VOCATIONAL WORDS: Exercises for Level 3 Students is especially written for undergraduate level Vocabulary students whose English mastery is already in the Intermediate to Advanced Level. The basic intention of the exercises set in this book is for students to learn specific vocabularies in specific fields of vocational interest. For example, vocabularies used by the medical staff are different from those used by the tourist industry people. Studying vocabulary should not be a burden for those wanting to learn English. For this reason the exercises that contains are made as entertaining as possible and as close to the cultural needs of Indonesians wanting to use English appropriately for their vocational fields … Learning English is engaging and yet, Fun!

Read also the series:
WORD DISCOVERY: Exercises for Level 1 Students
WORD EXPANSION: Exercises for Level 2 Students
VOCATIONAL WORDS
EXERCISES FOR LEVEL 3 FOR STUDENTS

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ii</td>
</tr>
<tr>
<td>FOREWORD</td>
<td>iii</td>
</tr>
<tr>
<td>AIMS, RULES, LESSON PLAN</td>
<td>iv</td>
</tr>
<tr>
<td>UNIT 1 World's Regions and Languages</td>
<td>1</td>
</tr>
<tr>
<td>UNIT 2 Weather Variations</td>
<td>13</td>
</tr>
<tr>
<td>UNIT 3 Describing People, Appearance, and Character</td>
<td>20</td>
</tr>
<tr>
<td>UNIT 4 Home Sweet Home</td>
<td>24</td>
</tr>
<tr>
<td>UNIT 5 Everyday Problems</td>
<td>30</td>
</tr>
<tr>
<td>UNIT 6 Global Disasters/ Tragedies</td>
<td>35</td>
</tr>
<tr>
<td>UNIT 7 In the Work Place</td>
<td>40</td>
</tr>
<tr>
<td>UNIT 8 Sports Arena &amp; Equipments</td>
<td>46</td>
</tr>
<tr>
<td>UNIT 9 Arts and Performances</td>
<td>52</td>
</tr>
<tr>
<td>UNIT 10 Food Cuisine</td>
<td>58</td>
</tr>
<tr>
<td>UNIT 11 The Environment</td>
<td>63</td>
</tr>
<tr>
<td>UNIT 12 Health and Medicine</td>
<td>67</td>
</tr>
<tr>
<td>UNIT 13 Travelling</td>
<td>71</td>
</tr>
<tr>
<td>UNIT 14 Holidays</td>
<td>78</td>
</tr>
<tr>
<td>UNIT 15 Mass Media Facilities and Technologies</td>
<td>83</td>
</tr>
<tr>
<td>UNIT 16 Crime</td>
<td>88</td>
</tr>
<tr>
<td>UNIT 17 Money Matters</td>
<td>93</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>100</td>
</tr>
<tr>
<td>INDEX</td>
<td>102</td>
</tr>
</tbody>
</table>
FOREWORD

VOCATIONAL WORDS is prepared for university students who have done exercises in vocabulary that trains them to use the dictionary well and have mastered how to make use of prepositions, synonyms, antonyms and word clusters. With that mastery, students would be ready enough to do exercises on vocabularies for the vocation. Words used in the health and medicine field, for example, will be different from those used for the tourism industry. Likewise, in explaining or discussing about a global disaster, special terminologies will need to be mastered by the students of Intermediate to Advance level.

Inside this VOCATIONAL WORDS book are exercises to help you expand and master your vocabulary for areas of vocation in the HOME, WORK PLACE, HEALTH & MEDICINE, MASS MEDIA & TECHNOLOGY, CRIME environment. To deal well with those vocations, vocabularies to describe about HOLIDAY, TRAVEL, FOOD, ARTS, PERFORMANCES, SPORT EQUIPMENTS, WEATHER, GLOBAL DISASTERS, COUNTRIES & LANGUAGES, and MONEY MATTERS are also supplied here.

Semarang, August 2015
Ekawati M. Dukut
AIMS OF BOOK:
1. To accommodate students with intermediate to advance vocabularies of English
2. To accustom students to the frequent use of words in various vocational fields

RULES FOR A CLASSROOM:
1. Students may not use an electronic dictionary in the classroom.
2. Frequent use of English-English, English-Indonesian and Indonesian-English dictionary books are recommended.

RECOMMENDED LESSON PLAN:
1. INTRODUCTION, unit 1
2. Unit 2
3. Unit 3 – 4
4. Unit 5, QUIZ A
5. Unit 6
6. Unit 7 – 8
7. Unit 9, REVIEW
8. MID TEST
9. Unit 10
10. Unit 11 – 12
11. Unit 13, QUIZ B
12. Unit 14
13. Unit 15
14. Unit 16
15. Unit 17, REVIEW
16. FINAL TEST
Unit 1  World’s Regions and Languages

1.1 Using 'the'

Most names of countries are used without ‘the’, but some countries and name have ‘the’ before them, e.g. the USA, the United Kingdom / UK, the Commonwealth.

1.2 Adjectives referring to countries and languages

<table>
<thead>
<tr>
<th></th>
<th>British</th>
<th>Irish</th>
<th>Danish</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)an</td>
<td>Canadian</td>
<td>American</td>
<td>Russian</td>
<td>Australian</td>
</tr>
<tr>
<td>ese</td>
<td>Japanese</td>
<td>Chinese</td>
<td>Burmese</td>
<td>Taiwanese</td>
</tr>
<tr>
<td>i</td>
<td>Israeli</td>
<td>Iraqi</td>
<td>Pakistani</td>
<td>Bangladeshi</td>
</tr>
<tr>
<td>ic</td>
<td>Icelandic</td>
<td>Antarctic</td>
<td>Atlantic</td>
<td>Baltic</td>
</tr>
</tbody>
</table>

1.3 Nationalities

Some nationalities have nouns for referring to people, e.g. a Filipino, An Arab, a Thai. For most nationalities we can use the adjective as a noun, e.g. a Taiwanese, a Burmese, a Hindi/Indian, a Pilipino, an Indonesian, an Arab, a Japanese, an Australian, a New Zealander, an African, an American, a German, a Greek, an Italian.

Some need a woman/man/person added to them (you can’t say ‘a Welsh’), so, you must use.... a Welshman, a Scotswoman, an Englishman, an Irishwoman.
**Exercises:**

1.3.1 Complete the following list of country, language based on regional groups.

<table>
<thead>
<tr>
<th>No</th>
<th>Region</th>
<th>Country</th>
<th>Nationality</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Latin America</td>
<td>Brazil</td>
<td>Brazilian</td>
<td>Portuguese</td>
</tr>
<tr>
<td>2</td>
<td>North America</td>
<td>U.S.A</td>
<td>American</td>
<td>English</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Indonesian</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Far East</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Tagalog</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Hindi</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Spaniard</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Europe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3.2 All of these nationality adjectives have a change in the stress and/or pronunciation of a country. Make sure you can pronounce them. Use phonetic script to show how you pronounce it.

**Example:** Iran → Iranian /ˈreɪ.ni.ən/

1. Lebanon → Lebanese
2. Belgium → Belgian
3. The Czech Republic → Czech
4. Norway → Norwegian
5. Egypt → Egyptian
6. Argentina → Argentinean
7. Taiwan → Taiwanese
8. India → Indian
9. Burma → Burmese
10. Switzerland → Swiss
1.4 World regions

As seen from the map, the world is divided into regional parts.

They are: - North America–The Caribbean–Latin America
  - The Arctic–The Antarctic–The Atlantic
  - Scandinavia–Europe–The Middle East
  - North Africa–Central Africa–South Africa
  - Asia–The Far East
  - The Indian Ocean–The Pacific
  - Australasia

1. Asia and the Far East
2. The Indian Ocean and the Pacific Ocean

The Indian Ocean

The Pacific Ocean

3. The Middle East

The Middle East
5. The Arctic

6. The Antarctic
7. The Atlantic

8. Australasia
9. Africa
10. Scandinavia and Europe

As seen in map no. 8, Indonesia is situated in the Pacific Ocean and is near the country of Australia. The kinds of Flora and Fauna found in Indonesia are as follows:

**Flora in Indonesia**

<table>
<thead>
<tr>
<th>Island</th>
<th>Kind of Flora</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumatra</td>
<td>Palm, palm oil, fibre, pepper, tobacco, rubber, clove, forest product, cocoa, rice plant.</td>
</tr>
<tr>
<td>Kalimantan</td>
<td>Pepper, rubber, palm, forest product.</td>
</tr>
<tr>
<td>Java</td>
<td>Tea, seaweed, rice plant, cocoa, axe, fibre, coffee.</td>
</tr>
</tbody>
</table>
### VOCATIONAL WORDS: Exercises for Level 3 Students – E.M.Dukut

<table>
<thead>
<tr>
<th>Island</th>
<th>Flora</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bali</td>
<td>Palm, rice plant.</td>
</tr>
<tr>
<td>Nusa Tenggara</td>
<td>Corn, palm.</td>
</tr>
<tr>
<td>Nusa Tenggara</td>
<td>Corn, palm.</td>
</tr>
<tr>
<td>Sulawesi</td>
<td>Palm, coffee, clove, eucalyptus oil, corn.</td>
</tr>
<tr>
<td>Maluku</td>
<td>Sago palm, nutmeg, rattan.</td>
</tr>
<tr>
<td>Papua</td>
<td>Sago palm, nutmeg.</td>
</tr>
</tbody>
</table>

### Fauna in Indonesia

<table>
<thead>
<tr>
<th>Island</th>
<th>Kind of Fauna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumatra</td>
<td>Sumatran tiger, peacock, bear, Orang Utan, elephant, catfish, tapir, rhinoceros, deer.</td>
</tr>
<tr>
<td>Kalimantan</td>
<td>Arowana fish, elephant, bear, rhinoceros, Orang Utan.</td>
</tr>
<tr>
<td>Java</td>
<td>Bull, rhinoceros, leopard, mouse deer, buffalo, deer, peacock, catfish, tiger.</td>
</tr>
<tr>
<td>Bali</td>
<td>bull, turtle, Balinese starling.</td>
</tr>
<tr>
<td>Nusa Tenggara</td>
<td>Horse.</td>
</tr>
<tr>
<td>Sulawesi</td>
<td>Anoa, hog, deer, cuscus, tapir, buffalo.</td>
</tr>
<tr>
<td>Maluku</td>
<td>Cuscus, parrot, cassowary.</td>
</tr>
<tr>
<td>Papua</td>
<td>Parrot, Cendrawasih, cuscus, cassowary, kangaroo.</td>
</tr>
</tbody>
</table>

**Exercise:**
What kind of Flora and Fauna you can find in the regions of African and America?
1.5 Peoples and races

People belong to *regional groups* and *ethnic groups* such as *Afro-Caribbeans*, *Asians* and *Orientals*, and *Latin Americans*. In Indonesia there are ethnic groups from Kalimantan (Dayak), Sumatra (Batakinese), Sulawesi (Bugis), Java (Javanese, Sundanese, Betawi, Maduranese), etc. What is your ethnicity?

In each ethnic, the people have their own dialects as well as languages. Everyone has a *mother tongue* or *first language*, while others may also have *second* and *third languages*. For example, an Indonesian mother tongue could be Javanese and the second or national language is Indonesian, whereas the third or foreign language is English.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rudi Sitohang</th>
</tr>
</thead>
<tbody>
<tr>
<td>second/third languages</td>
<td>Batakinese, English</td>
</tr>
<tr>
<td>nationality</td>
<td>Indonesian</td>
</tr>
<tr>
<td>mother tongue</td>
<td>Indonesian</td>
</tr>
<tr>
<td>ethnic group</td>
<td>Batakinese</td>
</tr>
</tbody>
</table>

Some people are perfect in more than one languages, so they are referred to being *bilingual* or *multilingual*.

**Exercise:**
What is your name?
What is your first language/mother tongue?
What is your second or foreign language?
What is your nationality?
What is your ethnic?
1.5.1 Famous names
Example: Indonesian sports woman → Susy Susanti

Can you name a famous ...
1. Indian actor?
2. Italian opera singer?
3. Javanese comedian?
4. American president?
5. Indonesian rock-music group?

1.5.2 Correct the mistakes in these newspaper headlines
1. Julia Perez to cancel marrying an Argentina footballer?
2. Indonesians are the highest Facebook user in the world
3. Americanian students are evacuated due to Yemen conflict
4. Australists’ “Bali Nine” pair to face death penalty together
5. Africanese culture will be shown in the Asia Africa Conference commemoration 2015 in Bandung

1.5.3 Quiz
1. What are the main ethnic groups in Indonesia?
2. Which countries, strictly speaking, are in French?
3. What are five countries with the highest population?
4. Where is Tasmania?
5. Where do people speak Hindi?
Unit 2  
Weather Variations

2.1 Cold weather

Chilly: cold, but not very
Frost: thin white coat of ice on everything
Melt: change from solid to liquid under heat,
        change from hard, frozen state to normal
Settling: staying as a white covering
Sleet: rain and snow mixed
Slush: dirty, brownish, half-snow, half water
Snowdrift: snow blown by high winds
Thaw: deep banks of snow against walls, etc

Examples:

In countries, such as the U.S.A and England, experience four seasons. In days of autumn, the weather is usually (1) chilly. When it gets into winter (2) frosts arrive that asphalt roads become icy and slippery. Rain would turn into (3) sleet before it snows. At first the mixture of land and sleet makes (4) slush in the streets before it soon makes a (5) settling. With the coming of high winds, severe (6) blizzards would come down with the (7) snowdrifts. This kind of weather may start from November to May when the ground starts to (8) thaw and the ice (9) in melts to welcome the spring season.

In New York, the chilly (1) days of autumn soon change to the cold days of winter. The first frosts (2) arrive and the roads become icy. Rain becomes sleet (3) and then snow, at first turning to slush (4) in the streets, but soon settling (5), with severe blizzards (6) and
snowdrifts (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again.

**Exercise:**
Make your own paragraph using the vocabularies learnt!

### 2.2 Warm/hot weather

**Boiling:** very hot, often used in negative context  
**Close:** warm and uncomfortable  
**Heatwave:** very hot, dry period  
**Humid:** hot and damp, makes you sweat a lot  
**Mild:** warm at a time when it is normally cold  
**Scorching:** very hot, often used in positive contexts  
**Stifling:** hot, uncomfortable, you can hardly breath

**Example:**
Indonesia often experiences a warm/hot weather with a high **humidity**. Some people may feel that the heat is **stifling**. Especially with the **scorching** sun above the people, the weather seems to be **boiling** everyone that they feel a **heatwave** coming to the country. Having **mild** weather is the most comfortable weather an Indonesian can have.

**Exercise:**
Make your own paragraph using the vocabularies learnt!
2.3 Wet weather

This wet weather scale gets stronger from left to right. 
Damp \rightarrow drizzle \rightarrow pour down/downpour \rightarrow torrential rain \rightarrow flood

*Examples:*

Autumn in London is usually chilly and damp with rain and drizzle.
It was absolutely pouring down. or There was a real downpour.
In Tropic countries there is usually torrential rain most days, and the roads often get flooded. or There are floods on the roads.
This rain won’t last long; it’s only a shower. [short duration]
The storms damaged several houses. [high winds and rain together]
We got very wet in the thunderstorms. [thunder and heavy rain]
Hailstones were battering the roof of our car. [small balls of ice falling from the sky]
Hail (uncountable).
The sky’s a bit overcast; I think it’s going to rain. [very cloudy]
We had a drought last summer. It didn’t rain for six weeks.
During the rainy season the weather can be (1) **damp**. With that moisture in the air, rain can come in small drops like a (2) **drizzle** or come in (3) **downpour**. If the rain is so heavy, then it is referred to (4) **torrential rain**. On this situation, people may experience the (5) **flood**. With the heavy torrential rain, there may come with it a (6) **storm** or (7) **thunderstorm**. People often notice an (8) **overcast** in the sky first for them to prepare themselves with an umbrella or raincoat. In some countries that experiences the snow season, rain usually comes in the form of (9) **hailstorms**. When a country does not experience rain for a long time, they usually experience a (10) **drought**.

### 2.4 Mist and fog

Nouns and adjectives: **haze/ hazy** [light mist, usually caused by heat] **mist/ misty** [light fog, often on the sea, or caused by drizzle] **fog/ foggy** [quite thick, associated with cold weather] **smog** [mixture of fog and pollution (smoke + fog)]

**Example:**

Towns that often have cool temperature are usually in mountainous areas. In these kinds of town, a drizzle would create a (1) **mist** or a light (2) **fog**. When some dirt would pollute the area, that condition will create a (3) **smog**. A (4) **haze** occurs when a light mist overcomes the town with some heat.
2.5 Wind

When going to a beach, a wind that is enough to cool us down is called a (1) **breeze**. A day with a lot of wind that may blow down an umbrella is called a (2) **blustery** day. When you go sailing, it would be crazy to go with a (3) **gale** warning as the boat may overturn itself. Wind and thunderstorms would usually create a (4) **hurricane**.

**Exercises:**

2.5.1 Fill the gaps with words from the 2.1 – 2.5.

My first experience of real winter weather was when I went to Ohio, USA. The snow that falls in Ohio can quickly turn into brown .......... (1) Before a heavy snow, there was mostly .......... (2). To the Americans winters meant a bit of white ..........(3) on my garden and occasionally having to drive very carefully on icy roads. I had never experienced the .......... (4) and .......... (5). That condition can paralyze a whole city in less than an hour and close roads completely. When the earth finally .......... (6) and all the snow .......... (7) it means that spring is coming for to live again as the springing out of flowers makes the area look beautiful.

Snow season

Spring season
2.5.2 Match each word with a word from the box.

1. thunder  
2. torrential  
3. down  
4. heat  
5. hail  
6. snow  
7. gale  

<table>
<thead>
<tr>
<th>stones</th>
<th>drift</th>
<th>storm</th>
<th>warning</th>
<th>rain</th>
<th>wave</th>
<th>pour</th>
</tr>
</thead>
</table>

2.5.3 What kinds of weather do you think caused the following to happen? Write a sentence which could go before each of these.

Example: ....We had to sit in the shade every afternoon.

\[ \rightarrow \text{It is scorching hot these days. We had to...} \]

1. The sweat was pouring out of us.
2. I can hardly breathe; I wash it would rain to cool us down.
3. Cars were skidding out of control.
4. Even the postman had to use a boat to get around.
5. They had to close the airport; the snow was a metre deep.
6. We were able to sit in the garden in the middle of winter.
7. The earth became rock-hard and a lot of plants died.
8. It blew the newspaper clean out of my hands.
9. A row of big trees had been uprooted like matchsticks.
10. I could hardly see my hand in front of my face.
2.5.4 What types of weather are bad and good for doing these things?

Example:

Skiing is **bad** in mild weather which makes the snow melt; Skiing is **good** in cold, clear days

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Planting flowers in a garden</td>
</tr>
<tr>
<td>2.</td>
<td>Having an evening barbeque</td>
</tr>
<tr>
<td>3.</td>
<td>Going out in a small sailing boat</td>
</tr>
<tr>
<td>4.</td>
<td>A day of sightseeing in a big city</td>
</tr>
<tr>
<td>5.</td>
<td>Camping out in a tent</td>
</tr>
<tr>
<td>6.</td>
<td>Looking at ships through binoculars</td>
</tr>
<tr>
<td>7.</td>
<td>Sky-diving in a rainy day</td>
</tr>
<tr>
<td>8.</td>
<td>Making snowballs in a blizzard</td>
</tr>
<tr>
<td>9.</td>
<td>Watering flowers on a hot day</td>
</tr>
<tr>
<td>10.</td>
<td>Sunbathing with a shower cap on a windy day</td>
</tr>
</tbody>
</table>
Unit 3  Describing People, Appearance, and Character

3.1  Hair, face, skin and complexion

People can have different kinds of appearances

Hair → straight, wavy, curly, crew cut, long and silky, receding, bald, blonde, fair, dark, ginger, auburn, grey, red, white, brown,....

Face → thin, round, oval, chubby, wrinkles, frekles, mole/beauty mark,....

Skin → dark, light, tanned, yellow, red, brown, black

He used to have black hair, but now it has gone grey, almost white.

She has such beautiful auburn hair. [red-brown]

What sort of person would you like to go out with? Blonde, fair, dark, or ginger-haired/ red-haired woman?

Exercise:

Draw a person with a ...

1. Straight hair and oval-faced
2. Wavy hair and round-faced
3. Curly hair and dark-skinned
4. Crew-cut
5. Bald with freckles
6. Beard and moustache with a chubby face
7. Receding hair and few wrinkles

### 3.2 Height and body built

When referring to someone’s height and built, it is best to avoid the reference of someone being (1) **fat** and (2) **skinny** as they may offend people. Likewise, do not say (3) **obese** or (4) **anorexic**. Fat is more polite when referred to a person as being (5) **a bit overweight** or rather (6) **plump**.

For skinny, it is better to use rather (7) **slim**. If someone has a broad and solid body, that person can be said to have a (8) **stocky** body. If there are lots of muscles, then having a (9) **well-built** or (10) **muscular** body is used.

### Exercises:

3.2.1 Find word combinations for describing people. Some of the combinations can be hyphenated. Use a dictionary to find out. Example: **good-looking**

<table>
<thead>
<tr>
<th>looking</th>
<th>long</th>
<th>haired</th>
<th>good</th>
<th>aged</th>
</tr>
</thead>
<tbody>
<tr>
<td>stocky</td>
<td>round</td>
<td>faced</td>
<td>complexion</td>
<td>grey</td>
</tr>
<tr>
<td>middle</td>
<td>over</td>
<td>well</td>
<td>mixed</td>
<td>build</td>
</tr>
<tr>
<td>weight</td>
<td>legged</td>
<td>dressed</td>
<td>race</td>
<td>tanned</td>
</tr>
</tbody>
</table>
3.2.2 Look at the picture of this famous pop star. Describe in detail the physical features using the vocabularies learnt from this unit.

3.3 General appearance

These vocabularies describe the general appearance of someone:

(1) Smart
(2) Elegant
(3) Well-dressed
(4) Scruffy
(5) Untidy looking
(6) Unattractive
(7) Good-looking
(8) Beautiful
(9) Handsome
(10) Thirtyish

Write a sentence for each of the vocabularies above!

**Exercises:**

Write a dialogue using as much of the vocabularies below to describe about robbery at a bank.

1. dark-skinned 6. good-looking
2. wavy-haired 7. middle-aged
3. well-dressed 8. overweight
4. plump 9. stocky body
5. fair-haired 10. long and silky hair
3.3 General character of people

1. Aggressive : violent, destructive
2. Ambitious : pushy
3. Assertive : aggressive, bossy
4. Broad-minded : unprincipled, permissive
5. Clever : intelligent
6. Determine : obstinate, stubborn, pig-headed
7. Extrovert : outgoing, gregarious
8. Frank : blunt, direct, open, curt
9. Generous : extravagant, kind-hearted, gregarious
10. Innocent : naive
11. Inquiring : nosy, inquisitive
12. Introvert : shy, recluse
13. Kind : courteous, polite
14. Original : peculiar, weird, eccentric, odd
15. Pessimistic : positive thinking
16. Rude : cruel
17. Self assured : self important, arrogant
18. Sensitive : responsive, aware
19. Sociable : friendly
20. Thrifty-economical: misery, mean, tight-fisted

Exercise:

Describe three of your friends’ personal characters. Explain why you like/dislike their characters

Example:

I personally like Anna because she is not only intelligent, sociable, generous, but also cooperative whenever she is asked to help with my homework unlike Erwin who boasts that he is clever, but frankly, friends argue that he is never original with his work. I don’t like to nose around, or be rude about him, but that is the mere truth.
Unit 4  
Home Sweet Home

1.1  Places in the home

Most common rooms in a typical home are the bedroom, kitchen, guest room, and bathroom. Other common ones are as follows:

- **attic**: room in the roof space of a house (could be lived in).
- **basement**: room below ground level, windows, for living/working.
- **cellar**: room below ground level, no windows, used for storage.
- **hall**: open area as you come into a house.
- **ironing room**: a room for ironing clothes.
- **landing**: flat area at the top of a staircase.
- **loft**: space in the roof of a house usually used only for storage.
- **pantry or larder**: large cupboard (usually big enough to walk into) for storing food.
- **porch**: covered area before an entrance door.
- **shed**: small building separated from the house usually for storing garden tools.
study : a room for reading/writing/studying in.
terrace or patio : paved area between house and garden for sitting and eating, etc.
utility room : usually for keeping washing machine, freezer, etc.

Exercises:

1.1.1 Fill in the names of the room to label the blanks provided

1. I’ve got a darkroom in the ................. where I develop films. It’s perfect because there are no windows down there.
2. We keep our skis up in the ................. during the summer. They’re out of the way up there.

3. You’ll find the garden-chairs in the ................. at the bottom of the garden.

Brig them up and we’ll have a drink on the ................. and watch the sunset.

4. The light-switch for the stairs is on the ................. as you come out of your bedroom.

5. I’ve moved to a ................. now as I found I couldn’t manage the stairs any more at my age.

1.1.3 Where in a typical house would you look for the following things?

1. a rake 5. suitcases 9. a grater
2. cutlery 6. a tumble-dryer 10. a porch
3. dental floss 7. a power point
4. a coat-hanger 8. old empty boxes

4.2 Types of house/places people live in

bedsit: bedroom and living room all in one

bungalow: house with only one storey (no upstairs)

cottage: small house in the country or in a village

detached house: not joined to any other house

semi-detached house (informal: semi): joined to one other house
terraced house: joined to several houses to form a row

time-share: holiday flat or house where you have the right to live one or two weeks a year

villa: large house with big gardens or a rented house in a holiday resort/tourist area

Exercises:

Answer these questions about yourself and, if possible, find out how someone else would answer them.

1. Is your house detached? What sort is it if not?
2. Are time-shares common in any part of your country?
3. Do houses still have pantries in your country?
4. Is it common to rent bed sheets in your country? If so, what sorts of people do so?
5. Where do people often have a cottage? Would it be in a city or a country?

4.3. Household objects about the home

Remote control  power point and plug  coaster
Exercises:

4.3.1 Everyday objects.

1. How can you make very small pieces of cheese to sprinkle on a dish?

2. What might you fetch if someone dropped a saucer and it broke into small pieces on the floor?

3. What could you put under a dinner plate to prevent it marking the table?
4. How can you switch off the TV without leaving your chair?

5. How can you make your clothes neat?

4.3.2. Fill in the gaps with a suitable word.

1. Is there a ................. where I can plug in this radio?

2. You’d better have ................. under your drink in case you mark that side table. It’s an antique.

3. The waste-bin’s full again. I’ll empty it. Are there any more .................?

4. Is there a ................. to put the dirt in?

5. I need a bucket to put the ................. in.

6. To dry the dishes I need a .................

7. Underneath a glass, mother usually puts on a .................

8. Whereas underneath a plate, we need to have a .................

9. A ................. must be used to open this bottle of wine.

10. Sunlight is a ................. product most housewives used to get rid of the oil on their saucepans.
Unit 5  Everyday Problems

5.1  Things that go wrong in houses and flats

The lights are not working there must be a power-cut

Oh no! The bathroom’s flooded! Get a mop quick!

My room door-handle’s come off

The battery has run out. I’ll have to recharge it

The washing machine broke down the other day. I’ll have to wash by hand.

Oh dear! This chair’s broken. I wonder how that happened?
The water pipe is **leaking**. I’m sorry, your cup’s **chipped**.

**Exercises:**

5.1.1 What do you think happened to make these people do/say what they did?

**Example:** We had to send for a plumber. *Maybe a pipe was leaking.*

1. I had to call out our local motorcycle mechanic.
2. Our neighbours let us use their washing machine.
3. Don’t worry, it often does that; I’ll screw it back on.
4. Come here and I’ll put a plaster on it.
5. How many batteries does it take? I’ll get some for you.

5.1.2 What would you do if....

1. You mislaid your credit card?
2. You notice your guest’s glass was chipped?
3. One of your coat-buttons came off?
4. Your TV set broke down?
5. You bruised your forehead?
6. Your watch was slow?
7. A lightning turned off your electricity?
8. Your dish-washing basing is leaking?
9. Your plate is chipped?
10. Your battery level of your mobile phone is low?

5.1.3 Complete these sentences using words and phrases from 5.1 – 5.3.

Example: There was a power-cut so we.... had to sit in the dark/light candles.

1. I was so tired when I finally went to bed that next morning I....
2. The wind blew the door shut and I realised I’d....
3. I would ring her but I’m afraid I’ve....
4. I can’t take a photo, my camera’s....
5. I tried to run over the rocks but I....

5.1.4 Here is a matrix. There are the names of things and things that can go wrong with them. Put just one tick (v) along each horizontal line, for things that most typically go together, as in the example.

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<th>car</th>
<th>Computer</th>
<th>watch</th>
<th>road</th>
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</tbody>
</table>
5.2 Everyday minor injuries

bruised knee, banged head, sprained ankle, burnt finger, scratched elbow, twisted wrist, bleeding nose

**Exercise:**

Which pictures do the vocabularies of everyday minor injuries correspond to? Write a sentence to explain the picture with the chosen vocabulary.

1.

2.

3.

4.

5.

6.
Exercises:

5.2.1 Odd one out. Which of the three words is the odd one out in each case?

Example: spill  flood  chip

*chip – the other two involve liquids*

1. Break down  smash  break
2. Run out  stain  stop
3. Leak  come off  chip
4. Cut  bruise  flood
5. Letter misplaced  table  chair

5.2.3 Write a short paragraph using the following vocabularies:

1. banged head
2. Hangover
3. jump off
4. overslept
5. ring up
6. run out
7. slow down
8. start over
9. stopped
10. walk down
11. won’t start
Unit 6    Global Disasters/ Tragedies

6.1 Vocabularies

1. **Earthquake** (the earth trembles/moves)
2. **Hurricane/tornado/typhoon** (violent wind/storm)
3. **Flood** (too much rain)
4. **Drought** (no rain)
5. **Famine** (no food)
6. **Volcano explosion** (hot rock and gas pour out from a mountain)
7. **Epidemic** (disease affecting a large number of people)
8. **Plane crash** (major accident that causes the plane to fall down)
9. **War** (people fighting against each other)
10. **Bomb** (explosions that gives out fire crackers)
6.2 What type of disaster are these sentences about? Why?

*Example:* The lava flow of Merapi volcano destroyed three villages recently.

*Volcano:* explosion

1. The earth is cracked and vegetation has withered.
2. The tremor struck at 3.35 p.m. local time.
3. People had boarded up shops and houses during the day before, and stayed indoors.
4. Shelling and mortar fire could be heard all over the town.
5. Witnesses said they saw a fire-ball fall out of the sky.

6.3 Verbs to go with the above vocabularies

1. Earthquake – erupt, shook
2. Hurricane – twirl
3. Tornado – swept
4. Drought – heat, dry
5. Famine – starve
6. Volcano – burst, explode
7. Epidemic – broke out, spread
8. Plane crash – crash
9. War – fight, broke out
10. Bomb – explode, burst
Exercise:

Make a sentence with a noun and verb above!

e.g. A volcano erupted in Indonesia and damaged a number of cities. Dozens of the people were injured and had to be hospitalized.

6.4 Words for people having disasters

1. Injure (people)
2. Damage (things/objects)
3. Casualties (dead and injured people)
4. Victims (those who suffer from disaster)
5. Survivors (people who live through)
6. Refugees (people who find a safe place for shelter)
7. Dead (people who died)
8. Wounded (people injured from disaster or battle)

Exercise:

Fill in the gaps with a suitable vocabulary.

1. Another 25 people died from the Tsunami that has ................. the whole village.
2. The government has agreed to treat the ................. in the nearest clinic.
3. The war has ................. hundreds of people.
4. Those people over there are the ................. of the plane crash.

5. Those .................. take shelter in the cave.

6.5 Types of Disasters/ illness

**Cholera** (an infectious disease, characterized by diarrhoea, vomiting, and cramps; usually in tropical areas)

**Dengue fever** (a disease caused by a mosquito bite, characterized by severe pains in the joints and muscles)

**Leprosy** (a chronic infectious disease affecting the nervous system, skin, and nasal mucosa that can lead to amputation of some body parts)

**Malaria** (a disease caused by a mosquito bite, characterized by chills, fever, and sweating)

**Measles** (an infectious disease occurring mostly in children, characterized by small red spots or rubella)

**Mumps** (an infectious disease characterized by a swelling of the salivary glands and sometimes inflammation of testes ovaries)

**Pneumonia** (an acute disease of the lungs caused by bacteria, and characterized by fever, cough with blood, and difficult breathing)
Rabies (an infectious disease of dogs, cats, snakes, or fox transmitted to humans by the bite of the injured animal)

Rheumatism (a disease like arthritis characterized by pain and stiffness in the joints)

Small pox (a highly contagious febrile or feverish disease caused by a virus that often leaves permanent skin scars)

Typhoid (an infectious and fatal disease usually in tropical areas, characterized by ulcer/intestinal inflammation often caused by bacteria in foods or drinks)

Whooping-cough (an infectious disease of the respiratory mucous membrane, characterized by short convulsive coughs and deep whooping sound)

Exercise:

Which disease is being talked about?

1. One that is caused by a mosquito bite?
2. One that you can get from animal bite?
3. One that gives red spots on the skin?
4. One that can cause diarrhoea and vomiting?
5. One that is caused by eating or drinking something with infectious bacteria?
Unit 7   In the Work Place

7.1  In a work place the following occupation may be found:

1. boss   11. receptionist
2. director 12. public relation officer
3. manager 13. security officer
4. executive 14. personnel officer
5. administrator 15. sales assistant
6. secretary 16. supervisor
7. clerk 17. financial manager
8. skilled worker 18. office boy
9. unskilled worker 19. cleaning service lady
10. labourer 20. human resources
department manager

Exercise:

Which of the job-titles would best describe the following?

1. The person who represents the workers’ interests in disputes with the management in a factory.
2. A person who has a high (but not the highest) position in a company and whose job it is to make important decisions.
3. An important person in a company who sits on the Board.
4. A worker whose job requires no special training.

5. A person generally in charge of the day-to-day administration in a company.

6. The person who recruits staff and give professional development programs.

7. A person whose job it is to keep an eye on the day-to-day work of other workers.

8. A person who does hard physically work.

9. The person who handles applications for vacant posts.

10. The person who gives out information to the press for a company.

7.2 The following **professions** require considerable training and/or qualifications and on-the-job training.

- accountant
- actor/actress
- architect
- builder
- carpenter
- chef
- child-minder
- civil servant
- dentist
- designer
- electrician
- engineer
- farmer
- hairdresser
- lawyer
- librarian
mechanic          physiotherapist
plumber           police officer
priest            scientist
tailor/ dressmaker vet

**Exercise:**

Find the definitions for the vocabularies in 7.1 and 7.2. Make a sentence for each.
7.3 Collocations of words connected with work

Exercise: Make sentences with

1. get work
2. do work
3. find work
4. look for work
5. make a living
6. do for a living
7. earn a living
8. take on a job
9. offer a job
10. have a job
7.4 Expressions connected with work

to have a work shift [nights one week, days next]
to be on flexi-time [flexible working hours]
to work nine-to-five [regular day work]
to go/be on strike [industrial dispute]
to get the sack [thrown out of your job]
to be fired [more formal than ‘get the sack’;
often used as a direct address: “You’re fired!”]
to be dismissed [more formal than ‘be fired’]
to be made redundant [thrown out, no longer needed]
to be laid off [more informal than ‘made redundant’]
to give up work [e.g. in order to study]
to be on/take maternity leave [expecting a baby]
to be on/take sick leave [illness]
to take early retirement [retire at 55]
to be a workaholic [love work too much]
to be promoted [get a higher position]
to apply for a job [fill in forms, etc.]

7.4.1 Fill in the blanks with the appropriate vocabulary.

1. Her baby’s due in 3 months, so she asks for a 

2. I was .................. from my job because they had to make cutbacks.
3. He has taken an early ................. although he has not yet reached 60.
4. She works .................... every work day from 8 to 16.
5. She is going to ................. due to her menstrual cycle.
6. This week I can work for three hours and next week it can increase to six hours since my job has a .................
7. I ....................... work, so I can concentrate better on my schooling.
8. Next month, he will be ................. to a higher position.
9. If you love too much work, you will become a .................
10. Because of his mistakes, he will be .................!

7.4.2 Whose jobs do these things belong to?

Example: bucket    ladder
           window   = A window-cleaner

1. Board + OHP + chalk =
2. Scalpel + mask + forceps =
3. Tippex + filling cabinet + stapler =
4. Make-up + script + mike =
5. Tractor + plough + barn =
6. Sewing machine + scissors + needle=
Unit 8  Sports People & Equipments

8.1 Common sports

hang-gliding  windsurfing  bowling

Horse riding  billiards  motor-racing

Archery  badminton  hockey

8.2 Sport equipments held in your hand

1. Golf = club
2. squash/tennis/badminton = racket
3. archery = bow & arrow
4. Cricket/table-tennis/baseball = bat
5. hockey = stick
6. Snooker/pool/billiards = cue
7. Canoeing = paddle
8. Rowing – oar
9. fishing – rod/line
10. shot put - bullet

8.3 Athletics – some field events

Discus thrower  javelin thrower  high-jumper

long-jumper  pole-vault jumper  shot put thrower

A sprinter runs for a fast short distance.

A great long-distance runner usually does a marathon for at least 5000 metres.

Jogging is doing small runs around the block or park every day.
**Exercise:**

8.3.1 Find the definition and make sentences with the vocabularies listed below:

- Discus: high jump
- Javelin: long-jump
- Marathon: pole-vault
- Shot put: sprint

8.4 Verbs and their collocations in the context of sport

Our basketball team **won**/ **lost by** three goals/points.

She **broke** the Olympic **record** last year for discus throwing.

He **holds** the **record** for the 100 metres breast-stroke in swimming.

Garuda **beat up** the Arjuna soccer team by 4-2 yesterday.

The team has never been **defeated**. [more formal than beat]

How many **goals/points** have you **scored** this season?

I think I’ll **take up** bowling next spring and **give up** golf.
8.5 People who do particular sports are **players**. We often put –**er** after the name of the sports. For example:

- footballer
- swimmer
- windsurfer
- high-jumper
- cricketer
- golfer
- tennis-player
- snooker-player
- football-player
- cricket-player

Some names, however must be learnt separately, e.g. **canoeist, cyclist, mountaineer, jockey, archer** (not archerer), **gymnast**.

**Exercises:**

8.6 Which of the sports are these people probably talking about?

1. ‘The ball has a natural curve on it so it doesn’t go in a straight line on the grass.’
2. ‘Provided it’s not too windy at the top, there’s no problem.’
3. ‘It is incredibly noisy, fast, and dangerous, but it’s really exciting to watch.’
4. ‘You get sore at first and can hardly sit down, but you get used to it after a while.’
5. ‘It’s all a matter of balance really.’
6. ‘You need a good eye and a lot of concentration.’
7. ‘You can do a butterfly style also in water.’
8. ‘You have to wear a helmet and shoulder padding if you want to play safe in the 4th of July competition.’
9. ‘You need a lot of tide waves to surf safely.’
10. ‘Australians equip themselves with a helmet and bat to play the game.’

8.7 Collocations. Fill the gaps with suitable verbs.

1. Were many records ................ at the Pekan Olahraga Nasional?
2. Congratulations! How many points did you ................ by in that badminton match?
3. You should ................ jogging. That would help you lose weight.
4. Who ................ the world record for the 100 metres? Is it an Indonesian?
5. I only ever once ................ a goal, and that was because of luck.

8.8 What do you call a person who....?

Example: does long jump? a long jumper

1. rides horses in races?
2. drives cars in races?
3. throw the discus/javelin?
4. does gymnastics?
5. plays hockey?
6. plays football?
7. does the pole-vault?
8. Dives in the ocean?
9. Jumps off an aeroplane?
10. Throws the bullet?

8.9 Make sure you know which sports these places are associated with, as in the example. Use a dictionary if necessary.

Example: court = tennis, squash, etc

1. Course =
2. Ring =
3. Pitch =
4. Rink =
5. Alley =
6. Pool =
7. Field =
8. Ocean =
9. Track =
10. Circuit =
Unit 9  Arts and Performances

9.1 Things which generally come under the heading of ‘the arts’

We often include architecture and ceramics within the arts. The arts (plural) covers everything in the network. Art (singular, uncountable) usually means fine art, but can also refer to technique and creativity.

Have you read the arts page in The Jakarta Post today? [that part of the paper that deals with all the things in the network]

She’s a great art lover. [loves painting and sculpture]

W.S. Rendra was skilled in the art of poetry. [creative ability]
Dance usually refers to modern artistic dance forms; ballet usually is more traditional, unless we say modern ballet.

A novel is a long story, e.g. 200-300 pages; a short prose fiction, e.g. 10 pages, is a short story. Longer than a short story but shorter than a novel is a novelette.

**Use of the definite article**

When we refer to a performing art in general, we can leave out the article.

- Are you interested in (the) cinema/ ballet/ opera/ theatre?
- Would you like to come to the cinema/ ballet/ opera/ theatre with us next week? [a particular performance]

9.2 **Describing a performance**

We went to see a new production of *Hamlet* last night. The sets (1) were incredibly realistic and the costumes (2) were wonderful. It was a good cast (3) and I thought the direction (4) was excellent. Reza Rahardian gave a marvellous performance (5). It got rave review (6) in the papers today.

Cast = all the actors in it.
Costumes = clothes the actors wear on stage.
Direction = the way the director had organized the performance.
Performance = note these typical collocations
Rave review = means ‘got very enthusiastic comments’
Sets = scenery, buildings, furniture on the stage or in a studio.

9.3 Words connected with events in the arts

There’s an exhibition (Am. Eng.: exhibit) of paintings by Afandi in Jakarta.
They’re going to publish a new edition of the works of Andrea Hirata next year.
The Opera Society are doing a performance of Sentilan Sentilun.
Our local cinema’s showing Garin Nugroho’s film on Soegijapranata next week.
Note: What’s on at the cinema/theatre, etc. next week?

Exercises:

9.4 Which branch of the arts do you think these people are talking about?

Example: ‘It was a strong cast but the play itself is weak.’ Theatre

1. ‘It’s called Peace. It stands the main square.’
2. ‘Animation doesn’t have to be just Disney, you know.’
3. ‘It was just pure movement, with very exciting rhythms.’
4. ‘It doesn’t have to rhyme to be good.’
5. ‘Oils to me don’t have the delicacy of water-colours.’
6. ‘Her design for the new shopping centre won an award.’
7. ‘I read them and imagine what they’d be like on stage.’
8. ‘The first chapter was boring but it got better later.’
9. ‘I was falling asleep by the second act.’
10. ‘The title is Alice in Wonderland.’

9.5 Definite article or not? Fill in the gaps with the if necessary.
1. She’s got a diploma in .................. dance from the Performing Arts Academy.
2. I’ve got some tickets for ................. Ramayana ballet. Interested?
3. .................. art of writing a short story is to interest the reader from the very first line.
4. I can’t stand ................. modern poetry; it’s so exaggerated.
5. I was no good at ................. art at school. What about you?

9.6 Each one of these sentences contains a mistake of usage of words connected with the arts. Find the mistake and correct it. You may need a dictionary.

Example: The scene at this theatre projects right out into the audience.
not ‘scene’ but ‘stage’ (the place where the actors perform)
1. What’s the name of the editorial of that book you recommended? Was it Gramedia Press?
2. ‘tinggal kerdip lilin di kelam sunyi’ is my favourite verse from Chairil Anwar’s poetry.
3. He’s a very famous sculpture; he did that statue in the park, you know, the one with the soldiers.
4. Most of the novels in this collection are only five of six pages long. They’re great for reading on short journeys.
5. There’s an exposition of ceramics at the museum next week.
6. The sceneries are excellent in that new production of Orang-Orang di Tikungan Jalan, so natural and populist.
7. What’s in the Taman Ismail Marzuki Theatre next week? Anything interesting?
8. Do you want to go to the book show tomorrow?
9. I love the exhibition you did in the theatre last night.
10. The cooking performance on television pleased the housewives.
9.7 **Ask questions for which these remarks would be suitable answers.**

*Example*: It’s an oil on canvas. *What sort of painting is it?*

1. Yes, it got rave reviews.
2. No, I’m not really a concert-goer, but thanks anyway.
3. Oh, some beautiful old buildings and some ugly new ones.
4. The cast were fine, but the direction was weak.
5. There’s a new Javanese film; fancy going to see it?

**Vocabulary words for a theatre:**

- stage
- acting
- costume
- cast
- blocking
- stunt man
- actor
- directing
- joker
- actress
- performance
- protagonist
- script
- curtain
- antagonist
- property
- audience
- sound system
- costume
- monologue
- lights

**Use 20 of these vocabularies to make a paragraph about a situation in a theatre.**
Unit 10 Food Cuisine

10.1 Fish: cod, mackerel, herring, sardine, trout, salmon

Herbs: parsley, rosemary, thyme, chives, oregano

Meat: venison, liver, kidneys, veal

Seafood: prawns, shrimps, crab, lobster, crayfish, oysters

Spices: curry, ginger, nutmeg, garlic, onion, chilly

spinach, cucumber, zucchini, egg plants, leeks, asparagus, potato, radish

Vegetables: cabbage, cauliflower, broccoli, sweet corn

Exercise:

10.1.1 Which are fish and which are usually called seafood?

Prawns sardines squids oysters
Mackerel mussels crab trout
lobster cod

10.1.2 What do we call the meat of these animals?

Calf sheep (two names)
deer pig (three names)
10.1.3 Which of these fruit grow in your country/region? Are there others not listed here?

peach   plum  grapefruit   grape
nectarine  pineapple  blackcurrant  jackfruit
raspberry  melon  lime  kiwi-fruit
mango  star-fruit  durian  papaya

10.1 Flavours and tastes - adjectives and opposites
(≠)

bland  [rather negative]
cheesy  [lots of cheese]
hot, spicy  [e.g. curry] ≠  mild
salty  [a lot of salt]
savoury  [pleasant, slightly salty or with herbs]
sickly  [too much sugar]
sour  [e.g. unripe fruit]
sugary  [a lot of sugar]
sweet ≠ bitter  [sharp/unpleasant]
tasty  [has a good taste/flavour] ≠ tasteless  [no flavour at all]

RECIPE: Sweet and Sour Chicken
Sweet and Sour Chicken does not taste like orange chicken. It's sweet, but not orange flavoured. Sweet and sour sauce is typically based in vinegar, soy, and sometimes ginger (such as in Japanese equivalents). Traditionally, sweet and sour chicken has a sharper, yet more neutral flavour.
Exercise:

Describe the taste of these dishes:

1. Rendang Padang
2. Soto Madura
3. Gudheg Jawa
4. Sea water
5. An unripe apple
6. Black coffee with no sugar
7. Pizza
8. Ice cream
9. Banana in coconut sauce
10. Spring rolls

10.2 General appearance, presentation and quality
These chips are terribly greasy. [too much oil/fat]
This meat is over-cooked/ overdone / under-cooked/ underdone.
Some Indonesian cooking can be very stodgy. [heavy/hard to digest]
Mm, this chicken’s done to a turn. [just perfect, not overdone]
These cashew nuts are terribly more-ish. [informal; you want to eat more]

10.3 Ways of cooking food – verbs

Boil, fry, bake, roast, grill, microwave
Shall I **stew** the beef? [boiled with vegetables in the same pot], or would you prefer it as a **casserole**? [similar, but in the oven]
These lamb chops would be nice **barbecued**. [done over hot coals, usually outdoors]
Have you **seasoned** the soup? [added herbs/spices/salt/pepper]

**Exercise:**
Write the process of making:

1. Fried rice
2. Gado-gado (boiled vegetables in ground but sauce)
3. Satay (grilled beef screws)

**10.4 Sort these dishes out under the headings**

**starters, main course or desserts.**
chicken casserole spring rolls
fresh fruit salad banana in coconut milk
beef stew French toast
prawn cocktail rump steak
chocolate fudge cake grilled trout
shrimps in garlic

**10.5 What might you say to the person/ people with you in a restaurant if....**
1. your chips had too much oil/ fat on them?
2. your dish had obviously been cooked too much/too long?
3. your piece of meat was absolutely perfectly cooked?
4. your dish seemed to have no flavour at all?
5. your crackers are not crispy enough?
10.6 Courses and dishes – a typical menu

Write up a dialogue using vocabularies from this menu:

**Starters**
- Spring rolls
- Prawn cocktail
- Chilled melon
- Garlic mushrooms

**Fish**
- Dover sole
- Grilled trout
- Cod in cheese sauce

**Children’s Portions**
- Burger ‘n’ beans
- Fish fingers ‘n’ chips

**Main Courses**
- Meat
- Sweet and sour chicken
- Rump steak
- Pork chop
- Lamb casserole

**Desserts**
- Chocolate fudge cake
- Ice cream (various)
- Apple pie with cream

**Beverage**
- Tea, coffee, juice, beer, wine

**Prices include**
- vegetables, chips, or boiled potatoes
- snacks always available

Sometimes called Sweets
Pudding
Afters (especially at home)

Small items, e.g. sandwiches, pies, etc.
Unit 11   The Environment

11.1 There are many different words referring to features of the environment. Here are some arranged on a small to large scales.

- brook $\rightarrow$ stream $\rightarrow$ river
- hillcock $\rightarrow$ hill $\rightarrow$ mountain
- cove $\rightarrow$ bay $\rightarrow$ gulf
- corps $\rightarrow$ wood $\rightarrow$ forest
- puddle $\rightarrow$ pond $\rightarrow$ lake
- footpath $\rightarrow$ lane $\rightarrow$ road

11.2 Environmental Scenes:

1. Sandy
2. Steep
3. Shallow
4. Rocky
5. Turbulent
6. Dangerous
7. Smokey
8. Explosion
9. Crack
11.2 You have to be careful about the use of ‘the’ with features of the environment. Some needs it, others not.

<table>
<thead>
<tr>
<th>Use with the?</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Countries</td>
</tr>
<tr>
<td>Yes</td>
<td>Countries which are in a plural form</td>
</tr>
<tr>
<td>Yes</td>
<td>Countries when limited by time</td>
</tr>
<tr>
<td>Yes</td>
<td>Current</td>
</tr>
<tr>
<td>Yes</td>
<td>Groups of islands</td>
</tr>
<tr>
<td>Yes</td>
<td>Rivers</td>
</tr>
<tr>
<td>Yes</td>
<td>Gulfs, bays, and straits</td>
</tr>
<tr>
<td>No</td>
<td>Individual mountains</td>
</tr>
<tr>
<td>No</td>
<td>Islands</td>
</tr>
<tr>
<td>No</td>
<td>Lakes</td>
</tr>
<tr>
<td>No</td>
<td>Mountain chains</td>
</tr>
<tr>
<td>Yes</td>
<td>Mountains in Bernese Oberland</td>
</tr>
<tr>
<td>Yes</td>
<td>Oceans</td>
</tr>
<tr>
<td>Yes</td>
<td>Seas</td>
</tr>
</tbody>
</table>

11.3 Look at this encyclopaedia entry about Kalimantan and note any words that refer to particular features of the environment.

Kalimantan – a province under the Republic of Indonesia. It occupies most of the central and southern parts of Borneo and is the largest region in the island of Borneo. Kalimantan is bordered by Sabah and Sarawak in the north. Meanwhile in the eastern part Karimata Strait, on the south by the Java Sea, and on the east by the Makassar Strait and Celebes Sea. The region within Indonesia is also known as Indonesian Borneo. Geologically, Kalimantan has no volcanoes.
11.4 Complete the paragraph below about your own country, or any other country that interests you. Remember to use ‘the’ whenever it is necessary.

………… (1) is a ………… (2) in ………… (3). The countryside is …………… (4) in the north and ……………………… (5) in the south. The country’s economy is based on …………… (6). The best-known river in …………. (7) is ………………. (8). The most famous chain of mountains is ………………. (9) and the highest mountain in that chain is ………………. (10). ……………….. (11) is a major environmental problem in …………. (12) today.

11.5 Here are some other nouns which are useful when talking about the environment. Check their meanings with a dictionary if necessary.

Where land meets sea:

Words connected with rivers:
  source – tributary – waterfall – mouth – valley – gorge

Words connected with mountains:
  foot – ridge – peak – summit – glacier

11.6 There are many environmental problems in the world today. Check with a dictionary if you do not know any of the terms below.

11.7 In the paragraph below all the instances of the have been omitted. Rewrite and insert the wherever they are necessary.

Indonesia is world’s 7th-largest country in term of combined sea and land area. Indonesia shares land borders with Malaysia on Borneo, Papua New Guinea on island of New Guinea, and East Timor on island of Timor. Meanwhile, Indonesia also shares maritime borders across narrow straits with Singapore, Malaysia, Philippines, and Palau to north, and with Australia to south. Puncak Jaya in Papua is Indonesia’s highest peak and Lake Toba in Sumatra is largest lake in Indonesia. Country’s largest river is Kapuas in Kalimantan. Jakarta, capital city, is on Java and is largest city in Indonesia.

11.8 Can you answer the following general knowledge questions about the environment around you?

1. What is the highest mountain in the island of Java?
2. What is the largest river in Indonesia?
3. Where is the highest waterfall in the world?
4. Name another country, apart from Iceland, which has geysers and hot springs.
5. What is a delta and which famous river has one?
6. Where can we find the largest Rafflesia Arnoldi?
7. Where is Taj Mahal in?
8. Where can we find the Orang Utans?
9. Where about is the Eifel Tower?
10. Where can we find the cendrawasih?
Unit 12    Health and Medicine

1.1    When you go to the doctor, they will usually….
1. take your temperature
2. listen to your chest
3. look in your ears
4. examine you
5. take your blood pressure
6. ask you some questions
7. weigh and measure you
before they send you to the hospital for further tests.

Exercise:

What does the doctor or nurse use the following things for?

Example: stethoscope -> For listening to a patient’s chest.

1. Thermometer                      2. Scales
3. Tape measure                     4. Scalpel

12.2    When doctors prescribe, they will usually say…

1. Take one three times a day after meal.
2. Take a teaspoonful last thing at night.
3. Rub a little on before going to bed each night.
4. We’ll get the nurse to put a bandage on.
5. You’ll need to have some injections before you go.

6. I’ll ask the surgeon when he can fit you in for an operation.

7. You’ll have to have your leg out in plaster.

8. I think you should have total bed rest for a week.

12.3 When you tell the doctor about your symptoms, you will usually say....

I’ve got a cold/ a cough/ a sore throat/ a temperature/ a stomach ache/ chest pain/ an earache/ a pain in my side/ a rash on my chest/ spots/ a bruise on my leg/ a black eye/ a lump on my arm/ indigestion/ diarrhoea/ pneumonia/ ulcer/ a virus/ painful joints /rheumatism/ blisters/ sunburn/the flu/ chicken pox/ the mumps/ rheumatism/ a broken ankle/ sprained wrist/d a islocated ankle/a toothache

I feel sick/ dizzy/ breathless/ shivery/ faint/ particularly bad at night

I am depressed/ constipated/ tired all the time/ dizzy

I’ve lost my appetite/ voice

I can’t sleep/ talk/ think clearly/ breathe

my nose itches/ leg hurts
Exercises:

12.3.1 What are your symptoms when you have a...

- rash
- bruise
- lump
- black eye

12.3.2 Match the diseases with their symptoms.

1. flu  
   swollen glands in front of ear, earache or pain on eating

2. pneumonia  
   burning pain in abdomen, pain or nausea after eating

3. rheumatism  
   rash starting on body, slightly raised temperature

4. chickenpox  
   dry cough, high fever, chest pain, rapid breathing

5. mumps  
   headache, aching muscles, fever, cough, sneezing

6. an ulcer  
   swollen, painful joints, stiffness, limited movement
12.3.3 Look at statements (1) to (8) in 12.2. Which do you think the doctor said to each of the following patients?

1. Ayu with bad sunburn.
2. Agus who’s broken his leg.
3. Deni who’s off to the Tropics.
4. Trisna with flu
5. Lili with a bad cough.
6. Boris who needs his appendix out.
7. Rika suffering from exhausting.
8. Budi who’s sprained his wrist.

12.3.4 Think of 10 kinds of illness you (or members of your family or friends) have had. What were the symptoms and what did the doctor prescribe?
Unit 13  
Travelling

13.1 Words connected with travel

Last week he flew to Surabaya. It was an early-
morning flight. The plane was to take off at 6
a.m. and land at 7 a.m. local time. He was
stranded at the airport overnight. The plane was
delayed by fog. Air passengers often suffer such
delay.

Trains always run on time here. You have to
change trains at Crewe.

We are sailing on the KRI Dewaruci. It sets sail at
noon. It will dock in Surabaya at 6 p.m. and we
shall disembark as soon as we can.

The ship was wrecked. The passengers were
marooned on a desert island.

Our car does 10 km to the litre. It goes quite
fast. We can usually overtake other cars. The car
swerved into the middle of the road to avoid the
cyclist. He backed the car into the drive and
parked in front of the house.
13.2 Some international road signs

- There’s a hump bridge ahead.
- There’s going to be a steep hill downwards.
- There may be cattle on the road ahead.
- There’s a cycle route ahead.
- Staggered Junction
- I Junction
- Junction on Bend ahead
- Double Bend
- Bend to Right
- Round about
**Exercise:**

Make some sentences using the vocabulary learnt from the road signs.
13.3 Look at the table of some basic travel vocabulary

13.3.1 Highlight any of these words that you are not sure about and look them up in your dictionary

<table>
<thead>
<tr>
<th>Transport type</th>
<th>Different kinds of vehicle</th>
<th>Parts of vehicle</th>
<th>People working with it</th>
<th>Associated facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road</td>
<td>Sports car, estate, car, bus, coach, tram, van, lorry</td>
<td>Boot, engine, gears, steering-wheel, brakes, tyres</td>
<td>Driver, mechanic, chauffeur, bus-conductor</td>
<td>Petrol station, garage, service station</td>
</tr>
<tr>
<td>Rail</td>
<td>Passenger train, freight train, local train, express</td>
<td>Sleeping-car, buffet, restaurant-car, compartment</td>
<td>Engine-driver, ticket collector, guard, porter</td>
<td>Waiting-room, ticket office, signal-box</td>
</tr>
<tr>
<td>Sea</td>
<td>Yacht, rowing-boat, liner, ferry, trawler</td>
<td>Engine-room, deck, bridge, gangplank, companionway</td>
<td>Captain, skipper, purser, docker, steward(ess)</td>
<td>Port, buoy, quay, customs shed, lighthouse, docks</td>
</tr>
<tr>
<td>Air</td>
<td>Aeroplane, jet, helicopter, supersonic aircraft</td>
<td>Cockpit, nose, tail, wings, fuselage, joystick</td>
<td>Pilot, ground staff, steward, air traffic controller</td>
<td>Duty-free shop, departure lounge, hangar, runaway</td>
</tr>
</tbody>
</table>
13.3.2 Here are some more words which could have been included in the table. Where would they fit into the table?

<table>
<thead>
<tr>
<th>Bonnet</th>
<th>glider</th>
</tr>
</thead>
<tbody>
<tr>
<td>balloon</td>
<td>Oar</td>
</tr>
<tr>
<td>deck-chair</td>
<td>rudder</td>
</tr>
<tr>
<td>Guard’s van</td>
<td>Check-in desk</td>
</tr>
<tr>
<td>mast</td>
<td>canoe</td>
</tr>
<tr>
<td>petrol pump</td>
<td>control tower</td>
</tr>
<tr>
<td>Bus driver</td>
<td>left luggage locker</td>
</tr>
<tr>
<td>anchor</td>
<td>dual carriageway</td>
</tr>
</tbody>
</table>

13.4 Words at sea

Traditionally sailors use different words at sea – a bedroom is a cabin, a bed is a bunk, the kitchen on a ship is a galley, right is starboard and left is port and the group of people who work on the ship is called the crew. These terms are also now used in the context of an aircraft. Sailors also refer to their vessels as ‘she’ rather than ‘it’.
Exercises:

13.5 Label the diagrams below. Use a dictionary to help you if necessary.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

6. ____________
7. ____________
8. ____________
9. ____________

10. __________
11. __________
12. __________
13. __________
14. __________
15. __________
16. __________

17. ____________
18. ____________
19. ____________
20. ____________
13.6 Fill in the blanks. Most of the words you need can be found opposite.

Yesterday Dodi was supposed to take a ................. (1) from Jakarta to Medan. He got up very early, put his luggage in the ................. (2) of his car and tried to start the engine. It wouldn’t start. Dodi lifted the ................. (3) but he couldn’t see what the matter could be. He immediately called his local ................. (4) to ask them to send a ................. (5) at once. Fortunately, the garage had a man free and he was with Dodi within ten minutes. He quickly saw what the matter was. ‘You’ve ................. (6) of petrol’, he said. Dodi felt very foolish. ‘Why didn’t I ................. (7) everything last night?’ he wondered. Despite all this, he got to the airport, checked in quite early and went straight through the ................. (8) to read a newspaper while he waited. Soon he heard an announcement. ‘Passengers on flight BA 282 to Surabaya are informed that all flights to Medan are ................. (9) because of the thick smog.’ ‘If only I had decided to go by ................. (10)’, Dodi thought. ‘It would probably have been quicker in the end and even if I sometimes feel sick on the ................. (11) across the Channel, it can be quite pleasant sitting in a ................. (12) on the deck, watching the seagulls and the other ................. (13). The ................. (14) on a ship seem to produce much better food than those on aircraft, too.’
Unit 14  Holidays

14.1 Here are a number of different places in countries such as America, Australia, and England where you can spend your holiday.

**Camp site:** a place where you can pitch a tent or park a caravan

**Guesthouse:** an accommodation, like a hotel but cheaper and with fewer services

**Holiday camp:** a place providing holiday accommodation in little flats, with restaurants, bars, swimming pools, and lots of other facilities and entertainment

**Self-catering flat:** a flat which you rent and can cook for yourself

**Time-share apartment:** an accommodation with one who owns some part of the total time, and so has the right to stay there for some weeks every year

**Youth hostel:** a cheap accommodation, mainly for young people, with, perhaps, ten or more people sleeping in bunk beds in one room

14.2 Here are a number of different things which people like to do on holiday

1. sunbathe
2. swim (go swimming)
3. do some (go) sightseeing
4. do (go) skiing
5. go for a drive
6. bike (go biking)
7. tour (go touring)
8. go on an entertainment
9. climb (go climbing/mountaineering)
10. camp (go camping)
11. snorkel (go snorkelling)
12. fly (go flying)
13. dive (go diving)
14. watch movies
15. read (reading)
16. paint
17. sculpture
18. write (writing)
19. karaoke (singing)
20. sightseeing

**Exercise:**

Make a story about someone’s holiday using the vocabularies already learnt.

14.3 Have you ever been/ gone?

You usually ask ‘Have you ever been skiing/hang-gliding?’ rather than ‘Have you ever gone....?’ ‘He’s been wind-surfing’ means that at some point in his life he has done this.

You can also say that, “We camped in the forest last night” or “We went camping in the forest last night.”
Exercise:

14.3.1 Write the sentences below in alternative form, either with or without go or be.

1. They went canoeing in the Dordogne last year
2. Have you ever been windsurfing?
3. I love going sailing.
4. He spends too much time fishing.
5. It’s quite expensive to shop in Rome.
6. I enjoy cycling at weekends.

14.4 Here is some useful language/ phrases for when you are staying in a hotel:

1. I’d like to book a single/ double room with a cot/ an extra bed.
2. I’d like a room with a shower, a colour TV, an AC, and a view of the sea.
3. What time do you serve breakfast?
4. Is breakfast served at the restaurant or inside the room?
5. Am I too late for dinner/ to get something to eat?
6. Is service included?
7. Could I have a wake-up call at 5.30, please?
8. Could we have a dinner in our room, please?


10. I’d like an extra pillow, please.

11. I’d like to make a call to Australia, please.

12. What time should the room be vacated by?

13. Sorry to bother you, but....

14. I’m afraid there is something wrong with the ..., could you have a look at it?

15. Can I have my room made up, please?

**Exercise:**

14.4.1 What would you say in a hotel when...

1. you want to reserve a room for a couple with a small baby?

2. you have to wake up early for an important meeting?

3. your TV screen suddenly goes blank?

4. it’s midnight, you’ve just arrived and you’re very hungry?

5. you’d rather not go to the dining-room for breakfast?
14.5 There six typical language mistakes in the paragraph below. Underline them and then write the corrections.

The Wardonos stayed at a camping last summer because all other kinds of holiday accommodations are too expensive for them. Every day Mrs Wardono had a sunbath, Mr Wardono made a sight-seeing and the children made a travel around the city. One day they made an excursion to a local fortress.

14.6 Find a tourist brochure in your own language about your own town or region. Try to translate it for English-speaking visitors. Share your results in the next class session.

14.7 Where would you spend your ideal holiday? What kind of accommodation would you stay in? How would you spend your time? Write a paragraph.
Unit 15  Mass Media Facilities and Technologies

15.1 Vocabularies that are usually used in the media includes

Advertising: a form of communication that makes use of visualizations and text to persuade potential customers to buy a particular brand of product or service

Aerial: a radio antenna extended into the air

Blog: a website that posts commentaries or entries about a description of events, in the form of written text, graphics or video clips

Broadcast: the use of audio/ video signals that is used to transmit certain programs on the radio or television

Editorial: a leading article in newspapers or magazines that expresses the opinions of the editorial board

Journalist: the person who makes reports about certain news to be broadcasts on various forms of mass media

Mass media: includes all tools used to communicate various types of messages to people

Press conference: a meeting that involves people from the press media such as the television, radio, newspaper, magazine, tabloid, wire services and on-line services
Publication: the preparation or issue of a book, journal, music or other kinds of work for the public consumption

Serial: a story that continues from one programme or episode to the next. A series is about the same characters or has the same format each week but each programme is complete in itself.

Types of TV programmes: documentaries, news broadcasts, current affair programmes, soap operas, quizzes, sitcoms, drama, chat shows, detective stories, sport programmes, weather forecasts, music programmes, game shows, variety shows, commercials

Exercises:
15.1.1 Make sure you know the meaning of the verbs in these sentences.

The RRI (Radio Republik Indonesia) is an Indonesian broadcasting radio station.
I can receive/pick up broadcasts from VOA (Voice of America on my radio and television. They’re showing a good film on TV tonight.
This book was published by Cambridge University press (CUP) but it was reprinted in Jakarta.
The film was shot/made on location in Bali.
They cut/censored the film before showing it for the public on TV.
This article/programme has been badly edited.

15.2.2 What short of TV programmes do you think these would be?

comedy, thriller, adventure, sports coverage, entertainment, soap opera, game show, newscast, report, talent show, science fiction, musical show

1. *Catatan Si Boy*
2. Explore Indonesia
3. One Stop Football
4. Family 100
5. 8 Eleven Show
6. Opera van Java
7. Dangdut Academia
8. Spiderman
9. Mr. Bean
10. Kiss

15.2.3 Write definitions explaining what jobs each of these people involved in the media do?

*Example: A make-up artist makes up the faces of people who are to appear on TV.*

1. A foreign correspondent 6. A book seller
2. A sub-editor 7. A publisher
3. A continuity person 8. A columnist
4. An editor
5. A camera operator
9. A librarian
10. A critic

15.3 Newspapers and publishing

Colour supplement: a magazine which comes out once a week (often on Sundays) as an addition to a newspaper.

Comic: a magazine, usually for children or teenagers, with lots of picture stories and/or cartoons.

Journal: the name usually given to an academic magazine.

Parts of the newspaper: headlines, news report, the editorial, feature articles, e.g. about fashion or social trends, horoscope, cartoons, crossword, small ads, business news, sport reports, scandal, the letter page.

Popular or tabloid newspaper: focuses more on sensation than real news whereas a quality newspaper professes to be more interested in real news than in sensation. A tabloid usually has a smaller format than a quality paper, it has larger headlines and shorter stories, and in Britain, it prefers stories about film stars, violent crimes and the royal family.
Exercise:

Choose any newspaper (it could be in your own language if you can’t find an English one) and complete the following sentences.

1. The main story today is about ....................................
2. The editorial is about ..............................................
3. There are readers’ letters on page .................
   and they deal with the following topics: ............
4. The most interesting feature is about ...............  
5. There is some scandal on page .........., a  
   crossword on page ........., a cartoon on  
   page ..........., and some small ads on page ........
6. The most interesting business story is  
   about ................................................................
   and the largest sports article is about ............
7. The most striking photograph shows ...............  
8. There are advertisements for .........................,
   ........................................, and  .........................  
9. An article about .......................................... on  
   page ..................... made me feel .................
10. My favourite ...... in the newspaper is the  
   ............
Unit 16 Crime

16.1 The table below gives the names of some other types of crimes together with their associated verbs and the name of the person who commits in crimes.

<table>
<thead>
<tr>
<th>Crime</th>
<th>Definition</th>
<th>Criminal</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>Killing someone</td>
<td>Murderer</td>
<td>Murder</td>
</tr>
<tr>
<td>Shoplifting</td>
<td>Stealing something from a shop</td>
<td>Shoplifter</td>
<td>Shoplift</td>
</tr>
<tr>
<td>Burglary</td>
<td>Stealing from someone’s home</td>
<td>Burglar</td>
<td>Burgle</td>
</tr>
<tr>
<td>Smuggling</td>
<td>Taking something illegally into another country</td>
<td>Smuggler</td>
<td>Smuggle</td>
</tr>
<tr>
<td>Arson</td>
<td>Setting fire to something in a criminal way</td>
<td>Arsonist</td>
<td>To set fire to</td>
</tr>
<tr>
<td>Kidnapping</td>
<td>Taking a person hostage in exchange for money or other favours, etc</td>
<td>Kidnapper</td>
<td>Kidnap</td>
</tr>
</tbody>
</table>

16.2 Make sure you know the difference between the verbs: **steal** and **rob**. The object of the verb ‘**steal**’ is the thing which is taken away, e.g. they stole my bike, whereas the object of the verb ‘**rob**’ is the person or place from which things are stolen, e.g. I was robbed last night. A masked
man robbed the bank. ‘Steal’ is irregular: steal, stole, stolen.

**Exercises:**

16.2.1 Put the right form of either rob or steal in the sentence below:

1. Last night an armed gang .................. the post office. They ............... US $ 2000 worth of stamps.

2. My handbag ...................... at the theatre yesterday.

3. Every year large numbers of banks ......................

4. Dina ...................... of the opportunity to stand for president.

5. Nowadays CCTV are put in banks to record any kinds of events that are considered ......................

16.2.2 Here are some more crimes. Complete the table with correct word forms.

<table>
<thead>
<tr>
<th>Crime</th>
<th>Criminal</th>
<th>Verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>terrorism</td>
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<tr>
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<tr>
<td>Drug-trafficking</td>
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<tr>
<td>Forgery</td>
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<td>assault</td>
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<tr>
<td>Assault</td>
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<tr>
<td>Pick pocketing</td>
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<tr>
<td>Mugging</td>
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</tr>
</tbody>
</table>
16.3 Here are some more useful verbs connected with crime and law. Note that many of them have particular prepositions associated with them.

to commit a crime or an offence: to do something illegal
to accuse someone of a crime: to say someone is guilty
to charge: someone with (murder): to bring someone to court
to plead guilty or not guilty: to swear in court that one is guilty or otherwise
to defend/prosecute someone in court: to argue for or against someone in a trial
to pass verdict on an accused person: to decide whether they are guilty or not
to sentence someone to a punishment: what the judge does after a verdict of guilty (the opposite of to convict someone)
to fine someone a sum of money: to punish someone by making them pay
to send someone to prison: to punish someone by putting them in prison
to release someone from prison/jail: to set after a prison sentence
to be tried: to have a case judged in court.
Exercise:

Fill the blanks in the paragraph below with one of the verbs from 16.3.

One of the two accused men .................. (1) at yesterday’s trial. Although his lawyer .................. (2) him very well, he was still found guilty by the jury. The judge .................. (3) him to two years in prison. He’ll probably .................. (4) after eighteen months. The other accused man was luckier. He .................. (5) and left the courtroom smiling broadly.

16.4 Here are some useful nouns related to crime:

Case: a crime that is being investigated  
Evidence: information used in a court of law to decide whether the accused is guilty or not  
Judge: the person who leads a trial and decides on the sentence  
Jury: group of twelve citizens who decide whether the accused is guilty or not  
Proof: evidence that shows conclusively whether something is a fact or not  
Trial: the legal process in court whereby an accused person is investigated, or tried, and then found guilty or not guilty  
Verdict: the decision: guilty or not guilty
16.5 Here are some words connected with law and crime. If necessary, use a dictionary to help you check that you understand what they all mean. Then divide them into three groups, in what seems to you to be the most logical way.

- bribery
- community service
- death penalty
- Detective
- Drunken driving
- Fine
- flogging
- hi-jacking
- judge
- lawyer
- member of a jury
- prison
- Probation
- Rape
- Smuggling
- Theft
- traffic warden
- Witness

16.6 Write a paragraph to fit this newspaper headline.

Local security person halted an ATM mugger

Give some details about the crime and the court case, using as many words from this unit as possible.
Unit 17    Money Matters

17.1 Currencies

Australia   – Dollar
Argentina   – Peso
Canada  – Dollar
Egypt   – Pound
France   – Euro
Hong Kong  – Dollar
India   – Rupee
Indonesia  – Rupiah
Italy   – Euro
Malaysia   – Ringgit
Mexico  – Peso
Philippines  – Peso
Russia  – Ruble
South Africa  – Rand
Thailand   – Baht
United Arab Emirates  – Dirham
United Kingdom   – Pound
USA   – Dollar

Which country do these currencies belong to?

1. _______________
2. _______________
3. _______________
17.2 Personal finance

account   investment
allowance   loss
<table>
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<th>mortgage</th>
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<tbody>
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<td>overdrawn</td>
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<td>profit</td>
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<td>reduction</td>
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<td>discount</td>
<td>salary</td>
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<td>exchange</td>
<td>share</td>
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<td>fare</td>
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<tr>
<td>fee</td>
<td>tax</td>
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<tr>
<td>in the black</td>
<td>value</td>
</tr>
<tr>
<td>in the red</td>
<td>withdraw</td>
</tr>
<tr>
<td>income</td>
<td>worth</td>
</tr>
</tbody>
</table>

Sometimes in a shop they ask you: ‘How do you want to pay?’

You can answer: by cash/ cheque/ credit card
In a bank you usually have a current account, which is one where you pay in your salary and then withdraw the money to pay your everyday bills. The bank sends you a regular bank statement telling you how much money is in your account. You may also have a savings account where you deposit any extra money that you have and only take money out when
you want to spend it on something special. You usually try to avoid having an overdose or you end up paying a lot of interest. If your account is overdrawn, you can be said to be in the red (as opposed to in the black or in credit).

Sometimes the bank may lend you money – this is called a bank loan. If the bank or building society lends you money to buy a house, that money is called a mortgage.

When you buy (or, more formally, purchase) something in a shop, you usually pay for it outright but sometimes you buy on credit. Sometimes you may be offered a discount or a reduction on something you buy at a shop. This means that you get, say, £10 off perhaps because you are a student. You are often offered a discount if you buy in bulk. It is not usual to haggle about prices in a British shop, as it is in, say, a Turkish market. If you want to return something which you have bought to a shop, you may be given a refund, i.e. your money will be returned, provided you have a receipt.

The money that you pay for services, e.g. to a school or a lawyer, is usually called a fee or fees; the money paid for a journey is a fare.

If you buy something that you feel was very good value, it’s a bargain. If you feel that it is
definitely **not worth** what you paid for it, then you can call it a **rip-off** (very colloquial).

### 17.3 Public finance

The government collects money from citizens through **taxes**. **Income tax** is the tax collected on **wages** and **salaries**. **Inheritance tax** is collected on what people inherit from others. **Customs** or **excise duties** have to be paid on goods imported from other countries. **VAT** or **value added tax** is a tax paid on most goods and services when they are bought or purchased. Companies pay **corporation tax** on their profits. If you pay too much tax, you should be given some money back, a **tax rebate**.

The government also sometimes pays out money to people in need, e.g. **unemployment benefit** (also known informally as the dole) **disability allowances** and **student grants** (to help pay for studying). Recipients **draw** a **pension/unemployment benefit** or are **on the dole** or **social security**.

Every country has its own special **currency**. Every day the **rates of exchange** are published and you can discover, for example, how many dollars there are currently to the pound sterling.
A company may sell **shares** to members of public who are then said to have invested in that company. They should be paid a regular **dividend** on their **investment**, depending on the **profit** or **loss** made by the company.

**Exercises:**

17.4 Match the words on the left with their definitions on the right.

1. **interest**  
   money in a bank account with minus it
2. **mortgage**  
   money paid towards the cost of raising a family
3. **an overdrawn account**  
   money given by the government for education, welfare etc
4. **saving account**  
   an account that is used mainly for keeping money
5. **current account**  
   money paid to people after a certain age
6. **pension**  
   an account that cheques are drawn on for day-to-day use
7. **disability allowance**  
   money chargeable on a loan
8. **child benefit**  
   money paid to people with a handicap
9. **grant**  
   a loan to purchase property
17.5 Complete the sentences with vocabularies learnt!

1. Money which has to be paid on what you inherit is known as ........
2. If the bank lends you money, you have a bank ............... 
3. If you have some money in your account you are in the ....
4. I paid too much tax last year so I should get a ................................ ................................ ................ s oon.
5. If it’s no good, take it back to the shop and ask for a ......
6. Money that is lent to buy a house is called a .................
7. Discounts are usually only given out if you buy in a ......
8. Receiving a standard scholarship means that you received a student ..........
9. ........ tax is given whenever you purchase goods or services. 
10. A regular ........ will be applied to people who make an investment to their shares.
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INDEX

accommodation, 78, 82
account, 94, 95, 98, 99
act, 55
Advertising, 83
animal, 39
anorexic, 21
Appearance, ii, 20
Arena, ii, 46
Arts, ii, 52, 55
Athletics, 47
bacteria, 38, 39
ballet, 53, 55
bargain, 95, 96
basement, 24
bat, 46, 50
batteries, 31
beach, 17, 65
benefit, 95, 97, 98
bite, 38, 39
Blog, 83
blood, 38, 67
body, 21, 22, 38, 69
Broadcast, 83
build, 21
cabin, 75
cash, 95
cast, 53, 54, 57
Character, ii, 20
cash, 95
cast, 53, 54, 57
Character, ii, 20
character of people, 23
cheque, 95
children, 38, 86
Cholera, 38
chronic, 38
cinema, 53, 54
city, 17, 27
clothes, 24, 29, 53
Cold weather, 13
colloctions, 48, 53
Comic, 86
company, 40, 41, 98
complexion, 20, 21
condition, 16, 17
cooking, 56, 60, 124
costumes, 53
cottage, 26, 27
cough, 38, 39, 68, 69, 70
countries, 1, 12, 13, 15, 16, 78, 97
country, 2, 9, 14, 16, 26, 27, 59, 65, 66, 88, 93, 97, 126
credit card, 31, 95
Crime, ii, 88, 89
Cuisine, ii, 58
Currencies, 93
Dance, 53
dangerous, 49
defend, 90
delta, 66
deposit, 95
detached, 26, 27
diarrhoea, 38, 39, 68
direction, 53, 57
Disasters, ii, 35, 38
discount, 95, 96
disease, 35, 38, 39
disembark, 71
dish, 28, 31, 61
dividend, 98
dock, 71
doctor, 67, 68, 70
drought, 15, 16
dehth, 17, 18, 35, 36
Editorial, 83
Environment, ii, 63
Epidemic, 35, 36
equipments, 46
ethnic, 11, 12
Evidence, 91
exchange, 88, 95, 97
exhibition, 54, 56
face, 18, 20, 21
Facilities, ii, 83
fat, 21, 60, 61
fee, 95, 96
fever, 38, 69
finance, 94, 97
fine, 52, 57, 90
Fish, 58
flats, 30, 78
flight, 71, 77
flood, 15, 16, 34
flooded, 15
fog, 16, 71
Food, ii, 58
Frost, 13
goals, 48
greasy, 60
guilty, 90, 91
Hair, 20
haze, 16
Health, ii, 67
Heatwave, 14
Height, 21
helmet, 50
Holidays, ii, 78
Home, ii, 24
hot weather, 14
Household, 27
Humid, 14
illness, 38, 44, 70
income, 95
infectious, 38, 39
Injure, 37
injuries, 33
interest, 55, 96, 98
investment, 94, 98, 99
island, 66, 71
job, 40, 41, 43, 44, 45
jogging, 50
joints, 38, 39, 68, 69
Journalist, 83
Judge, 91
language, 2, 11, 80, 82, 87
Languages, ii, 1
leaking, 31
Leprosy, 38
loss, 94, 98

lost, 48, 68
Malaria, 38
Mass Media, ii, 83
maternity leave, 44
Measles, 38
Meat, 58
mechanic, 31, 42, 74
Medicine, ii, 67
Mild, 14
mist, 16
Money, ii, 93, 99
mortgage, 95, 96, 98
mosquito, 38, 39
mountain, 35, 63, 65, 66
Mumps, 38
muscles, 21, 38, 69
Nationalities, 1
Newspapers, 86
novel, 53
novelette, 53
obese, 21
opera, 12, 53, 85
pains, 38
painting, 52, 57
People, ii, 11, 16, 20, 36, 49, 74
Peoples and races, 11
<table>
<thead>
<tr>
<th>WORDS</th>
<th>EXCURSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>performance</td>
<td>rob, 88, 89</td>
</tr>
<tr>
<td>Performances</td>
<td>rooms, 24</td>
</tr>
<tr>
<td>plump</td>
<td>rubella, 38</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>sailing, 17, 71, 80</td>
</tr>
<tr>
<td>poetry</td>
<td>Sailors, 75</td>
</tr>
<tr>
<td>points</td>
<td>salaries, 97</td>
</tr>
<tr>
<td>Problems</td>
<td>sculpture, 52, 56, 79</td>
</tr>
<tr>
<td>process</td>
<td>sea, 16, 65, 75, 80</td>
</tr>
<tr>
<td>professional</td>
<td>sentence, 18, 22, 33, 37, 42, 89, 90, 91</td>
</tr>
<tr>
<td>profit</td>
<td>Scenes, 63</td>
</tr>
<tr>
<td>Proof</td>
<td>Serial, 84</td>
</tr>
<tr>
<td>Publication</td>
<td>sets, 53, 71</td>
</tr>
<tr>
<td>publish</td>
<td>Settling, 13</td>
</tr>
<tr>
<td>Rabies</td>
<td>shares, 27, 98, 99</td>
</tr>
<tr>
<td>record</td>
<td>shed, 24, 74</td>
</tr>
<tr>
<td>records</td>
<td>short story, 53, 55</td>
</tr>
<tr>
<td>recruits</td>
<td>sightseeing, 78</td>
</tr>
<tr>
<td>red spots</td>
<td>skin, 20, 38, 39</td>
</tr>
<tr>
<td>redundant</td>
<td>skinny, 21</td>
</tr>
<tr>
<td>Refugees</td>
<td>Small pox, 39</td>
</tr>
<tr>
<td>refund</td>
<td>smog, 16, 77</td>
</tr>
<tr>
<td>regional</td>
<td>snow, 13, 16, 17, 18, 19</td>
</tr>
<tr>
<td>retirement</td>
<td>Snowdrift, 13</td>
</tr>
<tr>
<td>Rheumatism</td>
<td>Sports, ii, 46, 74</td>
</tr>
<tr>
<td>river</td>
<td>steal, 88, 89</td>
</tr>
<tr>
<td>road</td>
<td>stodgy, 60</td>
</tr>
</tbody>
</table>
sunbathe, 78
tropical, 38, 39
swim, 78
Typhoid, 39
symptoms, 68, 69, 70
Verdict, 91
taste, 59, 60
Victims, 37
tax, 95, 97, 99
virus, 39, 68
Technologies, ii, 83
Volcano, 35, 36
temperature, 16, 67, 68, 69
Weather, ii, 13
theatre, 53, 54, 55, 56, 57, 89
Wet weather, 15
thunderstorms, 15, 17
Wind, 17
time-share, 27
windy, 49
torrential, 15, 16, 18
won, 15, 34, 48, 55
Tragedies, ii, 35
Work, ii, 40
Travelling, ii, 71
workaholic, 44
Trial, 91
World, ii, 1, 3, 12
Tropic, 15
World’s Regions and Languages, ii, 1
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