulin Ni'mah Kediri Lecturer 43	• • • •

Reflection

This self-evaluation is called 'I do sheet'. It is presented to know your own comprehension about this unit. You may value yourself by ticking (√) the box that represent your answer. Do not be underestimating about you yourselves. If you got some difficulties, just asking the point that you do not understand to your lecturer. You may do it directly in the class or out class.

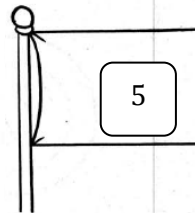| No.	questions	Answer	
		Yes	No
1.	I am able to get the idea from the text of 'Arithmetic'?		
2.	I am able to express my empathy to other?		
3.	I am able to correspond to the pictures presented?		
4.	I am able to guess what the pictures and the text implied?		
5.	I am able to describe the things that I see?		
6.	I am able to use the third person singular's term?		
7.	I am able to match the commonly used of phrase about verb and noun?		
8.	I am able to understand and distinguish the function of paired conjunction?		
10	I am able to write about the people?		

UNIT IV

When you finish this unit, you will be able to:
- Read to get the idea
- Learn word association
- Arrange a dialogue
- Write a simple short message

Activity 1 _____

Find out what are the shape include in pictures bellow.

1...................................   4...................................

2...................................   5...................................

3...................................
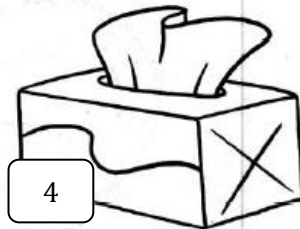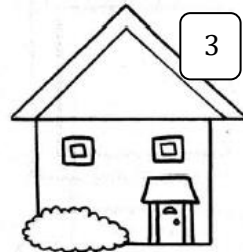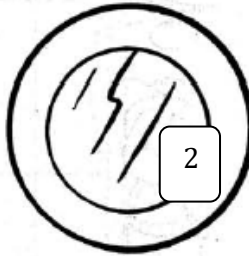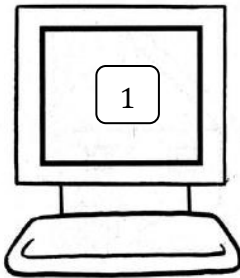
Activity 2 _____

Find 15 difficult words in reading text and write the meaning in Indonesian language. Then read the text again and answer the questions follow.

English	Indonesian

Activity 3 _____

TRIGONOMETRY
(adapted from:
https://en.wikipedia.org/wiki/History_of_trigonometry)

The first trigonometric table was apparently compiled by Hipparchus, who is now consequently known as "the father of trigonometry."

Ancient Egyptian and Babylonian mathematicians lacked the concept of an angle measure, but they studied the ratios of the sides of similar triangles and discovered some properties of these ratios. The ancient Greeks transformed trigonometry into an ordered science.

Ancient Greek mathematicians such as Euclid and Archimedes studied the properties of the chord of an angle and proved theorems that are equivalent to modern trigonometric formulae, although they presented them geometrically rather than algebraically. Claudius Ptolemy expanded upon Hipparchus'

Chords in a Circle in his *Almagest*. The modern sine function was first defined in the *Surya Siddhanta*, and its properties were further documented by the 5th century Indian mathematician and astronomer Aryabhata.

These Greek and Indian works were translated and expanded by medieval Islamic mathematicians. By the 10th century, Islamic mathematicians were using all six trigonometric functions, had tabulated their values, and were applying them to problems in spherical geometry. At about the same time, Chinese mathematicians developed trigonometry independently, although **it** was not a major field of study for them.

Knowledge of trigonometric functions and methods reached Europe via Latin translations of the works of Persian and Arabic astronomers such as Al Battani and Nasir al-Din al-Tusi. One of the earliest works on trigonometry by a European mathematician is *De Triangulis* by the 15th century German mathematician Regiomontanus. Trigonometry was still so little known in 16th century Europe that Nicolaus Copernicus devoted two chapters of *De revolutionibus orbium coelestium* to explaining its basic concepts.

Questions:
1. Who is the Father of Trigonometry?
2. What is Trigonometry?
3. The word **it** (fifth paragraph) refers to?
4. What is the main idea of last paragraph?

Activity 4 _____
Pay attention to this construction!

😊 *Interested or Interesting /Excited or Exciting?*

©	I am *interesting* to go to Kailolo to see *Maleo* bird	X
©	I am *interested* to go to Kailolo to see *Maleo* bird	√
©	Kailolo is an *interested* place to visit	X
©	Kailolo is an *interesting* place to visit	√
©	Ambar was *exciting* to see the *Maleo* bird at Kailolo village.	X
©	Ambar was *excited* to see the *Maleo* bird at Kailolo village.	√
©	I had an *excited* time in Kailolo village riding bicycles	X
©	I had an *exciting* time in Kailolo village riding bicycles	√

😊 We use the **–ing** from of interest to talk about <u>the subject</u>
😊 We use the **–ed** from of interest to talk about <u>how people feel</u>

Questions; please answer it orally!
1. What is your interest(s)?
2. What are you interested in?
3. How much are you interested in?
4. How long are you interest at?

Activity 5 _____

Express your feeling. What would you say to show that you like something?

- I like/love…..
- I do like/love….
- I (really) enjoy…. ⎫ Followed by subject / noun
- I'm very keen on….
- I'm (absolutely) crazy about…. ⎭

Exercise:

Work in pairs. Read the following situations. What would both of you say? Act them out! One is done for you.

1. Your friend asks you about your favorite music. You tell him/her that you like *Sawat* music. What would both of you say/
   Your friend : what kind of music o you like?
   You   : I'm so crazy about *Sawat* music.
2. Your nephew asks you about your favorite food. Your favorite food is "*kasbi* and *ikan colo-colo*". You tell it to your nephew. What would of you say?
3. Your teacher asks you what you usually do in your spare time. You usually do scrapbook of many unusual events of photographs. You tell it to your teacher. What would you say?
4. Your uncle asks you about your hobbies. Your hobbies are gardening and singing. You tell it to your uncle. What would both of you say?

Activity 6 _____

Correct your sentence.

🙂 **Adverb of frequency**
    Adverb of Frequency answer the question "How often?" or "How frequently?" They tell us how often somebody does something. Adverbs of frequency come **before** the main verb (except the main verb "to be"):

- We **usually** go shopping on Saturday.
- I have **often** done that.
- She is **always** late.

Occasionally, sometimes, often, frequently, and usually can also go at the beginning or end
of a sentence.

- **Sometimes** they come and stay with us.
- I play tennis **occasionally.**

Rarely and *seldom* can also go at the end of a sentence (often with "very"):

- We see them **rarely.**
- John eats meat very **seldom.**

100%	**Always**
	usually
	Frequently
	Often
50%	**sometimes**
	Occasionally
	Rarely
	Seldom
	Hardly ever
0%	**never**

Exercises:
a) Answer the question about you. Use phrases in the box to help you.

Every morning/evening	three or four times a year
Every day	never
Every (Friday)	once a week

1. How often do you swim?
2. How often do you go shopping?
3. How often do you eat in canteen?
4. How often do you read the Al – Qur'an?
5. How Often do you have subject at Campus?
6. How often do you watch TV?

b) Answer the question about you. Use adverb of frequently in your answer.
1. How do you come to campus?
2. What do you do on Saturday?
3. What's the first things you do in the morning?
4. Where do you go on *Idul Fitri*?
5. Do You Have Semester Holiday?
6. Do you have tea or coffee for breakfast?
7. What does your family do at *Idul adha?*

Opposite Verbs
Match a verb in A with its opposite in B

A	B
1. Love	a. close
2. start	b. relax
3. come	c. hate
4. open	d. go
5. leave	e. finish
6. get up	f. arrive
7. work	g. be early
8. be late	h. go to bed

Complete the sentences with the opposite verb in the correct from.
1. The bank opens at 9.30 in the morning and _____ at 4.00 in the afternoon.
2. The film starts at 7.15 and _____ at 10.00.
3. I get up at 6.30 and _____ at 10.30 on weekdays.
4. She _____ to work at 8.30 in the morning and comes home at 6.00.
5. John is often late for collage, but I _____
6. The train leaves Jakarta at 3.00 pm and _____ in Malang at 10.00 am.
7. I work eight hours a day, so I always _____ in the evening.

Making negatives
Complete the sentences with a negative.
1. I like swimming, **but I don't like tennis.**
2. I like coffee, but I ....

3. We like playing badminton, but we ....
4. Tofan like cats, but she ....
5. I speak Indonesian, but I ......
6. Tom speaks English, but he ......
7. Mr. Farul and Mrs. Farul have a son, but they........

Activity 7 _____

Look at the table. Then, describe it using short sentences until all the persons have been mentioned!

Ms. Resty   Mr. Agus   Mr. Ote   Ms. Rika   Ms. Astrid

		Ms. Resty	Mr. Agus	Mr. Ote	Ms. Rika	Ms. Astrid
1.	Likes animal	√	x	√	√	x
2.	Can swim	x	√	√	√	x
3.	Is interested in science	x	√	x	x	√
4.	Has got a home computer	x	√	x	x	√
5.	Collects antiques	√	x	x	√	√
6.	Plays badminton	√	√	√	x	x
7.	Used to collect accessories	x	x	√	√	x
8.	Used to like pop music	√	x	√	x	√
9.	Used to watch horror movie	√	√	√	√	x

Examples:
© Mr. Agus is interested in science, and so is Mr. Ote.
© Mr. Ote can't swim, and nor can Ms. Resty.

Activity 8 _____

What are you interest? Make a list by completing some of these sentences. After that exchange lists with other students. Do you have any interest in common? What differences are there?

Example:

➤ **I'm very interested indeed in…………**
➤ **I'm very interested indeed in <u>reading Al-Qur'an</u>**

1. I'm quite interested in ………………..
2. I'm not very interested in ………………
3. I'm not at all interested in ………………
4. I'm bores by…………………………………
5. I think ……………………………………is/ are very interesting.
6. I think ……………………………………is/ are quite interesting.
7. I think ……………………………………is/ are very boring.
8. I used to be interested in……………………………

Finally, report to the class. Examples:

    'Fatimah's interested travel, and so am I.'
    'Dzulkifli thinks Imam Safi's rhyme is interesting, and so do I.'
    'Hasan doesn't like Qasidah music, and Neither/ nor do Dzulkifli.'
    'Fatimah is interested in Syari'ah, but I'm not.'

Reflection

This self-evaluation is called 'I do sheet'. It is presented to know your own comprehension about this unit. You may value yourself by ticking (√) the box that represent your answer. Do not be underestimating about you yourself. If you got some difficulties, just asking the point that you do not understand to your lecturer. You may do it directly in the class or out of class.

No.	Questions	Answer	
		Yes	No
1.	I am able I am able to Know the history of "Trigonometry"		
2.	I am able to show my like or dislike		
3.	I am able to correspond to the others' interest		
4.	I am able to distinguish between words and parse		
6	I am able to use the word 'interested' or 'interesting' in appropriate context?		
7	I am able to use the adverb of frequency		
8	I am able to recognize the word' opposite		
9	I am able to express my interest		
10	I am able to write about my interest?		

UNIT V

When you finish this unit, you will be able to:
➢ Find the equivalent in Indonesian
➢ Recognize the topic
➢ Write a dialogue
➢ Write a simple short message

Activity 1 _____
Find 15 difficult words in activity 2 bellow and write the meaning in Indonesian language.

English	Indonesian

Activity 2 _____

Read the text carefully, and answer the following questions.

INTEGRAL

(https://en.wikipedia.org/wiki/Integral)

Integration is an important concept in mathematics and, together with differentiation, is one of the two main operations in calculus. Given a function *f* of a real variable *x* and an interval [*a*, *b*] of the real line, the definite integral

$$\int_a^b f(x)\, dx$$

is defined informally to be the net signed area of the region in the *xy*-plane bounded by the graph of *f*, the *x*-axis, and the vertical lines *x* = *a* and *x* = *b*.

The term *integral* may also refer to the notion of antiderivative, a function *F* whose derivative is the given function *f*. In this case, it is called an *indefinite integral*, while the integrals discussed in this article are termed *definite integrals*. Some authors maintain a distinction between antiderivatives and indefinite integrals.

The principles of integration were formulated independently by Isaac Newton and Gottfried Leibniz in the late 17th century. Through the fundamental theorem of calculus, which they independently developed, integration is connected with differentiation: if *f* is a continuous real-valued function defined on a closed interval [*a*, *b*],

then, once an antiderivative F of f is known, the definite integral of f over that interval is given by

$$\int_a^b f(x)\, dx = F(b) - F(a)$$

Integrals and derivatives became the basic tools of calculus, with numerous applications in science and engineering. A rigorous mathematical definition of the integral was given by Bernhard Riemann. It is based on a limiting procedure which approximates the area of a curvilinear region by breaking the region into thin vertical slabs. Beginning in the nineteenth century, more sophisticated notions of integrals began to appear, where the type of the function as well as the domain over which the integration is performed has been generalized. A line integral is defined for functions of two or three variables, and the interval of integration [a, b] is replaced by a certain curve connecting two points on the plane or in the space. In a surface integral, the curve is replaced by a piece of a surface in the three-dimensional space. Integrals of differential forms play a fundamental role in modern differential geometry. These generalizations of integral first arose from the needs of physics, and they play an important role in the formulation of many physical laws, notably those of electrodynamics. There are many modern concepts of integration, among these, the most common is based on the abstract mathematical theory known as Lebesgue integration, developed by Henri Lebesgue.

Questions
1. What is the main idea of paragraph one?
2. What is the main idea of paragraph two?
3. What is the main idea of paragraph three?
4. What is the main idea of paragraph four?

Activity 3 _____

Act prohibitions or obligation!

- ❖ Don't' cheat.
- ❖ Don't stop here.
- ❖ Don't park here.
- ❖ Don't smoke.
- ❖ Don't make noises.
- ❖ Don't sit on the bench.
- ❖ Don't feed the animal.
- ❖ Don't walk on the grass.
- ❖ Don't blow your horn.

- ❖ Be quite!
- ❖ Be good!
- ❖ Be diligent!
- ❖ Be kind!
- ❖ Close your book!
- ❖ Keep quite!
- ❖ Pssst … listen to me!
- ❖ Come on time!

Must for obligation, mustn't for prohibition:

You use *must* to talk about something you're obliged or strongly advised to do. You often use it when you talk about safety instructions,

> You must fasten your seat belt.

You use *must not, (mustn't)* to talk about something you aren't allowed to do or you're strongly advised not to do.

> You *mustn't* lean out of the window

For strong prohibition you use must never.

> You *must never* walk on the railway line

Must and *have to* brave almost the same meaning. You usually use *must* when the obligation comes from one of the speakers.

> - I usually forget her birthday, I *must* remember this year.
> - The baby's sleep. You *must* be quiet.

You usually use *have to* when the obligation comes from a third person. You often use it when you talk about rules.

Exercise:

- The government says you *have to* do military service.
- You *have to* show some id when you pay by coequal

Read the problems. Think of the suitable expression. Perform the actions. One is done for you.

1. You are teaching grammar now. One of your students is noise. What would you say? Don't be noise. Be quiet! Or keep quiet! Don't be noisy!
2. The exam is almost coming. You want your students to study hard. What would you say?
3. Your students are facing mathematic test now. One of them is cheating. What would you say?
4. Your boss asked you to see him tomorrow. He said the meeting at seven O' clock and you have to be there on that time what would your boss say?
5. Your youngest son is entering the first day in kindergarten. Your son is a shy person. You want your son to play and act as what the instructor asked. What would you say to your son?
6. You see a son walk in the railway. You know walk in the rail wail is danger. What would you say to that son?
7. You had to obey the rules that when you are driving a motorcycle, you have to wear a standard helmet. What would you express about that?
8. You are in the zoo. You see a man still admiring a big monkey then suddenly that man wants to feed the monkey. Perhaps he does see the prohibition "don't feed the animal". So, what would say to that man?

Activity 4 _____
There is / are
a. Describing a room
   Look at the picture of Fitran's apartment. His bedroom is messy. Are the sentences below match with the picture. Put (√) for right statement and (x) the false one.
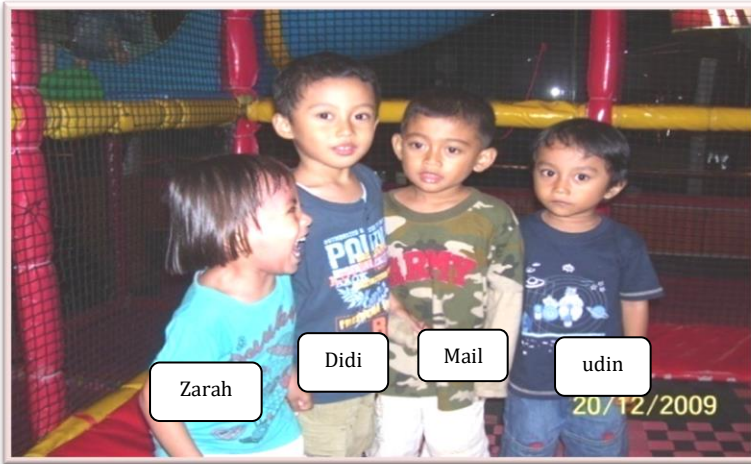
1. (√) There is a vase of flower living room.
2. (   ) There is a television in living room
3. (   ) There isn't flower in bedroom.
4. (   ) There isn't animal.
5. (   ) There is a fan beside the bed.
6. (   ) There is a set of sofas in living room.
7. (   ) There is an iron on the bed.
8. (   ) There is a ball under the bed.
9. (   ) There is a cupboard in bedroom

b. Questions and answers
   Again, look at the picture of Fitran's apartment. Complete the questions and answers.
   1. A. Are there any tables?
      B. Yes there are, in living room.
   2. A. _____there any laptop?
      B. No, _____
   3. A. Is _____ any vase of flower in living room?
      B. yes, _____. It's _____
   4. A. _____animal?
      B. No, _____
   5. A. _____iron
      B. No, _____

Still, look at the picture of Fitran's apartment. Complete the conversations.

1. A. Is there a pillow?   B. Yes, there is.
   A. Where is it?   B. It's on the bed.

2. A. Is there a vase of flower in bed?   B. Yes, room_____
   A. Where _____?   B. It'sbed_____

3. A. is there any bag?   B. Yes, _____
   A. Where ? _____   B. It is the table _____

4. A. Are there _____ lamp?   B. Yes, _____
   A. Where _____ ?   B. There's _____ on the table.

5. A. _____ lamp?   B. Yes _____
   A. Where _____ ?   B. _____

🙂 **Preposition**

Preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence, examples:
Hade is looking for his ball, please help him to find it.
1. The ball is on the table.
2. The ball is under the table.
3. The ball is beside/ by the table.
4. The ball is near the table.

5. Didi is standing between Mail and Zarah
6. Udin is standing beside Mail.
7. Mail is standing between Udin and Didi.

Exercise for the prepositions in / at / on – showing time and date. Choose either in, at or on. One is done for you.
1. Let's meet **at** seven o' clock.
2. He was born _____ July
3. I went there _____ 1998
4. They drove to Malang _____ September 15th
5. We arrived in this country _____ September
6. I have to go shopping _____ holiday time
7. We get up early _____ the morning
8. We like going to the mosque _____ Fridays
9. He's working on his homework _____ the moment
10. What do you like doing _____ weekends?

Complete the sentences with a preposition from the box.

by	with	of	in	on	at	to

1. I was _____ barman's house _____ Saturday.
2. Zahra lives _____ home _____ her parents.
3. Fairer is _____ the garden _____ his friend Samsun

4. I go _____ work _____ *Oto penumpang* and I' m _____ work until 16.00 p.m. every day.
5. She was _____ the *Amplaz* _____ her parents.
6. Look _____ this photo _____ my husband. Isn't he handsome?

Present Participle

✓ Present participle is used with the verb' *to be'* to indicate an action that is incomplete: e.g.: I *am* reading / I *was* reading.
✓ Present participles can also be used as an adjective; *an* **interesting** *story, a* **fascinating** *woman,* etc.

Correct the task by change the verb in the bracket into the present's one is done for you.
1. Ahmad is (red) Novel in the library. ⟶ **reading**
2. Someone rings the front doorbell while Aziza is (have) a bath.
3. Siobhan Allah….. I see very (interested) scenery.
4. When he comes home from school, his mother is (cooked) dinner.
5. My brother is (does) the praying Dzuhur at the *musholla.*
6. Most of the audiences is scream during the movie because it is very (amazed)

Activity 5 _____

Descried what you see from the picture given. Describe all the pictures given through sentences. One is done for you.

1

2

3

4

5

6
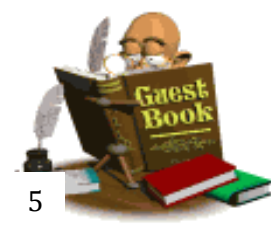
1. a. Khanza is smiling to me
   a. She is wearing a beautiful Vail
   b. She thinks *Totobuang* music is interesting.

Reflection

This self-evaluation is called 'I do sheet'. It is presented to know your own comprehension about this unit. You may value yourself by ticking (√) the box that represents your answer. Do not be underestimating about you yourselves. If you got some difficulties, just asking the point that you do not understand to your lecturer. You may do it directly in the class or out of class.

No.	Questions	Answers	
		Yes	No
1.	I am able to find the equivalent words from English to Indonesian		
	I am able to find the main idea from text "Integral"		
2.	I am able to act prohibition and obligation in appropriate context		
3.	I am able to describe a certain situation presented through picture		
4.	I am able to understand about preposition in the appropriate context		
5.	I am able to use prepositions in the right way		
6.	I am able to understand about present participle		
7.	I am able to apply the present participle in the appropriate context		
8.	I am able to write sentences in desiring some pictures		

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PROFIL PENULIS

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