

# **Course Overview**

## **General English Course – Level Two**

### **Target Participants**

The course is applicable for learners of English who are in their Intermediate level or who have a TOEFL score of 450-500. It is also strongly recommended for those who have already passed the General English Level One course.

### **Objectives**

The goals of this General English Course (Level Two) are:

1. To improve participants' General English skills and knowledge.
2. To provide opportunities for participants to express their information, feelings, and opinions in spoken and written language.
3. To provide opportunities for participants to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate interest in spoken and written language.
4. To improve participants' General English skills and knowledge within a vocabulary size of 3,000 headwords.

### **Methodology**

The course book contains issues or topics common to all majors or disciplines such as communication, education, environment, family, technology, etc. It also acknowledges various authentic materials. In addition, it offers various classroom activities with special focus on communicative purposes. Throughout the course, the participants will study the basic aspects of grammar and vocabulary combined with simple practice in reading, speaking and writing.

Throughout the course, the participants are expected to attend all course meetings. Certificates will not be awarded to those who fail to attend at least 75% of the meetings. The participants are also encouraged to take part actively. On completion of this course, they are expected to continuously implement and develop the knowledge and skills gained.

During the course, the course facilitators' role is to facilitate or guide the learning process. The facilitators are expected to assist the participants keep discussion on track, provide immediate feedback, and summarize conclusions and debates when appropriate. They are also encouraged to be creative and develop variations of the materials or to adapt the provided ones so that the overall course materials are as relevant as possible to the situational and educational contexts in which they are working.

## **Organization**

This book is a continuation of General English Level One course book. Each unit of the present course book consists of:

1. Objectives. This section presents the purposes of the lesson.
2. Before You Read. This provides an Introduction to the lesson
3. Now Find Out More. This section provides a reading text followed by a sub section on Comprehension and Vocabulary Building
4. Language Focus. This part focuses on the basic grammar skills that the learners need to properly express ideas and communicate.
5. Let's Talk. A speaking activity is provided here to facilitate participants to use English in a real context
6. Let's Write. In this section, participants are encouraged to write for a purpose. The available units are ordered according to the level of difficulty.

## **Time Allocation**

There are 16 chapters provided in this book. The course facilitator and participants are encouraged to finish discussing each chapter (excluding the website exercises) within 120 minutes. However if the time is not sufficient, the course participants may be required to have the last section (Let's Write) done as their homework.

It is important to note that the website exercises are intended to be done outside the classroom as the course participants' self-study exercises. All websites mentioned in this sub-section have the answer keys which are provided by the webmaster after the completion of the exercises.

## **Evaluation**

The course participants have to take two tests: a pre test which is held at the beginning of the course and a post test which is held at the end of the course. These two tests aim to evaluate the progress of the course participants. The passing grade for this course is 60 and it will be based on the result of the post test.



# Chart of the Lesson

## General English Course – Level Two

Unit	Title	Language Focus	Page
1.	I Have a Dream	Prepositions	1 - 8
2.	Here Comes the Thief!	Tag Questions	9 - 15
3.	Hello! Who's Speaking?	Adjectives and Adverbs	16 - 22
4.	Easy Way to Win?	Past Perfect Tense	23 - 28
5.	Future Technology	Future <i>and</i> Future Perfect Tenses	29 - 35
6.	Where to Save my Money?	Modals	36 - 42
7.	Supermarket Club Card	Relative Clause	43 - 50
8.	Plastic and Plastic	Phrasal Verbs	51 - 59
9.	And I am Sorry	Conditionals	60 - 66
10.	Click ... Computer	Gerund <i>and</i> Infinitive	67 - 74
11.	On My Wedding Day	Passive Voice	75 - 79
12.	One .. Two .. Ready .. Go!	Causative Verbs	80 - 86
13.	Please Visit Me!	Subjunctive	87 - 93
14.	A. ... B ... C ... D	Direct and Indirect Speeches	94 - 101
15.	Let's Move!	Dangling Modifiers	102 - 108
16.	Screen Addiction	Parallel Structure	109- 115

# Unit One

## I Have a Dream

### Objectives

1. Participants are able to comprehend the content of the reading text.
2. Participants are able to find out the synonym of each word given.
3. Participants are able to use the grammatical pattern of prepositions.
4. Participants are able to talk and write a short text about social discrimination.

### *Before You Read*

Below is a poem written in 1963 by a famous civil rights leader whose brief biography is presented in the reading passage. Read the poem and guess who the author is. Then share your answer to your classmates.

#### I Have a Dream

I have a dream that my four little children will one day live in a  
Nation where they will not be judged by the color of their skin,  
But by the content of their character.

I have a dream today!

I have a dream that one day... little black boys and girls  
will be able to join hands with little white boys and girls  
as sisters and brothers.

I have a dream today!

## ***Now Find Out More***

### Reading Text

#### **Martin Luther King, Jr**

The dream of most Americans is a good education for their children. People with a good education get better jobs and earn more money. They have more opportunities to be successful.

There are laws in the United States that promise an equal education for all children. These laws are for children of all colors, creeds, and cultures. Children of both rich and poor families are to be given equal educational opportunities.

People like Martin Luther King, Jr. fought for such laws. In the 1960's Dr. King and other civil rights leaders saw that poor black children were not receiving a good education. Their schools were separate. Black children attended one school, while white children attended a different school.

The black children's schools were inferior to the white children's schools. The "white only" schools had more money, more educational materials, and better facilities. White children had a better chance of getting a good education.

This **segregation** was also happening in other public places. Black people had to drink out of different water fountains than white people. Black people also had to sit in separate areas from white people on city buses. Black people were told to sit at the back of the bus, while white people sat toward the front. Some restaurants would not even serve black people a meal.

Dr. King and other civil rights leaders worked extremely hard to change these conditions. Through the efforts of many people, change did happen. New laws were passed creating greater equality for all. However, many parents throughout the country still think their children are not receiving an equal education. The struggle for racial equality continues.

*(273 words)*

## Comprehension

Answer the following questions and share your answers in class:

1. What is **segregation**?
2. Why do parents want a good education for their children?
3. What are two examples of segregation found in the reading?
4. What was the peak decade of the civil rights movement?
5. What was Martin Luther King, Jr.'s dream?

## Vocabulary

Individually, refer back to the reading text and find in the text synonyms for the following words or phrases. Then create another sentence for each listed word. When you have finished, have a class discussion to reveal the correct answers.

1. lower
2. equivalent
3. tremendously
4. fight

## *Language Focus: Prepositions*

### Theory

A preposition always goes with a noun or pronoun which is called the object of the preposition. The preposition and the object of the preposition together are called a prepositional phrase. Prepositional phrases are like idioms and are best learned through listening to and reading as much as possible. The following table contains some of the most frequently used prepositions in English.

## Time

Meaning	Preposition	Examples
points of time	at	The class will end at eight o'clock.
period	in	I have tea in the evening.
reference to days	on	I go shopping on Sunday afternoon.
how long or duration	for	I have been typing this for three hours.
from the beginning to the end of a period, the action can be taken place several times / continuously	during, between ..... and	May likes to go swimming during the summer. Chris usually has a meal between six and eight o'clock.
reference to the beginning and ending	from ..... to	The film runs from seven to nine o'clock.
something happens earlier than a particular time or event	before	He received the gift before Christmas.
something happens later than a particular time or event	after	Mandy went home after seven o'clock.
reference to the beginning of a period of time	from	Heidi slept from eight o'clock at night.
something happens at some time or continuously after a particular time or event	since	Cherry has lived here since last year.
something happens and then ends at a particular time	till / until	Carman often goes without eating till the end of the day.
point of time after a particular period or date has passed	beyond	They do not normally allow people to work beyond the age of 60.
throughout the length or duration of time	over	The police carried on the investigation over a long period of time.



## Place

Meaning	Preposition	Examples
higher than something	above	The picture hangs above my bed.
from one side to the other side	across	You mustn't go across this road here. There isn't a bridge across the river.
one follows the other	after	The cat ran after the dog. After you.
directed towards something	against	The bird flew against the window.
in a line; from one point to another	along	They are walking along the beach.
in a group	among	I like being among people.
in a circular way	around	We're sitting around the campfire.
a certain point	at	I am waiting at the bus stop.
at the back of	behind	Our house is behind the supermarket.
lower than something	below	Death Valley is 86 meters below sea level.
next to	beside	Our house is beside the supermarket.
something / somebody is on each side	between	Our house is between the supermarket and the school.
near	by	He lives in the house by the river.
near	close to	Our house is close to the supermarket.
from high to low	down	He came down the hill.
the place where it starts	from	Do you come from Tokyo?
enclosed space	in	I keep the money in my wallet
the part that is in the direction it faces	in front of	Our house is in front of the supermarket.

opposite of outside	inside	You should not stay inside the castle.
entering something	into	You should not go into the castle.
close to	near	Our house is near the supermarket.
beside	next to	Our house is next to the supermarket.
away from something	off	The cat jumped off the roof.
surface	on	There was a "no smoking" sign on the wall
moving to a place	onto	The cat jumped onto the roof.
on the other side	opposite	Our house is opposite the supermarket.
leaving something	out of	The cat jumped out of the window.
opposite of inside	outside	Can you wait outside?
above something / someone	over	The cat jumped over the wall.
going near something / someone	past	Go past the post office.
in a circle	round	We are sitting round the campfire.
going from one point to the other point	through	You should not walk through the forest.
towards something / someone	to	I like going to Australia. Can you come to me? I have never been to Africa.
in the direction of something	towards	They walk towards the castle.
below something	under	The cat is under the table.
from low to high	up	He went up the hill.

## Cause and Purpose

Meaning	Preposition	Examples
cause, reason	because of on account of for from  through	The barbecue was cancelled because of the rain. We did not go on account of the bad weather. He succeeded for many reasons. Unfortunately you will not succeed from hard work alone. The operation was successful only through the great skill of the surgeon.
motive	out of	The letter was sent out of anger and spite.
purpose, goal, target	for	Victor is applying for the post of Senior Technician.
intended recipient	for	Lily bought a toy for the little boy.
actual recipient	to	He gave the money to her.
goal, target ( with hostility )	at to towards	The police fired at the bank robbers. I don't wish any harm to him. I don't have any bad feeling towards him, in spite of what he said.
target, point ( with neutral attitude )	at	Helen smiled at the baby.

### Exercise

- Find the prepositions written in the text and show them to your classmates.
- Complete the sentences with the correct prepositions. Then have class discussions to reveal the correct answers.
  - What did you learn ..... school last week?
  - They are going to build a new factory ..... the west of Surabaya.
  - There is nothing ..... my pocket.
  - There is an interesting article ..... page ten.
  - Happy Mother Day! Will you make something special ..... your mother? Will you cook dinner ..... her?
  - If you want to go ..... bus, you have to go ..... the bus stop. Then you wait ..... your bus. Do not forget that you need to buy a ticket ..... the driver.

- g. I got these photos ..... my friend Jane. These photos were taken ..... her boyfriend. Look ..... these pictures. They are wonderful, aren't they?
- h. The first McDonald's restaurant was opened ..... Dick and Mac McDonald ..... the 15th ..... May 1940. The best selling products ..... their restaurant were hamburgers.
- i. Halloween is celebrated ..... the United States .....October 31st. The fun begins ..... night. The celebration begins .....the afternoon from 4 p.m. ....about 6 p.m. for younger children; but older kids go out .....night.
3. For more exercises, you may click the following websites:
- a. <http://www.englishforjapanese.com/exercises/prepositions/01%20preps.html>
  - b. <http://web2.uvcs.uvic.ca/elc/studyzone/200/grammar/prepo1.htm>
  - c. [http://www.englisch-hilfen.de/en/exercises/preposition\\_room1.htm](http://www.englisch-hilfen.de/en/exercises/preposition_room1.htm)

### ***Let's Talk***

Speak for one-two minutes to your partner on one of the following topics:

1. How much has Indonesia grown in the area of racial equality?
2. What should be done to stop discrimination?
3. Should it be illegal to publish racial information?

Then share the result of your discussion to your other classmates and instructor.

### ***Let's Write***

Do you know Nelson Mandela, Mahatma Gandhi, Raden Adjeng Kartini, Nyai Achmad Dahlan, or anybody else who has fought for equal rights? What do you know about their life and/or works? Express your answer in the form of writing. Write about 100 words. Submit your writing to your instructor.

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