



English Summary

6

1st Semester

Based on English Chest 6

This summary belongs to:

Name : _____

Class : _____

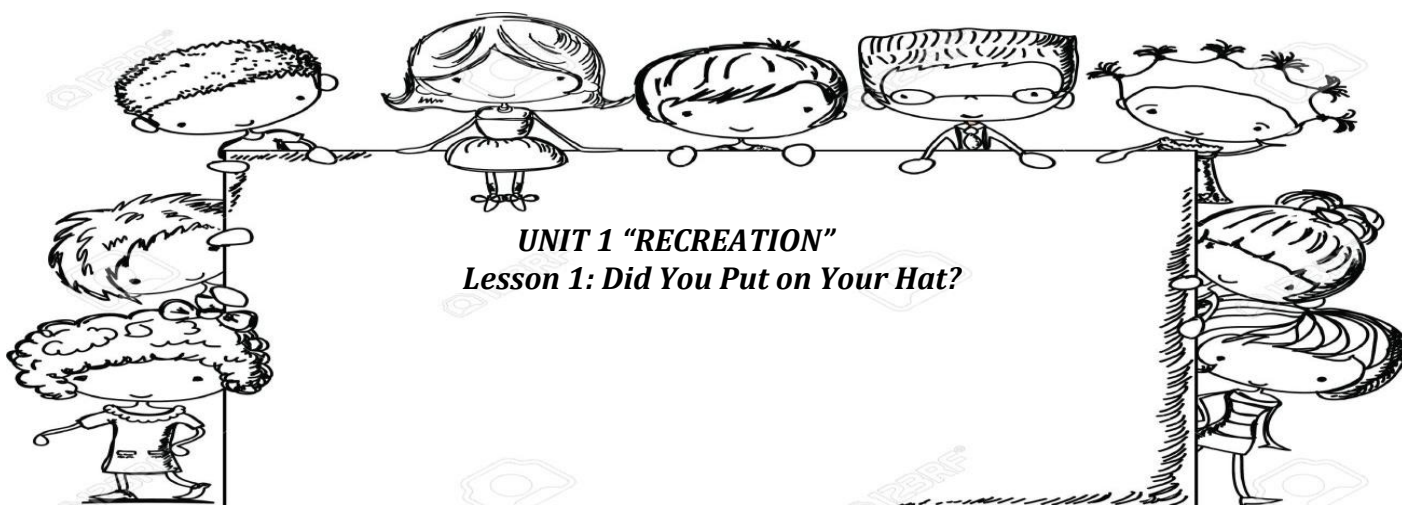
Number : _____

**Talenta Primary School
Taman Kopo Indah III F-1
Bandung Regency**

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KEEP
Calm **AND**
LEARN
English



A. Materials and Functions

This lesson will learn about:

- talking about actions
- phrasal Verbs: take off, throw away,...
- modal auxiliary: could
- future: will




B. Literacy









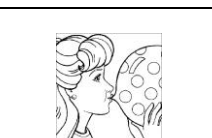



- Reading aloud (EC page 9)
- Reading and writing: Understanding Recount Text (EC page 9)
- Thinking skill: Cloze conversation and matching words to the right sentences. (EC page 8 and 9)

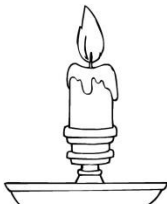



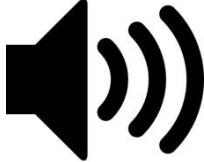



C. Sentence patterns

- Did he/ she/ you pick up your toys?
Yes, he/ she/ I picked them up.
No, he/ she/ I didn't pick them up.
- Did he/ she/ you put on your hat?
Yes, he/ she/ I put it on.
No, he/ she/ I didn't.
- Could he/ she/ you pick the rest of the toys up?
OK.
- Could he/ she/ you turn the volume down?
Sure.

D. Vocabulary

Word	Pronunciation	Meaning	Example
 take off	[teik ɔ:f]	to remove clothing	Please take off your coat.
 throw away	[θrou əweɪ]	to discard; to put in the trash	He threw away his old socks.
 put on	[put ən]	to start wearing something	Did you put on your hat?

	hand in	[hænd ín]	to give to a teacher	He handed in the <u>assignment</u> to his teacher.
	blow out	[blou áut]	to extinguish; to stop a fire	He didn't blow out the <u>candles</u> .
	try out	[traí áut]	to try something new	He tried out his new <u>scooter</u> .
	pick up	[pík ʌp]	to lift from a power position	Please pick up your toys!
	turn up	[tɜn.ʌp]	to increase what it is producing	Turn up the volume, please!
	turn down	[tɜn.daʊn]	to reduce what it is producing	Turn down the volume, please!
	turn on	[tɜn.ɒn]	to activate electrical power from flowing to a device	Turn on the computer, please!
	turn off	[tɜ:rn ɔ:f]	to stop electrical power from flowing to a device	Could you turn off the light?
	blow up	[blou ʌp]	to explode; to fill something with air or gas so that it becomes firm	She blows up the balloon.
	hang up	[hæŋ ʌp]	to suspend in the air; to attach to a hook or hanger	I hung up my coat.
	use up	[ju:z ʌp]	to use all of something so that there is none left	My brother used up the toothpaste.
	fill out	[fílaʊt]	to complete a form by writing information on it	I have to fill out the registration form.

 candle	 half pipe	 knee pads	 elbow pads
 volume	 glue stick	 form	 scooter

E. Grammar Focus

1. Phrasal Verb

A **phrasal verb** is a phrase consisting of a verb plus a **preposition** or **adverb**. The phrasal verb creates a meaning that is different from the meaning of the verb on its own. Phrasal verbs are usually two words long, but they sometimes consist of three words.

For example:

*She has always **looked down on** me.*

*Fighting **broke out** among a group of 40 men.*

*Don't **put me off**, I'm trying to concentrate.*

For instance, in the first example, the phrasal verb 'to look down on someone' doesn't mean that you are looking down from a higher place at someone who is below you; it means that you think that you are better than someone.

➤ Parts of Phrasal verb

- Verbs** are action words (like *run, jump, and sing*) or words that link a subject to more information about the subject (like *become, seem, and be*). A sentence can't be a complete sentence without a verb.
- Prepositions** are words that show a location, either a physical location or a location in time. Common prepositions include *on, in, beside, above, around, at, before, up, down, behind, and underneath*. Prepositions are part of phrasal verbs more often than adverbs.
- Adverbs** describe a verb, adjective, or even another adverb. They often end in *-ly*, but this is not always true. Examples of common adverbs are *quickly, happily, badly, angrily, always, never, usually, very, really, away, and forward*.

Example 1:

The wind **knocked down** one of the trees in our yard.

- In this example, the verb is "knocked." It is used with the preposition "down."
- "Knocked down" is a phrasal verb.
- On its own, "knock" usually means to hit a surface, like when you knock on a door.

- “Knocked down,” has a completely different meaning. It means to cause something to fall over.

Remember!

These expressions are like slang and don’t typically appear in the dictionary. Phrasal verbs commonly end with *up*, *down*, *away*, *out*, and *on*. Remember that a phrasal verb can be either two words or three words.

➤ **Types of Phrasal Verb**

Some phrasal verbs are **transitive** and others are **intransitive**. Transitive verbs can be followed by an object, but intransitive verbs cannot. An **object** is the person or thing in the sentence who the action is being done to, or the person/thing who receives the action.

Example 1 (Transitive Phrasal Verb)

My mom told me to **clean up** my toys.

- This phrasal verb consists of the verb “clean” and the preposition “up.”
- In this case, the action is “clean up.” Who or what is being cleaned up? The toys!
- This means that the toys are the direct object in this sentence.
- Since the phrasal verb is followed by an object, we know this is a **transitive phrasal verb**.

Example 2 (Intransitive Phrasal Verb)

Carmen was sad because her dog **ran away**.

- In this sentence, the verb is “ran,” and it is followed by the adverb “away.” “Ran away” is a phrasal verb.
- The action here is “ran away.” Can this action be performed on someone or something? No.
- There is no direct object in this sentence because “ran away” cannot be followed by a direct object.
- For this reason, we know that “ran away” is an **intransitive phrasal verb**.

2. modal auxiliary: could

The modal verb *could* is most often used as a past-tense version of can, indicating what someone or something was able to do in the past; it can also be used instead of *can* as a more polite way of making a request or asking for permission. *Could* is also used to express a slight or uncertain possibility, as well as to make a suggestion or offer.

➤ **The Functions of ‘Could’:**

1. Past ability

When describing what a person or thing was physically, mentally, or functionally able to do in the past, we use *could* instead of *can*. For example:

- “When I was younger, I **could run** for 10 miles without breaking a sweat!”
- “Back in the 1970s, our TV **could** only **get** about four channels.”
- “She **couldn’t read** until she was nearly 12 years old.”
- “**Could** your family **afford** any food during the Great Depression, Grandma?”
- I could run ten miles in my twenties.
- I could speak Chinese when I was a kid.

➤ **Asking for permission**

When we ask someone for permission to do something, it is often considered more polite to use *could* instead of *can*. However, we can only make this substitution when asking for permission—when stating or granting permission, we can only use *can* (or, more politely, may).

For example:

- “Dad, **could** I **spend** the night at my friend’s house?”
- “**Could** we **invite** Sarah to come with us?”
- “I was wondering if I **could take** a bit of time off work.”

➤ Making a request

Just as we use *could* instead of *can* to be more polite when asking for permission, it is also considered more polite to substitute *could* when making a general request. For example:

- “**Could** you please **be** quiet?”
- “**Could** you **help** me with this assignment?”

Note that we can also do this with the modal verb **would**:

- “**Would** you **ask** Jeff to come over here?”
- “**Would** Tina **help** me paint this fence?”

➤ Making a suggestion

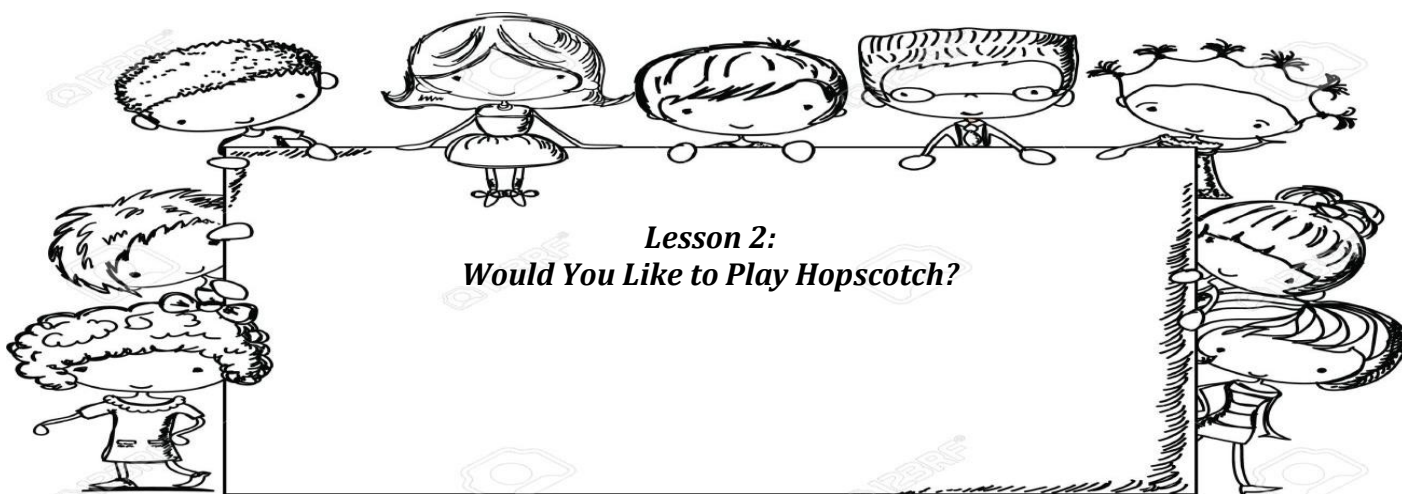
Similar to expressing a possible outcome, we can also use *could* to suggest a possible course of action. For instance:

- “We **could go** out for pizza after work on Friday.”
- “You **could see** if your boss would let you extend your vacation.”
- “I know it will be tricky to convince your parents, but you **could try**.”

➤ Making offers

In addition to using *could* to make a suggestion, we can also use it to make an offer to do something for someone. For example:

- “**Could I give** you a hand with dinner?”
- “**Could we help** you find what you need?”
- “**Could I give** you a ride home?”



A. Materials and Functions

This lesson will learn about:

- extending an invitation politely,
- accepting/ declining an invitation politely,
- modal auxiliary: would,
- future: will.

B. Literacy

- Reading aloud (EC page 12).
- Reading and writing: Understanding Recount Text and understanding Email (EC page 12 and 13).
- Thinking skill: Unscramble sentences (EC page 12)

C. Sentence patterns

Would you like to _____?

(+) Sure! I'd love to.

(-) Thanks, but I can't. I have to _____.


(+) Yes, of course.








(-) I'm sorry, I can't. I have to _____.

- A : Would you like to help me wash my puppy?
- B : Sure! I'd love to. We'll need dog shampoo and a hose.

- A : Would you like to make bracelets with me?
- B : Thanks, but I can't. I have to accompany my mom to the market.

D. Vocabulary

Word	Pronunciation	Meaning	Example
 Lemonade Stand	[lɛmənɛɪd stænd]	a small kiosk for selling lemonade	Would you like to <u>set up</u> a lemonade stand with me?

	ice cube	[aɪs kjuːb]	a small square block of ice	Ice cubes are made <u>from</u> water.
	Tour	[tuəːr]	a sightseeing trip around a place	They are <u>taking</u> a tour of the city.
	Poster	[póustər]	a large piece of paper, usually hung on a wall	I hung two posters <u>on the wall</u> .
	Hopscotch	[hɒpskɒtʃ]	a game using chalk and stones, usually played by young children	She is <u>playing</u> hopscotch .
	Chalk	[tʃɔːk]	a powdery stick used for writing and drawing on a blackboard	He is <u>drawing</u> a <u>picture with</u> chalk .
	Feed	[fiːd]	to give food	I have to <u>feed</u> <u>my</u> <u>dog</u> .
	horse races	[hɔːrs reɪs]	an event where horses try to run faster than each other	Let's go to the horse races tomorrow.
	mow	[məʊ]	to cut grass	Did you <u>mow</u> <u>the</u> <u>lawn</u> ?

E. Grammar Focus: Invitation

An invitation is a request, a solicitation, or an attempt to get another person to join you at a specific event such as birthday party, wedding, and other events.

There are two kinds of invitations:

1. Formal invitations which is usually originate from institutes, companies and kinds of it.
2. Informal invitation is personal invitation given to a friend, family, etc.

Part of Invitation Letter:

- Title
- Invite
- Time/ date
- Sender

➤ Making invitation

To invite someone, we can use modal auxiliary: would.

- Would you like to come
- Would you like to join us
- I would like to invite you

- Would you run with me today?
- Or you can say
Request the present of ...
- Do you like to come?
- Might you want to go along with us?

➤ **Accepting Invitation**

Here are some expressions when you want to accept someone's invitations politely:

- That's very kind of you
- We'd like very glad to....
- What a delightful idea
- With the greatest pleasure
- Thank you very much for inviting me
- It's delightful to....
- That would be very nice
- OK,I will be there !
- I'd like love to come.
- Sure, I am coming
- Yes, obviously
- Alright, I'll come
- That is a smart thought

➤ **Declining Invitation**

Here are some expressions when you can not join the events or decline the invitations politely:

- I'm very sorry, I don't think I can go.
- I'd like to, but....
- I'm afraid I've already promised....
- Thank you for asking me, but....
- Unfortunately, I can't....
- I'd love to, but....
- I wish I could, but....
- I am horribly sad

➤ **Modal Auxiliary: Would**

Would is an auxiliary verb - a modal auxiliary verb. We use **would** mainly to:

- talk about the past
- talk about the future in the past
- express the conditional mood

We also use **would** for other functions, such as:

- expressing desire, polite requests and questions, opinion or hope, wish and regret

➤ **Structure of *would***

	subject	auxiliary <i>would</i>	<i>not</i>	main verb <i>base</i>	
+	I	would		like	tea.
-	She	would	not	go.	
?	Would	you		help?	

➤ **The use of *would***

There are many functions of *Would*, but in this chapter we will discuss some of them:

***would* for desire or inclination**

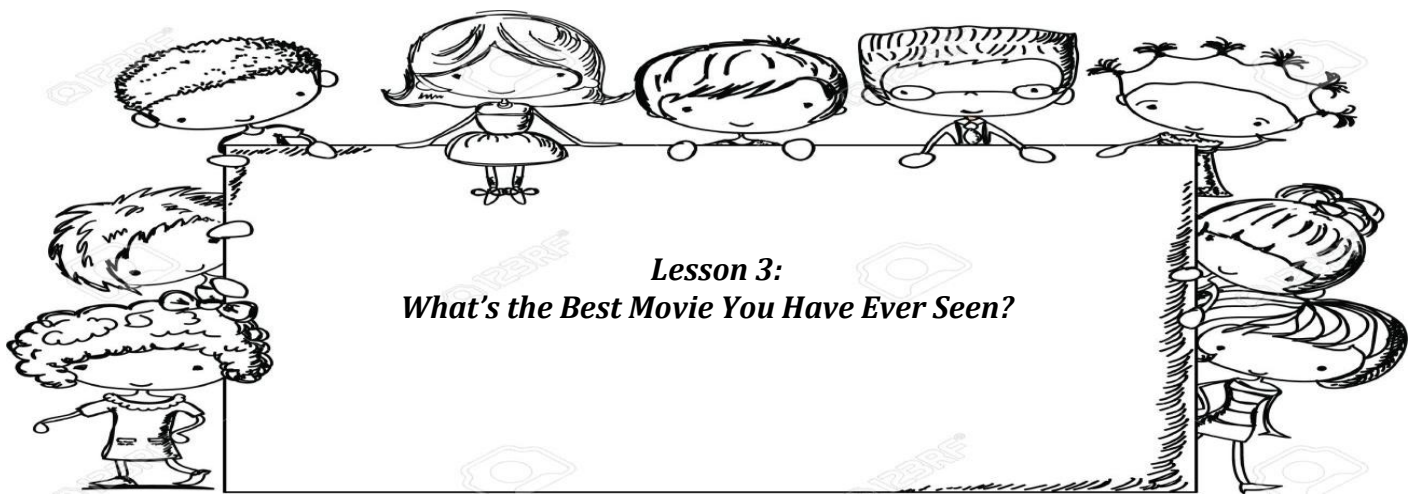
- I'd love to live here.
- Would you like some coffee?
- What I'd really like is some tea.

***would* for polite requests and questions**

- Would you open the door, please? (more polite than: Open the door, please.)
- Would you go with me? (more polite than: Will you go with me?)
- Would you know the answer? (more polite than: Do you know the answer?)
- What would the capital of Nigeria be? (more polite than: What is the capital of Nigeria?)

***would* for opinion or hope**

- I would imagine that they'll buy a new one.
- I suppose some people would call it torture.
- I would have to agree.
- I would expect him to come.
- Since you ask me I'd say the blue one is best.



A. Materials and Functions

This lesson will learn about:

- sharing experiences and opinions,
- comparative adjectives,
- superlative adjectives,
- present perfect tense, and
- participles.

B. Literacy



- Reading aloud
- Reading and writing: Understanding Recount Text and simple text.
- Thinking skill: Cloze conversation about comparative and superlative.








C. Sentence patterns

A : Which _____ more _____, _____ or _____ ?
 B : I thought _____ more _____ than _____.
 A : What's the most _____ you have ever _____ ?
 B : _____ the most _____ I have ever _____.

A : Which are more expensive, the red jacket or the pink jacket?
 B : I thought the pink jacket is more expensive than the red jacket.
 A : What is the most beautiful thing you have ever seen?
 B : A sunset over the ocean is the most beautiful thing I have ever seen.

D. Vocabulary

Word	Pronunciation	Meaning	Example
	[bɪdʒɪst ænɪml]	(an animal) having a larger size than others	The elephant is the biggest animal .
	[best mu:vi]	(a movie) that is better than all others	What is the best movie you have ever seen?

	loudest (music)	[laʊdist mju:zɪk]	(music) that has a bigger sound than all others	He plays the <u>loudest music</u> I have ever heard.
	nicest (person)	[naɪst pɜ:rsn]	(a person) who is kinder and more pleasant than all others	Jane tries to be the <u>nicest person</u> .
	worst (TV program)	[wɜ:rst ti:vi prougræm]	(a TV program) that is more terrible than all others	I watched the <u>worst TV program</u> I have ever seen.
	most interesting (book)	[moust intrəstɪŋ bʊk]	(a book) that is more interesting than any other	I think J.K.Rowling writes the <u>most interesting books</u> .
	chin-up	[tʃɪnʌp]	an exercise where you pull your body up until your chin passes a bar	I can <u>do</u> three <u>chin-ups</u> .
	push-up	[pʌʃʌp]	an exercise where you lie down and push yourself up and down	Can you <u>do</u> <u>push-ups</u> ?
	sit up	[sɪt ʌp]	an exercise where you lie on your back and sit up without using your hands to support yourself	Please teach me how to <u>do</u> <u>sit-up</u> ?

E. Grammar Focus: Comparison Degree and Present Perfect Tense

Comparison Degree

We have learned comparison of degree in the fifth grade. In this chapter you will ask to remember again the material.

- Comparison degree is adjectives used to clarify the difference between 2 objects/nouns.

There are 3 degrees of comparison, they are:

- Positive degree, When we speak about only one person or thing, We use the Positive degree.
- Comparative degree are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared.
-

Noun (subject) + verb + the + Superlative adjective (-est)/ most + noun (object).

- Superlative degree are used to describe an object which is at the upper or lower limit of a quality (*the tallest, the smallest, the fastest, the highest*). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + comparative adjective (-er)/ more + *than* + noun (object).

➤ Lists of Comparison Degree

No.	Adjectives	Comparative Adjectives	Superlative Adjectives	SA + noun
1.	Big	Bigger	Biggest	biggest animal
2.	good	Better	Best	best movie
3.	loud	Louder	Loudest	loudest music
4.	nice	Nicer	nicest	nicest person
5.	bad	Worse	Worst	worst
6.	interesting	more interesting	most interesting	most interesting book
7.	difficult	more difficult	most difficult	most difficult lesson
8.	expensive	more expensive	most expensive	most expensive jewelery
9.	beautiful	more beautiful	most beautiful	most beautiful flower
10.	adventurous	more adventurous	most adventurous	most adventurous country
11.	intelligent	more intelligent	most intelligent	most intelligent animal
12.	colorful	more colorful	most colorful	most colorful city
13.	delicious	more delicious	most delicious	most delicious food
14.	heavy	Heavier	heaviest	heaviest man
15.	small	Smaller	smallest	smallest island



Jacket



sunflower



rose



orchid



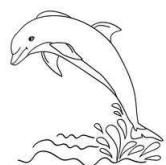
going to the water park



walking your dog



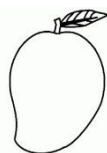
parrot



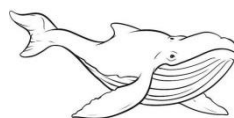
dolphin



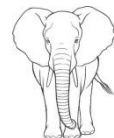
kiwi



mango



blue whale



elephant



rendang



Peking duck



diamond



gold

“Present Perfect Tense”

The present perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself.

The Present Perfect is used to describe:

- An action or situation that started in the past and continues in the present.
 - I **have lived** in Bristol since 1984 (= and I still do.)
 - We **have had** the same car for ten years.
- An action performed during a period that has not yet finished.
 - She **has been** to the cinema twice this week (= and the week isn't over yet.)
 - It **has rained** a lot this year.
- A repeated action in an unspecified period between the past and now.
 - We **have visited** Portugal several times.
 - We **have eaten** at that restaurant many times.
- An action that was completed in the very recent past, expressed by 'just'.
 - I **have just finished** my work.
 - I **have just eaten**.
- An action when the time is not important or not known.
 - He **has read** 'War and Peace'. (= the result of his reading is important)
 - Someone **has eaten** my soup!

Full Sentence	Shorten Sentence	Note
STATEMENT:		
HAVE/HAS + PAST PARTICIPLE		
a. I have finished my work. b. The students have finished Chapter 5. c. Jim has eaten lunch.	a. I've finished my work. b. They've finished Chapter 5. c. He's eaten lunch.	✓ The basic form of the present perfect: have or has + the past participle. ✓ Use have with I, you, we, they, or a plural noun (e.g. students). ✓ Use has with she, he, it, or a singular noun (e.g. Jim) ✓ With pronouns, have is contracted to apostrophe + ve ('ve) and has to apostrophe + s ('s)
NEGATIVE:		
HAVE/ HAS + NOT + PAST PARTICIPLE		
d. I have not finished my work. e. Ann has not eaten lunch.	d. I haven't finished my work. e. Ann hasn't eaten lunch.	✓ have + not = haven't ✓ has + not = hasn't

QUESTION:

HAVE/HAS + SUBJECT + PAST PARTICIPLE

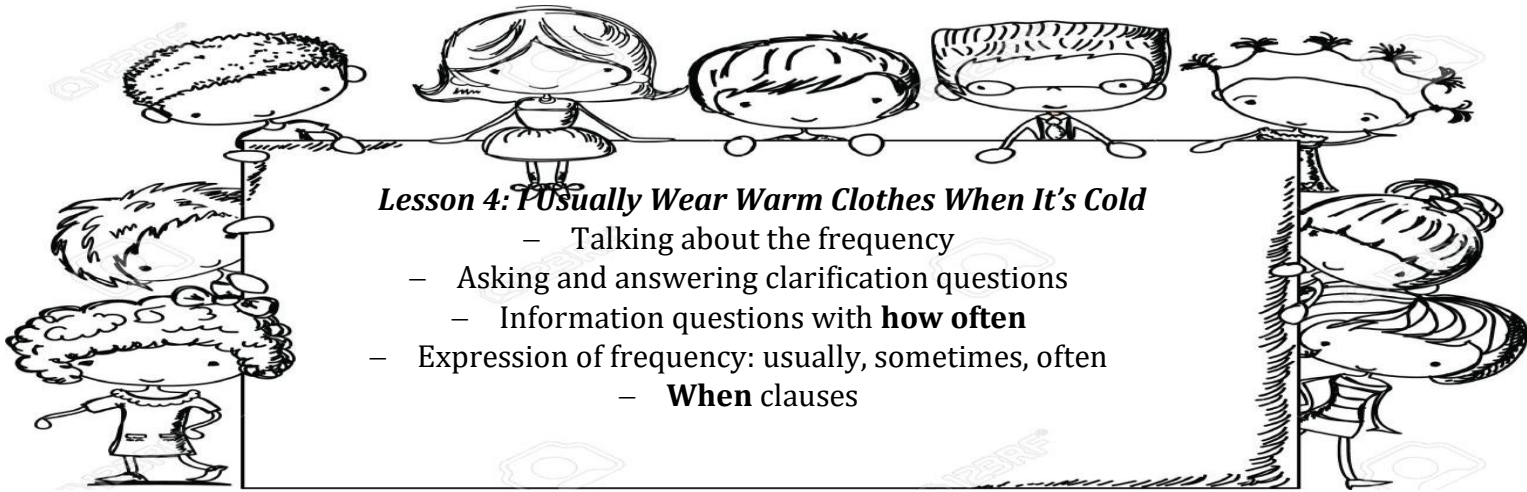
- f. **Have** you *finished* your work?
- g. **Has** Jim *eaten* lunch?
- h. How long **have** you *lived* here?

In a question, the helping verb (*have* or *has*) precedes the subject.

- i. A: **Have** you *seen* that movie?
B: (+) Yes, I **have**. / (-) No, I **haven't**.
- j. A: **Has** Jim *eaten* lunch?
B: (+) Yes, he **has**. / (-) No, he **hasn't**.

The helping verb (*have* or *has*) is used in a short answer to a yes/no question.

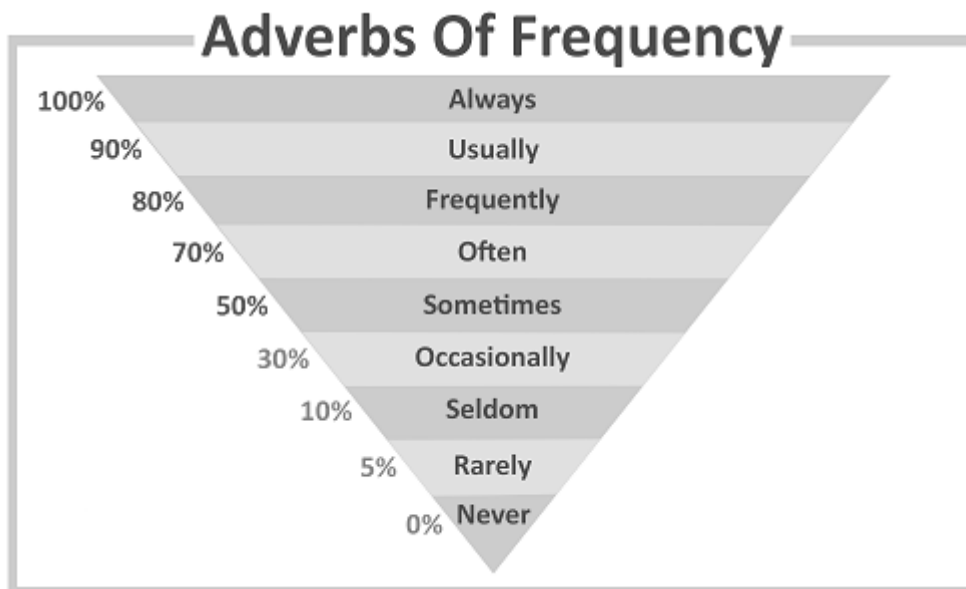
The helping verb in the short answer is not contracted with the pronoun.



A. Sentence patterns

- Do you _____ ?
- No. / Yes, I usually / sometimes _____ when _____.
- When do you / your _____ ?
- In _____ .

B. Vocabulary



▪ Feelings and Activities

Feelings



Tired



worried



bored



hungry



Sad



shy



happy



sleepy

Activities



stay in a hotel



take a vacation



wear warm clothes



stay home



play dodge ball



play paint ball



go to bed early



talks with ... mom



Shout



cry

C. Grammar Focus

▪ **“Adverb of Frequency”**

We use adverbs of frequency – like sometimes or usually – to say how often we do things, or how often things happen.

▪ **Position of Adverbs of Frequency**

We often place adverbs of frequency in these positions.

Rule 1: Most adverbs come before the verb.

Examples:

*I **sometimes** watch Chinese films.*

*She **never** eats vegetables.*

*I **always** read comic books.*

*They **rarely** watch music channels.*

Rule 2: Use adverbs of frequency after these five forms of be: am, is, are, was, were.

Examples:

I am **always** worried about my study result.

She is **usually** very happy.

She is **always** cooking spaghetti.

You are **seldom** anxious about my health.

Rule 3: When a verb has a helping verb, the adverb goes after the first part of the verb.

Examples:

Drivers should **always** wear a seat belt.

Richard doesn't **usually** smoke.

Rule 4: Sometimes we use adverb of frequency at the beginning of the sentence.

Examples:

Always wash your hands before the meal!

Often he walked.

Sometimes I go skating.

Rule 5: Sometimes we use adverb of frequency at the end of the sentence.

Examples:

We read books **occasionally**.

They like to watch TV **often**.

We go to school by bike **sometimes**.

D. Speak out

Luna : Do you **play** paintball **sometimes**?

Kelton : Yes, I **sometimes** play paintball **when** my cousins come to town.

Luna : When do your cousins come to town?

Kelton : In the summer vacation **when** the weather is nice.

Maya : Do you stay in a hotel **sometimes**?

Dave : Yes, we **usually** stay in a hotel when we take a vacation.

Maya : When do you wear warm clothes?

Dave : We usually wear warm clothes **when** it's cold.

Mike : Do you go to the cinema **sometimes**?

Alden : No, I **rarely** go to the cinema.

Mike : When do you go to the cinema?

Alden : I go to the cinema **when** the movie is great.

James : Do you go skiing frequently?

Micah : No, I **never** go skiing.

- Practice Speaking with your friends by using the following clues!

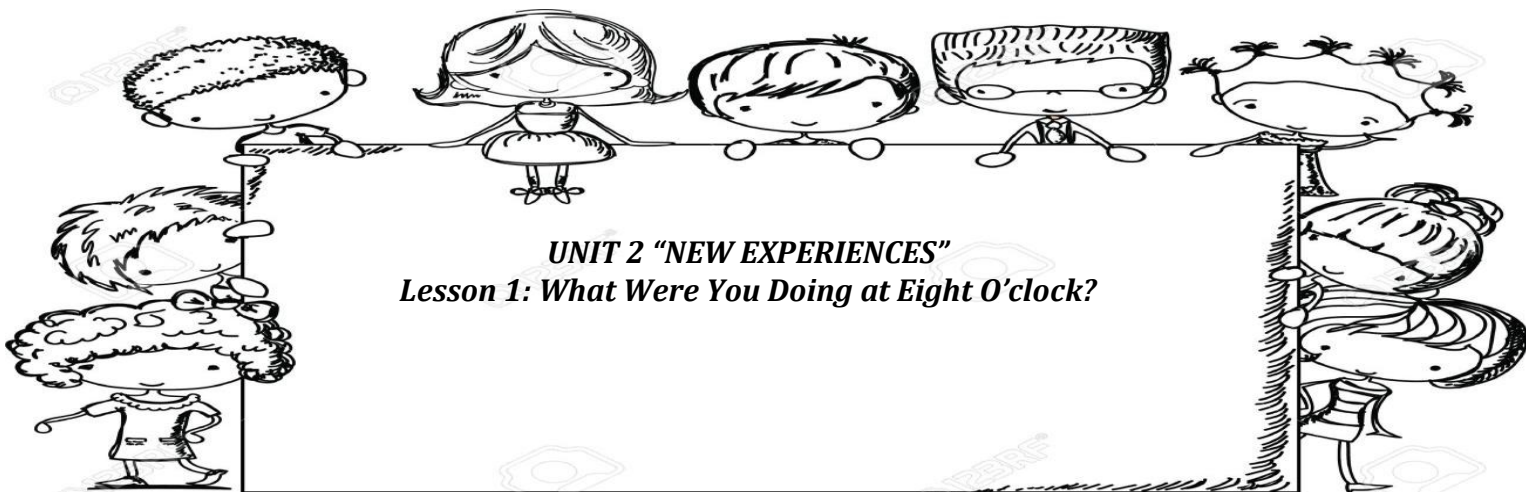
A: Do you _____ ?

B: No. / Yes, I usually / sometimes _____ when _____.

A: When do you / your _____ ?

B: In _____ .

No.	Activities	Adverb of Frequency	Feelings
1.	watch TV	sometimes	bored
2.	eat cookies	usually	hungry
3.	go to bed early	often	tired
4.	talk with mom	always	worried
5.	Shout	never	angry
6.	Cry	seldom	sad
7.		always	
8.		usually	
9.		seldom	
10.		never	



A. Materials and Functions

This Lesson will learn about:

- talking about two things happening at the same time in the past,
- past progressive tense, and
- **when/ while** clauses.









B. Literacy

- Reading aloud.
- Reading and writing: Understanding Recount Text.
- Thinking skill: Unscramble sentence and Rewrite sentence using Past Progressive Tense.

C. Sentence patterns

What were you doing when/at _____? I was _____ when _____. Pardon? / What did you say? -I was _____.	A: What were you doing when it started to rain? B: I was doing my homework. A: What did you say? A: I was doing my homework.
--	--

D. Vocabulary

Word	Pronunciation	Meaning	Example
 take a walk	[teɪk ə wɔ:k]	to walk, usually for leisure or exercise	I was <u>taking a walk</u> in the park.
 get dressed	[gét drest]	to put on clothes	Jody is <u>getting dressed</u> for a party tonight.
 wash the dishes	[wɑ:ʃ;wɔ:ʃ ðə dɪʃs]	to wash dirty dishes	Please <u>wash the dishes</u> after dinner.
 daydream	[deɪdri:m]	to dream about something you want while you are awake	I often <u>daydream</u> about taking a long vacation.
 wait for a bus	[weɪt fə(r) ə bʌs]	to stand at a bus stop	I have been <u>waiting for a bus</u> for 30 minutes.
 take care of ...	[teɪk keə ʌv]	to look after	I like to <u>take care of</u> my baby brother.
 fire alarm	[faɪə(r) əlɑ:rm]	an alarm that makes a noise when it senses smoke	The <u>fire alarm went off</u> .
 snowboard	[snəʊbɔ:rd]	to slide on snow on a long board	I often <u>snowboard</u> in winter.

➤ Forming the Past Continues Tense

The past continuous of any verb is composed of two parts : the past tense of the verb "to be" (*was/were*), and the base of the main verb *+ing*.

Subject	was/were	base + ing
They	were	watching
Affirmative		
She	was	reading
Negative		
She	wasn't	reading
Interrogative		
Was	she	reading?
Interrogative negative		
Wasn't	she	reading?

Or

Singular	Plural
I was walking	we were walking
you were walking	you were walking
he/she/it was walking	they were walking

➤ The Functions of Past Continues Tense:

- indicates continuing action, something that was happening, going on, at some point in the past.

Example :

1. The band was playing hit songs the whole concert.
"Was playing" is also in the past progressive, since it uses "was", "ing", and describes what the band did across the entirety of the concert.
2. It was raining outside when she woke up.
"Was raining" helps to set the stage for what happens next. It helps to describe the scene. It uses the helping verb ("was") with the present participle ("raining").

- The past progressive indicates a limited duration of time and is thus a convenient way to indicate that something took place (in the simple past) while something else was happening/ To describe two actions that were in progress at the same time in the past:

Example:

1. Carlos lost his watch while he was running.
 2. I was preparing dinner while Melanie was working upstairs.
- The past progressive can express incomplete action.
Example: I was sleeping on the couch when Bertie smashed through the door.
 - to express a change of mind
Example: I was going to spend the day at the beach but I've decided to get my homework done instead.
 - with 'wonder', to make a very polite request
Example: I was wondering if you could baby-sit for me tonight.

Note: with verbs not normally used in the continuous form, the simple past is used.

F. SPEAK OUT

Speaking Practice

Talk to your partner using the clues below.

1.



I called you
decorate my bedroom

2.



Sophie arrived
play with my cat

3.



at 8 o'clock
drink milk

4.



12 o'clock
eat lunch

5.



the doorbell rang
talk to my friend

6.



the earthquake happened
make dinner

7.



11 o'clock
ride a horse

8.



the fire alarm rang
listen to music

9.



at half past four
paint a picture



UNIT 2 "NEW EXPERIENCES"
Lesson 2: She Was Happy Because She Passed the Test

A. Materials and Functions:

- talking about things happened to other people,
- cause and effect,
- coordinating conjunction: so, and
- subordinating conjunction: because.




B. Literacy:

- Reading aloud.
- Reading and writing: Understanding Simple Letter about past tense and "cause and effect".
- Thinking skill: Unscramble sentence and Cloze conversation.

C. Sentence patterns

How was _____? - _____ was _____ because _____. / _____, so _____ was _____. -That's _____.	A: How was Sara? B: She was sad because she had a headache. / She had a headache so she was sad. A: That's too bad.
--	--

D. Vocabulary

Word	Pronunciation	Meaning	Example	
	give a speech	[gɪv ə spi:tʃ]	to speak in front of many people	Tim <u>gave</u> an interesting <u>speech</u> .
	Rip	[rɪp]	to tear	He <u>ripped</u> his favorite pair of <u>jeans</u> .
	Fail	[feɪl]	to get low points in a test; not to succeed	She <u>failed</u> the history <u>test</u> .

	Spill	[spil]	to drop a liquid	He spilled juice all over the counter.
	Hurry	[rʌ]	to rush	She is going to miss her train, so she's in a hurry .
	Forget	[fəget]	to fail to remember	Sophia forgot her keys yesterday.
	embarrassed	[ɪmbærəst]	feeling shame or worry because of something you did	I was embarrassed because I fell down the stairs.
	Disappointed	[dɪsəpɔɪntɪd]	sad because you didn't get the result you expected	I am disappointed with my math score.
	Confused	[kən'fju:zd]	unable to understand something	I am confused by this question.

E. Grammar Focus

➤ Simple Past Tense

We use the past simple to describe an action that started in the past and ended in the past. It could be something that happened twenty years ago or something that happened two minutes ago. It started. It stopped. It's over.

- The most common time expressions used for the past simple are:
 - yesterday,
 - a week (month, year) ago,
 - last (month, year, weekend, Monday) night,
 - the day before yesterday,
 - two days (months, years) ago.

Note: the time expression appears either at the beginning or at the end of the sentence never in the middle of the sentence.

➤ **Forming sentences using Simple Past Tense**

Sentence	Formula	Examples
Positive	S + V2 + adverb of time	✓ He worked in the company last year.
		✓ I went to Jatim Park on the last holiday.
Negative	S + didn't + V1 + adverb of time	✓ I was in Japan last year
		✓ She had a headache yesterday.
Question	Did + S + V1 + adverb of time?	✓ He didn't work in the company last year.
		✓ I didn't go to Jatim Park on the last holiday.
Short Answer	Yes, (I/ you/ they/ we/ he/ she/ it) did. No, (I/ you/ they/ we/ he/ she/ it) didn't.	✓ I wasn't in Japan last year
		✓ She hadn't a headache yesterday.
WH-Questions	What/Why + did + Subject + V1 + Object	✓ We didn't do our homework last night.
		✓ Did he work in the company last year?
Short Answer	Yes, (I/ you/ they/ we/ he/ she/ it) did. No, (I/ you/ they/ we/ he/ she/ it) didn't.	✓ Did you go to Jatim Park last year?
		✓ Was I in Japan last year?
Short Answer	Yes, (I/ you/ they/ we/ he/ she/ it) did. No, (I/ you/ they/ we/ he/ she/ it) didn't.	✓ Had she a headache yesterday?
		✓ Did we do our homework last night?
Short Answer	Yes, (I/ you/ they/ we/ he/ she/ it) did. No, (I/ you/ they/ we/ he/ she/ it) didn't.	✓ Yes , she did .
		✓ No , she didn't .
WH-Questions	What/Why + did + Subject + V1 + Object	✓ Why did you sell the house?
		✓ Why did the computer break down?

SIMPLE PAST TENSE DARI TO BE, TO HAVE, TO DO

Subjek	Kata Kerja (Verb)		
	Be	Have	Do
I	was	had	did
You	were	had	did
He/She/It	was	had	did
We	were	had	did
You	were	had	did
They	were	had	did

➤ **Cause and Effect**

The definition of cause is “the reason that somethings happens or why something happens”.

The definition is effect/ result is “the consequences of an action or what happened”.

The reation of cause and effect called “Connector” which means something that joins two or more things together. The connector can be “because” or “ so”.

- **Because** is a subordinating conjunction. It shows the **cause**.
- **So** is a coordinating conjunction. It shows the **effect**.

We can combine two clauses using because and so.

Study the example given below!

1. Susie didn't attend the party.
2. She was not invited.

We can combine these two clauses in two different ways.

→ Susie didn't attend the party **because** she was not invited.

- **Cause:** She was not invited.
- **Effect:** Susie didn't attend the party.
- **Conjunction:** Because.

→ Susie was not invited, **so** she did not attend the party.

- **Cause:** Susie was not invited.
- **Effect:** She didn't attend the party.
- **Conjunction:** So

"Exercise: Choose so/ because to show cause and effect!"

1. He was lazy ... he did not study well.
 - a. so
 - b. because
2. I could not talk to him ... he was busy.
 - a. because
 - b. so
3. He was ill ... he did not attend school for a week.
 - a. so
 - b. because
4. He was sick ... they took him to hospital.
 - a. so
 - b. because
5. The teacher asked him to go out ... he misbehaved in the class.
 - a. because
 - b. so

F. SPEAK OUT

Talk to your partners using this conditions:

No	Your Friends	Cause	Conjunctions	Effect
1.	Deny	Passed the test	Because	Happy
2.		Saw a big spider	So	Scared
3.		The test was difficult	So	Confused
4.		Had a broken arm	Because	Unhappy
5.		Had a new dress	Because/ So	Pleased
etc				

Example:

1. Deny was happy because he passed the test.
- 2.
- 3.
- 4.

APPENDIX

Irregular Verbs

This list gives the infinitive form of the verb, its past tense, and then the past participle. If two forms are given, look the verb up in the dictionary to see whether they have a different meaning.

<i>Infinitive</i>	<i>Past Tense</i>	<i>Past Participle</i>
be	was/were	been
beat	Beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
burst	burst	burst
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
dig	dug	dug
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
earn	earnt	earnt

<i>Infinitive</i>	<i>Past Tense</i>	<i>Past Participle</i>
forgive	forgave	Forgiven
freeze	froze	frozen
get	got	Got
give	gave	given
go	went	gone
grow	grew	grown
grind	ground	ground
hang	hung	hung
have	had	Had
hear	heard	heard
hide	hid	hidden
hit	hit	Hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	Laid
lead	led	Led
lean	leant	leant
learn	learnt	learnt
leave	left	Left
lend	lent	lent
let	let	Let
lie	lay	Lain
lean	leant	leant
light	lit	Lit
lose	lost	Lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	Put

<i>Infinitive</i>	<i>Past Tense</i>	<i>Past Participle</i>
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
smell	smelt	smelt
spell	spelt	spelt
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
split	split	split
spread	spread	spread
spoil	spoilt	spoilt
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught

fall	fell	fallen	quit	quit	quit	tear	tore	torn
feed	fed	fed	read	read	read	tell	told	told
feel	felt	felt	ride	rode	ridden	think	thought	thought
fight	fought	fought	ring	rang	rung	throw	threw	thrown
find	found	found	rise	rose	risen	wake	woke	woken
fly	flew	flown	run	ran	Run	wear	wore	worn
forbid	forbade	forbidd en	say	said	said	win	won	won
forget	forgot	forgott en	see	saw	seen	write	wrote	written