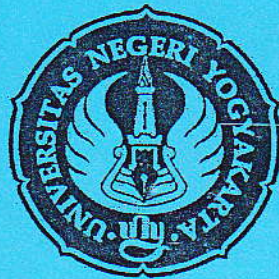


LAPORAN PENGABDIAN KEPADA MASYARAKAT

PELATIHAN *CLASSROOM ENGLISH* UNTUK PERINTISAN  
PENYELENGGARAAN *BILINGUAL EDUCATION*  
BAGI GURU-GURU SMP DI YOGYAKARTA



Oleh:

G. Suharto, M. Pd.  
Margana, M. Hum., M. A.  
Anita Triastuti, M. A.  
Sukarno, S. Pd.  
Siti Mahripah, S. Pd.

JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA  
2006

**LAPORAN PENGABDIAN KEPADA MASYARAKAT**

**PELATIHAN *CLASSROOM ENGLISH* UNTUK PERINTISAN  
PENYELENGGARAAN *BILINGUAL EDUCATION*  
BAGI GURU-GURU SMP DI YOGYAKARTA**



Oleh:

G. Suharto, M. Pd.  
Margana, M. Hum., M. A.  
Anita Triastuti, M. A.  
Sukarno, S. Pd.  
Siti Mahripah, S. Pd.

**JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA  
2006**


**LEMBAR PENGESAHAN**  
**HASIL EVALUASI AKHIR**  
**PENGABDIAN KEPADA MASYARAKAT**

- A. Judul Kegiatan : Pelatihan *Classroom English* untuk Perintisan Penyelenggaraan *Bilingual Education* bagi Guru-guru SMP di Yogyakarta
- B. Ketua tim Pelaksana :
- a. Nama : G. Suharto, M. Pd.
  - b. NIP : 130358895
  - c. Pangkat/Golongan : Pembina/IVa
  - d. Jabatan : Lektor Kepala
  - e. Prodi : Pendidikan Bahasa Inggris
  - f. Fakultas : FBS UNY
  - g. Bidang Keahlian : Metodologi Penelitian Bahasa dan Sastra
- C. Jumlah Anggota Tim : 5 (lima) orang
- D. Jangka Waktu Kegiatan : 1 Bulan (10 pertemuan)
- E. Bentuk Kegiatan : Pelatihan
- F. Lokasi Kegiatan : SMP 8 Yogyakarta
- G. Biaya : Rp 1.750.000,00
- H. Hasil Evaluasi : 1. Pelaksanaan Kegiatan Pengabdian Kepada Masyarakat telah/~~belum~~\*) sesuai dengan rancangan yang tercantum dalam proposal Pengabdian Kepada Masyarakat.  
2. Sistematika laporan telah/~~belum~~\*) sesuai dengan ketentuan dalam buku pedoman PPM UNY.  
3. Hal-hal lain telah/~~belum~~\*) memenuhi persyaratan.  
(Belum pada bagian \_\_\_\_\_)
- I. Kesimpulan : Laporan dapat/~~belum~~\*) diterima.

Mengetahui,  
Dekan FBS UNY,

  
Prof. Dr. Suminto A. Sayuti  
NIP 130814609

Yogyakarta, 1 November 2006  
Pemeriksa,  
Dewan Pertimbangan PPM FBS,

  
Martono, M. Pd.  
NIP 131662616

**LAPORAN PENGABDIAN KEPADA MASYARAKAT**

**PELATIHAN *CLASSROOM ENGLISH* UNTUK PERINTISAN  
PENYELENGGARAAN *BILINGUAL EDUCATION*  
BAGI GURU-GURU SMP DI YOGYAKARTA**

oleh

G. Suharto, M. Pd., dkk.

***Abstrak***

Program kegiatan Pengabdian kepada Masyarakat ini bertujuan 1) Menumbuhkan dan menambah motivasi para guru SMP di Yogyakarta untuk menguasai penggunaan bahasa Inggris di kelas sebagai persiapan perintisan penyelenggaraan pendidikan dwibahasa di tingkat SMP. 2) Memberikan cara-cara yang efektif dan menyenangkan untuk menguasai *Classroom English* dan cara-cara untuk mempraktikkan penggunaan *Classroom English* tersebut untuk menciptakan situasi belajar mengajar yang interaktif, kondusif, dan efektif dalam membentuk *life skills* yang tercakup dalam suatu mata pelajaran. 3) Memberikan gambaran kepada masyarakat di luar kampus UNY akan peranan dan arti penting lembaga pendidikan tinggi (Jurusan Pendidikan Bahasa Inggris FBS) dalam setiap upaya penyelenggaraan pendidikan bahasa Inggris di Yogyakarta pada khususnya, dan di Indonesia pada umumnya.

Pelaksanaan pengabdian masyarakat ini dilaksanakan selama kurang lebih satu setengah bulan mulai tanggal 2 Agustus sampai dengan 10 September 2006 di P3B Universitas Negeri Yogyakarta. Peserta pelatihan terdiri dari 33 yang terbagi dalam 2 (dua), masing-masing 19 orang dan 14 orang. Durasi pelatihan setiap pertemuan adalah 100 menit.

Hasil Program kegiatan Pengabdian kepada Masyarakat berupa peningkatan kemampuan berbahasa Inggris guru-guru (peserta) dalam penerapan *Classroom English* dalam proses pembelajaran di kelas. Hal ini dibuktikan dengan kemampuan peserta dalam mempraktikkan *Classroom English* dalam bentuk simulasi pada setiap akhir pelatihan.

## KATA PENGANTAR

Puji syukur ke hadirat Allah Yang Maha Kuasa atas segala rahmat dan hidayah-Nya sehingga Program Pengabdian kepada Masyarakat *Pelatihan Classroom English untuk Perintisan Penyelenggaraan Bilingual Education bagi Guru-guru SMP di Yogyakarta* dapat terlaksana dengan baik.

Laporan Program Pengabdian kepada Masyarakat ini terdiri dari empat bab. Bab I berisi pendahuluan; bab II berisi tujuan, bentuk, dan manfaat kegiatan; bab III berisi pelaksanaan dan hasil kegiatan; dan bab IV berisi kesimpulan dan saran.

Terselenggaranya Program Pengabdian kepada Masyarakat ini tidak lepas dari bantuan berbagai pihak. Oleh karena itu, tim pengabdian mengucapkan terima kasih kepada:

1. Prof. Dr. Suminto A. Sayuti, selaku dekan FBS UNY;
2. Martono, M. Pd., selaku Ketua Dewan Pertimbangan PPM FBS UNY;
3. Kepala SMP Negeri 8 Yogyakarta; dan
4. Guru-guru SMP Negeri 8 Yogyakarta sebagai peserta pelatihan.

Semoga laporan Program Pengabdian kepada Masyarakat ini bermanfaat bagi tim pengabdian, peserta pelatihan, dan masyarakat pendidikan dalam merintis dan mengembangkan Bilingual Education. Kritik dan saran yang membangun selalu diharapkan dalam memperbaiki program-program pengabdian sejenis di masa yang akan datang.

Yogyakarta, 1 November 2006

Tim PPM Dosen  
Jurusan Pendidikan Bahasa Inggris  
Fakultas Bahasa dan seni  
Universitas Negeri Yogyakarta

## DAFTAR ISI

HALAMAN JUDUL .....	i
LEMBAR PENGESAHAN .....	ii
ABSTRAK .....	iii
KATA PENGANTAR .....	iv
DAFTAR ISI .....	v
BAB I PENDAHULUAN .....	1
A. Latar Belakang Masalah .....	1
B. Rumusan Masalah .....	2
BAB II TUJUAN, BENTUK, DAN MANFAAT KEGIATAN .....	3
A. Tujuan Kegiatan .....	3
B. Bentuk Kegiatan .....	3
C. Manfaat Kegiatan .....	3
BAB III PELAKSANAAN DAN HASIL KEGIATAN .....	4
A. Sasaran Kegiatan .....	4
B. Metode Kegiatan .....	4
C. Pelaksanaan Kegiatan .....	4
D. Hasil Kegiatan .....	5
BAB IV KESIMPULAN DAN SARAN .....	7
A. Kesimpulan .....	7
B. Saran .....	7
LAMPIRAN .....	8

# BAB I PENDAHULUAN

## A. Latar Belakang Masalah

Saat ini dunia pendidikan menengah di Indonesia sedang berbenah untuk meningkatkan mutu pembelajaran. Seiring dengan proses sosialisasi dan pelaksanaan kurikulum Berbasis Kompetensi di tingkat pendidikan menengah, berbagai SMP dan SMA telah mulai merintis penyelenggaraan *Bilingual Education* (Pendidikan Dwibahasa) untuk berbagai mata pelajaran non-bahasa Inggris. Di tingkat SMA perkembangan ini juga mengarah pada perintisan penyelenggaraan Sekolah Internasional. Salah satu upaya untuk mewujudkan perintisan penyelenggaraan pendidikan dwibahasa, beberapa SMP di Yogyakarta dan Jawa Tengah pada beberapa waktu yang lalu telah membekali tenaga pendidik mereka dengan pelatihan *Classroom English*.

Menanggapi perkembangan baru yang positif ini, Jurusan Bahasa Inggris FBS UNY sebagai salah satu institusi pendidikan tinggi yang berkomitmen tinggi dalam setiap penyelenggaraan pengajaran bahasa Inggris di Indonesia berusaha untuk ikut membantu mensukseskan perintisan penyelenggaraan pendidikan dwibahasa ini. Proposal Pengabdian kepada Masyarakat ini diajukan sebagai salah satu upaya untuk ikut membantu dan mendukung perintisan pendidikan dwibahasa di SMP di Yogyakarta. Dukungan tersebut diberikan dengan memberikan pelatihan penggunaan *Classroom English* bagi guru-guru SMP di Yogyakarta. *Classroom English* adalah bahasa instruksional yang wajib dikuasai oleh setiap guru karena penggunaan *Classroom English* yang baik dan benar akan mendukung proses interaksi belajar mengajar yang interaktif dan kondusif di kelas. Mengingat peranan *Classroom English* yang signifikan dalam proses penyelenggaraan pendidikan dwibahasa di kelas, setiap guru harus mengetahui bagaimana cara mempelajari *Classroom English* dengan benar dan bagaimana mengimplementasikannya dalam proses belajar mengajar di kelas. Pelatihan ini merupakan salah satu wujud kepedulian perguruan tinggi, dalam hal ini Jurusan Pendidikan Bahasa Inggris, untuk memberikan pengabdian berdasarkan keilmuan kepada masyarakat (guru-guru SMP)

## B. Rumusan Masalah

Berdasarkan latar belakang masalah di atas, dapat dirumuskan beberapa masalah sebagai berikut:

1. Bagaimana memotivasi dan sikap guru-guru SMP terhadap penggunaan bahasa Inggris (*Classroom English*) dalam mendukung proses belajar mengajar di kelas?
2. Bagaimana kompetensi bahasa Inggris awal guru-guru SMP di Yogyakarta dalam perintisan penyelenggaraan pendidikan dwibahasa di tingkat SMP?
3. Bagaimana peran Prodi Pendidikan Bahasa Inggris FBS UNY dalam upaya meningkatkan kemampuan guru-guru SMP peserta pelatihan dalam menguasai dan mengimplementasikan penggunaan bahasa Inggris di kelas?



### BAB III

## PELAKSANAAN DAN DASIL KEGIATAN

#### A. Sasaran Kegiatan

Sasaran kegiatan pengabdian kepada masyarakat ini adalah guru-guru SMP 8 Yogyakarta.

#### B. Metode Kegiatan

Sesuai dengan bentuknya, kegiatan pengabdian kepada masyarakat ini dilakukan dengan cara memberikan pelatihan *Classroom English* pada guru-guru SMP 8 Yogyakarta. Dalam pelatihan ini, teknik *modeling* digunakan dalam memberikan contoh-contoh.

#### C. Pelaksanaan Kegiatan

Pelaksanaan pengabdian masyarakat ini dilaksanakan selama kurang lebih satu setengah bulan mulai tanggal 2 Agustus sampai dengan 10 September 2006 di P3B Universitas Negeri Yogyakarta. Peserta pelatihan terdiri dari 33 orang yang kemudian dikelompokkan menjadi dua kelompok, setiap kelompok terdiri dari 19 orang 14 orang. Durasi pelatihan setiap pertemuan adalah 100 menit. Pelatihan untuk kelompok pertama dilaksanakan setiap hari Rabu, dimulai pukul 13.30 WIB dan berakhir pada pukul 15.10 WIB. Sedangkan kelompok kedua, pelatihan dilaksanakan setiap hari Sabtu, dimulai pukul 14.00 WIB dan berakhir pada pukul 15.40 WIB. Secara rinci pelaksanaan kegiatan dapat dijabarkan sebagai berikut:

No	Hari/tanggal	Pukul	Materi	Jumlah peserta yang hadir	Pemateri
1.	Rabu, 2 Agustus 2006	13.30-15.10 WIB	<ul style="list-style-type: none"><li>• Getting Things Done in the Classroom</li><li>• Asking Questions</li></ul>	14	G. Suharto, M. Pd.
2.	Sabtu, 5 Agustus 2006	14.00-15.40 WIB	<ul style="list-style-type: none"><li>• Getting Things Done in the Classroom</li><li>• Asking Questions</li></ul>	19	G. Suharto, M. Pd.
3.	Rabu, 9 Agustus 2006	13.30-15.10 WIB	<ul style="list-style-type: none"><li>• Beginning of the Lesson</li><li>• End of the Lesson</li></ul>	14	Sukarno, S.Pd.
4.	Sabtu, 12 Agustus 2006	14.00-15.40 WIB	<ul style="list-style-type: none"><li>• Beginning of the Lesson</li><li>• End of the Lesson</li></ul>	19	Sukarno, S. Pd.

5.	Rabu, 16 Agustus 2006	13.30-15.10 WIB	<ul style="list-style-type: none"> <li>• Set Phrases</li> <li>• Textbook Activity</li> </ul>	14	Anita Triastuti, M. A.
6.	Sabtu, 19 Agustus 2006	14.00-15.40 WIB	<ul style="list-style-type: none"> <li>• Set Phrases</li> <li>• Textbook Activity</li> </ul>	19	Anita Triastuti, M. A.
7.	Rabu, 23 Agustus 2006	13.30-15.10 WIB	<ul style="list-style-type: none"> <li>• Blackboard Activity</li> <li>• Tape Activity</li> <li>• Slides, Pictures, OHP</li> <li>• Games and Songs</li> <li>• Movement, General Activity</li> <li>• Class Control</li> </ul>	14	Margana, M. Hum., M. A.
8.	Sabtu, 26 Agustus 2006	14.00-15.40 WIB	<ul style="list-style-type: none"> <li>• Blackboard Activity</li> <li>• Tape Activity</li> <li>• Slides, Pictures, OHP</li> <li>• Games and Songs</li> <li>• Movement, General Activity</li> <li>• Class Control</li> </ul>	19	Margana, M. Hum., M. A.
9.	Rabu, 30 Agustus 2006	13.30-15.10 WIB	<ul style="list-style-type: none"> <li>• Repetition and responses</li> <li>• Encouragement and Confirmation</li> <li>• Progress in work</li> <li>• Language Work</li> </ul>	14	Siti Mahripah, S.Pd.
10.	Sabtu, 2 September 2006	14.00-15.40 WIB	<ul style="list-style-type: none"> <li>• Repetition and responses</li> <li>• Encouragement and Confirmation</li> <li>• Progress in work</li> <li>• Language Work</li> </ul>	19	Siti Mahripah, S.Pd.

#### D. Hasil Kegiatan

Kegiatan pengabdian pada masyarakat ini dapat dilaksanakan sesuai dengan rancangan sebagaimana disebutkan dalam proposal kegiatan, kecuali jumlah pertemuan. Jumlah pertemuan/tatap muka pelatihan semula hanya 8X, tetapi dalam pelaksanaannya menjadi 10X pertemuan. Hal ini terjadi karena jumlah topik yang disampaikan tidak dapat diselesaikan dalam 8X pertemuan, padahal materi yang dirancang dalam pelatihan ada 10 topik dan semuanya sangat signifikan dan esensial dalam *Classroom English* untuk penyelenggaraan kelas dwibahasa.

Kegiatan ini diikuti oleh 33 guru (daftar hadir terlampir). Hasil akhir kegiatan ini berupa peningkatan kemampuan berbahasa Inggris guru-guru (peserta) dalam penerapan *Classroom English* dalam proses pembelajaran di kelas. Hal ini dibuktikan dengan kemampuan peserta dalam mempraktikkan *Classroom English* dalam bentuk simulasi pada setiap akhir pelatihan.

## BAB IV KESIMPULAN DAN SARAN

### A. Kesimpulan

Berdasarkan pelaksanaan kegiatan pengabdian kepada masyarakat *Pelatihan Classroom English untuk Perintisan Penyelenggaraan Bilingual Education bagi Guru-guru SMP 8 Yogyakarta*, dapat disimpulkan sebagai berikut:

1. Merujuk pada peserta pelatihan yang aktif, kegiatan pelatihan ini cukup berhasil. Hal ini dibuktikan dengan meningkatnya kemampuan bahasa Inggris peserta dalam penggunaan *Classroom English*.
2. Pelaksanaan pelatihan dapat dilakukan sesuai dengan rencana/proposal, kecuali jumlah pertemuan yang semula direncanakan 8X pertemuan menjadi 10X pertemuan karena pentingnya materi *Classroom English* dan jumlah materi.

### B. Saran

Dari hasil pelaksanaan pelatihan, tim pengabdian menyarankan hal-hal sebagai berikut:

1. Program pelatihan ini perlu terus dilanjutkan pada masa yang akan datang sehingga kemampuan bahasa Inggris peserta dalam menerapkan *Classroom English* semakin meningkat dan penyelenggaraan pendidikan dwibahasa dapat terlaksana.
2. Program *Pelatihan Classroom English untuk Perintisan Penyelenggaraan Bilingual Education bagi Guru-guru* perlu diperluas sasarannya sehingga pelaksanaan pendidikan dwibahasa tidak hanya pada sekolah tertentu, tetapi dapat meluas ke berbagai sekolah.
3. Program kerjasama antara UNY dan sekolah-sekolah dalam bentuk pengabdian kepada masyarakat perlu terus ditingkatkan mengingat UNY merupakan salah satu universitas berbasis LPTK sehingga komunikasi dan umpan balik akan terus didapatkan dari *stakeholders*.

## LAMPIRAN

### Lampiran 1: Anggota Tim

1. Nama : Margana, M. Hum., M. A.  
NIP : 132107096  
Pangkat/Golongan : Penata Muda tk. I/IIIb  
Jabatan : Asisten Ali  
Prodi/Fakultas : PBI/FBS UNY
  
2. Nama : Anita Triastuti, M. A.  
NIP : 132305846  
Pangkat/Golongan : Penata Muda tk. I/IIIb  
Jabatan : Asisten Ali  
Prodi/Fakultas : PBI/FBS UNY
  
3. Nama : Sukarno, S. Pd.  
NIP : 132310013  
Pangkat/Golongan : Penata Muda/IIIa  
Jabatan : -  
Prodi/Fakultas : PBI/FBS UNY
  
4. Nama : Siti Mahripah, S. Pd.  
NIP : 132309874  
Pangkat/Golongan : Penata Muda/IIIa  
Jabatan : -  
Prodi/Fakultas : PBI/FBS UNY

## Lampiran 2: Biaya Kegiatan

Debet

Kredit

No	Nama	Jumlah	No	Nama	Jumlah
	Dana DIKS FBS	Rp 1.750.000,00	1	Kesekretariatan	Rp 500.000,00
			2	Konsumsi tim dan peserta	Rp 500.000,00
			3	Honorarium Pemateri dan tutor	Rp 400.000,00
			4	Perijinan, publikasi, dan dokumentasi	Rp 120.000,00
			5	Pembuatan laporan	Rp 70.000,00
			6	Transport tim 5X@Rp 32.000,00	Rp 160.000,00
JUMLAH		RP 1.750.000,00	JUMLAH		RP 1.750.000,00



## CLASSROOM ENGLISH 1

### A. CONTROLLING THE STUDENTS' BEHAVIOR

You want to tell the students to open the book or to do exercises on a certain page. What do you say? What expression or sentences should you use?

Task 1: Read the following text and answer the following questions.

#### Text 1

A teacher has a number of alternative ways of controlling the behavior of students in the classroom. They are commands, requests, and suggestions. He uses command to emphasize his position of authority. The use of requests implies the notion of equality. Suggestions allow the students some freedom of choice. Consider the following sentences.

1. Learn the vocabulary on page 46
2. I want you to learn the vocabulary on page 46.
3. And what if you learn the vocabulary on page 46 as well.

An authoritative teacher will use the first sentence. A democratic teacher tends to use the second sentence for the same purpose. The last sentence will be used by the lenient teacher. Notice also that the preposition "on" is used with the word "page"

#### Comprehension questions

1. How many ways does a teacher have to control the students' activity?
2. When is a command used?
3. When is a request used?
4. When is a suggestion used?

Task 2: Study the following expression and discuss other alternative ways with your friend. Work in pairs.

1. Finish off exercise 7 A on page 76
2. I want you to leave out number 7 on page 78
3. Would you mind doing the exercises on page 174
4. I want you to turn to page 57
5. Take out your books and open them at page 17
6. I want you to turn on to page 107
7. Refer back to the grammar notes on page 100
8. You'll find the exercise on page 203
9. Let's go on to exercise number 2 on page 27
10. Check your answer on page 47



## B. QUESTION-ASKING

A teacher will ask students a lot of questions during his/her teaching activity. Can you mention how many types of question a teacher will ask? Can you give some examples?

Task 3: Read the following text and discuss the questions in the text. You may work in pairs.

### Text 2

Question-asking takes up a large proportion of the teacher's time. Based on the purpose, questions can be differentiated into two types questions to which the teacher can provide the answer, and questions to which the students can provide the answer. Questions of the first type include language questions and comprehension questions. Consider the following examples.

1. What's the perfect tense of "to go"?
2. When did the students take the final exam?

Questions of the second type can be classified into three classes. They are lesson progress questions, opinion or preference questions, and factual or personal questions. Can you identify the following examples?

3. Has everybody got the book?
4. Do you agree with his answer?
5. How are you today?

Among the various types of questions, comprehension questions play a big role in the teacher's teaching activities. This type of questions includes yes-no questions, or questions, wh-questions, indirect questions, questions on specific texts, and miscellaneous questions. Consider the following examples

6. Can you play badminton?
7. Don't you like ice cream?
8. Are you sure?
9. Is he thirteen or fourteen?
10. How old is she, fourteen or fifteen?
11. When are they leaving for Jakarta?
12. Why haven't you done the homework?
13. In which year were you born?
14. Where else have they been?
15. Who hasn't got the book?
16. What page do you look up?
17. Who was the book written by?
18. How broad is it?
19. What time train did they take?
20. Where do you think he is going?
21. What is the book like?
22. What happened?
23. What time do you go to bed?
24. Who is your English teacher?
25. How do you like it?

### C. GETTING STARTED

Task 4: Study the Following expressions and discuss when to use it. Then, fill the blank in the following text with the appropriate expression.

- a. How are you today, Luluk?
- b. I think we can start now.
- c. Who is absent today?
- d. Don't let it happen again, will you.
- e. Would you mind closing the door, please.
- f. Good morning, boys and girls.
- g. There's no need to slam it like that!
- h. I almost forgot. I haven't filled in the register.
- i. Close the lid of your bag, Maria, Please.
- j. OK, I think it's time for us to get down to some work.
- k. Does anyone know what's wrong with Lia?
- l. Why are you late, Cahyo? We started ten minutes ago.
- m. And what about you Maria? How are you getting on?
- n. Did anyone miss last Wednesday's lesson?
- o. Put the book away, Joni. This is an mathematics lesson, not history.
- p. Hey, Monica and Maman. Stop talking so that we can start.
- q. Take your raincoat off and leave it outside, please.
- r. Leave your sports equipment outside the classroom.
- s. Hey, you two boys, hurry up. Come in and sit down.
- t. Deni, take your jacket off and hang it over the back of your chair.

#### Text 3

It's Monday morning and the time was 9 o'clock. You went into the classroom. Most students were already in their desks but some of them were still outside the classroom. One boy had brought a sports equipment with him and clearly intended to take it into classroom. You stopped him and suggested a better solution.

Teacher: " \_\_\_\_\_ "

One girl in the front row was still wearing a rain-coat.

Teacher: " \_\_\_\_\_ "

Franco was sitting in a thick jacket even though it was almost 35° C outside.

Teacher: " \_\_\_\_\_ "

You noticed that two boys were still hanging about outside the classroom.

Teacher : " \_\_\_\_\_ "

They came in but left the door open

Teacher: " \_\_\_\_\_ "

When you asked them to close it, they slammed it.

Teacher: " \_\_\_\_\_ "

At last everybody ----- to be ready. You greeted the students.

Teacher: “ \_\_\_\_\_ ”

You asked Luluk and Maria how they were.

Teacher: “ \_\_\_\_\_ ”

After that you announced that it really was time to start.

Teacher: “ \_\_\_\_\_ ”

You have to get their attention but Monica and Maman were chatting.

Teacher: “ \_\_\_\_\_ ”

Maria's bag was still, and Joni had got his history book.

Teacher: “ \_\_\_\_\_ ”

You almost forget the register

Teacher: “ \_\_\_\_\_ ”

You checked who was missing

Teacher: “ \_\_\_\_\_ ”

You noticed that Lia was away and wonder why.

Teacher: “ \_\_\_\_\_ ”

You were planning to start off the lesson with a short test, but to be fair you checked who actually attended the last lesson, which was on Wednesday.

Teacher : “ \_\_\_\_\_ ”

At that very same moment the door opened and Cahyo came in.

It is almost ten past nine.

Teacher: “ \_\_\_\_\_ ”

Cahyo explained sleepily that he was so busy studying his English vocabulary that he forgot to get off the buss. That was the second time he had been late in a week, and you made it clear that you would be very angry next time.

Teacher : “ \_\_\_\_\_ ”

At last you were ready to start your lesson.

Teacher : “ \_\_\_\_\_ ”

#### D. PERSUADING AND SUGGESTING

Task 5: In the classroom activity, a teacher very often asks the students to do various kinds of learning activities. Do you know how to do that? Study the following expressions to persuade or suggest.

Text 4

The most frequent form of direct suggestion involves the use of *let's*. Study the use of the following expressions.

Let's start now.

Let's finish this off next time

Let's not listen to it again, shall we?

Suggestions can also be made using *how about* or *what about* with a noun or a gerund :

How about another exercise, students?

What about trying it once more?

OK, the next one. How about you, Anton?

A similar form of suggestion makes use of *what if* or *what about if* and a verb phrase. The verb may be either in the present or past. The present is more popular.

What if we leave this exercise until next time?

What if we translated the sentences?

What about if you finish this off at home?

What about if you started with "Yesterday"?

The questions *why not*, *why don't we*, and *couldn't we* can be used as suggestions.

Why not leave the adverb until the end?

Why don't we act this conversation out?

Couldn't we say this in a simpler way?

The expressions *I think*, *don't you think*, and *perhaps* can also be used to soften a command.

I think you should concentrate on number 5.

We can finish this next time, don't you think?

Perhaps you ought to translate this paragraph.

Task 6: Fill in the blank with an expression of suggestions.

It is quite possible to fill with more than one expression.

1. \_\_\_\_\_ to finish this off at home.  
finish this off at home.
2. \_\_\_\_\_ to leave out the next one.  
leave out the next one.
3. \_\_\_\_\_ to start with exercise number three.  
start with exercise number three.
4. \_\_\_\_\_ you don't keep forgetting your books.  
you wouldn't keep forgetting your books.
5. \_\_\_\_\_ this exercise to be done at home.  
do the exercise at home.
6. \_\_\_\_\_ spend a lot of time on number fifteen.  
to spend a lot of time on number fifteen.
7. \_\_\_\_\_ working on your own.  
work on your own.
8. \_\_\_\_\_ try the next exercise.  
for you to try the next exercise.

Task 7. Study the following expressions and do the exercises you may work in pairs.

Text 5

A direct suggestion can be introduced by the phrases *I suggest*, *I would suggest*, *may I suggest*, and *My suggestion is*. Notice the following examples.

I suggest leaving this until next time  
I would suggest starting with number one  
May I suggest appointing a secretary?  
I suggest that you omit the relative pronoun  
I would suggest that we check the answers next time  
My suggestion is that you learn the formula by heart  
I Would suggest you went through this door.

The verbs *may*, *can*, and *need* can function as suggestions in the classroom situation.

You may sit down again now  
You can leave question 9 out  
You needn't do the first three

Phrases based around the word *idea* are often used to introduce suggestions. Notice the forms of complementation and the use of the past tense.

It might be a good idea to try this one again  
It would be a good idea for you to write this down  
It mightn't be a bad idea if you did this at home  
It wouldn't be a bad idea if you try this one again

The phrases *as well* or *just as well* can be added to the modal auxiliaries *can*, *may*, and *would*. Notice the following:

We may as well leave this exercise till Thursday  
You might as well leave number 13 out  
It would be just as well for you to revise this

*Conditional sentences* are often used as an advice to persuade.

It would be better if you just crossed the word  
You'd better do this exercise again

The word *rather* can also be used in suggestion expressions. Notice the following examples.

I'd rather you finished this off at home  
I'd rather you didn't look at the answers yet

Task 8: Rewrite the following instructions, making use of the clue words between brackets.

1. Repeat what you said. (Do you think .....)
2. Translate the whole paragraph. (not a bad idea)

3. Start with exercise number 9. (I suggest)
4. Make a note of this somewhere. (I think..)
5. Let's only do every other question. (May I suggest)
6. Listen carefully to what I say. (could)
7. You try number 7, John. (How about)
8. Don't bother reading the instructions. (Let's)
9. This exercise will be finished next week. (I expect)
10. Begin your sentence with 'when'. (Why not)
11. The answers should be written out in full. (I'd rather)
12. Read out what you wrote, Doni. (might be an idea)
13. Pay attention, Silvie. (You'd better)
14. Let's have another exercise. (What if)
15. You join group 5, Freddie. (I would suggest)
16. Refer to section on probability. (It's better)
17. Spend some time revising your answers. (be just as well)
18. Copy this formula straight off the board. (might as well)
19. Don't use more than 100 words in your summary. (rather)
20. Put your book in your bag. (be a bad idea)

### **E. SAYING IN OTHER WORDS**

Do you remember the ways of controlling the behaviour of students in the classroom? Mention three ways of controlling the students' behaviour.

Task 9: Study the following expressions and do the exercises.

Text 6

Commands, requests, and suggestions can be expressed in several ways. Study the following examples and discuss their meaning and purposes.

Example 12

We'll stop now

We'll finish for today.

It's not worth starting the lesson

There's no use doing the exercises now.

It's no use talking about it to them.

I think we haven't got time.

I don't think we have got time.

There are still two minutes to go

We still have a couple of minutes left.

Wait a minute

Hang on a moment

Just hold on a minute

What do the following sentences mean? When do we use the sentences? Can you express them in other words?

1. This is your homework.

2. There will be a test next week.
3. Don't forget about your homework.
4. See you again on Tuesday.
5. Have a good holiday.
6. Next week we'll meet in Room 16.
7. I won't be here next week
8. Will you please go out
9. Not so much noise, please.
10. Queue up by the door.
11. Open the window.
12. I think we haven't had this word before.
13. Happy birthday to you.
14. Remember me to your brother.
15. Excuse me for a moment.
16. Could I get past, please?
17. Do you mind if I sit down?
18. I've made a mistake on the board.
19. Here you are.
20. Thank you.

## F. INTEGRATED TASKS

### Classroom Activity 1

Read the following description of a mathematics lesson. Write down what expressions the teacher will say in the provided space.

It's the last mathematics lesson before holidays. At the beginning of the lesson you apologize – you still haven't recovered from a stomach upset and aren't feeling too well.

Teacher: " \_\_\_\_\_ "

You are hoping that you won't have to shout as there seems to be something wrong with your voice.

Teacher: " \_\_\_\_\_ "

One of your students sneezes.

Teacher: " \_\_\_\_\_ "

Peter appears to be catching cold, too, because he also sneezes.

Teacher: " \_\_\_\_\_ "

Some of the boys in the class play in the school basketball team and last week they had a game against a local school.

Teacher: " \_\_\_\_\_ "

Unfortunately, they were just beaten 47 – 48.

Teacher: " \_\_\_\_\_ "

But Andi scored 24 points and won the prize for the best player.

Teacher: " \_\_\_\_\_ "

It also happens to be Andi's birthday today.

Teacher: " \_\_\_\_\_ "

As it is the last lesson, you have decided to show a film. You walk to the back of the class to plug in the projector. On the way you accidentally tread on Ahmad's toes.

Teacher: " \_\_\_\_\_ "

The lead of the projector is too short so you have to go to the neighbouring classroom to fetch an extension.

Teacher: " \_\_\_\_\_ "

Rini, a very helpful pupil, has already drawn the curtains.

Teacher: " \_\_\_\_\_ "

Budi tries to help, too, but almost succeeds in knocking over the projector.

Teacher: " \_\_\_\_\_ "

Komar rushes to turn the lights off, and has to be warned about the lead on the floor.

Teacher: " \_\_\_\_\_ "

Dini, who has the reputation of being the clumsiest boy, fetches the film from your desk. You have to remind him to be careful.

Teacher: " \_\_\_\_\_ "

When she actually succeeds in bringing it to you in one piece you congratulate him rather ironically.

Teacher: " \_\_\_\_\_ "

The film itself is a disappointment and it isn't long before the students start chatting among themselves. You warn them several times and finally threaten them – they won't enjoy an extra hour at school on the last day.

Teacher: " \_\_\_\_\_ "

Edi is reading a comic, so you reach across in front of Eva to warn him.

Teacher: " \_\_\_\_\_ "

One of the students accidentally pulls the plug out of the wall and apologizes. You assure her it isn't important.

Teacher: " \_\_\_\_\_ "

When the film finally finishes, you give them appropriate wishes for the time of year.

Teacher: " \_\_\_\_\_ "

### Home Assignment

Make a group of 3 or 4 persons. Imagine you are teaching mathematics. Write down a description of what happens in your class and what you say in relation to the situation in your class.



**Classroom Activity 2**

Task 10: Study the following expressions and do the following exercises. Number one is done as examples.

1. Come out to the blackboard, please  
Go to the board  
Go up to the blackboard.

2. You have already been out to the board  
\_\_\_\_\_  
\_\_\_\_\_

3. Come and write the word on the board.  
\_\_\_\_\_  
\_\_\_\_\_

4. Move out of the way so that everyone can see.  
\_\_\_\_\_  
\_\_\_\_\_

5. Go and fetch some chalk from the office.  
\_\_\_\_\_  
\_\_\_\_\_

6. Everyone look at the blackboard, please.  
\_\_\_\_\_  
\_\_\_\_\_

7. Are the sentences on the board correct?  
\_\_\_\_\_  
\_\_\_\_\_

8. Read out the sentences on the blackboard.  
\_\_\_\_\_  
\_\_\_\_\_

9. Copy this down from the blackboard.  
\_\_\_\_\_  
\_\_\_\_\_

10. Whose turn is it to clean the board?

---

---

### Classroom Activity 3

Below is a description of a mathematics lesson. In the provided space, write down the expression the teacher might say in English.

Text 7

You've got a lot of work to get through in this lesson. The first task is on page 97. You ask the students to open their books.

Teacher: " \_\_\_\_\_ "

Some of them look rather mystified, so you check that they do in fact have their books with them.

Teacher: " \_\_\_\_\_ "

You're annoyed because some of them have left their books at home again.

Teacher: " \_\_\_\_\_ "

Candra and Maria have only one book between them.

Teacher: " \_\_\_\_\_ "

You check that they all have the right place.

Teacher: " \_\_\_\_\_ "

You make sure that there aren't any new concept in the next section, and then ask Tuti to read the first problem.

Teacher: " \_\_\_\_\_ "  
" \_\_\_\_\_ "

She obviously can't read well and you have to stop him.

Teacher: " \_\_\_\_\_ "

Now you want everybody to read one problem. You choose Yanti to start.

Teacher: “ \_\_\_\_\_ ”

In the remaining five minutes, you have a quick test. As the bell rings, you ask them to return the completed test papers and to make it clear who they belong to.

Teacher: “ \_\_\_\_\_ ”

#### Home Assignment

Make a group of four or five. Imagine that you are having a blackboard activity. Write down several expressions and tell the class the situations and the purposes.

# ENGLISH FOR TEACHING-LEARNING \*)

SUKARNO, S.PD. \*\*)

## A Beginning of Lesson

### Greeting

Good morning

Good afternoon, everybody/boys and girls/children

Good morning, Bill

Hello, everyone

Hello there, Alison

How are you?

How are you today, Bill?

How are you getting on?

How's life?

How're things with you, Alison?

How are you feeling today, Bill?

Hope you've recovered from your cold, Bill.

I hope you are feeling well.

Hope you are all feeling fit today.

Hope you have all had a nice/good weekend/holiday.

How about you, Bill? What did you do during ...

Let me introduce myself.

My name is \_\_\_\_\_ and I'm your new \_\_\_\_\_ teacher.

I'll be teaching you \_\_\_\_\_ this year.

We've got five lessons with you.

## B Transition to Work

### 1. It's time to start now.

Let's start our \_\_\_\_\_ lesson now (shall we?)

Is everybody ready to start?

I hope you are all ready for your \_\_\_\_\_ lesson.

I think we can start now.

### 2. I'm waiting to start.

I'm waiting for you to be quiet.

We won't start until everyone is quiet.

Stop talking now so that we can start

Settle down now so we can start.

## C. Absences

### 1. Who is absent today?

Who is missing?

Who isn't here?

What's the matter with Alison today?

Has anybody seen Bill today?

What's wrong with Bill today?

Has anybody any idea where Bill is today?

### 2. Who was absent last time?

Who wasn't here on Monday?

Who missed last Wednesday's lesson?

You weren't at/in the last lesson, Bill. Where were you?

Who was away last Friday?

\* Who is lacking?

Who is missing/absent/away?

\* On the last lesson.

At/in the last lesson.

III. Lateness

III. Why are you late?

Where have you been?

We started ten minutes ago. What have you been doing?

Did you oversleep/miss your bus?

What do you say when you are late?

I see. Well, sit down and let's get started.

Please hurry up and sit down. We've already started.

That's alright. Sit down and we can start.

Try not to be late next time.

Try to be here on time next week.

Don't let it happen again.

Let this be the last time.

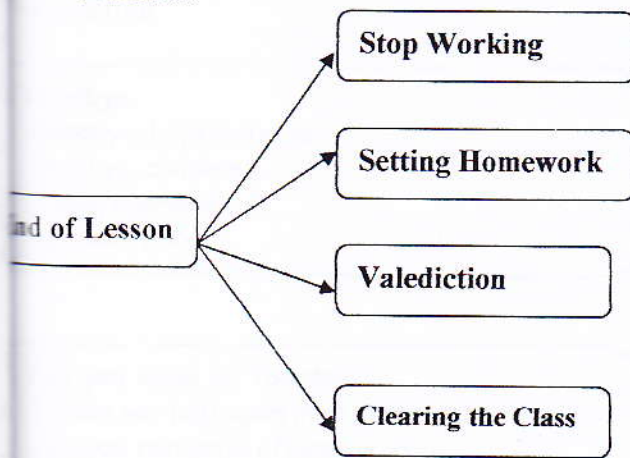
That's the second time this week.

I'll have to report you if you're late again.:

ten minutes ago.

minutes ago.

End of Lesson



Stop working

**It's ten to ten. We'll have to stop now.**

It's almost time to stop.

I'm afraid it's time to finish now.

I make it almost time. We'll have to stop here.

I make it just gone five past. We'll have to finish there.

There is the buzzer/bell, so we must stop working now.

That's the buzzer/bell. It's time to stop.

All right! That's all for today, thank you.

Right. You can put things away and go.

That will do for today. You can go now.

**It isn't time to finish yet.**

The buzzer/bell hasn't gone yet.

There are still two minutes to go.

We still have a couple of minutes left.

They make it a quarter to. There's another five minutes yet.

This lesson isn't supposed to/due to finish until five past.

Your watch must be fast.

**We have five minutes over.**

We seem to have finished a few minutes early.

My watch must be slow. I make it only a quarter to.

We have an extra five minutes.

It seems we have two or three minutes in hand/to spare.

There isn't any point (in) starting a new exercise.

There's no point (in) beginning anything else this time.

Sit quietly until the bell goes.

Carry on with the exercise for the rest of the lesson.

\* I think we haven't got time.  
I don't think we have got time.

## B. Setting Homework

### 1. This is your homework.

This chapter/lesson/page is your homework.

This is your homework for tonight/today.

For your homework would you do exercise 10.

Prepare the last two chapters for Monday.

Prepare as far as/down to/up to page 175.

Your homework for tonight is to prepare chapter 17.

I'm not to set (you) any homework this time.

### 2. Finish this off at home.

Finish off this exercise at home.

Do the rest of the exercise as your homework for tonight.

You will have to/must read the last paragraph at home.

Complete this exercise at home.

### 3. There will be a test on this next Wednesday.

I shall give you a test on these lessons next week.

You can expect a test on this the near future.

Please revise lesson 9 and 10. There will be a

test on them sometime.

### 4. Don't forget about your homework.

Remember your homework.

Please pick up a copy of the exercise as you leave.

## Walediction

### Goodbye.

Goodbye, boys and girls.

Bye-bye, children.

Bye, everyone.

Bye now, Bob.

### See you again on Tuesday.

I'll see you (all) again next Wednesday.

See you tomorrow afternoon again.

I'll be seeing some of you again after the break.

I'll see you again next year.

### Have a nice weekend.

Have a nice holiday.

Enjoy your holiday.

Don't work too hard.

I hope all have a nice vacation.

## Clearing the Class

### Will you please go out.

Everybody outside

All of you, get outside now!

Hurry up and get out!

### Go out quietly.

Everybody outside

Not so much noise, please.

Quietly!

Sssshhhhhhhhhhh!

Try not to make any noise as you leave.

### Queue up by the door.

Get into a queue.

Make a queue and wait until the buzzer goes.

## SET PHRASES

Here are the examples of expressions you can say for seasonal and occasional situations.

### 1. SEASONAL, OCCASIONAL

- **Happy birthday!**  
Many happy returns (of the day)  
Billy has his/ a birthday today  
Alison is eleven today. Let's sing 'Happy Birthday'
- **Merry Christmas!**  
I hope you all have a good Christmas  
Happy New Year!  
All the best for the New Year  
Happy Easter
- **God bless!**  
Bless you!/ God bless you!  
I hope you're not catching/ getting a cold  
It sounds as though you're getting the flu
- **Good luck!**  
Best of luck  
I hope you win/ get through/ pass
- **Hard luck!**  
Hard lines!  
Never mind!  
Better luck next time!
- **Well done!**  
Congratulations
- **Remember me to your brother**  
Give my best regards/ best wishes to your sister  
Say hello to your sister for me

### 2. APOLOGIES

- **Sorry**  
I'm very/ terribly/ awfully sorry (about that)  
Sorry about that  
Sorry, that was my fault  
I am sorry



- **Excuse me for a moment**  
I'll be back in a moment  
Carry on with that exercise while I'm away  
Would you excuse me for a while/ moment  
I've just got to go next door for a moment

- **Excuse me**  
Mind out of the way  
Mind out!  
Could I get past, please  
Out of the way now!  
Get out of my/ the way  
You're in the/ my way  
You're blocking the gangway  
Bill can't get past for your case

- **I'm afraid I'm not feeling very well today**  
I'm afraid I can't speak any louder  
I seem to be losing my voice  
I have a sore throat  
I have (a bit of) a headache  
I'm feeling a bit under the weather  
Do you mind if I sit down?  
If you don't mind, I'll sit

- **I've made a mistake on the board**  
I'm sorry, I didn't notice it  
I must have overlooked it  
I must be getting absent-minded in my old age

### 3. THANKING AND GIVING

- **Thank you**  
Thank you very much  
Thanks a lot  
Thanks for your help  
Thank you for cleaning the blackboard  
It was very kind of you to help. Thank you  
I really do appreciate your help
- **Here you are**  
There you are  
This is for you, Alison  
And here's one for you, Bill  
Take it. It's for you  
Help yourself ( to a copy)

#### 4. WARNINGS

- **Look out!**

Watch out!

Mind!

Mind out!

Duck!

- **Be careful**

Be careful you don't drop that

Mind you don't hurt your head

Mind the step

Watch you don't trip over the cable

Watch your step

- **Stop doing that, or else!**

Be quiet or else you can go and sit on your own

If you don't be quiet, I'll send you out

One more word and you can stay behind after school

This is the last time I'm warning you

Look! I've just about had enough from you

I won't tell you again. Next time it's the headmaster for you

Don't push your luck with me

You're heading the right way for trouble

Once more and you've had it

## TEXTBOOK ACTIVITY

### 1. DISTRIBUTION OF BOOKS

- **Give out the books, please**  
Pass out the exercises  
Pass these (to the) back  
Take one and pass them on  
Get the books out of the cupboard and give them out  
Take the books off the shelf/ out of the bookcase  
Fetch the dictionaries from the teachers' room/ staff room
- **Has everybody got a book?**  
Have you all got a copy of the exercise?  
Is there anybody without (a book)?  
Is there anybody who hasn't got a copy?  
Can everybody see (a copy of) the text/ passage?
- **Don't forget it next time**  
Remember it (for) next time  
Make sure you bring it on Friday  
Be sure to remember it next Monday  
Don't anybody forget your book next time
- **One book between two**  
One between two  
One book to every three pupils  
Three pupils to each book  
There's one dictionary/ set of pictures for each group
- **You will have to share with Andi**  
Could you share (with Andi), please  
There are only enough for ten pupils  
Share with Rina this time  
I'm afraid I haven't got enough (copies) to go round  
I'm afraid there aren't enough for everybody

### 2. BOOKS OUT, FIND PAGE

- **Get your books out**  
Take out your workbooks  
Books out, please!  
You'll need your workbooks  
Out with your books, please

- **Open your books at page 27**  
Take out your books and open them at page 123/lesson 12  
Open your books, please  
You'll find the exercise on page 206  
Look at page 19  
Look at exercise 5A on page 46  
Have a look at the diagram on page 25  
It's somewhere near the front/back/middle of the book  
It's on the inside cover of the back  
The name is on the back cover/ the title page
- **Now turn to page 16**  
Turn over  
Turn over the page  
Over the page  
Turn to the next page  
Next page, please  
Let's move on to the next page  
I want you to turn on to page 134
- **Turn back to page 16**  
Turn back to the previous page  
Now look back at the last chapter  
Keep one finger in the vocabulary list at the back  
You can refer to the map/ list on page 23  
Look across at the other side  
Use the index at the back of the book

### 3. COLLECT, PUT AWAY

- **Stop working now**  
Would you stop writing, please  
Pens/ pencils down  
Put your pens/ pencils down  
I'm afraid I'll have to stop you now  
Time is up. Stop writing  
I think you've had long enough on this  
I'm afraid it's time to stop  
Would you finish off the sentence you are on
- **Close your books**  
All the books closed, please  
Turn your books over  
Put your books face down  
Put your books away now  
I don't want to see any books open/ on your desks

- **Collect the books in**  
Collect the readers in and put them away  
Pass the sheets to the front (of each row)  
Don't forget to put/ write your names on them  
Could the first person in each row collect the books, please
- **Hand in your papers as you leave**  
Leave your essays/sheets/tests on the desk as you go out  
Have you all handed in your tests?  
Is there anyone who hasn't returned their test?

#### 4. POSITION ON PAGE

- **Have you found the place?**  
Do you know where we are?  
Have you all found the place?  
Is there anybody who still hasn't found the place?
- **It's at the bottom of the page**  
The picture at the top of the page/ at the very top  
The line in the middle of the page  
It's somewhere near the top/ bottom (of the page)  
It's towards the bottom/ end  
It's about the halfway down  
It's in the very middle of the page  
It's ten lines from the top/ bottom  
The third row down/ up
- **It's on the left**  
It's on the right  
The left-hand side/ the right-hand side  
It's in the top left-hand corner  
It's in the bottom right-hand corner  
It's in the left-hand column  
(The) third column (from the left/ right)  
The centre/middle column  
The shaded area on the right  
Look at the colored box underneath
- **Paragraph three, line two**  
(The) third paragraph, the second line/ sentence  
(The) last line of the first paragraph  
(The) last line in the second paragraph  
The paragraph beginning/ starting/ ending 'he said ...'  
(The) last but one line/ word in paragraph two  
(The) second/ third to last word in line 5

Line five, (the) seventh word  
(The) third line, (the) fourth word (along)  
About the middle of line 12

- **A few lines further on**  
Five lines further down/ up  
Not the next line, but the one after that  
Not the previous line, but the one before that  
(The) next but one sentence, (the) third word

## 5. READING

- **Read the passage silently**  
Read the text to yourselves  
Study the chapter on your own  
Prepare the next three paragraphs  
Have a look at the next section  
Check the new vocabulary from the list at the back  
If there are any words you don't know, please ask  
Familiarize yourselves with the text  
Read what it says at the top of the page first
- **Let's read**  
Let's read the text aloud  
I'll read it to you first  
First of all, I'll read it to you  
You start (reading), Ana!  
Start reading from line 6  
Read the sentence aloud  
Now we'll read it again  
Let's read this part again  
Let's try it again
- **Read the first ten lines**  
Read as far as/ down to the end of the chapter  
Three lines each (starting with Bill)  
Three sentences for each of you  
Read one sentence each  
Let's take turns/ it turns to read/ reading  
One after the other, please  
Another sentence, please  
Finish the sentence (off)  
Read to the end of line 5  
Don't stop in the middle of the sentence  
Stop there, please  
That's enough, thank you

That will do (fine), thank you

- **Go on reading, Ana**  
Read the next paragraph, will you, Ana  
Next, please  
Next one, please  
You go on, Bill  
Someone else, please





Notice:

Please	turn put switch	the lights the radio the recorder	on off
--------	-----------------------	---	-----------

- 3 ★ *take the plug off.*  
**Pull the plug out.**
- 4 • Notice the various types of visual aid:  
an overhead transparency  
an overhead  
an OHP  
a slide  
a transparency  
a filmstrip  
a poster  
a wall chart  
a cutout

### PREPARATION

1. **Let's look at some pictures**  
Now we're going to look at some (colour) slides  
I want you to look at this picture  
I'm going to show you some slides of England  
I have a film to show you today  
There's a diagram I'd like to show you on the OHP
2. **Put the screen up**  
Draw the curtains  
Close the blinds  
Pull down the screen  
Plug in the projector  
Switch on the projector  
Switch the lights off  
Lights out, please  
Who is our projectionist today?  
Who is going to change the pictures?  
Who would like to work/operate the projector?  
Pass me my pointer
3. **Turn the lights on again**  
Put the lights back on  
Pull the plug out  
Unplug the projector Roll up the screen  
Put the screen away  
Draw the curtains
4. **Next picture, please**  
Let's look at the next one  
Change the picture  
Let's go on to the next one  
Adjust the focus, please  
A bit sharper, please  
I'm afraid this one is upside down/back to front

I seem to have put this one in the wrong way round  
Hang on, I'll put it in again

5. **The projector doesn't seem to be working**  
The bulb has gone/burnt out  
The slide cartridge seems to be stuck again  
Same old trouble again, I'm afraid  
The automatic focusing has gone wrong

- ★ A picture *from* a railway station.  
**A picture of a railway station.**
- ★ A photograph *about* Bill and Alison.  
**A photograph of Bill and Alison.**
- ★ *On* this picture.  
**In this picture.**
- Notice also that you say 'an example of something'.

Compare:

This is a **film about** London  
Here is a **picture of** London

I have **some brochures about** Wales  
Here is a **slide of** Snowdon

A **book about** England  
A **description of** England

Some **stories about** his temper  
An **example of** his temper

Notice the following useful commentary phrases:

The first slide I want	to show you you to look at	is of a famous... was taken in... is a good example of... will give you some idea of what... will help you understand more about...
------------------------	-------------------------------	---

In this one you can see	some typically English scenery a view from Ben Nevis a typical London street scene
-------------------------	--

- 3 • **Show me** and **point to it** follow when the teacher says:  
'Is there a cat in the picture?', for example.
- ★ You cannot merely say *Show*.  
**Show me./Show it to me.**
- **Point at** tends to be used in sentences like the following:  
He **pointed his finger at** me  
**Point your pencil at** the board

- **To point something out:**  
Can anybody **point out** the mistake in sentence 2?  
I should **point out** that you need the passive in the last sentence  
Come and **point out** Bristol and Liverpool for me

- 5 ★ I'll let this *pass*.  
I'll **pass this round**.

## PRACTICE

1. **Everyone, look at the screen**  
Look at the picture  
Can you all see?  
Sit somewhere where you can see
2. **This is a picture of a railway station**  
This picture is of an English pub  
This is a photograph of Bill and Alison  
In this picture you can see an English school  
This picture shows part of the British Museum
3. **Show me the cat**  
Point to the cat  
Show me where the cat is in this picture  
Show me  
Point to it  
Come out and point to England on the map
4. **I'll ask you some questions about the picture**  
Ask your friend some questions about it  
What can you see in the picture?  
Tell me what you can see  
What can you say about the picture?  
What is there in the corner/background?  
What is happening in this picture?  
Describe some of the people in the picture
5. **Pass this picture round**  
I'll let this photograph go round  
I'll pass this book round  
Have a look and then pass it on
6. **Come out and write the answer (on the overhead projector)**  
Come and write the answer on the overhead transparency  
Here's a felt-tip pen. Come and write your answer down

## Additional phrases

1. **Apologizing for the quality of pictures**  
It's not awfully clear, I'm afraid  
It's not very sharp  
It's a bit out of focus  
I'm sorry about the colours  
There was probably something wrong with the film

This one is rather underexposed/overexposed  
I was in a bit of a hurry when I took this  
This was taken on a very cloudy day

2. **Directing attention to particular features**  
If you look carefully to the right of the shop, you'll see...  
Can you **make out** the library, just to the left of the church?  
See if you can pick out the shopkeeper  
Have a good/close look at the man standing in the boat  
Of particular interest in this picture is the food they're eating  
What is interesting about this picture is the costume  
Pay attention especially to the way the girl is dancing  
Even if you look at nothing else, I think it's worth looking at...

3. **Position of objects/persons in pictures**  
On the left/right  
On the far left/left-hand side  
At the very edge of the picture  
At the top/bottom  
In the top/bottom left/right-hand corner  
To the left of the white building  
Just a bit/immediately to the right of the church  
In the (very) middle/center of the picture  
In the foreground/background  
Just beyond the hill  
On the far/near bank of the river  
On this/the other side of the square  
On the brow of the hill  
At the far end of the street

4. **General purpose phrases and questions**  
In fact, this next one is quite an interesting picture because...  
Well, believe it or not, I took the next picture  
Ah, this is another example of my photographic genius  
If I remember correctly, this one was taken in Australia/on the side of Mount Everest  
Has anybody any idea what this (thing/person) is called?  
Do you notice anything odd/strange/unusual about this picture?  
What time of day do you think it was taken?  
How do you know?  
In which season was this picture taken? How can you tell?  
Talking of churches, how many churches are there...?

While we're on the subject of airports, have any of you ever been to...?

This picture reminds me of a story I heard about a man who...

By the way, could somebody read out what it says on the notice

In passing, perhaps I ought to point out that farming in England...

### SITTING & STANDING

- 1. Come in-Go out**  
Come inside  
Go outside  
Stay outside (for a moment)  
Go out and we will call you (back) in
- 2. Stand up-Sit down**  
Stand by your desk(s)  
Sit in your seat(s)  
Stay in your seat(s)/place(s)  
Take your seats
- 3. Come out to the front of the class**  
Come out (here) and face the class  
Come here  
I'd like to speak to you for a moment, Bill  
Could I have a word with you about your test, Alison  
Look at the class  
Back to the class  
Turn your back to the class  
Stand with your back to the class
- 4. Go and stand by the window**  
Go and sit at the back of the class  
Come and sit at the front  
Go and sit next to Bill  
Take your seat and go and sit behind Alison  
You will have to go and sit next to someone else
- 5. Now go and sit down again**  
Go back to your seat(s) please  
Thank you, you can sit down again  
Back to your place
- 6. Come and fetch your book**  
Pick your book up off the floor  
Pick it up now  
Take this to Bill  
Give this book to Alison

### HANDS & DESK

- 1. Hands up!**  
Put your hand(s) up  
Put your hand(s) up if you know the answer  
Put your left/right hand up  
Keep it up  
All those who got it right, put your hands up

Up with your hand(s), if you know the answer  
Those of you who know the answer, put your hand(s) up

I'm sorry, I thought you had your hand up  
I keep seeing the same hands all the time

- 2. Hands down!**  
Hands down again  
Put your hands down
- 3. Open your desks**  
Close/shut your desks  
Put your schoolbag/satchel/bag away  
Put it on the floor under your seat  
Put your book in your desk  
Put that away  
Put your name/namecard up  
Take out your namecard(s) and put it/them on your desk(s)
- 4. Put your desks together**  
Put/push your desks into groups of four  
Could you give Bill a hand moving the desks  
Turn your desk round (so that it faces the board/Bill)  
Put your desks back where they were  
Push your desks back (to) where they belong

### GAZE, NOISE, AND MOVEMENT

- 1. Look this way**  
Look at me  
Look over here  
Pay attention now  
Could I have your attention, please  
Try to concentrate now  
Don't look out of the window  
Eyes to the front, please  
Face the front  
Look up for a moment  
I'm sorry to interrupt you, but could you look this way for a moment  
Don't sit there daydreaming
- 2. Be quiet!**  
Everyone listen  
Stop talking now  
Stop chattering there  
Ssshhh!  
What's all this row/noise?  
Don't make such a noise  
Not so much noise, please  
Don't all shout/talk at once  
Listen to what I'm saying  
Silence, please  
Don't talk  
Could I have a bit of quiet, please

Shut up, all of you!  
Put a sock in it, will you  
Don't bang/slam the lids of your desks  
Could you sort it out after the lesson  
Get on with your work quietly  
Not another word, please

3. **Sit still**  
Stand still  
Don't move  
Nobody move  
Settle down, all of you  
Everybody stay where they are  
Stay where you are  
Don't keep turning round  
Turn this way  
Turn round and face me  
Stop fidgeting/messing about/playing the fool  
Behave yourself!  
Take your feet off the desk  
Sit up (straight)  
Don't be such a nuisance  
Be a good boy/girl for once  
Sit down  
Stay in your seat

### GROUPS AND MODELS

1. **Work in twos**  
Work together with your friend  
Find a partner  
Work in pairs  
Work in threes/fours/fives  
Work in groups of two/three/four  
I want you to form groups. Three pupils in each group  
I'll divide the class into groups  
Get into groups of three  
Form two groups of six  
Here are some tasks/exercises for you to work on in groups/pairs/threes  
I want you to do some play reading in groups
2. **You'll have to join this group**  
There are too many in this group  
Bill and Alison, you can join group 3  
There should only be three people in each group
3. **Work on your own**  
Everybody work individually  
Work by yourselves  
Try to work independently  
No cheating  
Don't disturb your neighbor  
There's no need to discuss it with your neighbor

4. **Do it like this**  
Watch me first  
Watch me doing it  
Listen to me saying it  
Copy me  
Do what I'm doing  
Do this  
Do it this way  
Like this, not like that  
Try to do it exactly the same way as I'm doing it

### STOP

1. **Stop now**  
Everybody stop what they/you are doing  
That's enough for now  
That's fine  
That will do, thank you  
OK, that's enough  
All right, you can stop now
2. **You will have to finish in a minute**  
I'll have to stop you in two minutes  
Your time is up now, I'm afraid
3. **Stop that!**  
Stop it!  
Stop doing that!  
That'll do now!  
That's enough of that!  
No more of that!  
Give it a rest!  
Cut it out!  
I've already asked you to stop once. I won't tell you again.
4. **Leave it alone!**  
Don't touch it!  
Hands off!  
Leave it where it is  
It's fine where it is  
Stop fiddling with the light switch
5. **I hate to interrupt your conversation, but...**  
If you stop chattering, you might even learn something. You never know  
Shall we try to behave like normal human beings for a change?  
This is not a holiday camp/rock festival  
I know the word 'work' may be new to y

## CLASS ROOM ENGLISH

Glyn S. Hughes

Delivered by Siti Mahripah, S.Pd in Community Service Program for Junior High School Teachers

### PART 1

- Topics: 1. Repetition and Responses  
2. Encouragement and confirmation  
3. Progress in work

### 1. REPETITION AND RESPONSES

- ❖ Some verbs require an object, for example: **SAY, OPEN, CORRECT, LEAVE, AND FIND.**  
Example: - Say it louder. (NOT "Say louder.")  
- Say it again. (NOT "Say again.")  
- Say it so that we all hear. (NOT "Say so that we all hear.")  
Compare with, "Speak up."
- ❖ It should be remembered that a whole sentence may be an unnatural reply. A phrase or even a single word is more common:  
Example: Where is Mr. Brown going? – He is going to London.  
To London  
London  
Do you like football? – Yes, I like football a lot  
Yes, I do, a lot.  
Yes, a lot
- ❖ It should always be remembered that questions can be answered using a completely different grammatical structure!  
Example: Where is Mr. Brown going? – He didn't tell me.  
How should I know?  
Don't you mean Mrs.?  
Do you like football? – I've never seen the point in it.  
Give me cricket any day.  
You're one of those cissy-types, are you?
- ❖ The verb 'say' is tricky, and in fact you can often do without it  
Example: Everybody say it = Everybody/all together  
Say it louder = louder/speak up  
Say it again = again/once more
- ❖ *Say* and *tell* are sometimes confused:  
SAY : *something (to somebody)*  
I'm afraid I've got nothing to say to you.  
*Something (to somebody) about something*  
Could you say a little to us about your holiday?  
*Idiomatic usage:*  
Thank you. I *wouldn't say no* to another glass.  
I'm not sure, but *let's say* in about three weeks' time.  
We'll meet again in two months, *that's to say* in July.  
I'm quite willing to help. *Just say the word.*  
How long will it take? – *I couldn't say.* Perhaps an hour.  
There's no point doing this again. – Well, *if you say so.*

TELL : *somebody (about something)*

Tell us about the end of the story.

*Somebody (something)*

Don't tell me. I can't help you.

Tell her what happened and why you came.

*Somebody to do something*

Tell them to keep quiet.

*Something to somebody*

Would you tell a thing like that to your best friend?

Idiomatic usage:

*Tell the time /the truth/a lie/a story/the difference.*

Listen. *I'll tell you what.* We'll leave this till next time.

*It's impossible to tell* which is which.

It may rain tomorrow. *You never can tell.*

- ❖ Note the sequence of tenses:

**I'll start and you continue.**

**You start and I'll continue.**

*The you-form is really an imperative.*

*Present tense after conjunctions when, after, before, while.*

Example: Before you will answer (should be 'Before you answer')

- ❖ When 'sorry' means 'I didn't hear' the intonation is high rising. When it means 'I'm sorry that I stepped on your toe', for example, it is generally low rising.

## 2. ENCOURAGEMENT AND CONFIRMATION

- ❖ These phrases merely indicate that the pupil's answer was correct. 'Good' does not necessarily suggest a brilliant answer, just that the teacher is acknowledging what the pupil said.
- ❖ 'Uh-huh' and 'Hm-hm' should not be used too much.
- ❖ These phrases can relate to (i) an action, or (ii) an answer.
  - (i) If the pupil correctly carries out an instruction given by the teacher, e.g. holding his left hand up, opening his book at page 56.
  - (ii) If the pupil correctly answers a question, e.g.:
    - Teacher : Why is this sentence wrong?
    - Pupil : The word 'has' is missing.
    - Teacher : Yes, that's right.

**That's the way** also indicates approval and encouragement.

- ❖ These phrases are rewards for outstanding answers, etc. Overused, they lead to inflation!
- ❖ The following comments are often used on written work:

Excellent work	Satisfactory
Very well done	Could do better
Good stuff	Too many careless slips
Keep it up	Careless
Adequate	Needs to show more effort
Much better	Not up to your usual standard
Shows some improvement	Disappointing
Great improvement	See me about this

### 3. PROGRESS IN WORK

- ❖ It is clearly up to teachers to decide when grumbling phrases are appropriate. Expressions of joy, sympathy, surprise, interest, etc., may also be equally effective:  
Good gracious! You were right!  
It must be my lucky day  
That is a very interesting suggestion, but.....
- ❖ Avoid the phrase 'have the possibility', as it is often incorrect.  
Example : Has everybody the possibility to see? (WRONG)  
                  \* Can everybody see? (Correct)
- ❖ Notice some of the uses of the word 'trouble':  
Verb:  
Don't trouble to write out the whole exercise.  
Could I trouble you turn the lights off?  
What troubles me is that you're making the same mistakes.  
  
Noun:  
What's the trouble? Is it too difficult?  
The trouble is that you're not really trying, are you?  
You've taken a lot of trouble over this work. Good.  
Are you sure you want to do it? – Yes, it's no trouble at all.  
You're asking for trouble if you go on making that noise.
- ❖ Questions like 'Where was I?' the teacher probably address to himself. Alternatives in this situation include:  
Let's get back to what we were doing.  
To continue what I was saying, .....  
To pick up where I left off, .....
- Notice also:  
By the way,.....  
While I am thinking/think about it, .....  
While I still remember, .....  
While we're on the subject, .....
- ❖ *Already, yet, still, and ever* cause problems:  
**Already:** We've already done this exercise.  
*In negative and interrogative sentences, already suggests surprise:*  
Have you already finished?  
  
**Yet:** Generally in negative and interrogative sentences; final position:  
Has anyone finished yet?  
We haven't checked this exercise yet.  
  
**Still:** often corresponds to *yet* but in mid position:  
We still haven't checked this exercise.  
  
**But notice:**  
Do you still find these exercises easy?  
Do you find these exercise easy yet?  
  
**Ever:** Generally in negative and interrogative sentences or where doubt or a condition is expressed:  
Do any of you ever listen to the BBC World Service?  
If you ever have time, it's worth listening to.
- ❖ Notice the colloquial reduced questions without a verb:  
Any volunteers to help me?





## PART 2

### Topic : Language Work

- ❖ Teachers say 'let's talk about this chapter' and they really mean 'let me ask you some questions'. A more honest phrase would be: **let's look at this chapter in more detail.**
- ❖ Let's discuss *about* this. (INCORRECT)  
**Let's talk about this.**  
'Discuss' is not followed by a preposition. It is also rather inappropriate in the classroom.

- ❖ We handled this verb last time. (INCORRECT)

**We dealt with/did this verb last time.**

Notice also:

Last time we saw how the conditional *is/was* formed.

In the last lesson you saw how Alan Harris escaped from prison.

- ❖ Let's *pick up* the new words.

**Let's look at/pick out the new words**

- ❖ Mistakes are frequent with this type of phrase:

Say *otherwise* 'he returned' Should be **How else** could you say 'he returned'?

Say *in another way* '.....?' **What is another way** of saying '.....'?

Say *in other words* '.....?' Can you **say the same thing** in other words?

Say *in two words* '.....?' **What are two words** that mean (the same as) '...?'

Say this *shortly*. **What's a shorter way** of saying this?

Notice the pattern:

What is	another a better a shorter a more English	Way of saying '.....'
---------	--	-----------------------

- ❖ **Say, tell, speak, and talk.** Compare the correct and incorrect version of the following sentences:

INCORRECT

He *told* he was going

He *told about* his trip

He *talked something* about a holiday

He *spoke nothing* to me about it

What are you *talking*?

Let's see what our book *tells*

CORRECT

He told **me** he was going

He told **us** about his trip

He **said** something about a holiday

He **said** nothing to me about it

What are you talking **about**?

Let's see what our book **says**

- ❖ An 'a' *in* the beginning. In identifying the position of a mistake, remember:

**At** the beginning

**At** the end

**In** the middle

- ❖ Check the following vocabulary:

, comma	? question mark
. full stop	! exclamation mark
; semi-colon	' apostrophe [ə'p strəfi]
: colon	" inverted commas/ quotation marks
- hyphen ['haɪfn] (e.g. passer-by)	() brackets
- dash (e.g. we - that is I - ....)	* asterisk
/ stroke	

❖ Can you say *so*?

**Can you say that/ it like that?**

But compare: A: How do you know it's true?

B: Well, Jim said so.

❖ You *did* a mistake.

**You made a mistake/slip/error.**

❖ A wrong tense

**The wrong tense.** There is a tendency to use the definite article with 'wrong'.

❖ *How do you say it better?*

**What's a better way of saying it?**

❖ Can we leave this *away*.

**Can we leave this out/miss this out.**

Notice also: You have to **include** the preposition

The preposition has to be **kept in**

❖ Notice the prepositions:

To be derived **from**

To correspond **to**

The opposite of

Similar **to**

To be based **on**

❖ *Listen me* saying it.

**Listen to me** saying it.

Whenever the verb 'listen' is followed by an object, the preposition 'to' is required:

Listen **to the tape**

Listen **to me**

Listen **to John** saying it

Listen **to how I** say it

Note also:

Listen!

Listen carefully!

Listen again

'Listen here' usually precede an angry threat or piece of advice:

Listen here, I'm fed up with this noise.

Just listen here. If you say that again.....

❖ Notice the prepositions:

- change **A into B**

- put **A into B**

- substitute **A for B**

- replace **A by/with B**

- form **A from B**

❖ Notice the pattern:

Fill in the gaps, using the words given → Use the words given to fill in the gaps.

❖ .....that fits *to* each sentence. (INCORRECT)

'Suit' and 'fit' require no preposition here. Notice the following:

This suits me fine

It's **suitable for** me

The shoes do not fit me

His plan does not **fit in with** ours

This beer is not **fit to** drink

❖ Notice the pattern:

Cross	the right answer →
Ring	
Underline	
Mark	
Tick	

Put a	cross over/on/by	the right answer
	ring around	
	line under	
	mark by	
	tick by	

❖ These following phrases may be used after a pupil has given his opinion or mentioned some facts. They help to make the exchange more natural and provide a link with the next speech or question.

- |  |                                       |
|--|---------------------------------------|
| I see                                    | Really?                               |
| Oh, did you /is it/ was there/ can they? | Fancy that!                           |
| That's interesting                       | That's a very good point              |
| What you said is very interesting        | I hadn't thought of that              |
| I didn't know that                       | Yes, that's true, as a matter of fact |
| Is that so?                              |                                       |

❖ Why do you think *so*?

The word 'so' cannot be emphasized in this context. Generally, in such a sentence, 'why' would be emphasized, or sometimes 'think'. English requires the use of **this** or **that** to express emphasis:

- I see. But why do you think **that**?  
Yes, but why did you write **this**?

❖ Notice the following useful reaction devices:

- Pupil : **They** shouldn't get married too young.  
Teacher : **What** exactly do you mean by too young? Sixteen? Twenty?
- Pupil : **It** has always been cheaper to travel by ship.  
Teacher : **But** that doesn't mean it'll be cheaper this year.

❖ Does anybody of you have anything to say?

'anybody', 'somebody', 'nobody' and 'everybody' cannot be used with 'of':

Any of you	but	Does anybody have anything to add?
Some of you		Somebody must know the answer
All of you		Everybody will have to finish this off at home
Each of you		Nobody managed to get them all right
None of you		

❖ Check that you know the alphabet in English and can use it fluently.

A [ei]	J [dʒei]	S [es]
B [bi:]	K [kei]	T [ti:]
C [si:]	L [el]	U [ju:]
D [di:]	M [em]	V [vi:]
E [i:]	N [en]	W [ˈdʌblju:]
F [ef]	O [ou]	X [eks]
G [dʒi:]	P [pi:]	Y [wai]
H [eitʃ]	Q [kju:]	Z [zed]
I [ai]	R [a:]	

## EXERCISES

### PART I

#### I. Fill in the gaps, using appropriate words or phrases from the following list.

- |                   |                         |                      |
|-------------------|-------------------------|----------------------|
| a) a clue         | j) wait your turn       | s) made a slip       |
| b) more like it   | k) had a turn           | t) refresh my memory |
| c) no end         | l) room for improvement | u) we got            |
| d) manage         | m) row                  | v) willing           |
| e) prompting      | n) get stuck            | w) either way        |
| f) volunteers     | o) right lines          | x) run into          |
| g) brief word     | p) getting along        | y) easy              |
| h) speak up       | q) up to much           | z) go                |
| i) that's the way | r) missed               |                      |

1. Don't all shout at once. Please.....
2. Once again, please. I'm afraid I ..... what you said
3. Last time we were talking about pollution. What did we say. Can anyone.....?
4. That was one of the best essays I've ever read. It was a pity that you ..... in the very last sentence.
5. Go on. Have a try! I know you can do it. Have a nice.....!
6. No, not like that, Yutaka. Try again. Yes, that's.....
7. I'm afraid I didn't catch the last word. Could you.....
8. Just before you go, a ..... about Monday's test.
9. And the next sentence, please. No, not you again Kemal. You've got already.....
10. This exercise isn't as easy as I thought. Is there anybody who can't .....?
11. Right. Let's finish off the chapter. Does anybody remember how far ..... last time?
12. There's no need to rush. Just take it..... and try again.
13. All right. Everybody stand up. Now look at the door..... Now turn round and face the window.
14. There are four topics to choose from the first and the first one is 'America between the Wars'. Any .....for that one.  
No? Isn't anybody .....to try it? It's quite interesting.
15. Come on, I said repeat after the tape. Oh dear, that wasn't ....., was it? Try again.  
Well, there's still plenty of ....., I'm afraid.
16. Your answer wasn't quite right, but you're definitely on the .....
17. I could hardly believe my eyes when I read your essay. It was really good. You've improved .....since last year. Well done!
18. The second half of the exercises is quite tricky, so if you .....let me know and I'll come and help.
19. It makes no difference to me whether you write it in pencil or in ink. I really don't mind.....
20. If you .....any problem, just put your hand up and I'll come round and try to help.

#### II. Re-express the sentences, using the preposition or adverb given in brackets.

Example: Could you say it louder, please. (UP)

Could you **speak up**.

1. I want you to try to do exercise 5A on your own. (BY)
2. Let's read the passage. One at a time, starting with John. (IN)
3. You're making too much noise and I can't hear. (FOR)
4. This work wasn't as good as you usually do. (UP)
5. How far have you got? (UP)

6. Do you understand what you have to do? (ABOUT)
7. You seem to find spelling difficult. (WITH)
8. I'll let you choose which subject you write about. (UP)

**III. Complete the sentences, using the words given in the brackets and any other extra words (preposition, pronouns, etc) necessary to make a correct sentence.**

1. Take out your books and ..... (OPEN/PAGE 73)
2. That was a good try, Françoise, but I don't think you would .....(SAY/ENGLISH)
3. Could you speak up a little. I'm afraid I .....(NOT HEAR)
4. If we remember correctly, in the last lesson Bekir.....the energy crisis in the West. (TELL/SOMETHING)
5. What you said sounded fine, but could you.....(SAY/LOUDER)
6. Last time you seemed to.....use the conditional tense. (FIND/DIFFICULT)
7. I'll read out some sentences and your job is..... (WRITE/DOWN/NOTEBOOKS)
8. Now, whereabouts is Liverpool? George would you like to come and ..... (POINT/OUT/US)

**IV. Fill in the gaps, using the correct form of either 'do' or 'make'**

1. I'm afraid you.....several mistakes in this exercise. You had better .....it again.
2. Is there anybody who hasn't .....his homework? Good. And what about exercise 9? Did any of you.....that as well?
3. I .....it almost ten to ten and we have finished everything we planned to .....this morning. We have.....very well.
4. Everyone seems to be.....progress with their projects. At least, you all seem to be .....your best with them.
5. Could you .....three groups of five, please. Hurry up, boys,.....up your mind which group you want to join.
6. How many of you..... German as well as English? I see. That.....quite a difference.
7. We'll try and .....the drill we started last time. Remember, in this exercise you have to .....the questions and the answers will be on the tape.
8. There's no need to ..... questions 6 and 7. They don't seem to .....much sense, and I don't think they really have anything to .....with this chapter.
9. The idea of this exercise is to.....the sentences passive. Could you.....this work in your exercise-books first, please, and .....any you don't finish now at home.
10. I don't want to .....you.....this again, but several of you could .....with some extra practice. Let's .....number 9 the last one for today, though.

**V. Fill in yet, already, still or ever.**

1. Have you finished.....? That was quick.
2. If you.....use this phrase, please remember that it is very colloquial.
3. OK, so much for grammar. Aah, just a minute. We.....haven't checked the exercise you did as homework.
4. Haven't you finished .....? You are slow.
5. If I remember correctly, we've .....done the first half of the exercise.
6. That just leaves questions 6-10 .....to do.
7. You're not supposed to start answering ..... Wait until you hear the signal.
8. Any questions? Is there anybody who .....doesn't understand what he or she has to do?

## EXERCISES

### PART 2

#### I. Fill in the gaps, using 'how' or 'what'.

1. .... is the Finnish for 'Journey'?
2. .... should you say this word?
3. .... is another way of saying 'he starved to death'?
4. Can anyone tell me..... you call a person who gives blood?
5. Do you still remember ..... you say in this situation?
6. .... is your answer to number 7, Daniel?
7. .... does the last one go, then?
8. .... have you written the last word?
9. .... would you say that sentence in English?
10. .... do you call the police in an emergency in England?
11. .... do you think, Ali? ..... does this sentence sound to you?
12. .... have you answered no 6? ..... have you written?
13. .... does Mr. Brown's new car look like? Petra ..... do you say?
14. .... is the answer to number 25? ..... is the sentence in Turkish?
15. .... else could you say this?..... would you say, Richard?

#### II. Make oral corrections or guide the pupils to the correct answer, using the following spelling and grammatical errors.

1. The boy is kiking the ball.
2. He is hoping to become a reporter.
3. They play foot ball in juni.
4. There is a bicture on the wal.
5. The dog is pihainta table.
6. They depend very much from the price.
7. I was at seven o'clock at the club.
8. If you would have come, you would have enjoyed it.
9. This is the book which I buyed.
10. We started reading it for three weeks ago.

#### III. Spell out the following nonsense messages, using the names of the letters and punctuation marks.

1. W?V:QAER!
2. IH/GY\*(O)J.
3. "EI-RGJ;WY"

#### IV. Fill in the appropriate forms of 'say', 'tell', 'speak', or 'talk' in the following sentences:

1. So far we have..... nothing about the Marshal Plan, although last time we..... about American involvement in Europe, and I .....you that it really began after World War II.
2. .... up! I can't hear what you are..... everybody what Mr Brown .....to the shopkeeper. ....English, please!
3. Stop.....now! I'll more slowly if you can't follow. I don't think we have ..... anything yet about this chapter. John, perhaps you could..... us something about it?

4. We'll have to .....this idea over next week. We haven't .....much about it so far, but I'll see whether the headmaster has anything to .....about it. By the way, could you .....me the time, please.
5. To.....the truth, this wasn't an easy exercise, but as you didn't .....anything about it, I guessed it was all right. It's almost impossible to .....the difficult exercises from the easy ones until you do them yourself.

V. Choose the correct completion for each sentence on the left from the list on the right,

A. What is another way	1. for car
B. What is the opposite	2. into the passive
C. Which verb corresponds	3. into English
D. What is the Turkish equivalent	4. of saying this sentence
E. How would you translate this	5. of 'exciting'
F. What's the MTish	6. by pronouns
G. Put all the verbs	7. to the speaker, Mr Brown
H. How would you say that	8. for the word 'and'
I. The pronoun 'he' refers	9. in English
J. Replace the nouns	10. to the noun 'terror'
K. Substitutes relatives	11. from the noun 'symbol'
L. This adjective is derived	12. of 'sauna'

VI. The passage below is being dealt with by means of vocabulary questions. The teacher's notes under the passage show the type of question he or she asked. What were the questions?

and hesitated momentarily before boarding the crowded train. He looked back anxiously and thought he caught a glimpse of the scarlet hat that had so terrified him in Rome after Nino has escaped. He had jumped at the opportunity of two weeks in Italy, but he had been required to risk his neck, let alone that of his closest friend, for a story that might never appear. It would, of course, be replaced by his obituary.

**Example: terrify → adjectives: terrific, terrible**

**What are the adjectives that are derived form the verb 'terrify'?**

1. momentarily = for a moment
2. crowded = full of people
3. to catch a glimpse of = to see
4. scarlet = MT translation
5. jumped at the opportunity = when he was given the chance,, he did not hesitate at all
6. to risk one's = MT translation
7. story =her: newspaper article
8. obituary = MT translation
9. anxious → noun: anxiety
10. It would, of course, be replaced by his obituary. It = the story he was looking for.

**VII. Fill in the gaps, using an appropriate word or phrase from the following list.**

- |                        |                  |
|------------------------|------------------|
| a) in a nutshell       | i) substitute    |
| b) catch               | j) mixed up      |
| c) slipped up          | k) take          |
| d) struck              | l) word for word |
| e) paraphrase          | m) worthwhile    |
| f) evidence to support | n) correspond to |
| g) context             | o) sum up        |
| h) dealt with          | p) phrase        |

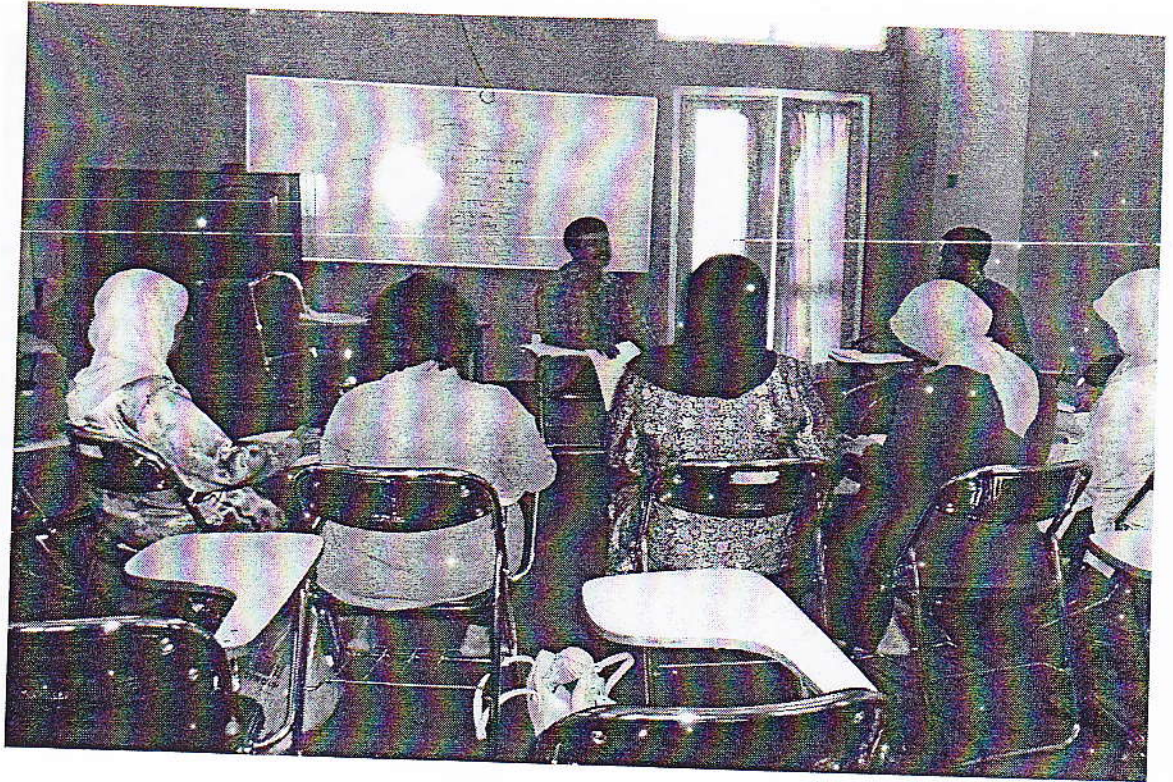
1. Number 5 was very difficult indeed. I think you all.....on this one.
2. Yes, that is possible, I suppose. It had never.....me that it could be an adverb here.
3. You're right. It does mean 'crazy' usually, but it means 'angry' in this particular.....
4. Don't use the same words as the girl in the passage. You must.....
5. You want to know the rules. All right, here they are ..... Just the main facts.
6. Now you've heard a lot of interesting arguments in support of this idea. Would someone like to ..... what has been said so far?
7. As far as I remember we.....the use of 'since' and 'for' last time, but some of you are still getting them.....
8. That's right. He was very proud, but not 'to his car'. What preposition does proud.....?
9. This isn't really a trick question, but there is a slight .....in it. The thing is not to translate it....., but just give the general idea.
10. I think it'd be .....trying this again, but this time try to.....the last sentence a little differently.

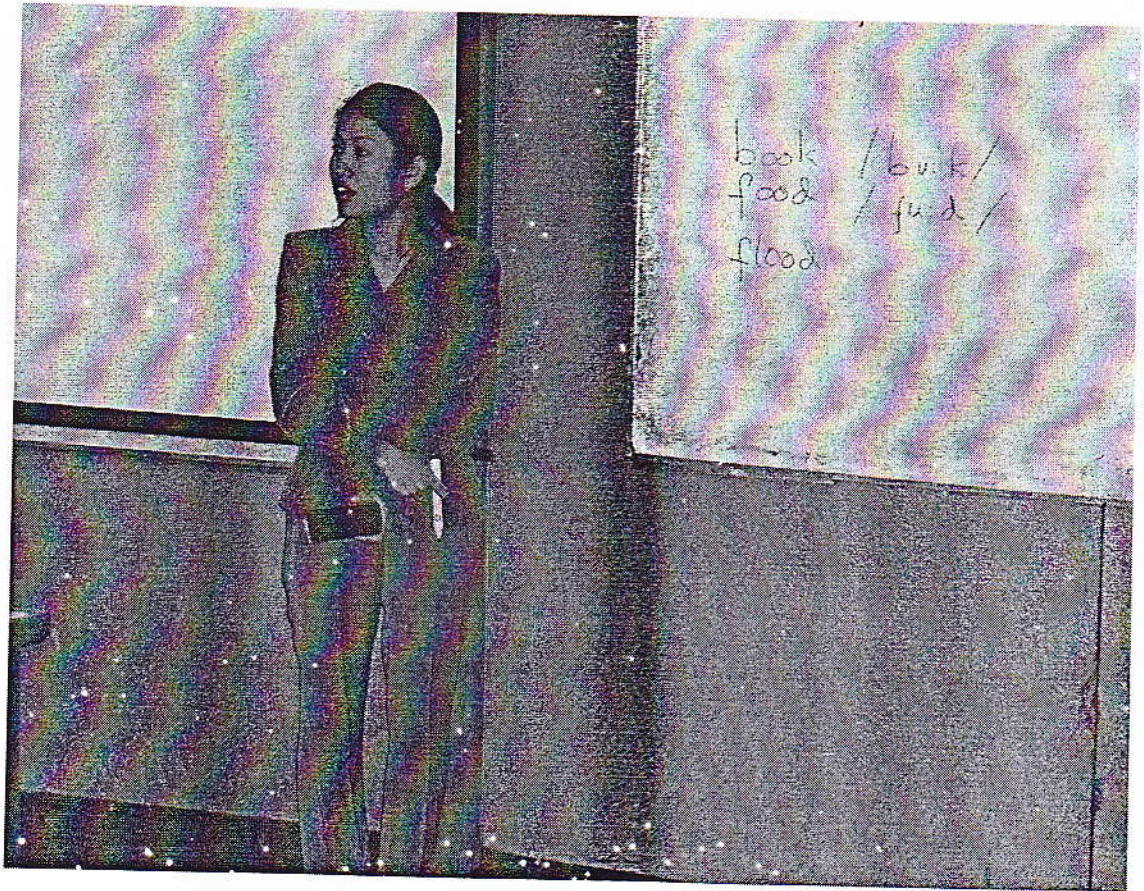
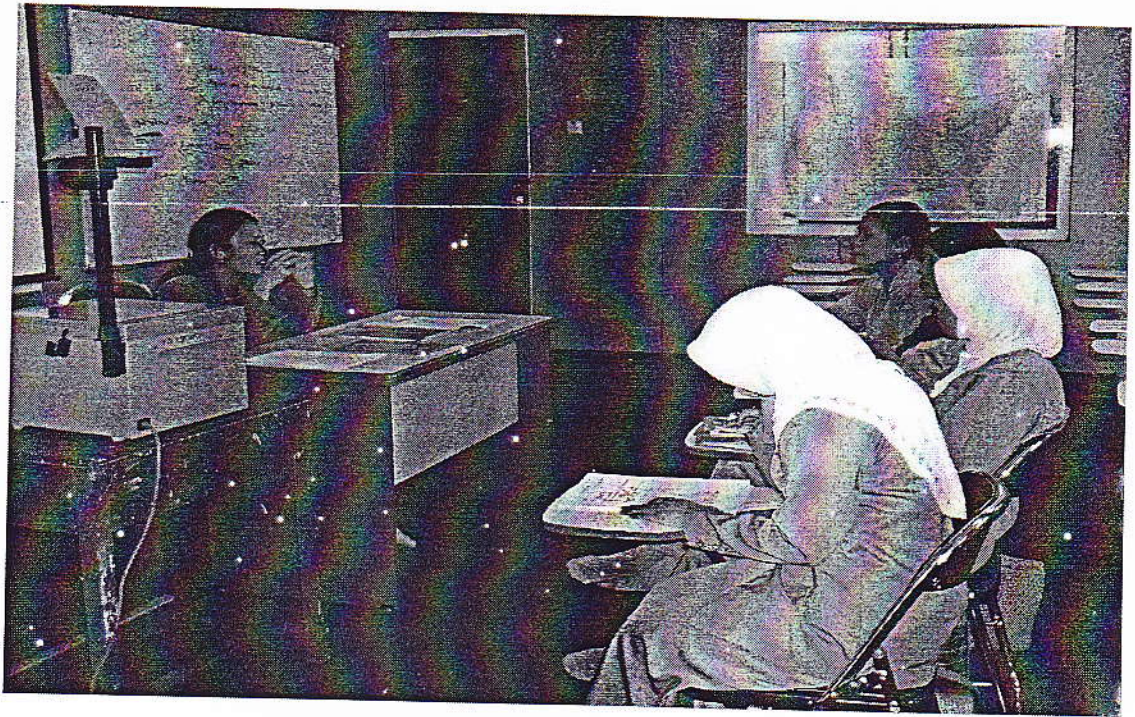
**VIII. Read the following statements made by pupils during a conversation lesson. Try to think of two appropriate reactions for each statement.**

1. 'I thought it was a terrible film'.
2. 'The number of accidents went down last year.'
3. 'One solution would be to ban traffic from the city centre.'
4. 'There are several countries where this is already done'
5. 'What we want is some kind of music censorship.'
6. 'A lot of drivers go far too fast.'
7. 'Nuclear power is the only answer. Anyway, that's what I think.'
8. 'Another idea would be to limit the number of foreigners coming into the country.'
9. 'Petrol will soon become too expensive. Last year, for example, the price per litre went up by 15%.'
10. 'Clearly, men are much better drivers than women. Everybody knows that.'



**Lampiran 4: Dokumen Foto-foto Kegiatan**





**Lampiran 5: Daftar Presensi**

**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 Telp. 586168 Psw. 236, 362 Fax. 548207

**DAFTAR PRESENSI PESERTA PELATIHAN BAHASA INGGRIS**  
**BAGI GURU – GURU SMP NEGERI 8 YOGYAKARTA TAHUN 2006**  
**DALAM RANGKA PENGABDIAN PADA MASYARAKAT**

hari/ Tanggal : Rabu,  
jam. : 14.00

No	NIP	Nama	Tanda Tangan				
01.		Ety Hernawati					
02.	130937164	Kadarini					
03.	131288208	Ngadilah					
04.	130925605	Sulastri					
05.		Isti Yulawati P.					
06.		Sudarmi, S. Pd., M. Pd.					
07.		Astuti Purwoningsih, S. Pd.					
08.	130540663	Ari Sunarni, S. Pd.					
09.	132095658	Dra. Hj. Sitti Mudjiyanti					
10.		Suwarni					
11.		Sutardi, S. Pd.					
12.	132191393	Sutarto, S. Pd.					
13.	132047958	Sugiyana, S. Pd.					
14.	132070189	Sucipta					
15.							
16.							
17.							
18.							
19.							
20.							

**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 Telp. 586168 Psw. 236, 362 Fax. 548207

**DAFTAR PRESENSI PESERTA PELATIHAN BAHASA INGGRIS**  
**BAGI GURU – GURU SMP NEGERI 8 YOGYAKARTA TAHUN 2006**  
**DALAM RANGKA PENGABDIAN PADA MASYARAKAT**

hari/ Tanggal : Sabtu,  
jam : 14.00

No.	NIP.	N a m a	Tanda Tangan				
01.	131621740	Ngadiran, S.Ag					
02.	130919484	Hj. Endang Cahyaningsih, S.Pd					
03.	490032182	Sudarmana, S.Pd					
04.	130873383	Supriyono, S. Pd					
05.		Wahyu Widodo					
06.	131946411	Endang Susilowati, S. Pd.					
07.	131996906	Dra. Sri Subarsidah					
08.	120200272	Rahayu Wahyuningsih					
09.	131479601	Dra. Siti Cholifah Z.					
10.		Innayatus S.					
11.	132191516	Ike Noviyanti Wahyuningsih, S.Pd					
12.	132134056	Drs. Ishartanto					
13.	132164417	Sudaryanto					
14.	150264115	Dra. Hj. Sri Anisah Muhani					
15.	120200020	Th. Parwati					
16.		Bambang Mintaraga, S.Pd					
17.	131264972	Sriyani Indriastuti, S.Pd					
18.		Surya					
19.		Heri Kurniawan					
20.							

**Lampiran 6: Surat Perjanjian/Kontrak**



**SURAT PERJANJIAN PELAKSANAAN  
PROGRAM PENGABDIAN PADA MASYARAKAT  
ANTARA PEMBANTU DEKAN I DENGAN DOSEN  
FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI YOGYAKARTA**

**Nomor : 844/J.35.12/PP/VI/2006**

Pada hari ini kami yang bertanda tangan dibawah ini :

1. Nama : Supardjo, M.Ed.
2. NIP : 131576239  
Jabatan : Pembantu Dekan I Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta selaku Penanggung Jawab Pelaksanaan Kegiatan Pengabdian Pada Masyarakat pada FBS Universitas Negeri Yogyakarta

Selanjutnya disebut sebagai **PIHAK PERTAMA**

2. Nama : G. Suharto, M.Pd. (Ketua)  
NIP : 130358895  
Jabatan : Dosen Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta

Selanjutnya disebut sebagai **PIHAK KEDUA**

Kedua belah pihak secara bersama-sama telah sepakat mengadakan Perjanjian Pelaksanaan Program Kegiatan Pengabdian Pada Masyarakat, dengan ketentuan sebagai berikut :

**Pasal 1**  
Ruang Lingkup Pekerjaan

**PIHAK PERTAMA** memberikan tugas kepada **PIHAK KEDUA** dan **PIHAK KEDUA** menerima tugas tersebut untuk bertindak sebagai pelaksana Pengabdian Pada Masyarakat dengan judul :

**Pelatihan Classroom English untuk Perintisan Penyelenggaraan Bilingual Education bagi Guru-guru SMP di Yogyakarta**



- a. **PIHAK KEDUA** wajib menyerahkan laporan hasil pelaksanaan Pengabdian Pada Masyarakat yang sudah dijilid rapi kepada **PIHAK PERTAMA** sebanyak 3 eksemplar dengan sampul berwarna **BIRU MUDA**.
- b. **PIHAK KEDUA** wajib menyerahkan abstrak ( ringkasan ) lepas hasil pelaksanaan Pengabdian Pada Masyarakat kepada **PIHAK PERTAMA**.

#### Pasal 7

#### Tata Tulis Laporan Pengabdian pada Masyarakat

1. Tata tulis laporan Pengabdian Pada Masyarakat yang diserahkan kepada **PIHAK PERTAMA** harus mengikuti aturan yang telah tercantum dalam buku Pedoman Pengabdian Pada Masyarakat dikeluarkan oleh LPM yang terbaru.
2. Pada bagian bawah sampul laporan Pengabdian Pada Masyarakat harus ditulis sebagai berikut:

**PENGABDIAN PADA MASYARAKAT INI DIBIYAI DENGAN DANA  
PNBP FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI YOGYAKARTA  
TAHUN 2006  
SK DEKAN Nomor : 153 Tahun 2006**

#### Pasal 8

#### Sanksi

Segala kelalaian baik disengaja maupun tidak disengaja akan mengakibatkan diberhentikannya bantuan keuangan dan **PIHAK KEDUA** wajib mengembalikan dana yang telah diterima kepada **PIHAK PERTAMA**.

#### Pasal 9

Hal hal yang belum diatur dalam perjanjian ini akan ditentukan oleh kedua belah pihak secara musyawarah.

Perjanjian Pengabdian Pada Masyarakat ini berlaku sejak penandatanganan perjanjian kerja apabila kemudian hari ada perubahan peraturan, atas kesepakatan kedua belah pihak akan diadakan penyesuaian.

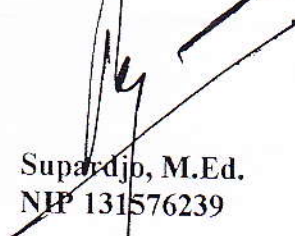
Dibuat di : Yogyakarta  
Pada tanggal : 21 Juni 2006

**PIHAK KEDUA**



**G. Suharto, M.Pd. (Ketua)**  
NIP 130358895

**PIHAK PERTAMA**



**Supardjo, M.Ed.**  
NIP 131576239