

# PROVOKING COMMUNICATIVE SKILLS

Of the Students through the Acquisition  
of the Components and the Structure of Language

To be capable in English orally and in the written form, the teaching method as well as the teaching materials must be attractive to rise up the interest of the students. Due to these views, learning English can start from the idea that the mastering to the components of English (structural approach of language) is helpful to the students to enrich the vocabulary and grammar. Acquiring these linguistic elements are expected to prompt the student's communicative ability. They will be skillful to use the right words when they practice writing, speaking, reading and listening. This book contains teaching materials which can take roles either as language input or output in the context of elevating the students' English ability. The teaching materials are cited from learning sources from the various texts in the electronic media. This book provides also the students with enough spaces to have English practices.



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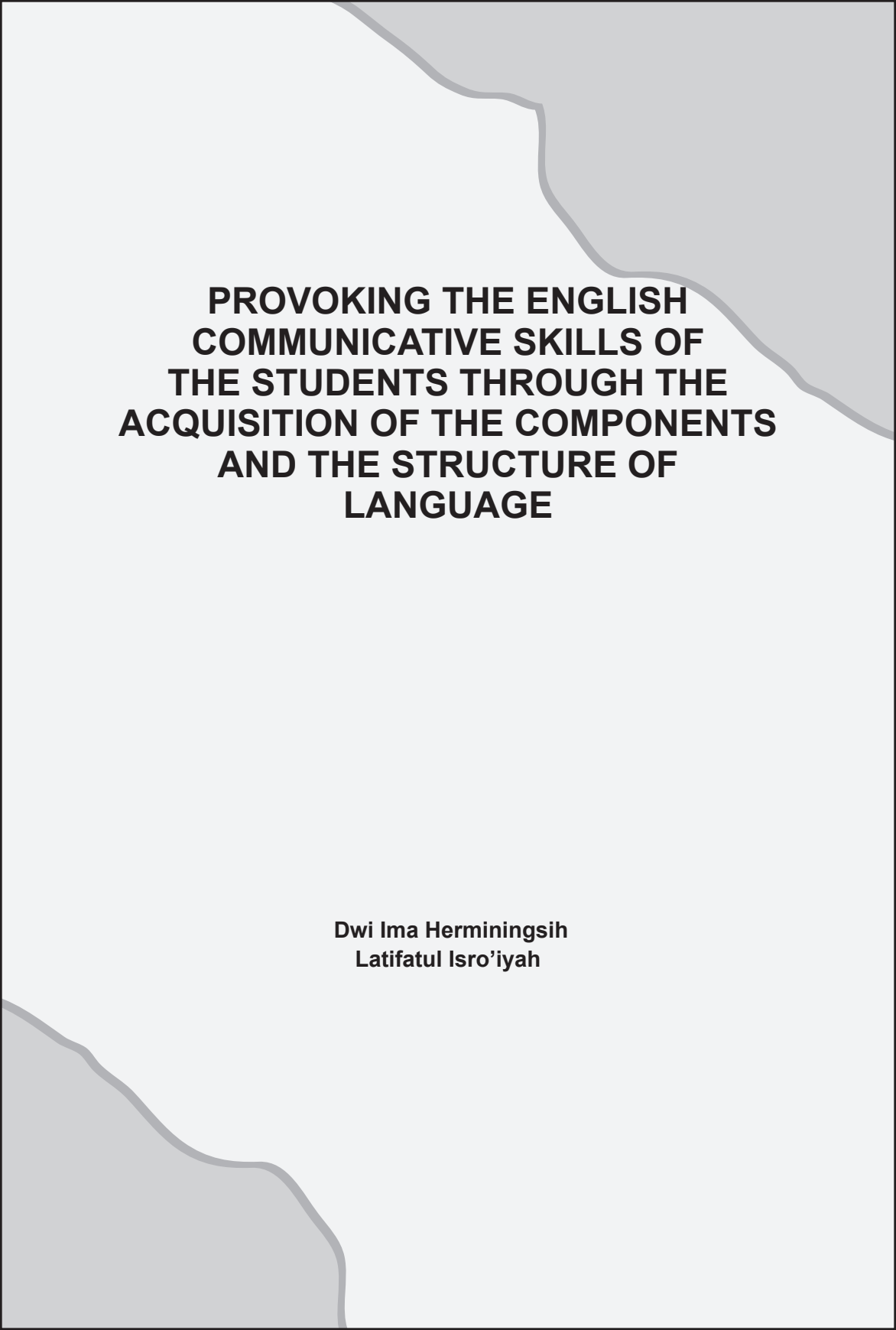
PROVOKING COMMUNICATIVE SKILLS  
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LATIFATUL ISRO'YAH

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**PROVOKING THE ENGLISH  
COMMUNICATIVE SKILLS OF  
THE STUDENTS THROUGH THE  
ACQUISITION OF THE COMPONENTS  
AND THE STRUCTURE OF  
LANGUAGE**

**Dwi Ima Herminingsih  
Latifatul Isro'iyah**

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Cetakan Pertama, Juni 2022

Hak cipta dilindungi undang-undang  
Dilarang memperbanyak karya tulis ini dalam bentuk dan cara  
apa pun tanpa izin tertulis dari penerbit

# INTRODUCTION

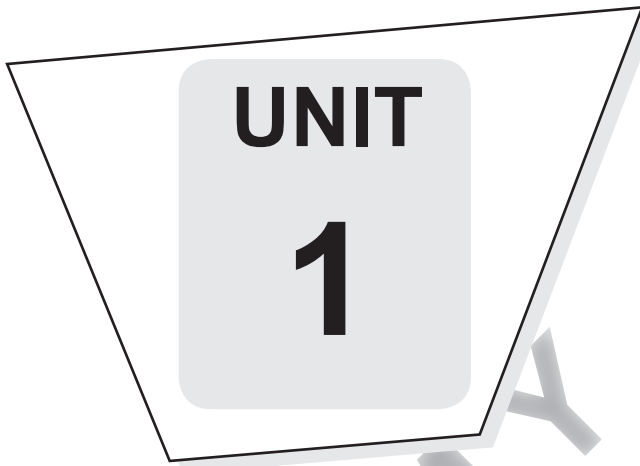
The teaching experiences has opened up the facts that a large number of students in the Department where English is taken as a minor course felt that mastering English skills (writing, speaking, reading and listening) is challenging. The students are not merely incompetent in the vocabulary achievement but also in the language use. To be capable in English orally and in the written form, the teaching method as well as the teaching materials must be attractive to rise up the interest of the students. Due to these views, learning English can start from the idea that the mastering to the components of English (structural approach of language) is helpful to the students to enrich the vocabulary and grammar. Acquiring these linguistic elements are expected to prompt the students' communicative ability. They will be skillful to use the right words when they practice writing, speaking, reading and listening. This book contains teaching materials which can take roles either as language input or output in the context of elevating the student's English ability. The teaching materials are cited from learning sources from the various texts in the electric media. This book provides also the students with enough spaces to have English practices.

DUMMYY

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# UNIT 1

<b>Teaching Goals</b>	Students are able to introduce themselves and those around them using the right language and wording
<b>Teaching Materials</b>	<ul style="list-style-type: none"><li>• Self Introduction</li><li>• Introducing others: relatives, friends etc.</li></ul>
<b>Skills</b>	Speaking, Writing
<b>Evaluation</b>	Practices, Tasks
<b>Lecturers</b>	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

## **Why is this important?**

Learning how to introduce yourself is an essential part of learning how to converse in English.

Introductions are also an important part of making friends.

## **Example 1**

Lila and Beni are meeting for the very first time at certain event.

Lila : Hello

Beni : Hi

Lila : My name is Lila. What's your name?

Beni : My name is Beni. Nice to meet you  
Lila : It's a pleasure  
Beni : Yes, it is. Where are you from?  
Lila : I'm from Tulungagung. Where are you from?  
Beni : I'm from Malang  
Lila : Malang is a beautiful place  
Beni : Thank you. It is a wonderful place.

## **Example 2**

Introducing Others

Alan : Have you two met each other before?  
Ben : No, we haven't.  
Alan : Ben, this is Chris. Chris, this is Ben.  
(Ben and Chris smile and shake hands.)  
Ben : Nice to meet you Chris  
Chris : Nice to meet you too, Ben

## **Key Vocabulary**

In the previous example, Lila and Beni are introducing themselves. Several important phrases that they use in this conversation are:

- My name is...
- Where are you from?
- I'm from... (city or country)

## **Practices**

1. What is your name?

Hello! My name is \_\_\_\_\_.

2. How old are you?

I am \_\_\_\_\_ years old.

3. Where do you live?

I live in \_\_\_\_\_.

4. Do you live together with your family?

Yes / No, I live with my \_\_\_\_\_.

5. What university do you go to?

I go to \_\_\_\_\_.

6. What subject do you like?


I like \_\_\_\_\_ / My favourite subject is \_\_\_\_\_, because \_\_\_\_\_

7. What subject do you not like?

I don't like \_\_\_\_\_, because \_\_\_\_\_



WIM

<p><b>Ana</b></p> <p>Hello! I'm Ana. I'm 30 years old. I'm a fashion designer. I'm from Spain. I live in Asturias with my husband and two sons. I live in an apartment. I have my own Fashion Studio. My husband is Mario and my two sons are Rodrigo and Yanella. In my spare time, I love going shopping. I like shoes and dresses. My favorite book is Pride and Prejudice, my favorite movie is The Devil wears Prada. I love romantic music. My favorite group is La Oreja de Vangogh.</p> <p>I like cleaning my house but I hate cooking. So, I like going to restaurants for dinner. My favorite food is Roasted Chicken.</p> <p>I don't like playing sports.</p> <p>I love traveling. I want to travel to Venice, Italy; it's very romantic.</p> <p>I like English because it is very important for my career. If I can't speak more languages, English helps me to communicate with people from different countries.</p>		<table border="1"><thead><tr><th colspan="2">Ana</th></tr></thead><tbody><tr><td>Name:</td><td></td></tr><tr><td>Profession:</td><td></td></tr><tr><td>Country:</td><td></td></tr><tr><td>City:</td><td></td></tr><tr><td>Family:</td><td></td></tr><tr><td>Like doing in spare time:</td><td></td></tr><tr><td>Pets:</td><td></td></tr><tr><td>Favorite movie:</td><td></td></tr><tr><td>Favorite music:</td><td></td></tr><tr><td>Favorite room in the house:</td><td></td></tr><tr><td>Favorite sport:</td><td></td></tr><tr><td>Favorite book:</td><td></td></tr><tr><td>Like traveling to:</td><td></td></tr><tr><td>Favorite food:</td><td></td></tr></tbody></table>	Ana		Name:		Profession:		Country:		City:		Family:		Like doing in spare time:		Pets:		Favorite movie:		Favorite music:		Favorite room in the house:		Favorite sport:		Favorite book:		Like traveling to:		Favorite food:	
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A: Good afternoon!

B: Good afternoon! My name is \_\_\_\_ (b) \_\_\_\_.

A: Hello. My name is \_\_\_\_ (a) \_\_\_\_.

B: Have we met before?

A: No we haven't met. Pleased to meet you!

B: Pleased to meet you too. Have you met \_\_\_\_ (c) \_\_\_\_?

A: I'm not sure.

C: Yes, we have met before. Good to see you again!

A: Oh yes, I remember now. Good to see you again too!

C: How are you doing?

A: I'm not too good today.

C: I'm sorry to hear that.

A: And what about you?

C: Oh, I'm fine.

B: I have an idea. Let's go and get some lunch!

## SELF INTRODUCTION IN AN INTERVIEW



### Example 3

I am honored by the opportunity to introduce myself to you. My name is Jeffrey Madison. I am 22 years old and currently a freshman at the University of Hartford, Connecticut. I am currently studying towards my Bachelor of Arts Degree in Psychology. Together with my psychology major, I am also minoring in business science. My ultimate goal is to qualify with a Master of Science Degree of Psychology. I am interested in taking up a position as an intern to gain valuable experience in the industry where I would like to spend my career going forward.....

### TASKS

1. Introduce your friends and ask their hobbies, favorite foods, restaurant, place and their most liked singer and songs.
2. Make a paragraph about a self introduction in an application letter.

DUMMYY

# UNIT 2

Teaching Goals	Students are able to understand the concepts of simple present tense and simple continuous tense and can use them in the use of daily activities
Teaching Materials	<ul style="list-style-type: none"> <li>• Simple Present and Continuous</li> <li>• Daily routines</li> <li>• Hobbies</li> </ul>
Skills	Grammar, Speaking, Writing
Evaluation	Practices, Tasks
Lectures	Prof. Dra. Dwi Ima, M.Hum.  Latifatul Isro'iyah, S.S., M.Pd.

## Simple Present Tense

The **simple present tense** is used:

- o To describe facts and habits. For example:
  - He plays chess.
- o To describe scheduled events in the future. For example:
  - The plane lands in 5 minutes.
- o To tell stories (particularly jokes). For example:
  - He asks the policeman for directions.  
(This use of the simple present tense is quite rare.)

## Without Verb

Subject	Verb	Complement
I	am	object adjective adverb etc
you we they	are	
she he it	is	

## Practices

### Positive form

1. He \_\_\_\_\_ a pilot.
2. We \_\_\_\_\_ thirsty.
3. Jane \_\_\_\_\_ late.
4. They \_\_\_\_\_ Japanese.
5. You \_\_\_\_\_ sad.
6. I \_\_\_\_\_ hungry.
7. It \_\_\_\_\_ hot.
8. She \_\_\_\_\_ early.
9. They \_\_\_\_\_ tired.
10. Jill and I \_\_\_\_\_ Indonesian.
11. Monica \_\_\_\_\_ pretty.
12. The weather \_\_\_\_\_ cold.
13. Daniel \_\_\_\_\_ from Los Angeles.
14. You \_\_\_\_\_ a teacher.
15. Milley \_\_\_\_\_ my sister.
16. She \_\_\_\_\_ in the garden.

17. They \_\_\_\_\_ on the train.
18. We \_\_\_\_\_ friends.
19. I \_\_\_\_\_ 29 years old.
20. Lolly \_\_\_\_\_ sick.

### Negative form

1. I \_\_\_\_\_ ugly.
2. He \_\_\_\_\_ German.
3. They \_\_\_\_\_ policemen.
4. Daissy \_\_\_\_\_ my sister.
5. We \_\_\_\_\_ from Australia.
6. John and Ann \_\_\_\_\_ late.
7. It \_\_\_\_\_ cold outside.
8. Dill \_\_\_\_\_ exhausted.
9. Shane \_\_\_\_\_ on the bus.
10. He \_\_\_\_\_ in the living room.
11. It \_\_\_\_\_ rainy.
12. You \_\_\_\_\_ a doctor.
13. Wenny and Jim \_\_\_\_\_ at home.
14. I \_\_\_\_\_ sleepy.
15. My father \_\_\_\_\_ young anymore.
16. She \_\_\_\_\_ from China.
17. We \_\_\_\_\_ at school.
18. I \_\_\_\_\_ a nurse.
19. James \_\_\_\_\_ tall.
20. Ben and Tasya \_\_\_\_\_ siblings.

## Yes/No Questions

1. \_\_\_\_\_ Jim at school?
2. \_\_\_\_\_ they ready to go picnic?
3. \_\_\_\_\_ we late?
4. \_\_\_\_\_ you a student at this academy?
5. \_\_\_\_\_ Mariana American?
6. \_\_\_\_\_ she in the car?
7. \_\_\_\_\_ Keiko Mr. Tachi's daughter?
8. \_\_\_\_\_ the weather fine?
9. \_\_\_\_\_ the cat and the dogs hungry?
10. \_\_\_\_\_ Santiago and Hellen teachers?
11. \_\_\_\_\_ Birawo the head of district?
12. \_\_\_\_\_ Rudini the minister of home affairs.
13. \_\_\_\_\_ the economy condition worse than 2 years ago
14. \_\_\_\_\_ the digital literacy competence very important in the global world.
15. \_\_\_\_\_ the leader campaign fair?

## Wh-Questions

1. Where / Jenny and Lisa?
2. Why / they / late?
3. Where / Nadine?
4. Who / you?
5. Why / the kittens / hungry?
6. What / this?
7. Where / Jelita?
8. How many / these puppies?
9. How old / Diana?

10. Where / the halte?
11. Which / the direction?
12. Where / the information Centre?
13. How / the scene of land slide?
14. Why / the people/sad?
15. What / under the table?

## With Verb

### 1. Positive sentences

Look at these examples with the main verb *like*:

	<b>subject</b>	<b>auxiliary verb</b>		<b>main verb</b>	
+	I, you, we, they			like	coffee.
	He, she, it			likes	coffee.
-	I, you, we, they	do	not	like	coffee.
	He, she, it	does	not	like	coffee.
?	Do	I, you, we, they		like	coffee?
	Does	he, she, it		like	coffee?

## The Question Version

If you need to ask a question, you can use the following word order for a yes/no question:

**"do" or "does" + [subject] + base form of verb**

Example:

Do you like chocolate?

Does Angela run the youth club?

You can use the following word order for a question-word question:  
**[question word] + "do" or "does" + [subject] + base form of verb**

Example:

Why does Tony talk so quickly?

When do the farmers plant the corn?

You can use the following word order for a choice question:

**"do" or "does" + [subject] + base form of verb + choice A + or + choice B**

Example:

Does Mark sing or dance?

Do they want hamburger or sausages?

### **The Spelling Rules**

For regular verbs, just add s:

talk > talks

improve > improves

For verbs that end in **s, ss, sh, ch, x and o**, add es:

guess > guesses

mash > mashes

fix > fixes

go > goes

For verbs ending [consonant]-y, change the y to i and add es:

fly > flies

study > studies

## Simple Continuous Tense

The **simple continuous tense** is used for an ongoing action in the present. For example:

- John is baking a cake.
- They are painting the fence.
- She is having a phone call.
- The child is crying for a help.
- The supervisor is monitoring the project progress
- The machine is working now

Even though it is a present tense, the simple continuous tense can also be used to describe an activity that is going to happen in the future (especially for planned activities). For example:

- We are moving to New Zealand in the summer.
- The train is arriving in 2 minutes.

Subject	Verb "to be"	Present Participle
I	am	[verb] + "ing"
You	are	
He / She / It (or singular noun)	is	
We	are	
You	are	
They (or plural noun)	are	

Look at these example sentences with the Present Continuous tense:

	subject	auxiliary verb		main verb	
+	I	am		speaking	to you.
+	You	are		reading	this.
-	She	is	not	staying	in London.
-	We	are	not	playing	football.
?	Is	he		watching	TV?
?	Are	they		waiting	for John?

## **Practices**

Make the positive or negative forms!

1. She / not / sleep
2. He / study / at the moment
3. They / watch / videos
4. You / play / basketball / tonight
5. Julia / not / work / in Jakarta
6. Lucy and Dion / read / novels
7. I / not / wait for the bus
8. We / cook / for the dinner
9. He / walk / to school now
10. Lily / eat / her favorite snack
11. The students / discuss / the issue of bullying
12. The presidents/ visit / the victims of the bomb explosion
13. The minister of economics / predict / the inflation
14. The murder / hide / in the forest
15. The regulation / improving / the existing violation

# UNIT 3

Teaching Goals	Students are able to understand the concept of grammar theory in the form of prepositions and can apply it to examples of reading texts
Teaching Materials	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Reading texts</li> </ul>
Skills, Components and structure of English	Speaking, Grammar, Writing
Evaluation	Practices, Tasks
Lecturers	Prof. Dra. Dwi Ima, M.Hum.  Latifatul Isro'iyah, S.S., M.Pd.

### Learning Grammar Theory

- The use of **whatever** means **everything**

The examples:

1. I will do **whatever** you instruct if you are trustable.
2. The children can imate **whatever** the adult behaves.
3. People should join **whatever** the head district told.

4. The students will not believe **whatever** the corruptor said.
5. The organization must excuse **whatever** the rules outline

The use of **whenever** means **every time, anytime**

The example:

1. You can see me **whenever** you are free.
  2. They can submit the assignments **whenever** they want.
  3. The film show begins **whenever** it is required.
  4. We can argue the new position **whenever** they call us.
  5. The report can be published **whenever** it is accomplished.
- The use of **wherever** means **everywhere, anywhere**
- The examples:
1. She always looks happy **wherever** she goes.
  2. He communicates well **wherever** he meet people.
  3. I feel stay home **wherever** I live.
  4. Do not hesitate to be critical **wherever** you work
  5. You must think over the risky **wherever** the tower is constructed.
- The use of **whoever** means **everyone, anyone, any person**

The examples:

1. **whoever** teaches them, they are well motivated.
2. You can share the data to **whoever** need.
3. she will give the charity to **whoever** she wants.
4. **whoever** see that view will say it is wonderful one.
5. **whoever** meet you, you must greet warmly.

- The use of **however** means **anyway**

The examples:

1. **However** it is hard to finish, he is able to be on time.
  2. English is not her mothertongue.**However**, she speaks very fluently.
  3. The job is challenging, **however**, it was well done.
  4. They really do not agree with him, however they must do the instruction.
  5. It is raining heavily, however the meeting must go on.
- The use of **whichever** means **choice**
- The examples:
1. My mother buys a dress **whichever** she likes.
  2. The students are assigned to make a vlog whichever they can.
  3. I will be pleasant to get the gift whichever she gives.
  4. His brother approved the proposal whichever the architect had designed.
  5. the subordinates will obey the rules whichever they know.

The use of preposition of time

**in** is used for year, **at** is used for time, **on** is used for the day

Examples: **in** 2020, **at** 4.30 pm, **on** Monday etc.

If you want to use who, what, whose, where, when, why, which, how as WH-questions, do not put them as coordinators of the sentences.

For example:

- Who is she?

- What is that?
- Whose bag is it?
- Which books do you want to read?
- When do you usually go to the mosque?
- Where does Ali live?
- Why do they come late?
- How do John and Tuti answer the questions?
- When will the new regulation of human labour issue?
- Where have the criminal happened?

Relative clauses who, which, whose etc. function as modifiers

The examples:

1. I know the boy who stands next to you.
2. The girl whose long hair is very charming.
3. The article that has been already published in the ELT journal is about inflation.
4. Noone knows where she lives.
5. The neighbor whose a red car is the lecture of my son.
6. I can not get the direction which he shows.
7. The strainger who aske me the wy to bus stop is not from Asia.
8. Elen whose good English is the most delligent student in the classroom.
9. I have not known the man who came last few hours.
10. Please you ask to the customer service who is siting at the corner.

## Prepositions of place

In, at, behind, beside, between, under, by, around, in back of, across, in front of, over, into

For examples:

The students are **in** the classroom.

She is running **into** the house.

My house is **beside** the field

The cat is hiding **between** the tree and the cottage

There are leaves **under** the tree

The pigeon is **over** the roof

There is a beautiful garden **in front of** the office

She walks **across** the street

The palm tree grows **in back of** the house

Please put the dictionary in the black bag

## Practices

1. Read the short text below carefully. Then identify and write down which materials you have learned (modifiers, relative clauses or kinds of preposition) available in the text.

### **Text A**

After having encouraged capital inflows into Indonesia through the tax amnesty program, Indonesian President Joko Widodo now also urges those multinational companies that operate in Indonesia but are listed abroad to go-public on the Indonesia Stock Exchange. He particularly targets those companies that generate more than 50 percent of their revenue from Indonesia, or, have more than 50 percent of their total assets in Indonesia.

To authorities it does not feel right when companies have

production centers in Indonesia, sometimes even big plantations, but are listed abroad (primarily in Singapore, Malaysia, China and Australia). However, Widodo, who is often called Jokowi, emphasizes he does not want to force these companies to list in Indonesia, but only intends to invite them politely. Besides multinationals, Jokowi also urges those local companies that have taken up more than IDR 1 trillion in bank loans as well as subsidiaries of the nation's state-owned enterprises to go public in Indonesia.

### **Text B**

The education literature suggests that students who are actively engaged in the learning process will be more likely to succeed (Hartman, 1995). A key to getting and keeping students actively involved in learning lies in understanding learning style preferences, which can positively or negatively influence a student's performance

A brief review on learning style studies shows that many Chinese scholars have done a lot of significant and influential research on learning style (WANG Chu-ming, 1992; YU Xin-le, 1997; DAI Yun-cai, 2002; KANG Shu-min, 2003; MO Guo-yun, 2004, etc.).

## **II. Fill the blank spaces with (for, about, in, and, such as, on).**

1. Indonesia is leading the race in the Southeast Asian region so far ... 2017.
2. New tourist attractions .....Wisata Rumah Domes and the Jogja Bay Pirates Adventure Waterpark attract new tourists, especially domestic tourists.
3. Yogyakarta has a rich cultural history, being famous for its classical Javanese fine art and culture such as batik, ballet, drama, music, poetry .... upper shows.
4. The return .... investment can rapidly go up to 50 percent.
5. The real estate website [www.rumah.com](http://www.rumah.com) reported .....

consistently rising home prices in Yogyakarta during the first two quarters of 2017.

6. Tulungagung is famous .... home industries krupuk rambak.
7. Local tourists are eager .... visit Gemah Beach in Tulungagung.
8. The picture of your parents .... wall.
9. She has an umbrella .... her hand.
10. You put the bed ... corner.

DUMMYY

DUMMYY

# UNIT

# 4

Teaching Goals	Students are able to understand the concept of grammar theory in the form of prepositions and can apply it to examples of reading texts
Teaching Material	Reading texts
Skill	Reading
Evaluation	Practices
Lecturers	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

## Reading

### ❖ Why Create the O+M Unit?

1. The person acting in an O + M – unit have time. The full-time organization and method man can concentrate his whole attention on the systems under which the work under reviews is operated without being distracted as the operator ore supervisor is by the need to conduct the operations.
2. The organization and method man is outside the operational hierarchy and is thus free to consider changes on his personal status. Nor needs he be deterred, as the operator might be, by the thought that critics might reflect on the staff, superior or subordinate, with whom he has to work.

3. The O+M is supposed to have an objective view. It is difficult for the operator to view objectively the work on which he is engaged, and for him to consider the possibility of changing a system which he may have lived daily for a number of years. The O+M man is not burdened by the habits which hinder the operator and will more over concentrate his attention especially on securing, that the operators end is attained with a minimum of effort.
4. The O+M man brings a wider experience to the study of problems of administration. The idea that he professes professional secrets not shares by other by must he rejected. There is no mystery about O+M and it is undesirable that that there should be. Nevertheless, in the nature of things, the O+M man has the opportunity to acquire a wide experience of problems of administration and ways of solving them, and he can draw on his knowledge for the solution on of the immediate problem with which he is faced. This gives him an advantage over the overage administrator who has little time or opportunity to study closing the system which he operates.
5. In the course of his study, the O+M man can and must have the overall view, and thus see how the activity under review vits into the general picture of activities of the whole organization of which he is studying a part. The administrator, on the other hand, because of the lack of time opportunity, has rarely the possibility of acquiring a sufficient knowledge of anything outside the sector with which he is immediately concerned.
6. On the other side, the O+M man has normally no experience of the work which he is reviewing. He therefore has to begin his study of organization by finding out what is the purpose, and what are the activities undertaken in the achievement of that purpose. This disadvantage is frequently turned to profit: it obliges the operating staff, from whom he seeks the information, to pause and reconsider define the purpose of their organization and to examine critically the activities in which they are engaged. This may well serve to undermine the validity of many ideas previously taken for granted.
7. The O+M man has no responsibility for the working of the

proposals he makes, and for the success of the operation under review that responsibility remains with the operating staff. The O+M man has the responsibility to convince the person responsible for the activities that the O+M proposal are reasonable and practicable, and that they involve no sacrifice of essentials. This calls often on the best qualifications of the O+M man.

The creation of an O+M unit must always be decided by the top manager, and be supported and introduced by him. If oral explication of the meaning, the principles and the goal of the unit is not possible written information must be circulated to all offices and sections.

#### ❖ **The Unit Created**

1. Study existing staff chart, or create one.
2. Check the chart; make it live, not deviations. Cooperate with a local supervisor, with the personal office and if necessary, also with the civil service omission (KUP) discuss with the responsible official of each group included in the chart and get his confirmation of existing situation.
3. After total checking: report impressions to the deciding official (secretary general).
4. Deciding preferences for study of each group or section by use the principles of the O+M in other to simplify and combine. If necessary, correct the staff chart.
5. Local studies and training of the local superior in O+M.
6. Report on proposed changes, new equipment combinations in cooperation with the local superior to be submitted to deciding official for final decision.
7. This decision is to be explained to the subordinated concerned.
8. Supervising that the reported accepted propositions are followed.

❖ **REMEMBER:** The principles of O+M are “job descriptions for superiors”

#### ❖ **The Superior**

Superior is all those of all ranks who have subordinates and gain results by their work.

Is no superior: The “only-I-know-how-to-do” man. Ability for being a superior:

1. Sense of human relations.
2. Sense of human simplifying.
3. Sense of human curiosity.
4. Sense of human convincing and stimulating.
5. Sense of human objectivity, fair play.
6. Sense of human progress.
7. Sense of human leadership.
8. Sense of human communicating.
9. Good professional.
10. Positive mind.
11. Forecasting.
12. Moral value.
13. Sense of creating confidence.

#### ❖ **Superior Must Have the Sense of Judgment**

That means:

1. Care to recognize and evaluate all the factor in a given situation.
2. The habit of assessing these factors in the light of total environment.
3. The practice of taking sufficient time, but not more, reaches a decision.
4. The habit of making common sense decision.
5. The ability to time properly the implementation of these decisions.

#### ❖ **Superior Must Have Initiative**

If authority is delegated, the recipient must exercise initiative in using it. By waiting until he is told what to do, a superior (supervisor) is returning received delegation of authority. Initiative is the quality of recognizing the need for action and taking it.

#### ❖ **Function of a superior**

1. Understand the duties and responsibilities of the job.
  - a. Know what is expected of his group.

- b. What he is responsible for.
  - c. What authority he has.
  - d. How his group contributed to the work of other group.
  - e. How this contributes to his work.
  - f. The aims and policies of the organization as a whole.
2. Plan how best to accomplish the goal for the group and decide what help he needs to this end. He must plan the order in which the jobs will be done and take in to account.
    - a. The standard of performance he expects from the subordinate.
    - b. The best flow of work in to his group, through this section and to other sections.
    - c. Alternative procedure to use in an emergency.
  3. Assign work and direct and assistant the subordinates, by making his order accurate, specific and complete, and by taking into account the general ability of his employees tell the subordinates the purpose of the job and give them tasks which help them to develop themselves. Divide the work elastically so that it is possible to change assignment if necessary.
  4. Study and improve work method to discover unnecessary jobs bottlings which delay work, or cumbersome process.
  5. Increase his own knowledge and skills. Leaders, who take part in study groups, usually increase their authority and become more respected by their subordinates.
  6. Plan and provide training for new and old personal to develop well trained assistants who can help him.
  7. Evaluate employee performance in relation to production in order to:
    - a. Understand better the possibilities of each employee.
    - b. Remedy an employee weakness.
    - c. Assign tasks more intelligently.
  8. Assist employees with their problems and develop good discipline disagreements which are brought to light quickly be more easily solved. When discipline also is based on understanding and cooperation, employees will observables not because they are forced to, but because they understand

- them to be necessary and helpful.
9. Tell employees about the [policies of the organization and about changes to be made so that they can have a real interest in the work and will understand in advance changes affecting their jobs.
  10. Work with colleagues and ask their assistance when needs in order to benefit by expert knowledge of other sections in such fields as work simplification, machinery development, or personal.
  11. Deal with employees complains and with suggestions. If a superior says proudly that they are never any complains in his group there is probably something wrong with the supervision – dissatisfaction now and then is unviable and if it is not expressed it mat flare up later in open conflict.
  12. The superior function is not primarily to solve conflicts, but rather to prevent then arising. The superior has to convince, not only the subordinates, but often mostly the superior.

**a. Answer the following questions based on paragraphs above!**

1. What is the definition of O+M?
2. Why the O+M man is supposed to have an objective view?
3. Why does the O+M bring man a wider experience to the study of problems of administration?
4. Who could have rarely the possibility of acquiring a sufficient knowledge?
5. What are the disadvantages of the O+M man has normally no experience of the work which he is reviewing?
6. What is the best qualification of the O+M man?
7. Who should decide the creation of an O+M unit?
8. How could the O+ M unit check the chart, make it live, and not deviation?
9. What are the principles of O+M?
10. What is the superior?
11. What is the means of the superior must have the sense of judgment?
12. Why must a superior have initiative?
13. Mention the function of superior!

14. Why must a superior have a plan?
15. Find 3 advantages when the superior evaluated their employees' performance?
16. Must the superior assist their employees' problems?
17. How could the superior do to make their employees interest in work?

**b. Find the part of speech (N/V/Adj/Adv) from the paragraphs above!**

Examples:

<b>Noun (N)</b>	<b>Verb (V)</b>	<b>Adjective (Adj)</b>	<b>Adverb (Adv)</b>
Person	Concentrate	Free	Daily
Profit	Deter	Objective	Objectively
Operator	Attained	Lived	Frequently
Supervisor	Obliges	Personal	Especially

**c. Construct the word you find into good sentences!**

Examples:

1. My lecture is a very kind person.
2. The police obliged him to leave the house.
3. Nobody is free to do what they like.
4. I like Las Vegas, especially in spring.
5. The people can complain about the unpleasant health public service to the authority
6. What is the definition of organization and management.
7. Everyone is able to solve the conflict.
8. The nation development is much more affected by the human resources.
9. The work experiment is taken as a base to accept or reject his job applicant.
10. The house of representatives take the suggestion of ministry.

DUMMY

# UNIT 5

Teaching Goals	Students are able to understand the concept of grammar theory in the form of prepositions and can apply it to examples of reading texts
Teaching Materials	Reading texts
Skill, Components and Structure of English	Reading, Grammar
Evaluation	Practices
Lecturers	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

## **Reading**

The United States is a federal union of 50 states, with the District of Columbia as the seat of the national government. The constitution outlines the structure of the national government and specifies its powers and activities. Other governmental activities are the responsibility of the individual states, which have their own constitutions and laws. Within each state are counties, township, cities and villages, each of which has its own elective government.

All government in the United States is “of, by and for the people.” Members of congress, the President, state officials and those who govern counties and cities are elected by popular vote. The

President names the heads of federal departments while judges are either elected directly by the people or appointed by elected officials. Voters mark unsigned ballots in private booths, so that no one else can find out for whom a citizen is voting. Public officials may be removed from office for failing to perform their duties properly, as well as for serious violations of law.

When the Constitution was written in 1787, there were only 13 states. Because the drafters of the constitution saw that the future might bring a need for changes, they provided a method of adding amendments. Over the years, 26 amendments have been added, but the basic document has not been changed. The pattern of government planned so long ago for 13 states today meet the needs of 50 states and more than 57 times as many people.

### **A. Comprehension Questions**

1. What is the position of District of Columbia?
2. What is the meaning of all government in the United States is “of, by and for the people”?
3. Who names the heads of federal departments?
4. Who elected the judge?
5. Why is possible Public Officials removed from office?
6. What is the way to elected state officials and those who govern countries and cities?
7. When the Constitution was written?
8. How many states were there when the constitution was written in 1787?
9. Has The basic document been changed over the years?
10. Why did the drafters of Constitution provide a method of adding amendments?



**Example :**

- a. The bell **has rung** since a minute ago.
- a. The students **have gone** into the class for few minutes.
- b. Has** your daughter **occupied** in the University?
- c. She **has studied** over there for two years.

**Usage (2) :** It also expresses the repetition of an activity before now. The exact time of each repetition is not important.

**Example :**

- a. I **have waited** for you since your father got back from work.
- b. We **have had** lunch just a minute ago.
- c. Have** you ever **been** to Kudus?
- d. They **have had** five tests so far this semester.

**Usage (3) :** It also expresses the idea that something happened or never, never happened before now, at an unspecified time in the past. The exact time of each repetition is not important.

**Example :**

- a. The lazy boy **has never attended** the English class.
- b. Ahmad **has** already **passed** all the subjects in this semester.
- c. Some of the lecturers here **have graduated** for a master's degree.
- d. Has** your sister **continued** studying for Doctor's degree?

## GRAMMAR EXERCISES

### **A. Change the following sentences into Present Perfect!**

1. I buy a new car.
2. My father start a new job.
3. I give up smoking.
4. Charles and Sarah go to Brazil.
5. Suzanne have a baby.
6. The method of detecting the earth quate develops.
7. They learn Franch.
8. Jono repairs the bronken break.
9. The presenter shares the screen.
10. The subordinates reject the meeting recommendation.

### **B. Read the situation then write the sentence. Choose one of the following words.**

1. Mike is looking for his key. He can't find it. *He has lost his key.*
2. Margaret can't walk and her leg is in plaster. She .....
3. Maria's English wasn't very good. Now it is much better. ....
4. Tim didn't have a bread last month. Now he has e bread. ....
5. This morning I was expecting a letter. Now I have it. ....
6. Last week the bus fare was 80 pence. Now it is 90. ....

Arrive	Break	Go up	Grow
Improve		Lose	

DUMMYY

# UNIT 6

Teaching Goals	Students are able to understand the given text and can answer questions related to the text and the students have more knowledge about present perfect continuous
Teaching Materials	Reading texts
Skill, Components and Structure of English	Reading, Grammar
Evaluation	Practices
Lecturers	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

## **Reading**

The first 10 amendments to the Constitution, called the Bill of Rights, assure individual rights of freedoms. Added in 1791, they include provisions for freedom of speech, of the press and of worship; the right of citizens to meet peacefully; the right to be secure in one's own home against unreasonable searches and seizure of person or property; and the right of any person charged with breaking the law to have a speedy trial by jury of fellow citizens.

The constitution divides the powers of the government into three branches-the Executive, headed by the President; the Legislative,

which includes both houses and congress (the Senate and the House of Representatives); and the judicial, which is headed by the Supreme Court. The Constitution limits the role of each branch to prevent any one branch from gaining undue power.

For example, the Constitution gives Congress authority to make laws necessary for the common defense and good on the nation. As the country has grown, laws have been adopted to provide for social welfare, public works, economic control and protection of the right of labor. But if any law passed by the Congress and assigned by the President is contested on ground that it conflicts with the Constitution, it may-or may not-be held unconstitutional by the Supreme Court, and thus nullified.

### **COMPREHENSION QUESTIONS**

1. What is Bill of Right?
2. What happen in 1971?
3. Mention three branches of the powers of the government!
4. Laws have been adopted for...
5. When the laws may-or may not-be held unconstitutional by the supreme court?

### **Grammar**

#### **PRESENT PERFECT CONTINUOUS TENSE**

Form : **have/has + been + verb-ing**

Example :

- a. Where is your father? He **has been going** to the mosque.
- b. It **has been raining** all day.
- c. My friend **has been doing** the test all morning.
- d. We **have been waiting** for them for hours.

Usage (1) : It is used to indicate the duration of an activity which began in the past and continuous to the present.

Example (1) :

- a. My brother **has been praying** in the mosque for ten minutes.
- b. Children **have been reciting** Qur'an since ten minutes ago.
- c. My sister **has been sweeping** the floor since fifteen minutes ago.
- d. My son **has been repairing** the car since this morning.

Usage (2) : It expresses a general activity in progress lately, recently. In this case, it is used without specific mention of time.

Example (2) :

- a. My sister should finish the homework right away. She **has been doing** it hard.
- b. Children are playing football in the field. They **have been playing** it for hours.
- c. Mrs. Erni **has been teaching** in this University all morning.
- d. Our friends **have been doing** a lot of work on thesis.

## GRAMMAR EXERCISES

**A. Use the Present Perfect Continuous (I have been-ing) form to the following sentences.**

1. The phone is ringing. It started two minutes ago. The phone **(ring)** for two minutes.
2. The water is running. I turned it on at nine o'clock. The water **(run)** since nine o'clock.

3. We are discussing politics. We started two hours ago. We **(discuss)** politics for two hours.
4. The police are helping us. They started helping us at eight o'clock. The police **(help)** us since eight o'clock.
5. The children are watching TV. They started it an hour ago. The children **(watch)** TV for one hour.

**B. Read the situations and complete the sentences.**

1. The rain started two hours ago. It's still raining now. It **has been raining** for two hours.
2. We started waiting for the bus 20 minutes ago. We're still waiting now. We ..... for 20 minutes.
3. I started Spanish classes in December. I'm still learning Spanish now. I ..... since December.
4. Ann began looking for a job six months ago. She's still looking now. .... for six months.
5. Mary started working in London on 18 January. She's still working now. .... since 18 January.
6. Years ago, you started writing to a pen friend. You still write to each other regularly now. .... for years.

# UNIT 7

<b>Teaching Goals</b>	Students are able to understand the reading text given and can answer questions related to text and the students have more knowledge about the use of Inq Form
<b>Teaching Materials</b>	Reading texts
<b>Skill, Components and Structure of English</b>	Reading, Grammar
<b>Evaluation</b>	Practices
<b>Lecturers</b>	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

## **Reading**

The whole system of American government is based on the principles established in the Constitution and Bill of Rights. The people believe that the government should provide a framework of law and order in which they are left free to run their own lives.

The state governments follow much the same pattern as the federal government. Each has a governor as the chief executive with power divided among the Executive, Legislative and Judicial branches. State governments manage such affairs as maintaining order, educating children and young adults, and building highways.

The federal government deals with national problems and international relations and with regional problems that involve more than one state. Laws affecting the daily lives of citizens are enforced by police in the cities and towns. Agents of Federal Bureau of Investigation-the famous FBI-track down criminals who cross state borders or who break federal laws.

Before an accused person can be put on trial for a serious crime in a federal court-or in the courts of many states-the case must be presented to a grand jury of private citizens who decide whether there is enough evidence of probable guilt to warrant a trial.

### COMPREHENSION QUESTIONS

1. What do the people convince about the government?
2. What are the similarities between the state government and the federal government?
3. What are the duties of FBI?
4. When the case of criminals must be presented to a grand jury of private citizens?
5. Who is grand jury of private citizens?

### GRAMMAR

#### THE USE OF -ING FORM

A. Verb expressions in -ing functioning as noun phrases (Praying is obligatory)

Notice the use of an -ing form of a verb in subject position

Previous example : A. It is obligatory to pray.

B. To pray is obligatory.

New example : C. Praying is obligatory.

### NOTES

Both **to pray** in B and **praying** in C are examples of nominalizations.

Examples A and C are both very common and useful. Example B, however, is introduced mainly to make the meaning of C clear.

- B. Verb expressions in –ing functioning as subordinate clauses  
(Sitting on a chair, He recited Al-Qur'an)  
Notice the use of an –ing verb phrases to modify a noun.

Previous example : A. Bahar was sitting on a chair. He recited Al-Qur'an.

New example : B. Sitting on a chair, Bahar recited Al-Qur'an.

## NOTES

1. The meaning of sentence B is the same as sentence A.
2. The subject of the –ing verb phrase is the same as the subject of the main clause: Bahar (he)  
Note: The new example is more frequent in writing than speaking

## GRAMMAR EXERCISES

Make 5 sentences using Verb –ing as a subject of sentence  
The Examples:

1. Going to Gemah Beach on the weekend made her happy.
2. Having seminar on national political issue can enrich the student's horizon about the xisting Situation.
3. Exercising in the morning is healty.
4. Marketing product by online get more consuments.
5. Bullying is a human right violation.

## **Learning grammar by identifying and breaking down the units found in the sentence pattern of the texts:**

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language

instruction. This is primarily achieved by enabling the student and/or teacher to revisit problematic content time after time until it is fully understood and assimilated. Familiarity with the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression. According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and hone their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results. The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep apace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

2. Previous Research Stepp-Greany (2002, p. 165) used survey data from Spanish language classes which utilized a range of technological approaches and methods in order to determine the importance of the role of teachers, the relevance and availability of technology labs and individual components, and the effect of using technology on the learning process of a foreign language. The results confirmed student perceptions of the teacher as the primary learning facilitator, and stressed the importance of regularly scheduled language labs and the use of CD Rom. Stepp-

Greany recommended a follow-up study to measure the effects of relevant technology on the learning process of foreign language acquisition.

Warschauer (2000a) proposed two different ways to integrate technology into the class: a cognitive approach which gives learners the opportunity to meaningfully increase their exposure to language and thus make their own knowledge; and a social approach which gives learners opportunities for authentic social interactions as a means to practice the real-life skills obtained through engagement in real activities. Bordbar (2010) investigated the reasons and factors behind language teachers' use of computer technology in the classroom. The study further explored teacher attitudes towards computer and information technology and the various ways they applied practical computer-assisted language learning experience and knowledge to their own language instruction delivery. The results found that almost all the teachers held positive attitudes towards the use of computers in the class. The results also underscored the importance of teachers' overall perceptions of technology, technological experience, skill, and competence, and the cultural environment that surrounds the introduction of IT into schools and language institutes and shapes attitudes towards computer technology. Shyamlee (2012, p. 155) analyzed the use of multi-media technology in language teaching. The study found that such technology enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other. Shyamlee recommended the use multi-media technology in classrooms, particularly as its positive impact on the learning process aligns with the ongoing efficacy of the teacher role. The findings of the research support the proven futility of traditional English teaching methods, and confirm that learners are more enthusiastic and interactive when using modern technology to assimilate English. Statistical data reiterates that a high percentage of those learning English language skills do so via modern media such as smart boards, computers and screens, as compared to traditional teaching methods. Moreover, the study reveals that the interaction with teachers and overall responsiveness of students in the classroom is significantly improved when using modern techniques in English teaching. In fact, it is clear both that band

that English language teachers prefer to employ modern technology rather than traditional methods of instruction. 3. Purpose of the Study The topic of English language teaching and learning has emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated poor standards of student achievement across all levels. Since the current era is epitomized by the ubiquitous use of technology, it follows that technology has penetrated the field of teaching on a worldwide scale. In fact, since most educational institutions have now absorbed such technology into current and future curricula, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching.

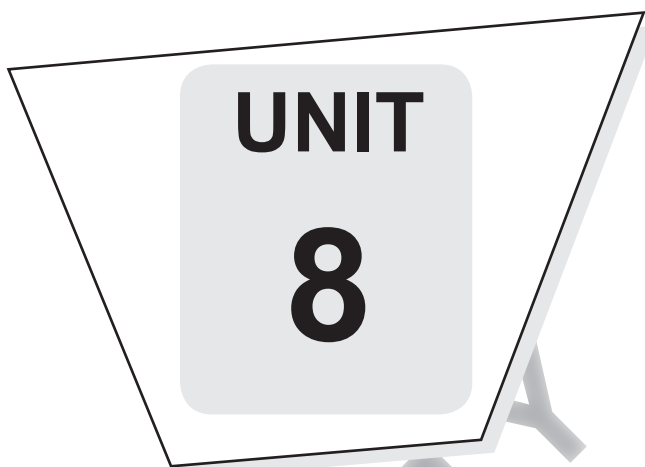
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No	Example	Type	Grammar Material
1	Moreover, many such programs are specifically designed	Many	Modifier
2	...and strategies which are directly relevant to English language teaching...	Which	Relative Clause
3	it is noted that teachers often play a key role	That	
4	learners are more enthusiastic and interactive when using modern technology	When	

5	it is particularly true of English language teaching	Is	Auxiliaries
6	students are better able to acquire	Are	
7	in English language teaching has therefore become indispensable	Has	
8	and materials which can expedite	Can	
9	While these affordances may be widely available to all	May	
10	the concept of using modern technology is not merely limited	After Preposition of	Gerund
11	the global technological revolution by adopting modern technological	After Preposition by	
12	teachers often play a key role in operating the different tools	After Preposition in	
13	its positive impact on the learning process	On	Preposition of Time
14	it implicates students in the practical processes of language learning	In	
15	and the effect of using technology on the learning process	On	Preposition of place
16	the use of computers in the class	In	
17	Bordbar (2010) investigated the reasons and factors behind language teachers	Behind	
18	and the cultural environment that surrounds the introduction of IT into schools	Into	

19	In fact, it is clear both that students are more likely to learn from electronic...	Simple Present	Tenses
20	media-based pedagogies have assumed considerable prominence technology has penetrated the field of teaching	Simple Perfect	
21	The results found that almost all the teachers held positive attitudes	Past Tense	
22	The findings of the research support the proven futility of traditional English teaching methods	Affirmative	English Pattern
23	the concept of using modern technology is not merely limited	Negative	
24	English language teachers prefer to employ modern technology	Prefer	Infinitive with to
25	students are better able to acquire	Able	
26	and materials which can expedite	Can	Infinitive without to



A graphic featuring the text 'UNIT 8' in a large, bold, black font. The text is centered within a light gray rounded rectangle, which is itself centered within a larger, white trapezoidal shape with a black outline. The background is white with a faint watermark of the word 'DU'.

Teaching Goals	Students have the ability to describe someone or something using the words adjective and adverb well
Teaching Materials	<ul style="list-style-type: none"> <li>• Adjective and adverb</li> <li>• Describing people</li> <li>• Describing things</li> </ul>
Skill, Components and Structure of English	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary enhancement</li> <li>• Speaking</li> </ul>
Evaluation	Practices, Games
Lecturers	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

## **Adjectives**

Adjectives are words that describe other things, can be person or nouns.

Examples:

- Appearance : beautiful, handsome, clear, dusty
- Color : black, pink, red, dark, white, purple
- Condition : broken, good, dead, healthy
- Personality : happy, sad, annoying, bored, brave

- Quantity : countless, bountiful, ample, vacant, full
- Sense : hot, cold, bitter, sweet, rough
- Shape : big, small, tiny, tall, slim, broad, circular
- Time : ancient, daily, monthly, short, young, old

## Comparative and Superlative Adjectives

1. The use of comparative adjectives to show change or make comparisons:
  - This house is **wider**, but it's much **more expensive**.
  - She is feeling **happier** now.
  - I think I want to eat that **smaller** piece of burger. I am still full.
  - Mrs Ema is slimmer than Miss dinda.
  - Room B is narrower than another room.
2. The use “**than**” when we want to compare one thing to another:
  - The museum is **farther than** the station from here.
  - My house is **cleaner than** her house.
  - Jim is **taller than** Roni.
3. When we want to describe how something or someone change, we can use **two comparatives with and**:
  - This orchid flower is getting **bigger and bigger**.
  - Houses in Idjen Boulevard are getting **more and more expensive**.
  - After doing so much exercises, she gets **slimmer and slimmer**.
4. We often use the with comparative adjectives to show that one thing depends on another:
  - **The more** practices you did, **the better** you get the marks.
  - **The faster** you drive, **the more dangerous** it is.
  - **The harder you do, the better achievement you will get**
5. We use **Superlative** to mention the “**most**” of certain adjectives
  - Johny is **the smartest** student in the class
  - Bill is **the most handsome** guy in this school
  - Today is **the best day** of my life
  - Ann and Ben are siblings. Ann is **the oldest**.
  - He is the wisest top manager.
  - This data is the most complete she got.

## Comparative and Superlative Forms

### → Adjectives with one syllable

Usually if an adjective has only one syllable, we add 'er' to make the comparative form. We add 'est' to make the superlative form.

clean → cleaner / cleanest

cold → colder / coldest

wet → wetter / wettest

big → bigger / biggest

dry → drier / driest

nice → nicer / nicest

large → larger / largest

fun → more fun / most fun (NOT funner / funnest)

real → more real / most real (NOT realer / realest)

right → more right / most right (NOT righter / rightest)

wrong → more wrong / most wrong (NOT wronger / wrongest)

### → Adjectives with two syllables

For adjectives with two syllables, we generally use 'more' or 'most'.

careful → more careful / most careful

bored → more bored / most bored

Adjectives with two syllables that end in 'y' usually can add 'er' or 'est' (y generally changes to i). It's also fine to use 'more' or 'most'.

dirty → dirtier / dirtiest

pretty → prettier / prettiest

happy → happier / happiest

ugly → uglier / ugliest

### → Adjectives with more than two syllables

Adjectives with more than two syllables can only make their comparative by using 'more' and their superlative by using 'most'.

beautiful → more beautiful / most beautiful

intelligent → more intelligent / most intelligent

interesting → more interesting / most interesting

expensive → more expensive / most expensive

### → Irregular adjectives

There are also some irregular adjectives. We just need to learn these forms.

good → better → best

bad → worse → worst

far → further → furthest

little → less → least

much → more → most

### Practices

#### **Change the adjectives into comparative forms.**

1. Dolphins are ..... (intelligent) than turtles.
2. Kalimantan is ..... (large) than Java.
3. Debby is ..... (old) than Bobby.
4. Mathematics class is ..... (boring) than my English class.
5. Los Angeles is ..... (busy) than Nevada.
6. Nesy is ..... (fat) than her twin sister.
7. Lena is ..... (diligent) than any of her friends.
8. This villa is a lot ..... (comfortable) than my house.
9. Linda is.... (slim) than aria
10. The plot of the scene is.... (complex) than the real incidents

#### **Fill in the blanks with comparative/superlative adjectives.**

1. Sherly is \_\_\_\_\_ girl in our class.  
[ pretty ]
2. Leo is \_\_\_\_\_ than nick.  
[ tall ]
3. I think Jimmy Neutron is \_\_\_\_\_ boy in our school.  
[ clever ]
4. This river is \_\_\_\_\_ in our city.  
[ long ]

5. Those tasks are \_\_\_\_\_ in the Math tests yesterday.  
[ difficult ]
6. Milly draws \_\_\_\_\_ pictures of flowers in the contest.  
[ good ]
7. These red books are \_\_\_\_\_ than the blue ones.  
[ expensive ]
8. Hanny's hair is \_\_\_\_\_ than mine.  
[ dark ]
9. It is \_\_\_\_\_ chance to cook barbeque beef.  
[ good ]
10. Kale is \_\_\_\_\_ person I've ever known.  
[ kind ]

### **Adjectives with -ing and -ed**

A lot of adjectives are made from verbs by adding *-ing* or *-ed*:

#### ***-ing* adjectives**

The commonest *-ing* adjectives are:

a m u s i n g  
a n n o y i n g  
b o r i n g  
d i s a p p o i n t i n g  
e x c i t i n g  
i n t e r e s t i n g

f r i g h t e n i n g  
t i r i n g  
s h o c k i n g  
s u r p r i s i n g  
w o r r y i n g

If you say something is *interesting*, you mean it *interests* you:

*I read a very **interesting** article in the newspaper today.*

If you say something is *terrifying*, you mean it *terrifies* you:

*That Dracula film was absolutely **terrifying**.*

#### ***-ed* adjectives**

The commonest *-ed* adjectives are:

a n n o y e d  
b o r e d  
c l o s e d  
d e l i g h t e d  
disappointed

e x c i t e d  
f r i g h t e n e d  
t i r e d  
w o r r i e d

If something *bore*s you, you can say you feel *bored*.

*We had nothing to do. We were really **bored**.*

If something *terrifies* you, you can say you are *terrified*.

*I didn't really enjoy the Dracula film. Most of the time I was **terrified**.*

### Practices

1. I enjoyed the film but it was really \_\_\_\_\_ (frightening/frightened)
2. I am sorry, I am not really \_\_\_\_\_ (interesting/interested) in basketball.
3. I am \_\_\_\_\_ (boring/bored) with this TV series. Can we watch Youtube instead?
4. This novel is so \_\_\_\_\_ (exciting/excited).
5. I'm feeling very \_\_\_\_\_ (tiring/tired).
6. His little brother is so \_\_\_\_\_ (annoying/annoyed) that I cannot take a rest even a little bit.
7. Are you alright? You look \_\_\_\_\_ (worrying/worried)
8. Tina is afraid of spiders. They are \_\_\_\_\_ (frightening/frightened)
9. They enjoy the theater performance. It.... (amusing/amused)
10. I feel unhappy with their last decision. I am...(disappointed/disappointing)

### Adverbs

è Adverbs are used to describe verbs, adjectives or other adverbs. They are often made by adding 'ly' to the adjective.

Examples:

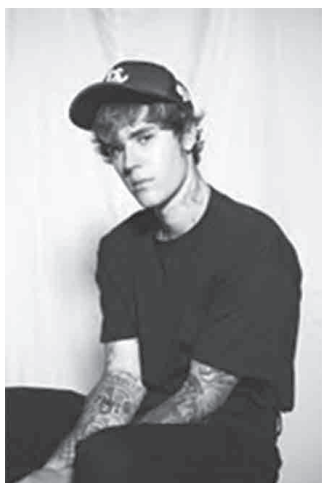
I walked **slowly** ('slowly' tells us about the verb 'walk').

They worked **quickly**.

He responded **fast**.

The minister spoke very gently.  
The queen behave politely  
We make the comparative and superlative forms of adverbs by using 'more / most'.  
She sang **loudly**.  
She sang **more loudly** than her friend.  
She sang **most loudly** in the class.  
The president more clearly than his staff.  
The king treats the people better than the government.

## Practices



Justin Bieber is a Grammy Award-winning Canadian pop star who was discovered via YouTube. His latest hits include "Let Me Love You," "Despacito (Remix)" and "I'm the One."

### **Who Is Justin Bieber?**

Justin Bieber is a Canadian singer and songwriter. Born in 1994 in Stratford, Ontario, Canada, to a single mother, Bieber took second place in a local talent competition at a young age. After his mother posted YouTube clips of her boy performing, Bieber went from an unknown, untrained singer to a budding superstar with a big-time record deal with Usher within two years. Bieber went on to become the first solo artist to have four singles enter the Top 40 before the release of a debut album. His 2009 album, *My World*, went platinum in several countries. He later experienced significant media exposure from offensive activity. Nonetheless, the singer made his comeback in 2015 with his first number one song, "What Do You Mean?" His 2017 collaboration with Luis Fonsi, "Despacito," broke the all-time record for most consecutive weeks at the number one spot on the Top 100. Bieber broke another record in early 2020 when the success of *Changes* made him the youngest artist to have seven albums reach the top spot on the *Billboard* Hot 200.

## **When and Where Was He Born?**

Justin Bieber was born on March 1, 1994, in the small town of Stratford, Ontario, Canada.

## **Height**

Justin Bieber has said he's 5-foot-9-inches tall. However based on photographs of the star next to other celebrities, there has been speculation that he measures in at 5-foot-7-inches.

## **Justin Bieber's Dad and Mom**

Justin Bieber was raised by a single mom. His dad, Jeremy Bieber, left to start a family with another woman. According to some media reports, Justin and his father weren't close growing up; his dad has been at times described as being a "deadbeat" who only resurfaced after Justin achieved YouTube fame. Jeremy reportedly considered becoming a rapper himself and has struggled with addiction problems. It was also reported that Justin had been partying with his dad just before his January 2014 arrest for driving under the influence of alcohol and drugs.

Despite their allegedly complicated relationship, Justin has maintained that he and his dad are close. In 2010, 16-year-old Justin told *Seventeen* magazine: "I have a great relationship with my dad. When I was younger, he taught me how to play some songs on the guitar, like 'Knockin' on Heaven's Door' by Bob Dylan." Justin's first tattoo, a seagull that he got in 2010, matches one his father has.

In February 2016, Justin told *GQ* magazine, "I'm a lot closer to my dad than I am to my mum." Two months later, Justin attended a party to celebrate his dad's engagement to girlfriend Chelsey Rebelow. When Jeremy became a father again in August 2018, Justin welcomed little sister Bay to the family.

## **YouTube & Rise to Fame**

Bieber always had an interest in music. His mother gave him a drum kit for his second birthday and, as he tells it, he was "basically banging on everything I could get my hands on." But it was an obscure talent contest in his hometown, in which the 12-year-old Bieber finished second that put him on the road to superstardom. As a way to share his singing with family, Justin and his mom began posting clips of Bieber performing covers of Stevie Wonder, Michael Jackson and Ne-Yo on YouTube.

### **Reading comprehension questions**

1. Give information about the man?
2. Describe his appearance based on the photo!
3. Mention his achievements!
4. Identify the adjectives you found in the text above!

DUMMYY

DUMMYY

# UNIT 9

Teaching Goals	Students are able to give and ask about the directions in English well
Teaching Materials	<ul style="list-style-type: none"> <li>• Giving and asking direction</li> <li>• Practice and drawing a map</li> </ul>
Skills	Speaking, Writing
Evaluation	Practices
Lecturers	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

### **Before asking for directions**

**Starting to conversation kindly is very good way.**

Examples:

- Excuse me / Excuse me sir or madam.
- I am new here.
- I'm lost.
- I am sorry to interrupt you, but...
- Excuse me, could you help me, please?
- I am sorry.
- Sorry, I am not from around here.
- Excuse me madam, I seemed to be lost.
- Hello / Hello sir or madam.

## Asking for directions

- ❖ Sometimes we or someone need to find a place. And we need to ask someone else for help. When we're asking for directions to someone, we use some phrases.

Examples:

- **Can you give me directions to** the nearest hospital?
- Are we **on the right road for London?**
- **How do you get to** the bus stop?
- **Where is the carnival?**
- **Where can I find** the nearest car park?
- **How do I get to** library?
- **Is there a pet shop near here?**
- **Where is the nearest** post office?
- **Do you know where** the shopping center is?
- **Is there a sports shop around here?**
- **Can you tell me how to get to** train station from here?
- **How can I get to** the pub?
- **What's the best way to get to** the amusement park from here?
- **What's the quickest way to get to** the airport from here?
- **What's the easiest way to get to** the nearest drugstore from here?
- **Could you tell me where the** nearest grocery store is?
- **How do you get to** the supermarket **from here?**
- **I am looking for this address, am I in the right place / how can I get there?**

## Sentences used for asking directions

How can I get to ...?

Where is the ...?

How far is the ... from the ...?

Is there a ... around here?

Could you tell me how to get to ...?

How do I find ...?

Pardon me, I'm lost. how do I get to ...?

Which is the best way to ...?

Could you direct me to ...?  
Which way do I go to get to ...?  
What's the best way to ...?  
Excuse me, do you know where the ... is?  
Is this the right way for ...?

### **Giving Directions**

❖ When somebody is asking directions to us, we can use these phrases to give them directions to where they want to go.

- Go straight ahead.
- Turn back/go back.
- Turn left/right.
- Go along ...
- Cross ...
- Take the first/second road on the left/right.
- It's on the left/right.
- Go past.
- The easiest way is to ...
- The best way is to ...
- It's on the corner
- It's in the middle of the block.
- It is opposite to...

### **Asking for repetition**

If you ask direction to somebody and you didn't catch what they have told you, you can ask the to repeat what they told by using these sentences:

- Sorry, I didn't catch that.
- Could you say that again please?
- Could you repeat it again please?
- What did you say the street's name was?
- Could you speak up please?
- Could you speak a little louder?
- Could you show me please?

### **Vocabulary to use**

Straight – Lurus  
Left – Kiri  
Right – Kanan  
Past – Lewat  
Cross – Menyebrang  
Between – Antara  
Behind – Di belakang  
Up – Atas  
Down – Bawah  
Front – Depan  
Beside – Samping  
Near – Dekat  
Opposite / Across – Seberang  
Roundabout – Bundaran  
Sidewalk – Trotoar  
Street – Jalan  
Road – Jalanan  
Corner – Pojok  
Highway – Jalan raya  
Crossroad – Perempatan  
Junction – Persimpangan jalan  
T-junction – Pertigaan  
Signpost – Rambu jalan  
Walkway – Gang / Jalan setapak  
Intersection – Persimpangan  
Bridge – Jembatan  
Freeway – Jalan bebas hambatan  
Lane – Jalur  
Overpass – Jembatan penyebrangan  
Alley – Gang  
Boulevard – Jalan raya  
Tunnel – Terowongan  
Shortcut – Jalan potong  
West – Barat  
Northwest – Barat Laut  
North – Utara  
Northeast – Timur Laut

- East – Timur
- Southeast – Tenggara
- South – Selatan
- Southwest – Barat Daya
- Zebra cross / Jalur penyebrangan pejalan kaki
- Traffic lights – Lampu lalu lintas
- Country road – Jalanan pedesaan
- Exit ramp – Jalan keluar



**Finishing conversation**

- Thanks for your help. Bye.
- Thank you for helping. Good bye.
- Thank you for spending your time with me. Have a nice day!

**Examples**

Look at this map.

### Conversation 1

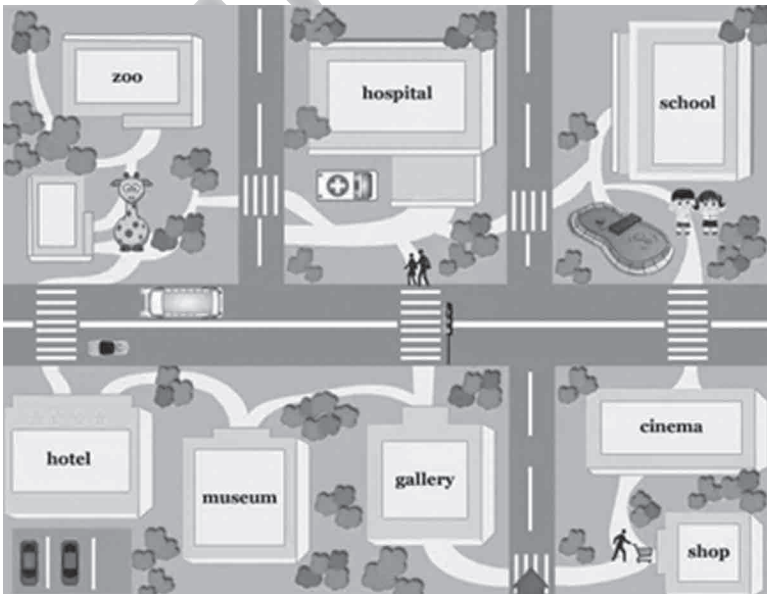
- Anne : Excuse me, I think I am lost. Could you tell me how to get to the hospital?
- Bill : Sure. Just go straight until you find a roundabout and then turn left. The hospital is on your right. Next to the police station.
- Anne : Thank you for your help.

### Conversation 2

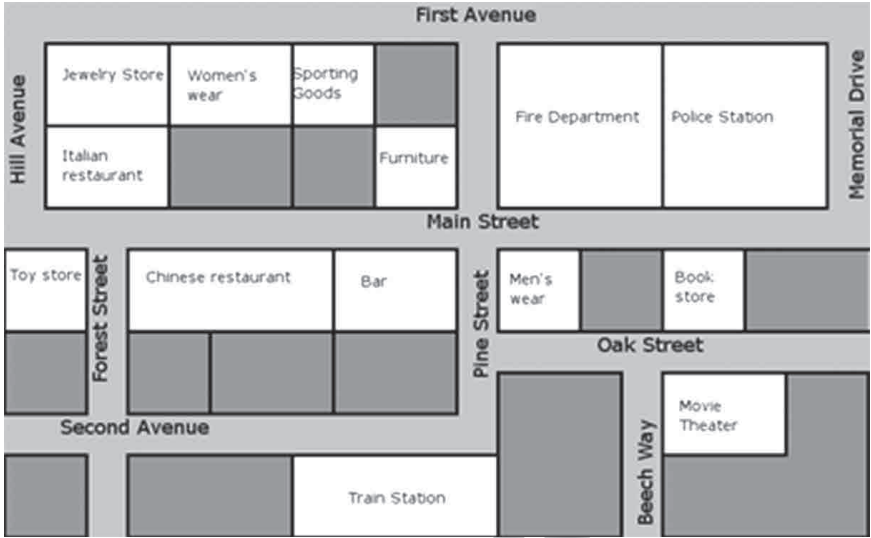
- Anne : Good afternoon, can you give me the directions to the factory?
- Bill : Go straight until you find the traffic lights. Then turn right. The factory is on your right.
- Anne : Sorry, I don't catch that. Can you repeat that?
- Bill : Go straight until you find the traffic lights. Then turn right. The factory is on your right.
- Anne : Okay, thank you very much.

### Practices

#### Map 1



# Map 2



DUMMI

DUMMYY

# UNIT 10

Teaching Goals	The students have the ability to identify many kinds of nouns and pronouns.
Teaching Materials	<ul style="list-style-type: none"> <li>• Reading a text</li> <li>• Nouns and pronouns</li> </ul>
Skill Components and Structure of English	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Grammar</li> </ul>
Evaluation	Practices, Tasks
Lecturers	Prof. Dra. Dwi Ima, M.Hum.  Latifatul Isro'iyah, S.S., M.Pd.

## Nouns

A noun is a word that names something, such as a person, place, thing, or idea. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or adjective.

### Types of Nouns

#### Common Nouns

Common nouns are used to name a GENERAL type of person, place or thing.

Examples of common nouns: girl, city, animal, friend, house, food,

gallery, store, kitchen, fan, stove, soup, handle, fruits, snack, computer, handphone, bag, baggage, cable and so on.

### **Proper Nouns**

Proper nouns are used to name a SPECIFIC person, place or thing. In English, proper nouns begin with a capital letter.

Examples of proper nouns: John, London, Pluto, Monday, France, Denmark, Singapore, Arabian, Merapi, Britain, Canada, Italia, Paris, Jakarta, Bali, Solo, Papua and so on.

### **Compound Nouns**

Compound nouns are two or more words that create a noun. Compound nouns are sometimes one word (haircut), words joined by a hyphen (son-in-law) or as separate words (bus stop). The main stress is normally on the first part of the compound word (**s**unglasses, **s**wimming pool)

Examples of compound nouns: toothbrush, rainfall, sailboat, mother-in-law, well-being, alarm clock, credit card

### **Countable Nouns**

Countable nouns are nouns that CAN be counted. They have a singular and a plural form and can be used with a number. Sometimes countable nouns are called *count nouns*.

Examples of countable nouns: car, desk, cup, house, bike, eye, butterfly, cow, flower, fork, spoon, motor car, letter, form, document, sheet, paper, purse, wallet, tree, leave, city etc.

### **Uncountable Nouns**

Uncountable nouns are nouns that CANNOT be counted. These are sometimes called Mass Nouns. Uncountable nouns often refer to:

- substances: paper, wood, plastic
- liquids: milk, oil, juice
- gases: air, oxygen
- abstract ideas: happiness, time, information

Examples of uncountable nouns: water, coffee, cheese, sand, furniture, skin, wool, gold, fur

## Collective Nouns

Collective nouns are words that refer to a set or group of people, animals or things.

Examples of collective nouns: staff, team, crew, herd, flock, bunch

## Concrete Nouns

Concrete nouns are nouns which refer to people and things that exist physically and that at least one of the senses can detect (can be seen, felt, heard, smelled/smelt, or tasted).

Examples of concrete nouns: dog, tree, apple, moon, coin, sock, ball, water

## Abstract Nouns

Abstract nouns are nouns that have no physical existence and are not concrete. They refer to ideas, emotions or concepts so you CANNOT see, touch, hear, smell or taste something that is an abstract noun. Many abstract nouns are uncountable.

Examples of abstract nouns: love, time, happiness, bravery, creativity, justice, freedom, speed

## Gerunds

A gerund, sometimes called a **verbal noun**, is a noun formed from a verb. Since all gerunds end in *-ing*, they are sometimes confused as being a verb (present participle).

Examples:

*Running is good for you.*

Here *running* looks like a verb because of its *-ing* ending but it is a noun (gerund) because we are talking about the **concept** of running, we are talking about a thing.

Examples of gerunds: reading, writing, dancing, thinking, flying, asking, dancing etc.

## Pronouns

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns: I, you, we, they, he, she, it, me, us, them, him, her, this, those

Example sentences: Mary is tired. **She** wants to sleep. I want **her** to dance with **me**.

**Subject pronouns** are used to replace the subject (person or thing) of a verb.

We do NOT normally say:

- John is tall and John is intelligent.  
Saying the word "John" twice is repetitive and does not sound natural.

We replace the Subject (John) that appears the second time with a **subject pronoun** to avoid repetition (and in this case to avoid saying the name *John* again.)

So, we would say:

- John is tall and **he** is intelligent.  
We replace the second "John" with the Subject Pronoun "He".

**Objects** are what is affected by the action of the subject.

- I like orange juice. (I is the subject).
- I read books. (Books is the object as it is receiving the action).
- They listen the music.
- Ria do novel analysis.
- He watched the football game.
- They enjoyed the dinner in the restaurant.
- Do not hurt him.
- The bos phoned us.
- She adored you.
- I appreciated them.

PRONOUNS	
Subject Pronoun	Object Pronoun
I	Me
You	You
He	Him
She	Her
It	It
We	Us
You (plural)	You
They	Them

Object pronouns are used instead of nouns, usually because we

already know what the object is. It makes the sentence easier to read and understand and avoids repetition. We normally use object pronouns after a verb or a preposition.

Examples	
I like horses.	Subject Pronoun
Horses don't like <b>me</b> .	Object Pronoun
<b>We</b> talk to our neighbor.	Subject Pronoun
She talks to <b>us</b> .	Object Pronoun
<b>They</b> listen to the teacher.	Subject Pronoun
She listens to <b>them</b> carefully.	Object Pronoun
<b>You</b> speak very quickly.	Subject Pronoun
We watch <b>you</b> on TV.	Object Pronoun

**Possessive pronouns** are used in English to avoid repeating information that is already clear. In general, it makes the sentence less confusing because the same information is not being repeated. This book is *my book*, not *your book*. (Sounds repetitive) This book is **mine**, not **yours**. (Mine and yours are **possessive pronouns**)

In the sentence, **mine** is a possessive pronoun that replaces *my book*. In the sentence, **yours** is a possessive pronoun that replaces *your book*.

The **possessive pronouns** in English are as follows:

Subject	P o s s e s s i v e Pronouns
I	Mine
You	Yours
He	His
She	Hers
It	Its
We	Ours
You (pl)	Yours
They	Theirs

### Examples:

- I didn't have my umbrella, so Marta lent me **hers**.  
(I didn't have my umbrella, so Marta lent me her umbrella).
- Her car is faster than **mine**.  
(Her car is faster than my car).
- That food is **ours** and not **theirs**.  
(That food is our food and not their food).
- I know this drink is **yours**, but I need to drink something.  
(I know this drink is your drink but I need to drink something).

### Practices

#### a. Read the text below and identify the nouns.

#### Pork and Honey

At dawn the other day, when Bruin came tramping over the bog with a fat pig, Reynard Fox sat on a stone by the moor side.

"Good day, big one," said the fox; "what's that so nice that you have there? "

"Pork," said Bruin.

"Well, I have got a dainty bit too," said Reynard.

"What is that?" asked the bear.

"The biggest wild bee's comb I ever saw in my life," said Reynard.

"You don't say so," said Bruin, who grinned and licked his lips. He thought it would be nice to taste a little honey. At last he said, "Shall we swop our fare? "

"No, no!" said Reynard, "I can't do that."

The end was that they made a bet, and agreed to name three trees. If the fox could say them off faster than the bear, he was to have leave to take one bite of the bacon; but if the bear could say them faster, he was to have leave to take one sup out of the comb. Bruin thought he was sure to sup out all the honey at one breath.

"Well," said Reynard, "it's all fair and right, no doubt, but all I say is, if I win, you shall be bound to tear off the bristles where I am to bite."

"Of course," said Bruin, "I'll help you, as you can't help yourself."

So they were to begin and name the trees.

"FIR, SCOTCH FIR, SPRUCE," growled out Bruin, for he was gruff in his tongue, that he was. But for all that he only named two trees, for Fir and Scotch Fir are both the same.

"Ash, Aspen, Oak" screamed Reynard, so that the wood rang again.

So he had won the wager, and down he ran and took the heart out of the pig at one bite, and was just running off with it. But Bruin was angry because he had taken the best bit out of the whole pig, and so he laid hold of his tail and held him fast.

"Stop a bit, stop a bit," he said, and was wild with rage.

"Never mind," said the fox, "it's as we agreed on. Let me go, big guy, and I'll give you a taste of my honey."

When Bruin heard that, he let go his hold, and away went Reynard after the honey.

"Here, on this honeycomb," said Reynard, "lies a leaf, and under this leaf is a hole, and that hole you are to suck."

As he said this, he held up the comb under the bear's nose, took off the leaf, jumped up on a stone, and began to gibber and laugh, for there was neither honey nor honeycomb, but a wasp's nest, as big as a man's head, full of wasps, and out swarmed the wasps and settled on Bruin's head, and stung him in his eyes and ears, and mouth and snout. And he had such hard work to rid himself of them that he had no time to think of Reynard.

- a. Read the text carefully and mention the pronouns. Pick up one example for each kind of pronoun /noun**

## **Two Brothers**

**by Hans Christian Andersen (1859)**



None of the Danish islands, where old Thingstones, the seats of justice of our forefathers, still stand in the cornfields, and huge trees rise in the forests of beech, there lies a little town whose low houses are covered with red tiles. In one of these houses strange things were brewing over the glowing coals on

the open hearth; there was a boiling going on in glasses, and a mixing and distilling, while herbs were being cut up and pounded in mortars. An elderly man looked after it all.

“One must only do the right thing,” he said; “yes, the right—the correct thing. One must find out the truth concerning every created particle, and keep to that.”

In the room with the good housewife sat her two sons; they were still small, but had great thoughts. Their mother, too, had always spoken to them of right and justice, and exhorted them to keep to the truth, which she said was the countenance of the Lord in this world.

The elder of the boys looked roguish and enterprising. He took a delight in reading of the forces of nature, of the sun and the moon; no fairy tale pleased him so much. Oh, how beautiful it must be, he thought, to go on voyages of discovery, or to find out how to imitate the wings of birds and then to be able to fly! Yes, to find that out was the right thing. Father was right, and mother was right—truth holds the world together.

The younger brother was quieter, and buried himself entirely in his books. When he read about Jacob dressing himself in sheepskins to personify Esau, and so to usurp his brother’s birthright, he would clench his little fist in anger against the deceiver; when he read of tyrants and of the injustice and wickedness of the world, tears would come into his eyes, and he was quite filled with the thought of the justice and truth which must and would triumph.

One evening he was lying in bed, but the curtains were not yet drawn close, and the light streamed in upon him; he had taken his book into bed with him, for he wanted to finish reading the story of Solon. His thoughts lifted and carried him away a wonderful distance; it seemed to him as if the bed had become a ship flying along under full sail. Was he dreaming, or what was happening? It glided over the rolling waves and across the ocean of time, and to him came the voice of Solon; spoken in a strange tongue, yet intelligible to him, he heard the Danish motto: “By law the land is ruled.”

The genius of the human race stood in the humble room, bent down over the bed and imprinted a kiss on the boy’s forehead:

“Be thou strong in fame and strong in the battle of life! With truth in thy heart fly toward the land of truth!”

The elder brother was not yet in bed; he was standing at the window looking out at the mist which rose from the meadows. They were not elves dancing out there, as their old nurse had told him; he knew better—they were vapours which were warmer than the air, and that is why they rose. A shooting star lit up the sky, and the boy’s thoughts passed in a second from the vapours of the earth up to the shining meteor. The stars gleamed in the heavens, and it seemed as if long golden threads hung down from them to the earth.

“Fly with me,” sang a voice, which the boy heard in his heart. And the mighty genius of mankind, swifter than a bird and then an arrow—swifter than anything of earthly origin—carried him out into space, where the heavenly bodies are bound together by the rays that pass from star to star. Our earth revolved in the thin air, and the cities upon it seemed to lie close to each other. Through the spheres echoed the words:

“What is near, what is far, when thou art lifted by the mighty genius of mind?”

And again, the boy stood by the window, gazing out, whilst his younger brother lay in bed. Their mother called them by their names: “Anders Sandøe” and “Hans Christian.”

Denmark and the whole world know them—the two brothers.



DUMMYY

# UNIT 11

Teaching Goals	Students have the knowledge and ability to be opinionated and express opinions with the correct language and wording
Teaching Materials	<ul style="list-style-type: none"> <li>• Reading a text</li> <li>• Giving opinions</li> <li>• Making suggestion/pro/contra</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> <li>• Group discussion</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Practices, Tasks</li> </ul>
Lecturers	Prof. Dra. Dwi Ima, M.Hum.  Latifatul Isro'iyah, S.S., M.Pd.

In many occasions, sometimes we need to express our opinions about something. When we give our opinion, we say what we think, feel or believe about something or somebody. There are some phrases you can use to give opinions:

### Giving Opinions

- I think...

- I believe...
- In my opinion,
- For me,
- Personally, I think...
- From my point of view ...
- As far as I'm concerned,
- My personal view is that...
- In my point of view,
- It seems to me that ...
- To my mind,
- I personally believe ...

The examples:

1. I think her decision is good.
2. I believe the program will run well if it is done as the required procedures.
3. In my opinion, the price is much more influenced by the demand.
4. For me, the policy always changed when the boss wants to get the promotion.

### **Agreeing**

- That's right!
- Absolutely!
- Exactly!
- Me too!
- Yes, I agree!
- I totally agree!
- You're right. That's a good point.

- This is absolutely right
- I couldn't agree more
- I completely agree with you
- I agree with this opinion

### **Disagreeing**

- I don't agree!
- I totally disagree!
- Absolutely not!
- That's not right!
- I'm not sure about that
- I think you're wrong
- I don't think so
- I'm afraid I can't agree with you
- That's not the way I see it
- I don't feel the same
- I'd be inclined to disagree

### **Asking for Opinions**

- Don't you think (that) ...?
- Do you agree?
- What do you think?
- What do you think about... (this)?
- Do you think that's right?
- What's your view?
- Are you OK with that?
- What do you think/reckon?
- Do you see what I'm getting at?

- Do you know/see what I mean?
- Do you agree with me?
- Would you go along with that?
- Would you agree with me that ...?

The examples:

- What are your thoughts on that?

### **Suggesting**

- Why don't we ...?
- Shall we ...?
- Would you like to ...?
- Would you like to ...?
- Let's ...
- What about ...?
- How about ...?

The examples:

1. Why do not we have joint research?
2. Shall we distribute the questionnaire?
3. would you like to share this information with them?
4. How about our appointment?
5. Would you like to speak up about the football tragedy?

### **Responding to suggestion**

- Yes, Ok.
- That's a good idea
- That sounds great

- That seems nice
- No, I don't think so
- I'm not sure about it
- I'd prefer to

## Interrupting

Sometimes, if we are exchanging opinions with other people, we may want to interrupt them politely.

- Excuse me, can I just say ...?
- Could I come in here ...?
- Sorry to interrupt but ...
- Yes, I know, but ...
- Just a moment, let me ...

### Example 1

Trevor : Have you heard about our school's plan to ban smartphones in the school?

Matt : Yeah

Trevor : What do you think about it?

Matt : Well, I think that's fair enough.

Trevor : Why do you think so?

Matt : You see... Smartphones have caused so much trouble in our class. Remember yesterday's history class? Our teacher got very angry because was interrupt by smartphone ringing many times. This may happen again and again.

Trevor : Eh... Yea...

Matt : Another thing is... Smartphones have caused a kind of stupid competition.

Trevor : What do you mean?

Matt : You know, everyone seems to compete to have the latest model.

Trevor : Yes, I feel that too.

Matt : So, it's a good idea if the school doesn't allow students to use their smartphone in the school.

### **Example 2**

Maggie : Tina, what do you think is the best action to reduce global warming?

Tina : I think everyone should start changing their life styles.

Maggie : What do you mean?

Tina : Well, we have to start to do what we can, to help reduce global warming.

Maggie : What do you suggest that we should do?

Tina : Well, there are lots of things that we can do. We should start saving electricity, recycling things, using public transportation, buying and consuming as much as we need only. Basically, just save anything that we can.

Maggie : That's a great idea. I will do that.

### **Example 3**

Martha : These days, it seems like everything is going digital. Even shopping, check in hotels and buy a train ticket. What do you think about that?

Gilbert : You're right. I think...everything can be easier and efficient. How about you?

Martha : I think online shopping can be far less stressful than hitting the high street shop. You're right about an efficiency. And we can do shopping while doing another activity, like cooking for example.

Gilbert : Exactly. Only from your smartphone, you can get everything you need.

**Task**

Make a dialogue (as the examples above) about some issues with a pro and contra topic. Like: pembukaan area merokok di tempat umum, pembukaan lahan hutan untuk kelapa sawit, impor produk cina, dll

DUMMMY

DUMMY

# UNIT 12

Teaching Goals	Students are able to write and make job application letters in English well. A students have the ability to compile a CV letter using the right English.
Teaching Materials	<ul style="list-style-type: none"> <li>• Text analysis</li> <li>• Writing an application letter</li> <li>• Making a good CV</li> </ul>
Skill	Writing
Evaluation	Tasks
Lecturers	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

### What is a CV?

a CV, short for curriculum vitae, is a personal marketing document used to sell yourself to prospective employers. It should tell them about you, your professional history and your skills, abilities and achievements. Ultimately, it should highlight why you're the best person for the job.

A CV is required when applying for a job. In addition to your CV, employers may also require a completed application form.

### What to include in a CV?

- Personal details
- Personal profile statements
- Achievements
- Education
- Employment and work history
- Qualifications
- Skills
- Interests
- References

20 Civic Call  
Clay Cross  
LD6 9JY

Mobile: 097 552 3421

E-mail: [peter.b@live.co.uk](mailto:peter.b@live.co.uk)

## Personal Profile Statement / Career Objective

---

I am an ambitious, motivated and multi-skilled Accountant with a keen eye for detail and extensive working experience with accounts. I have excellent mathematical skills as well as being able to produce clear and concise reports offering sound advice on a variety of relevant subjects. Additionally, I am a clear and effective communicator and work well individually as well as part of a team. My excellent track-record in providing high quality results combined with my honest approach and reliable nature would make me a great asset to any organisation.

## Achievements

---

Highest Performing Graduate, PwC (2014)  
Excellence Award, Sheffield Hallam University (2013)

## Education

---

– 2013      **BSc (Honours) Mathematics**      **Sheffield Hallam University**  
Grade achieved:      [2:1]

### Relevant modules:

- Mathematical Methods
- Basic Computer Programming
- Business Mathematics
- Mathematical Analysis

– 2010      **A Level**      **Summerfield School Sixth Form**  
Grade achieved:      Mathematics: A      Physics: B      Economics: B

– 2008      **GCSEs**      **Hall Cross School**  
Grade achieved:      11 GCSEs at Grades A\*-C.

## Employment and Work Experience

---

2014 – Present      **Accountant**      **PwC**

### Key duties performed:

- Dealing with sales invoices, income, receipts and payments
- Offering tailored financial advice to both individuals and companies
- Reviewing companies' financial accounts information and offering advice and

## Accountant CV Template

- Completing and submitting VAT returns
- Preparing staff wages and managing claims for expenses
- Checking that company accounts are accurate and up-to-date
- Performing credit control duties, as and when required
- Devising and implementing cost saving measures
- Preparation of monthly payroll and administrating staff holidays and absences
- Providing financial data management for small and medium-sized companies
- Responsible for financial accounts including budgets and cash flow
- Helping to prepare annual accounts using computerised accounting systems
- Assisting junior member of staff with complex accounting and auditing cases
- Completing and submitting tax returns for self-employed workers
- Verifying financial calculations and ensuring everything is factual and correct
- Maintaining up-to-date records and ensuring everything is kept confidential

Feb 2014 – Sept 2014

Assurance Graduate

PwC

Main duties performed:

- Supporting auditing teams in carrying out research for a variety of external stakeholders and clients
- Working as part of the risk-assurance team and offering advice on reducing and managing risks within a corporate environment
- Reviewing operations and helping to increase success and reduce any risks

### Professional Training and Qualifications

- ICAEW Chartered Accountant Qualification, ACA
- AAT Advanced Diploma in Taxation and Ethics

### Skills

- I feel very confident in communicating with people from all walks of life. I have always taken the responsibility for arranging and leading group meetings
- Computer literate adept in the use of Sage, Sun Accounts and MGP
- Advanced knowledge of Microsoft Office, in particular Excel
- Able to multi-task, with the ability to prioritise workloads in face of deadlines

### Hobbies and Interests

I have recently joined my local rowing club, which is something I have never tried before, but enjoy a great deal. It has not only given me the opportunity to stay fit and healthy but it has also given me the chance to meet new people and develop my team building skills in the process.

### References

**Mr Sebastian Mellor**  
Director, PwC  
**Address:** 20 Tenby St, Crowle, I40 1WS  
**Tel:** 0323 2349 5666  
**Email:** [sebastian-mellor@live.co.uk](mailto:sebastian-mellor@live.co.uk)

**Mrs Julia Hammond**  
Lecturer, Sheffield Hallam University  
**Address:** 1 Oozells St, Dewsbury, W10 4PJ  
**Tel:** 0330 2412 9999  
**Email:** [hammond.j@gmail.com](mailto:hammond.j@gmail.com)

Page 2 of 2

## 1. Personal details

The personal details are located in the very top of your CV form. It includes your name, address, your mobile phone number, and emails. It is essential to put your phone and email address as it

will be easier to the recruiter to contact you.

- **Email:** The email address should be professional (e.g. first and last name), definitely **not** something like cutesyalalala@yahoo.com
- **Good example:**

**David Gibbons**

57 Outlands Road, Dingley, LE16 9SJ

**Mob:** 079 3316 8158

**Email:** David.gibbons@live.co.uk

## 2. Personal profile statements

It is a short explanation which shows and tells about your achievements and skills, your work experiences, your career history and your ambitions.

The statements must be brief and specific. Try to avoid words that is not to the point and unimportant.

You need to highlight more on the skill and your personal qualities which are relevant to the job you are applying for.

### **Example:**

A motivated, adaptable and responsible Computing graduate seeking a position in an IT position which will utilize the professional and technical skills developed through past work experiences in this field. I have a methodical, customer-focused approach to work and a strong drive to see things through to completion. In my current job, I have managed the launch and migration of two major IT systems which was completed on time and within budget.

## 3. Achievements

In the achievements section, you can fill with the most recent and outstanding achievements you have got. It will give you the impressions about your skills and abilities.

### **Good example:**

- Implementing major systems with zero downtime and zero data loss
- Employee of the month for two consecutive months (2015)
- Member of the British Computing Society

## **4. Education**

In this education section, it contains about the information of your education and qualifications background. It explains the school you went and which universities you entered. Try to put the entries in chronological order or most recent first. Your university degree is the most essential academic achievement that you have to show. So, mention anything that has a plus-point to your education background in this section.

### **Good example:**

#### **Education and Training**

2009 – 2013    BSc Computer Science (Hons)    Aston University

- 1st Class Degree with Professional Placement

#### **Relevant Modules:**

- Professional and Social Aspects of Computing (73%)
- Data Modelling and Database Systems (59%)
- Understanding Information Systems (93%)
- Information Security (67%)
- Human-Computer Interaction (80%)

2007 – 2009    BTEC National Diploma in IT    Hall Green College

## **5. Employment and work history**

This section explains about what jobs you have done. It shows the information on your previous jobs, or the positions you have taken in your work history. Try to highlight the notable work experience since it will give you more impression of the recruiter.

### **Good example:**

#### **Employment history**

**Jun 2008 – Present    IT Manager    Maplins**

- Mentoring and training new IT staff;
- Researching, installing and configuring new computer systems;
- Ensuring that all relevant licensing laws are adhered to;
- Keeping up to date with the latest technologies.

**Oct 2003 – Jun 2008    IT Support Officer    Ladypool Warehouse Ltd.**

- Provided extensive IT support to internal and external stakeholders;
- Installed and configured computer hardware operating systems and applications;
- Monitored and maintained computer systems and networks;
- Resolved, diagnosed and solved network problems and relevant software faults.

**Jan 1999 – Sept 2003    IT Admin    West London Council**

## **6. Qualifications**

The qualification section here means an entry of your professional training, workshop, or courses that you have once taken. But if you don't have any, just remove this section out of your CV form.

### **Good example:**

- Level 3 N.V.Q. Employability Skills
- MCSE, CISCO and Office365 Certifications

## **7. Skills**

In the skills section, enter your skills and abilities that you think it will help you do the job you are applying. Just take your relevant skills that are included in this section. If there is none, just skip this section.

### **Good example:**

- Excellent knowledge of a variety of programming languages including Java, Python, C, JavaScript, PHP and SQL.
- Strong troubleshooting skills with software, hardware & network products
- Expert in networking fault diagnostics and troubleshooting,

Cisco routers, Cisco switches, routing and switching configuration and technologies

## 8. Interests

Sometimes it is good to put your hobbies to your CV, but only the relevant one. Don't put too many lists of hobbies. Just one or two that will give you additional value to the job you are applying.

### Good example:

Hobbies and interests

I enjoy reading non-fiction books, building computer networks, solving puzzles and socializing with friends and family.

## 9. References

This section is the last section of your CV. It is located in the bottom at your last CV page. The references are the contact of people who will give the recommendations about you. They have to be the people who have worked with you and know you well. This is important to give their contact details, such as their full name, their position in the company, their address, their phone number, and email.

### Good example:

**Mrs Saima Khan**

IT Executive

Maplins

**Address:** 24 St Denys Road, Postling, CT21 3QF

**Tel:** 0109 228 2091

**Email:** khan.s@flashelectronics.co.uk

## What is an application letter?

An application letter is a letter or document which is made by a person to submit to the employer of an institution to express your interest in entering the positions offered.

It is a kind of letter that shows who you are, what achievements and skills you had, to impress the intention of the HRD manager to recruit you. It should highlight the big qualification of yours in order to fit the role of the position.

### **How to write an application letter?**

1. Review information about the company and position
2. Open the letter by describing your interest
3. Outline your experience and qualifications
4. Include aspects of your personality
5. Express appreciation
6. Close the letter

#### **a) Review information about the company and position**

Try to write a new job application letter for every job vacancy you want to take. The HRD manager would think that you are specially taking an effort to apply in the position they offer.

#### **b) Open the letter by describing your interest**

In the first paragraph of your letter, mention the job title for which you're applying and where you saw the position posting. Include your specific interest in the role and company so the reader knows this is not a generic application letter. Briefly state the main experience or qualification you have that makes you a good fit.

**Example:** *"I saw the posting for the marketing intern role on my university's online job board, and I am very interested. I'm drawn to your company's mission of innovation and putting the customer first. I am in my final year of earning my bachelor's degree in marketing with a minor in communications, so I feel my educational experience has prepared me to work in a fast-paced marketing department like the one within your organization."*

### **c) Outline your experience and qualifications**

Your letter should highlight your experience, qualifications and skills, positioned in a way that aligns with the company's goals and mission.

Since a job application letter should stand on its own without a resume, it's helpful to include details about your experience that relate to the position to which you're applying.

### **d) Include aspects of your personality**

Consider how you can incorporate aspects of your personality while remaining professional. A friendly and engaging letter is likely to appeal to the reader, especially when they can get an idea of how well you might fit with the team.

### **e) Express appreciation**

Express your appreciation to the hiring manager for reviewing your letter and considering you for the position. The hiring manager is taking time out of their day to read what you have written, so expressing your gratitude for that time spent is a polite and professional way to close the document.

### **f) Close the letter**

The final line of the letter should be your full name. If you submit a hard copy of the letter, include your signature above your typed name.

#### **Examples**

Your name

Your address

Your email address

Your phone number

*Lee Jimenez*  
*483 Apple Street*  
*New York, NY 10001*  
*(212) 555-8965*  
*Lee.jones@email.com*

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

*September 15, 2019*

*Sarah Jenkins*

*Recruiter*

*Rogers Consulting*

*901 Main Street*

*New York, NY 10001*

---

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

*Dear Ms. Jenkins,*

*I am reaching out to you regarding the posting for the human resources consultant position I found on Indeed.com. I have a great interest in this position and would appreciate your consideration as a candidate for the role.*

---

Discuss some of your qualifications that would make you a good fit for the job.

In my previous experience, I worked in human resources departments to provide support across several different industries. I have worked in my current role as a human resources generalist for the past four years. Prior to this job, I worked as a human resources assistant for two years, which shows my ability to advance in my career.

Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

I have strong communication skills, which are vital to success in the HR field. I also have a bachelor's degree in human resources from Arizona State University. Throughout my education, I worked with skilled human resources professionals who have shared their insights and experience with me. Some of my strongest skills include my ability to increase employee retention through the improvement of company culture and to develop training and education programs to ensure all employees have access to the information they need to succeed and comply with legal requirements.

---

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

I appreciate your time in reviewing this letter and hope to hear from you in regard to the next steps in the hiring process. If you have any questions or need any additional information, please don't hesitate to contact me.

---

Closing [Sincerely, Best]

Your signature

Your name

Sincerely,  
Lee Jimenez

# Sample: Application Letter

1720 Magnolia Circle  
Mount Olive, NC 28365  
May 5, 2004

Ms. Jody Jobhunt, College Recruiter  
Enterprise-Rent-a-Car  
P.O. Box 1735  
Wilmington, NC 28403

Dear Ms. Jobhunt:

I am writing to express my interest in the Retail Management Trainee position you listed recently on the MOC Job Network. I have reviewed Enterprise Rent-a-Car's web page and am very impressed with your company's commitment to excellent customer service and your employee development training program. I will be graduating from Mount Olive College in August and am actively seeking a retail management position.

As you will note in the enclosed resume, I have had meaningful practical experience in both retail sales and customer service. My positions at The Gap and Belk's have given me the ability to work with a wide variety of clientele. In addition, I have completed several courses in management while pursuing my baccalaureate degree in business administration. My experiences as Secretary of the Mount Olive College Phi Beta Lambda (national business organization) and as a member of the MOC softball team have also helped my leadership and organizational skills.

I would like to explore the Retail Management Trainee position with you further. I will be in Wilmington the week of February 4<sup>th</sup> and would love to have the opportunity to speak with you at that time. I will call next week to see if we might identify a mutually convenient meeting time. Should you need additional information, please call me at (919) 658-1234. I look forward to hearing from you.

Sincerely,

*Jennifer Lee*

Jennifer Lee

# UNIT 13

Teaching Goals	<ul style="list-style-type: none"> <li>• Students are able to read and analyze the text well</li> <li>• Students can identify message in a short story text</li> </ul>
Teaching Materials	<ul style="list-style-type: none"> <li>• Text analysis</li> <li>• Reading stories</li> </ul>
Skills	Reading, Listening
Evaluation	Practices, Tasks
Lecturers	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

**Read these stories below and mention the hidden message of each story.**

## THE CAT, THE MONKEY, AND THE CHESTNUTS

A cat and a monkey were sitting one day in the chimney corner watching some chestnuts which their master had laid down to roast in the ashes. The chestnuts had begun to burst with the heat, and the monkey said to the cat, "It is plain that your paws were made especially for pulling out those chestnuts. Do you reach forth and draw them out. Your paws are, indeed, exactly like our master's

hands." The cat was greatly flattered by this speech, and reached forward for the tempting chestnuts, but scarcely had he touched the hot ashes than he drew back with a cry, for he had burnt his paw; but he tried again, and managed to pull one chestnut out; then he pulled another, and a third, though each time he singed the hair on his paws. When he could pull no more out he turned about and found that the monkey had taken the time to crack the chestnuts and eat them.

### THE FOX WITHOUT A TAIL

A fox lost his tail in escaping from a steel trap. When he began to go about again, he found that every one looked down upon or laughed at him. Not liking this, he thought to himself that if he could persuade the other foxes to cut off their tails, his own loss would not be so noticeable.

Accordingly he called together the foxes and said: "How is it that you still wear your tails? Of what use are they? They are in the way, they often get caught in traps, they are heavy to carry and not pretty to look upon.

Believe me, we are far better without them. Cut off your tails, my friends, and you will see how much more comfortable it is. I for my part have never enjoyed myself so much nor found life so pleasant as I have since I lost mine."

Upon this, a sly old fox, seeing through the trick, cried, "It seems to me, my friend, that you would not be so anxious for us to cut off our tails, if you had not already lost yours."

### THE TOWN MOUSE AND THE COUNTRY MOUSE

Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country. He was rough and ready, this cousin, but he loved his town friend and made him heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but

he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life." No sooner said than done: the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. "Good-bye, Cousin," said the Country Mouse, "What! going so soon?" said the other.

"Yes," he replied;

"Better beans and bacon in peace than cakes and ale in fear."

### **Elements of story**

There are components which are included in a story:

#### 1. Characters

Characters are those who perform and take action in the story. It can be person or animal or other creatures. The characters are divided into main characters and secondary characters.

#### 2. Setting

The setting is about the description of where and when the story takes place. In a story, it can happen in the past, present, or future time. The location can be affected by the social and the situation the characters exist.

#### 3. Plot

The plot is represented as the sequel events of a story. It is about how the story flows, going through the introduction, conflict, climax, and resolution.

#### 4. Theme

The theme of a story means the topic that the writer wants to

convey. What kind of theme the story brings, it can be evil vs good, true love, happy family, or any hidden message the writer want to view.

5. Point-of-view

The next element is the point of view. It is the way the story will be told, whether it is first person (use I and we), second-person (use you), third-person (use he, she, they).

6. Tone

A tone of the story means the mood of the story. It can be melancholic, happy, sad, etc.

7. Style

The author's style has to do with the his or her vocabulary, use of imagery, tone, or the feeling of the story. It has to do with the author's attitude toward the subject. In some short stories the tone can be ironic, humorous, cold, or dramatic. whether the author's language is full of figurative language: metaphors, symbols, personification, etc.

**Task**

Find and read a story (can be fiction, short story, fable, etc.) and identify the elements of the story.

Make a group of four people. Write a story and the dialogue. Then act as the characters of your story for next week class. (Role-Play)

# UNIT 14

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<b>Teaching Goals</b>	<ul style="list-style-type: none"><li>• Students are able to speak and play roles in short play in the classroom</li><li>• Students can improve their screewriting skills in English.</li></ul>
<b>Teaching Materials</b>	<ul style="list-style-type: none"><li>• Role play</li></ul>
<b>Skills and Components of English</b>	Speaking, Listening, Vocabulary
<b>Evaluation</b>	Practices
<b>Lecturers</b>	Prof. Dra. Dwi Ima, M.Hum. Latifatul Isro'iyah, S.S., M.Pd.

---

## Story 1

Name of the story :

Students :

The message :

## Story 2

Name of the story :

Students :

The message :

### **Story 3**

Name of the story :

Students :

The message :

### **Story 4**

Name of the story :

Students :

The message :

### **Story 5**

Name of the story :

Students :

The message :

### **Story 6**

Name of the story :

Students :

The message :

### **Story 7**

Name of the story :

Students :

The message :

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DUMMY

# UNIT 15

Teaching Goals	<ul style="list-style-type: none"> <li>• Students are able to recognize English words and rewrite the story using their own English.</li> <li>• The students understand what the film is about film.</li> <li>• The students can gain the moral message delivered through the story.</li> </ul>
Teaching Materials	<ul style="list-style-type: none"> <li>• Film studies</li> <li>• Listening sections</li> </ul>
Skills	Listening
Evaluation	Practices
Lecturers	Prof. Dra. Dwi Ima, M.Hum.  Latifatul Isro'iyah, S.S., M.Pd.

**Listen to this audio carefully.**

<https://youtu.be/SVo28xF2Le8>

[https://www.youtube.com/watch?v=APxl\\_4j26lY](https://www.youtube.com/watch?v=APxl_4j26lY)

**Take a note the words ((English Part of Speech), simple sentence, complex sentences from the story you watched**



# UNIT 16

The teaching Goals	<ul style="list-style-type: none"> <li>• Students are able to use nouns and verbs in English related to food and drink</li> <li>• Students can practice cooking by demonstration</li> <li>• Students can do English Marketing</li> </ul>
Teaching Materials	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Procedure text</li> </ul>
Skill and Component of English	Speaking, Vocabulary
Evaluation	Practices
Lecturers	Prof. Dra. Dwi Ima, M.Hum.  Latifatul Isro'iyah, S.S., M.Pd.

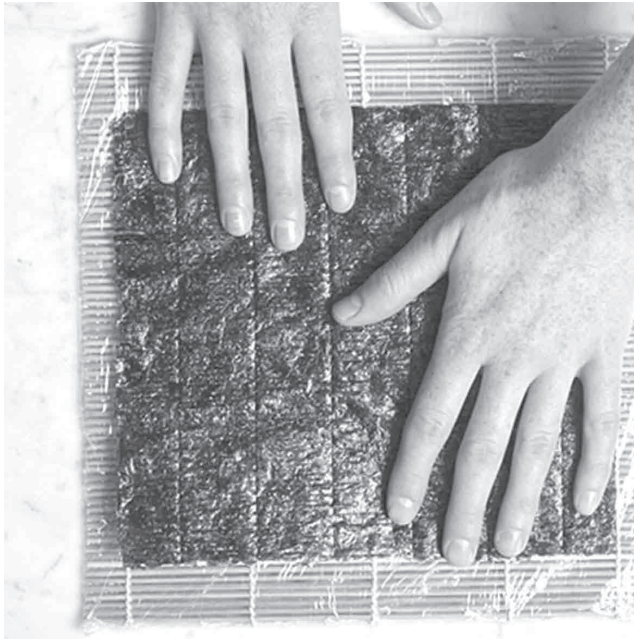


## How to Make a Sushi

Today, we are making a sushi roll. Here are the ingredients you may need:

- sushi rice
- a bamboo mat
- plastic wrap
- nori (*seaweed sheets*)
- crab meat
- avocado
- carrot
- cucumber
- mayonnaise
- cheese
- soy sauce
- toasted sesame seeds
- wasabi + pickled ginger (*optional*)

1. Place the bamboo mat on a cutting board so the bamboo strips are running horizontally to you. Spread a strip of plastic wrap over the bamboo mat. Then place a sheet (or a half sheet) of nori on the plastic wrap.



Laying nori on plastic wrap on bamboo mat | Photo by Meredith

2. Spread a thin layer of sushi rice over the nori.

Don't use too much rice. With a little practice, you'll get a feel for how much rice to use. We're spreading about 1 cup of rice per whole sheet of nori, leaving a small space at the top edge of the nori so you can seal up the roll.

**PRO TIP:** Wet your fingers as you spread the sticky sushi rice over the nori.



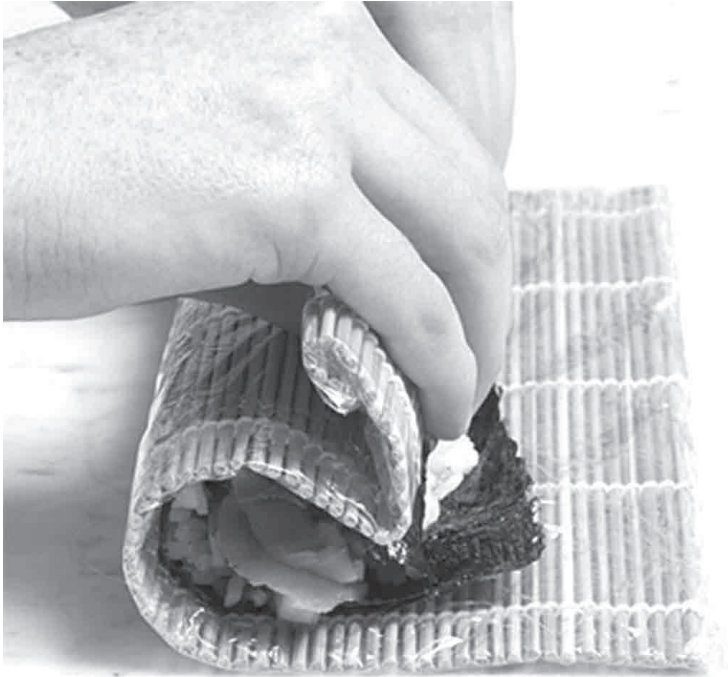
Spreading sushi rice onto nori | Photo by Meredith

3. Add your ingredients toward the center of the rice-covered nori. Don't overpack it. If you're making a roll with the rice on the outside, simply turn the nori over, placing it rice-side down on the rolling mat. Then add your ingredients to the top of the nori.



Putting ingredients toward center | Photo by Meredith

4. Gently lift the bottom of the mat up and over the sushi. Press and shape the ingredients into a tube. Roll with pressure so you get a firm roll.



Rolling sushi in bamboo mat | Photo by Meredith

5. Roll until just an inch of nori shows at the top. Seal the edge of the nori with a little cold water. Firm it up by squeezing the mat around the roll until it feels uniformly snug. Be careful not to squeeze so hard that the ingredients are smashed or come oozing out the sides. It's a fine line; with practice you'll get the feel of it.



Dampening edge with water | Photo by Meredith

6. Slice the sushi roll in half with a sharp knife on a cutting board. Then cut the sushi into 6 pieces of sushi. To get a nice clean cut, wet the knife with water each time you make a slice.



Cutting sushi | Photo by Meredith

7. Line the slices of sushi up on platters or sushi plates. Enjoy with soy sauce, wasabi paste, and pickled ginger, and a little chopped daikon if you like.

**Procedure text** is a text which shows you how to make or design or build something along with sequences, steps, and process to make it.

Procedure text usually:

- Use simple present tense
- Use imperative sentences such as: mix it, turn on, cut into, fry until....
- Use connective of sequence, such as: then, while, next, etc.
- Use numbering first, second, third, lastly, etc.

The elements of Procedure text:

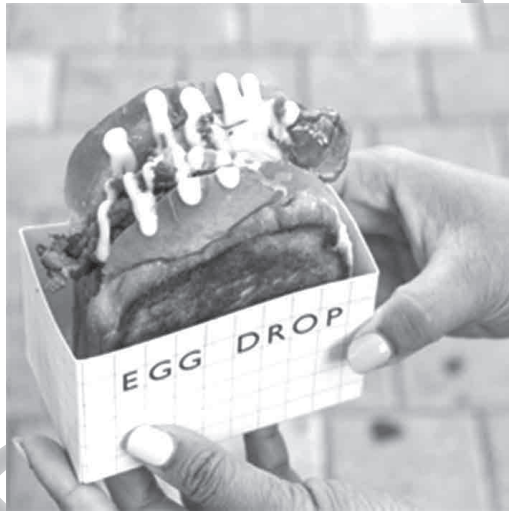
- Aim → how to make fried rice, how to build an aquarium, how to use a computer.
- Ingredients/materials needed → a cup of rice, eggs, shallots, onions, garlicks, chillies (fried rice).
- Steps/methods → first, cut the onion, garlicks, shallots, and chillies into small pieces, and then stir fry little bit, then add the eggs, mixed with the ingredients. Add rice, soy sauce, and salt, stir fry until it is mixed well and cooked.

**Practices**

**Tell your friend how to make this food:**







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DUMMYY

## AUTHOR

**Dwi Ima Herminingsih** lahir di Blitar, 20 Juni 1962. Ima menempuh pendidikan S1 di Universitas Jember pada tahun 1985 mengambil Sastra Inggris. Lalu melanjutkan ke jenjang S2 dengan prodi Pengkajian Amerika di Universitas Gadjah Mada pada tahun 1994. Ima memulai karier sebagai dosen di Universitas Tulungagung sejak tahun 1989 dengan mengampu mata kuliah Bahasa Inggris. Pada tahun 2012 menyandang gelar Doktor di bidang Pendidikan Bahasa Inggris Universitas Negeri Malang dan mendapat gelar Profesor pada tahun 2022.

**Latifatul Isro'iyah** adalah seorang dosen Universitas Tulungagung yang lahir di Tulungagung, 23 Januari 1992. Tifa, panggilan akrabnya, menempuh jenjang S1 di Universitas Negeri Malang pada tahun 2014 dan lanjut studi S2 di universitas yang sama.