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English For Institutional Course (EFIC)

Universitas Ahmad Dahlan

ENGLISH FOR INSTITUTIONAL COURSE (EFIC)



**UNIVERSITAS
AHMAD DAHLAN**

Written by:
EFIC-UAD Team

English for Institutional Course

(EFIC)

UNIVERSITAS AHMAD DAHLAN

Published by:



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(EFIC)
UNIVERSITAS AHMAD DAHLAN**

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PREFACE TO THE SECOND EDITION

The revised edition of English for Institutional Course (EFIC) is expected to fulfill the subject of English as one of institutional courses in Universitas Ahmad Dahlan (UAD) which is studied in the first semester (year). This book is designed to reach the goal for communicative approach and student-centered learning.

English for Institutional Course (EFIC) contains learning objectives, title/topic, pre-activities, activities, language function, and task. From these parts, students are expected:

1. to benefit from the opportunity to express their ideas;
2. to be more willing to speak and write actively;
3. to be ready and motivated to improve their English.

The materials of the book are taken from various sources of books, e-books, and webs which are adjusted to the students' needs and interests in this era. In addition, EFIC tries to empower and boost the students' basic English skills (listening, reading, speaking, and writing). In this edition, there are some revisions on pre-activities, activities, and tasks. This is done to accomplish the motto of UAD, which is "Moral and Intellectual Integrity".

Finally, many thanks are delivered to some parties who have great contribution to the revised edition of EFIC. They are:

1. Bapak Drs. Ishafit, M.Si., the Head of BPA (Badan Pertimbangan Akademik) of Universitas Ahmad Dahlan and the staffs;
2. The members of Editor;
3. All of the English Lecturers who participate in writing the book.
4. Some parties that cannot be mentioned one by one.

However, this book is far from being perfect, therefore criticism and suggestion are welcome.

Editors

PREFACE TO THE FIRST EDITION

The first edition of English for Institutional Course (EFIC) is expected to fulfill the subject of English as one of institutional courses in Universitas Ahmad Dahlan (UAD) which is studied in the first semester (year). This book is designed to reach the goal for communicative approach and student-centered learning.

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PLAN OF THE BOOK

No	Title/Topic	Learning Objectives	Pre-Activities	Activities	Language Function	Task
1.	Let Me Introduce...	<ol style="list-style-type: none"> To introduce oneself To introduce others 	Reading the text	Answering the questions based on the text	<ol style="list-style-type: none"> Some Types of Introduction: <ol style="list-style-type: none"> Formal Introduction Informal Introduction Pronouns To be + have (Subject-verb agreement) 	<ol style="list-style-type: none"> Putting the appropriate to <i>be/auxiliary</i> Putting the appropriate pronoun Introducing oneself Introducing others Completing the missing words Making sentences of dialogue about introducing one of favourite figures
2.	It Looks Like...	<ol style="list-style-type: none"> To describe the appearance of people, things, and places To identify people To express feelings based on a condition 	Practicing the dialogue	Answering the questions based on the dialogue	<ol style="list-style-type: none"> Describing people Describing things Describing places Describing feelings 	<ol style="list-style-type: none"> Finding someone who... Matching the objects with the characteristic Reading and completing the blank spaces in the dialogue Making a dialogue
3.	Do You Like It?	To express likes and dislikes in English	Observing a picture	Answering the questions	<ol style="list-style-type: none"> Vocab building: Expressions of like and dislike Gerund and Infinitive 	<ol style="list-style-type: none"> Class survey (Find someone who...) Filling the blank spaces in the dialogue

							<p>3. Drawing a simple illustration of a favourite person and listing the reasons of liking him/her</p> <p>4. Drawing a simple illustration of one or two things and listing the reasons of hating it/them.</p>
4.	Offering and Requesting	To make an offer and request in English	Finding the videos on the links provided, watching, listening, and understanding them	Watching and listening to the conversations on the videos, then completing the chart	<p>Modals in Offering and Requesting</p> <ol style="list-style-type: none"> Offering to do something Offering something Asking permission/asking to do something Asking someone to do something Asking for something 	<ol style="list-style-type: none"> Working individually and completing the dialogues with the expressions provided. Working in pairs and asking the partner's opinion about something 	
5	What's Your Opinion?	To express opinion in English	Watching the video on the link provided	<ol style="list-style-type: none"> Giving opinion related to the video Reading and practicing the dialogue 	<ol style="list-style-type: none"> Different ways of asking opinion (formal and informal) Different ways of Giving opinion (formal and informal) 	<ol style="list-style-type: none"> Working individually and completing the dialogues with the expressions provided. Working in pairs and asking the partner's opinion about something 	

							<p>3. Completing the sentences using someone's own ideas</p> <p>4. Reading and doing practices</p> <p>5. Understanding vocabulary</p>
6.	I Couldn't Agree More with You	To express agreement and disagreement in English	<p>1. Doing checklists</p> <p>2. Reading a dialogue and learning the expressions</p>	<p>1. Reading a dialogue and</p> <p>2. Understanding the essential vocabulary and expressions</p>	Some ways to agree, disagree, and partly disagree	<p>1. Answering the questions based on the dialogue</p> <p>2. Working in a group</p> <p>3. Listening an audio and doing the tasks</p> <p>4. Discussing a video</p> <p>5. Completing some dialogues</p>	<p>1. Answering the questions based on the dialogue</p> <p>2. Working in a group</p> <p>3. Listening an audio and doing the tasks</p> <p>4. Discussing a video</p> <p>5. Completing some dialogues</p>
7.	How to Retell a Story	To retell a story, film or book in English	Reading the text provided	Answering the questions based on the text	<p>Past tense</p> <p>1. Functions of past tense</p> <p>2. Regular and Irregular verbs of past tense</p> <p>3. Verbs ending in -y</p> <p>4. Doubling in past verbs</p> <p>5. Adverb of time</p>	<p>1. Guided Task</p> <p>a. Circling the correct forms</p> <p>2. Semi Guided Task</p> <p>a. Completing the sentences</p> <p>b. Completing the text</p> <p>3. Free Production</p> <p>a. Working in pair</p> <p>b. Watching the video and retelling the story inside</p>	<p>1. Guided Task</p> <p>a. Circling the correct forms</p> <p>2. Semi Guided Task</p> <p>a. Completing the sentences</p> <p>b. Completing the text</p> <p>3. Free Production</p> <p>a. Working in pair</p> <p>b. Watching the video and retelling the story inside</p>

8.	First, Log in to your Account	To explain the process and procedures in English	<ol style="list-style-type: none"> 1. Observing online transportation and understanding the application 2. Watching a video about how to take ablution in order 	Practicing the dialogue about using ATM	<ol style="list-style-type: none"> 1. Transition signals 2. Imperative 3. Passive voice 	<ol style="list-style-type: none"> 1. Listening to the audio and writing the steps to cook fried rice 2. Writing a procedure to order food online 3. Changing the procedures into passive voice 4. Writing the procedures to order food online 5. Making a group then writing a procedure text and practicing it in front of the class
9.	Let's Get a Job	To write application letter and CV (Curriculum Vitae) in English	Observing job vacancies	Completing the information based on pictures	<ol style="list-style-type: none"> 1. Parts of application letter 2. Example of Curriculum Vitae (CV) 3. The contents of CV 4. Examples of adjectives to describe personality 	<ol style="list-style-type: none"> 1. Choosing the correct information 2. Completing the sentences using the correct prepositions 3. Completing the application letter 4. Writing application letter based on a job vacancy from newspaper or internet 5. Making a curriculum vitae based on the job vacancy

10.	Do an Interview	To do a job interview	<ol style="list-style-type: none"> 1. Observing a picture 2. Watching and observing a video 	Completing a table containing several items in a job interview	<ol style="list-style-type: none"> 1. Expressions used in a job interview 2. FAQ in a job interview 	<ol style="list-style-type: none"> 1. Matching the questions and answers for job interview 2. Answering the questions based on certain situation in a job interview 3. Working in pair in Role play for interviewer and interviewee in a job interview
11.	Let's Present our Ideas	To present ideas in English	Observing some pictures	Preparing a good presentation (Dos and Don'ts)	<ol style="list-style-type: none"> 1. Expressions used by a master ceremony (MC) 2. Expressions used by a moderator 3. Expressions used by a presenter 	<ol style="list-style-type: none"> 1. Making a draft of power point presentation 2. Matching the expressions and function 3. Making a mini conference and recording it in a video

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UNIT 1

"Let Me Introduce ..."

LEARNING OBJECTIVES

At the end of this unit, students will be able:

- to introduce themselves
- to introduce others

A. Pre-Activities

Read the text loudly

Good morning all, allow me to introduce myself. My name is Muhammad Fikri Farrosi. I was born in Yogyakarta on July 26, 1993. I live at Jl. Pramuka no. 42 Sidikan, Umbulharjo, Yogyakarta. My hobbies are reading online newspaper and biking. I am the first child in my family. I have one younger sister, and she is a high school student. My father is a policeman and my mother is a housewife. I love my family more than anything. Well, that's my introduction for this time. Pleased to meet you.

B. Activities

Answer these questions based on the text above.

1. What is the writer's complete name?

2. How old is he?

3. Where does he come from?

4. What are his hobbies?

5. What do his parents do?

C. Language Function

1. Some Types of Introduction

a. Formal Introduction

Formal Introduction	Responses
<ul style="list-style-type: none"> • Good morning. My name is ... • Please, allow me to introduce myself. I am ... • May I introduce myself? I am ... • How do you do? My name is ... • My name's Dewi ... • Let me introduce myself. My complete name is • Good morning, how do you do? • How do you do, nice to meet you? 	<ul style="list-style-type: none"> • Good morning. I am ... • My Name is ... • And I am ... • How do you do. I am ... • And my name is ... • And my complete name is ... But please call me ... • Good morning. How do you do. • How do you do. Nice to meet you too

b. Informal introduction

Informal Introduction	Responses
<ul style="list-style-type: none"> • Hello, I am ... Nice to meet you • Hi, I am... Nice to meet you • Excuse me. I am ... what's your ? • Hi, what's your name ... • Hi. How are you? 	<ul style="list-style-type: none"> • Hi, I am ... Nice to meet you • Hello, I am ... Nice to meet you • I am ... • Hello. I am ... / My name's ... • Good/Fine. How are you?

Example 1

Hello, my name is Dewi. I was born in Sumatera on May 2, 1993, but now I live in Yogyakarta. I study at Universitas Ahmad Dahlan. I chose to study here because ...

Example 2

Hi, let me introduce myself. My name is Ismail. I'm eighteen years old. I was born on October 17, 2000 in Jakarta. I study at Universitas Ahmad Dahlan, majoring in ... I like to study here because ...

Example 3

Hello, I'm Shifa. Allow me to tell you about myself. I was born in Surabaya on May 2, 2000. Now I live in Yogyakarta. Therefore, I chose Universitas Ahmad Dahlan.

2. Pronoun

<i>Subject</i>	<i>Object</i>	<i>Possessive</i>		<i>Reflexive</i>
		<i>Adjective</i>	<i>Pronoun</i>	
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
They	Them	Their	Theirs	Themselves
We	Us	Our	Ours	Ourselves
It	It	Its	-	Itself

3. Be & Have (Subject Verb Agreement)

SUBJECT	VERB	SUBJECT	VERB
I	am/was – have	He	is/was – has
You	are/were – have	She	is/was – has

We	are/were – have	It	is/was – has
They	are/were – have	Singular	is/was – has
Plural N	are/were – have	Uncountable N	is/was – has

D. Tasks

- Put in *am, is, are, was, were, have, or has*.
 - We _____ family.
 - Look! My brother _____ over there.
 - We _____ not in Surabaya last year.
 - My sister and I _____ lecturers in Universitas Ahmad Dahlan.
 - My brother _____ feeling well today.
 - I _____ at home now. Where are you?
 - I _____ born in Jakarta in 2000.
 - She _____ two brothers.
 - Some years ago, the English Department _____ at campus two.
 - Mr. Ali and Mrs. Alya _____ two cute cats.

2. Put in an appropriate *Pronoun* in the blank.

Hello, (1) am Salha. I would like to introduce you to some members of (2) family. This is my father. (3) name is Mr. Anas. (4) is a police man. This is (5) mom. (6) name is Mrs.Zulaikha. (7) is a doctor in one of the hospitals in Yogyakarta. Here is my older sister. (8) is Vicky. She opens (9) own business at home. This is my youngest brother, Doni. (10) is still a university student. He takes engineering. (11) love each other, and respect (12) parents so much.

3. Interview one of your friends for his/her personal information then introduce him/her in front of the class.

- Name :
- Birth :
- Age :
- Address :
- Brother/Sister :

Phone :
 Education :
 Origin :
 Occupation :
 Hobbies :

4. Introducing others

Now, choose two or more of your friends and try to introduce them to the class.

Example

Ika and Intan are the students of Ahmad Dahlan University. *They* are from Surabaya. Their major is Psychology.

.....

5. Complete the missing words from the following introduction.

My name (1) _____ Anita. I (2) _____ from Jakarta, but now I (3) _____ in Yogyakarta. I (4) _____ 19 years old, and I (5) _____ in the first semester at Universitas Ahmad Dahlan. I (6) _____ a brother and a sister. (7) _____ older brother is 21 years old, and He (8) _____ a university student. We (9) _____ in the same Senior High School two years ago. My younger sister (10) _____ still in the third grade of Junior High School. She (11) _____ with our parents in Jakarta. She (12) _____ very spoiled, but now she (13) _____ very independent.

UNIT 2

“It Looks Like...”



Source: <https://www.google.com/search?q=gambar+kartun+muslim>

LEARNING OBJECTIVES

At the end of this unit, students will be able:

- to describe the appearance of people, things, and places
- to identify people
- to express feelings based on a condition

A. Pre-Activities

Read the dialogue carefully

- Joana : "Hello, girl! How's your day?"
- Winnie : "Hi... I'm great! What about you? You seem a bit irritated. Have you got your lunch? Let's order some food!"
- Joana : "I'm already full... I just met the new lecturer, Mrs. Smith, this morning."
- Winnie : "Really? I heard that she is a strict person. Is that true?"
- Joana : "Emmmm... I'm not really sure."
- Winnie : "**What does she look like?**"
- Joana : "She looks like an actress. She is tall and slim. She has brown eyes and oval face. Her nose is pointed, and she has thick eyebrows."
- Winnie : "Wow...what a beautiful lecturer! **What is she like?**"
- Joana : "Emmm...she is very punctual. I was late for about 15 minutes and she was really mad at me. I admitted that she is a really smart and creative lecturer. But, I guess she is a bit impatient to her students."
- Winnie : "Wuhuuuu... I guess I should be ready for tomorrow. I'll attend her class tomorrow morning."
- Joana : "Good luck for you then!"

B. Activities

Answer these questions based on the dialogue above.

1. Where does the conversation take place?

2. Whom does Joana talk about?

3. Does Mrs. Smith have black eyes?

4. What does winnie think about Mrs. Smith?

5. When will Winnie meet Mrs. Smith?

C. Language Function

1. Describing People

What does	he she	look like?			
He She	is	tall medium height short	and	thin. medium weight. heavy-set.	
He She	has	short, medium- length, long,	straight wavy curly	black brown blond (e)	hair.
He She	is wearing	white striped glasses.	slacks. jacket.		

What is	he she	like?				
He She	is	nice smart	friendly punctual	creative dilligent	But	impatient. strict.

- “What does he/she look like” is commonly used to ask about the physical appearance, while “What is he/she like?” is commonly used to ask about personality/characteristics.

Look at these expressions.

Age



young



middle aged



elderly

Looks



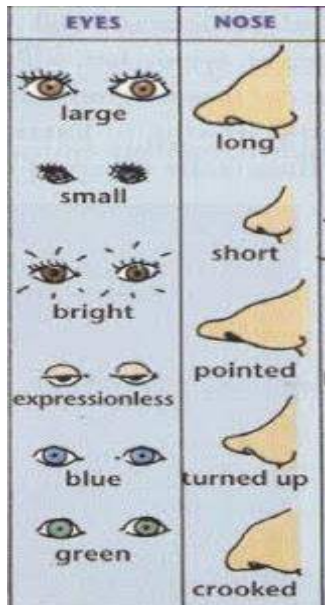
handsome



good-looking



pretty





Hair



Source: New Interchange 1 page 54, Jack C. Richards

2. Describing Things

Color	Material	Weight	Size	Shape
Red	Wood	Heavy	Small	Triangular
Bright-yellow	Leather	Light	Medium	Round
Dark-brown	Metal: aluminium, stainless steel	Weight	Large	Square
Green-neon	Plastic	Weightless	Big	Rectangular
White	Rubber		Wide	Cylindrical
	Glass			

3. Describing Places

Useful Expression

- The view is ...
- The atmosphere is ...
- It is located in ...
- The good thing about this place is ...
- A popular tourist attraction is ...
- It's well known for ...
- You can see ...
- What I don't like about it is ...















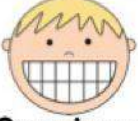












List of Adjectives

- | | | |
|-------------|---------------|------------|
| • Amazing | • Modern | • Calm |
| • Beautiful | • Ancient | • Colorful |
| • Creepy | • Impressive | • Dazzling |
| • Crowded | • Spacious | • Dry |
| • Different | • Interesting | • Fresh |

4. Describing Feelings

My Feelings From A-Z

 Angry	 Bewildered	 Confused	 Depressed
 Enthusiastic	 Frightened	 Glad	 Happy
 Irritated	 Joyful	 Kooky	 Low
 Melancholy	 Nervous	 Overjoyed	 Proud
 Queasy	 Rowdy	 Shocked	 Terrified
 Upset	 Victorious	 Worried	 (E)Xcited
 Yucky	 Zany	How do you feel today?	<p>© Kathy Ryan 2013 http://www.teacherspayteachers.com/Store/Kathy-Ryan</p>

Source: <https://www.pinterest.com/pin/287597126178244758/>

D. Tasks

1. Find your friends having the characteristics in the boxes and describe them

Choose one of the boxes below. Walk around the classroom and find the characteristics. Write the name of a different person next to each subject.

Find someone who: Wears glasses: The most diligent: The tallest:	Find someone who: Has pointed nose: Has a beard: The most friendly :
Find someone who: Wears big veil: The most creative: Skinny:	Find someone who: Has large eyes: Has oval face: The most punctual:
Find someone who: The most beautiful: Has slanted eyes: Has braces:	Find someone who: Has a mustache: Has curly hair: The most fashionable:
Find someone who: The most handsome: Has brown skin: The most silent:	Find someone who: The smartest: Has bright skin: Wears sneakers:
Find someone who: Has long hair: Wears flowery veil: The funniest:	Find someone who: Wears heels: Slim: The most friendly:



2. Match the objects on the left column (1-10) with the characteristics on the right one (a-j)

- | | |
|-------------|---|
| 1. Shoes | a. It is a means of payment and can be coin or paper. |
| 2. Ring | b. It is sharp shape and used in the kitchen. |
| 3. Lipstick | c. It has various colors and can be flat or with heels. |
| 4. Door | d. It has round shape and made of silver or gold. |
| 5. Bag | e. It is a vehicle with four wheels. |
| 6. Car | f. It is made of wax and colourful. |
| 7. Pen | g. It can be sling or backpack. |
| 8. Knife | h. It is made of glass and can show your reflection. |
| 9. Money | i. It is made of wood and has handle. |
| 10. Mirror | j. It has ink inside. |

3. Read and complete the blank spaces in the dialogue using the words listed.

Disappointed

Lucky

Sad

Yucky

Terrified

Irritated

Proud

Happy

Jaenab : "Hi, Tania! You look so worried. What's the matter?"

Tania : "I just feel like... I don't know. I cannot say it."

Jaenab : "Why? Tell me the problem. Maybe I can help you."

Tania : "Emmm... Sometimes I feel so depressed. I am also
(1)_____ because I got a really bad score in Math."

Jaenab : "Why? Do you need a friend to study with? I'm ready to help you, dear! How do you feel right now?"

Tania : "It's painful. I feel (2) _____ since I will disappoint my parents. But I am also (3) _____ because I have you as my best friend."

Jaenab : "That's OK. You just need time to study. Later, you will be (4) _____ for getting the highest score in class. Take it easy!"

Tania : " I hope so. Anyway, I've heard that you are the first winner of modelling competition last month?"

Jaenab : "Yeah... That's true."

Tania : "Oh, congratulations, Jaenab! I am so (5) _____ for having a friend like you. You are amazing!"

Jaenab : "Thank you. Let's get some ice cream to celebrate it."

4. Make your own dialogue with your partner(s) telling about your feeling by choosing one of these topics.

1. If you got 1 billion rupiahs.
2. If you meet a bear in the forest.
3. If your friend broke your smart phone.
4. If you got "D" in your lesson.
5. If you win the running competition in Asian Games.
6. If you meet Cristiano Ronaldo.
7. If you hear mysterious sound at midnight.
8. If it is blackout.
9. If you have evening classes at the campus.
10. If you go to college without make up.

UNIT 3

“Do You Like It?”

LEARNING OBJECTIVES

At the end of this unit, students will be able:
to express likes and dislikes in English

A. Pre-Activities

Look at the picture and discuss what is happening.



Source: <https://www.pinterest.co.uk/pin/391461392585338690/>

B. Activities

Answer the following questions

1. Do you like using social media?
2. What social media do you like best?
3. What is the worst social media? Why do you hate it?

C. Language Building

Expression of Likes and Dislikes

Like	Dislike
• I (really) like	• I don't like ...
• I (really) love ...	• I dislike ...
• I adore ...	• I hate ...
• I enjoy ...	• I abhor ...
• I am crazy about ...	• I detest ...
• I am very fond of ...	• I loathe ...
• I am mad about ...	• I am not keen on ...
• I am keen on ...	• I can't stand ...

Examples:

1. I am crazy about my idol.
2. She doesn't like this shirt.
3. They enjoy watching TV.

D. Language Function

1. Gerund

Gerund is the ing-form verb, in that one of the functions is to act as a noun.

Gerund = Verb1 + ing

If we put it in a sentence:

Subject + Verb + Gerund

Examples: I like *playing* badminton.

A lot of boys are fond of *playing* soccer.

I enjoy *reading* a book at night.

2. Infinitive

Other than gerund, a noun can be in the form of Infinitive. Infinitive is *to plus a verb form*.

Infinitive = to + verb1

If we put it in a sentence:

Subject + Verb + Infinitive

Examples: She loves *to meet* a new friend.

He likes *to go* to the cinema.

E. Task

1. Class Survey

Choose one of the boxes below. Walk around and ask questions. Write the name of a different person next to each subject. Compare your finding with your friends'

Find someone who

Likes mangoes _____

Detests skiing _____

Hates to eat _____

Is fond of jewellery _____

Adores listening to Qur'an recitation _____

Likes to cry _____

Abhors snakes _____

Enjoys reading _____

Loves to swim _____

Loathes jengkol _____

Is crazy about gaming _____

Dislikes to play foul _____

Adores cats _____

Is crazy about traveling _____

Hates to dress up _____

Loves coffee _____

Is not keen on gossiping _____

Doesn't like to cook _____

Likes cakes _____

Enjoy coloring _____

Dislikes to dance _____

Abhors romance movies _____

Cannot stand bullying _____

Really loves to fish _____

Is very fond of flower _____

Is not keen on lying _____

Doesn't like to study _____

Cannot stand cold _____

Really likes exercising _____

Likes to jog _____

(Source: Warren Wilson & Roger Barnard. 1992. Fifty- Fifty: A Basic Course Communicative English)

2. Fill the blank spaces in the following dialogues with suitable words/phrases. Practice the dialogue in pairs.

Dialogue 1

Fauzan visited Nathan's house, and he found his cousin in his room.

Fauzan : Hey, what are you doing?

Nathan : I am listening to Coldplay's songs.

Fauzan : Oh, _____(1) you _____(2) them?

Nathan : Yes, I _____ (3) their music. It excites me. How about you?

Fauzan : No. I _____ (4) them. I prefer Indonesian music.

Nathan : Really? What song _____ (5) you _____(6)?

Fauzan : I _____ (7) Mars Muhammadiyah.

Nathan : Oh!

Dialogue 2

That afternoon, Caroline was sitting in her terrace when she saw Rachel passing by.

Caroline : Hi Rachel, are you going somewhere?

Rachel : Hi Caroline. I am going to the market.

Caroline : Is there anything you need to buy?

Rachel : Oh, just some vegetables and fruits. My mother needs them for dinner. You can join us if you want.

Caroline : Really? Thanks for inviting me. Should I bring something?

Rachel : No, you don't have to bring anything.

Caroline : Thanks again. You are very nice.

Rachel : So, what kind of foods _____(1)?

Caroline : I _____(2) all kinds of foods with vegetables.

Rachel : Me too. I think vegetables are good for our health. But my brother _____ (3) like brocolli, so unfortunately brocolli will be exempted from tonight's dinner.

Caroline : (laugh)

3. Think about your favorite person. S/he can be one of your friends, your lecturers, or public figures. List your reasons of liking him/her.

Example:



Source: <https://www.instagram.com/p/BzrDGfHB0ng/>

I like Ust Widyanto because:

1. I like studying Islam.
2. I adore his ideas.
3. I love to listen to his jokes.

My favorite person is.....

I like him/ her because:

1. _____
2. _____
3. _____

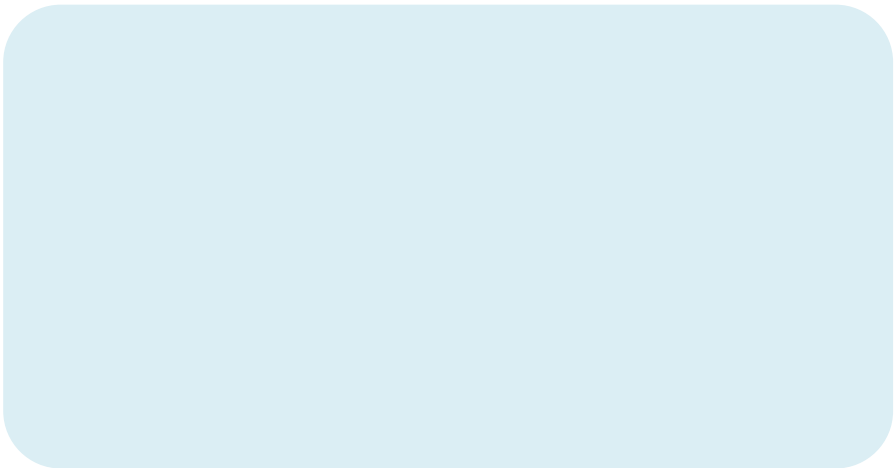
4. Draw a simple illustration of one or two things that you hate in the given space. They can be places, food, or any other things. List your reasons of hating them. Use gerunds/ to infinitives in your sentences.



Source: <http://corporatemonks.com/growth-of-fast-food-industry-in-india-is-good-or-bad/>

Examples:

1. I detest oily food.
2. I hate to be fat.
3. I don't like being unhealthy.



1. _____
2. _____
3. _____

UNIT 4

OFFERING AND REQUESTING

LEARNING OBJECTIVES

At the end of this unit, students will be able to:
make an offer and request in English

A. Pre-Activities

Find the videos below on the links provided. Watch and listen to them and discuss them with the class.

- VIDEO 1** : Oxford iSpeaker UK Conversations 32: Offering help
<https://www.youtube.com/watch?v=AvNie7-nAcw>
- VIDEO 2** : Oxford iSpeaker UK Conversations 33: Offering somebody something
<https://www.youtube.com/watch?v=g86-QpCQ8Qw>
- VIDEO 3** : PE3 2 Permissions and requests
<https://www.youtube.com/watch?v=DcY4Y3ncbcM>

B. Activities

Watch and listen to the conversations on the videos of PRE-ACTIVITIES. Complete the chart.

No.	Who are they?	What are they talking about?
VIDEO 1		
VIDEO 2		
VIDEO 3		

Watch and listen again. What are the words used to make the offerings and the requesting.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

C. Language Function

1. Modal for Offering 1

Offering to Do Something	Responses	Note
<p>I'll carry your bag. We can give you a lift.</p> <p>Can I get you a cup of coffee? Can I help you?"</p>	<p>Oh, thanks. Oh, that would be great. Thank you. That would be nice. No, it's all right. I can manage.</p>	<p>We can use will or can to offer to do something.</p>
<p>Shall we pay you the money now? Can I get a taxi for you?</p>	<p>Oh, there's no hurry. Yes, please.</p>	<p>We can also use question forms with shall or can.</p>

2. Modal for Offering 2

Offering Something	Responses	Note
<p>Would you like one of these chocolates? Would anyone like more coffee? Would you like a cup of coffee?</p>	<p>Yes, please. Thank you. No, thanks. Yes, please.</p>	<p>To offer food or drink, we use would like (<i>not</i> Do you like).</p>
<p>Will you have a biscuit? Won't you have something to drink?</p>	<p>Thank you. Not for me, thank you.</p>	<p>We can also use Will/Won't you have...?</p>
<p>Have a biscuit. (informal)</p>	<p>Thank you.</p>	<p>In informal speech we can use the imperative.</p>

3. Modal for Requesting 1

Asking permission / asking to do something		
With "I" as the subject	Responses	Note
<p><i>May I</i> (please) <i>borrow</i> your pen? May I come in?</p>	<p>Certainly. Yes, please do.</p>	<p><i>May I</i> is used to request permission. May is more formal than can and could.</p>
<p><i>Could I borrow</i> your pen (please)? Could I use your phone?</p>	<p>Yes, certainly. Yes, of course.</p>	<p>Sometimes <i>May I</i> and Could I are equally polite. Note in <i>Could I borrow your pen (please)?</i>: In a polite request, could has a present or future meaning, not a past meaning.</p>
<p><i>Might I borrow</i> your pen?</p>	<p>Of course.</p>	<p>Might I is also possible. Might I is quite formal and polite; it is used much less frequently than <i>may I</i> or <i>could I</i>.</p>
<p><i>Can I borrow</i> your pen? (informal) (on the phone) Hello, can I speak to Steve, please?</p>	<p>Yes, of course. Sure. (informal)</p>	<p>Can I is used informally to request permission, especially if the speaker is talking to someone s/he knows fairly well. Can I is usually considered a little less polite than <i>may I</i> or <i>could I</i>.</p>
<p>Do you think I could borrow your bike?</p>		<p>We say do you think I could ...? (<i>not can</i>)</p>
		<p>Often the response to a polite request is an action, such as a nod or shake of the head, or a simple "uh-huh."</p>

With Would You Mind If I/Is It All Right If I/Is It Ok If I	Responses	Note
<i>Would you mind if I closed the window?</i>	No, not at all/of course not.	Notice in <i>Would you mind if I</i> is followed by the simple past. Sometimes in informal spoken English, the simple present is used: <i>Would you mind if I close the window?</i> (Note: The simple past does not refer to past time after <i>would you mind</i> ; it refers to present or future time). The meaning of " <i>Would you mind if I closed the window?</i> ": <i>May I close the window? Is it all right if I close the window? Will it cause you any trouble or discomfort if I close the window?</i>
<i>Would you mind if I used the phone?</i>	No, that would be fine.	Another typical response might be "unh-unh," meaning "no."
Do you mind if I use your phone?	Sure. Go ahead.	
Is it all right if I come in? Is it OK if I come in?	Yes, of course.	

4. Modal for Requesting 2

Asking someone to do something		
With "you" as the subject	Responses	Note
<p>Would you pass the salt (please)?</p> <p>Would you please be quiet? I'm trying to concentrate.</p>	<p>Yes, I would be happy to.</p> <p>Yes, I'd be happy to.</p>	<p>The meaning of would you and will you in a polite request is the same. Would you is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker's tone of voice.</p>
<p>Could you pass the salt (please)?</p> <p>Could you wait a moment, please?</p> <p>Excuse me, could you tell me how to get to the airport?</p>	<p>Yes, I would be glad to.</p> <p>Yes, of course.</p>	<p>Basically, could you and would you have the same meaning. The difference is slight:</p> <p>Would you: <i>Do you want to do this please?</i></p> <p>Could you: <i>Do you want to do this please, and is it possible for you to do this?</i></p> <p>Could you and would you are equally polite.</p>
<p>Can you (please) pass the salt?</p> <p>Can you wait a moment, please?</p> <p>Liz, can you do me a favour?</p>	<p>Yes, I'd be glad to.</p>	<p>Can you is often used informally. It usually sounds less polite than could you or would you.</p>
<p>Do you think you could lend me some money until next week?</p>		<p>We say do you think you could ...? (<i>not can</i>)</p>
<p>INCORRECT: <i>May you pass the salt?</i></p>		<p>May is used only with <i>I</i> or <i>we</i> in polite requests.</p>

With <i>would you mind</i>	Responses	Note
<p><i>Would you mind closing</i> the window? Excuse me. <i>Would you mind repeating</i> that?</p>	<p>No. I'd be happy to. Not at all. I'd be glad to.</p>	<p>Notice in (c): <i>Would you mind</i> is followed by <i>-ing</i> (a gerund). The meaning in (c): <i>I don't want to cause you any trouble, but would you please close the window. Would that cause you any inconvenience?</i></p>
	<p>Sure./Okay. (<i>informal</i>)</p>	<p>The informal responses of "Sure" and "Okay" are common, but are not logical: the speaker means "No, I wouldn't mind" but seems to be saying "Yes, I would mind." Native speakers understand that the response "Sure" or "Okay" in this situation means that the speaker agrees to the request.</p>
<p><i>Would you pass</i> the salt (please)? <i>Will you</i> (please) <i>pass</i> the salt? Liz, <i>will you</i> do me a favour?</p>	<p><i>I'd like to</i> pass the salt, <i>but</i> I can't reach it. <i>I'd like to, but sorry,</i> I'm busy. <i>I'd like to, but sorry,</i> I can't at the moment. Sorry, I'm busy. Sorry, I can't at the moment.</p>	<p>A person usually responds in the affirmative to a polite request. If a negative response is necessary, a person might begin by saying "I'd like to, but ..." (e.g., "I'd like to pass the salt, but I can't reach it.").</p>

5. Modal for Requesting 3

Asking for something	Note
<p><i>Can we have our room key, please?</i> <i>Could I have a receipt, please?</i> <i>(in a shop) Can I have these postcards, please?</i> <i>(during a meal) Could I have the salt, please?</i></p>	<p>We use Can I/we have...? and Could I/we have . . .? when we ask someone to give us something.</p>
<p>May I have these postcards, please?</p>	<p>May I have ...? is also possible.</p>
<p><i>Could you give me a receipt, please?</i></p>	<p>We can also say <i>Could you give me a receipt, please?</i> but we do not use the imperative. NOT <i>Give me a receipt.</i></p>
<p><i>A large white loaf, please.</i> <i>Two coffees, please.</i></p>	<p>When we ask for something in a shop or a cafe, we can simply name what we want, but we must say please.</p>
<p><i>I'd like a chicken sandwich, please.</i> <i>I'll have a coffee.</i></p>	<p>We can also use I'd like ... or I'll have ...</p>

D. Tasks

1. Let's play "Do Me a Favour" card game.

How to use the game

RULES

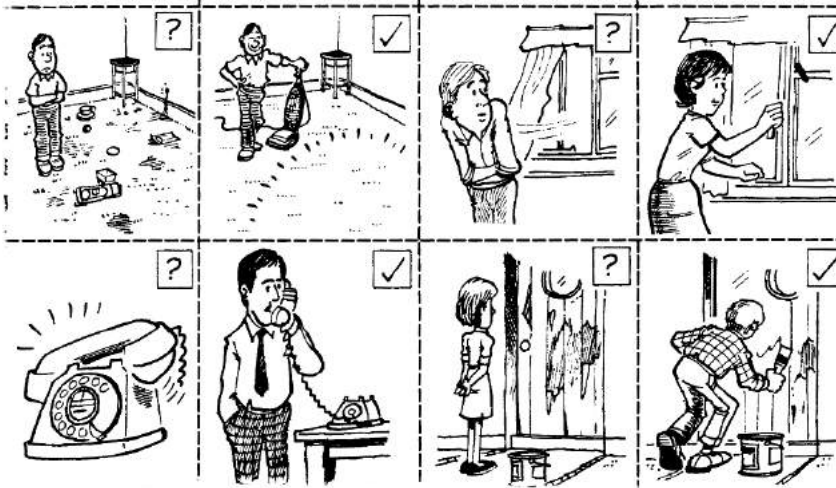
- Deal eight cards to each player.
- Put the rest of the cards face down in a pile in the middle.
- Look at your cards. They have a question mark **?** or a tick **✓** in the corner.
✓ cards are *request cards*. **?** cards are *replay cards*. If you have two that match, throw them away.
- Now begin the game.
- Player number 1 chooses a **?** card and asks any other player to do what is shown on the card, for example, *Lilli, can/could you open the door, please?*

6. If Lili has a corresponding **v** card, she must give it to the first player and say, *Yes, of course* or *Sure, OK*. The first player can then throw both cards away and have another turn.
7. If Lili hasn't got the right **v** card, she must make an excuse and say, for example, *I'm sorry, I'm busy at the moment* or *Sorry, I can't, I'm going out*. Then the first player must pick up a card from the pile.
8. Then it is the second player's turn ...
9. The first player to finish all of his/her cards is the winner.

Essential vocabulary

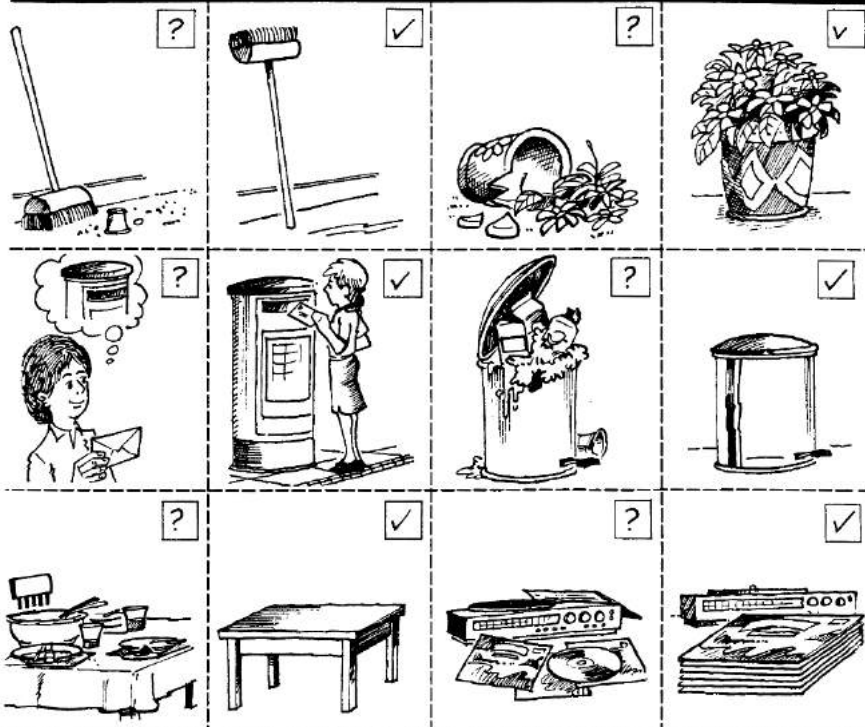
clean (the window/floor/coat/carpet), sweep (the floor), mend (the vase/window), post (the letter), empty (the bin/ashtray), clear (the table), put away (the records), tidy, make the bed, do the washing up/shopping, make the coffee, open (the door), close (the window), wash (the clothes), mow the lawn, paint (the room), answer (the telephone).

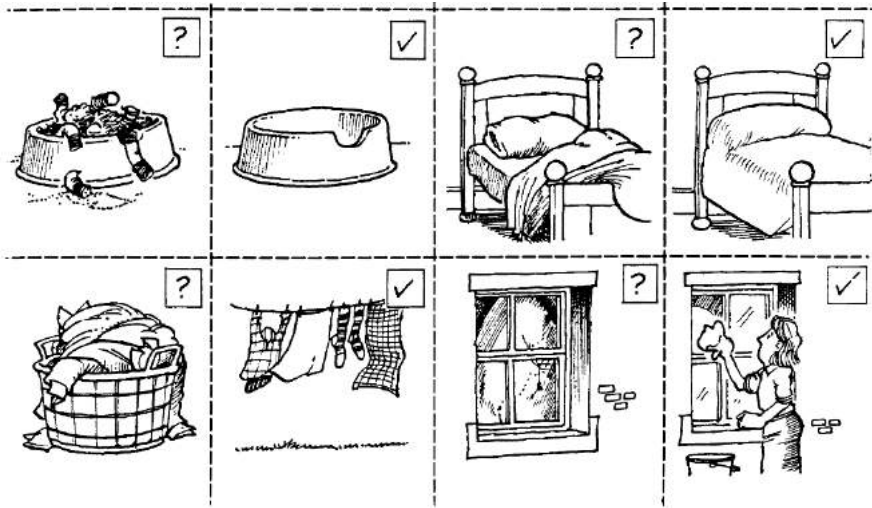




30 DO ME A FAVOUR

Elementary Communication Games, © J Hadfield 1984





2. Offering practice

What would you say in these following situations?

Example: Paul has come to see you in your boarding house. You offer him.

Would you like something to eat?

- Your friend looks thirsty. You offer him: _____
- Helen is in tired condition. You offer her: _____
- The day is hot. Robby is not comfortable. You offer him: _____
- You have 500 meters jogging with Ali, your best friend. You offer him: _____
- Chika's score is bad in Math. You offer him: _____
- A woman you know is afraid to walk home alone. You offer him: _____
- You're on a bus. You have a seat, but an elderly man is standing. You offer him: _____
- You have a car. You go the same way as Steve, who is on foot. You offer him: _____

3. Requesting practice

Complete the polite requests with your own words. Try to imagine what the speaker might say in the given situation. Number 1 has been done for you.

- a. JACK : What's the trouble, Officer?
 OFFICER : You make an illegal U-turn.
 JACK : I did?
 OFFICER : Yes. May I see your driver's license?
 JACK : Certainly. It's in my wallet.
 OFFICER : Would you please remove it from your wallet?
- b. WAITER : Good evening. Are you ready to order?
 CUSTOMER : No, we're not. Could you _____?
 WAITER : Certainly. And if you have any questions, I'd be happy to tell you about anything on the menu.
- c. SALLY : Are you driving to the meeting tonight?
 MIKE : Uh-huh, I am.
 SALLY : Could _____?
 MIKE : Sure. I'll pick you up at 7:00.
- d. MR. PNN : Something's come up, and I can't meet with you Tuesday. Would you mind _____?
 MR. GRAY : Let me check my calendar.
- e. Mechanic : What seems to be the trouble with your car?
 Customer : Something's wrong with the breaks, I think. Could _____?
 MECHANIC : Sure. Just pull the car into the garage.
- f. CLERK : May _____?
 CUSTOMER : Yes, please. Could _____?
 CLERK : Surely. Do you have a particular color in mind?
- g. SHELLY : Are you enjoying the movie?
 MIKE : Yeah, you?

- SHELLY : Yes, but I can't see over the main in front of me.
Would you mind _____?
- MIKE : Not, at all. I see two empty seats across the aisle.
- h. CARLO : I have to leave now, but I'd like to continue this
conversation later. May _____?
- ANNE : Of course. My phone is 555-1716. I'll look forward to
hearing from you.

4. Make a conversation and then tape it based on the following contexts:

1. Offering to do something
2. Offering something,
3. Asking permission / asking to do something,
4. Asking someone to do something,
5. Asking for something.

E. List of Vocabularies

The following list of vocabularies is essential based on the Offering and Requesting topic. The list presents headword, phonetic transcription, and abbreviations of part of speech.

Answer /'ɑ:nsə(r)/ <i>v</i>	Make /meɪk/ <i>v</i>
Ashtray /'æʃtreɪ/ <i>n</i>	Mend /mend/ <i>v</i>
Bed /bed/ <i>n</i>	Mow /məʊ/ <i>v</i>
Bin /bɪn/ <i>n</i>	Open /'əʊpən/ <i>v</i>
Carpet /'kɑ:pɪt/ <i>n</i>	Paint /peɪnt/ <i>v</i>
Clean /kli:n/ <i>v</i>	Post /pəʊst/ <i>v</i>
Clear /kliə(r)/ <i>v</i>	Put away /pʊt ə'weɪ/ <i>v</i>
Close /kləʊz/ <i>v</i>	Record /'recɔ:d/ <i>n</i>
Cloth /klaθ/ <i>n</i>	Room /ru:m, rʊm/ <i>n</i>
Coat /kəʊt/ <i>n</i>	Shop /ʃɑ:p/ <i>n</i>

Coffee /'kafi/ *n*

Door /dɔ:(r)/ *n*

Do /du:/ *v*

Empty /'empti/ *v*

Floor /flɔ:(r)/ *n*

Lawn /lɔ:n/ *n*

Letter /'letə(r)/ *n*

Sweep /swi:p/ *v*

Table /'teɪbl/ *n*

Telephone /'telɪfəʊn/ *n*

Tidy /'taɪdi/ *v*

Vase (vɑ:z/ *n*

Wash /wɑʃ/ *v*

Window /'wɪndəʊ/ *n*

UNIT 5

"What's Your Opinion?"

LEARNING OBJECTIVES

At the end of this unit, students will be able:
to express opinion in English.



Source: <https://www.theodysseyonline.com/opinions-and-why-yours-is-wrong>

A. Pre-Activities

Let's watch the Video



Watch the video and give your opinion related the video orally.

You can watch the video at:

https://www.youtube.com/watch?v=P5_Msrdg3Hk

B. Activities

Read and practice the following dialogue.

- Emily : Hi Tom! What are you doing?
Tommy : I'm reading a newspaper.
Emily : Any good news?
Tommy : I've just read about full day school.
Emily : So what is your opinion about that?
Tommy : In my opinion, it is useful for Indonesian education development. Because if school time is extended until 4 or 5 PM, students can learn more. So, Indonesia's educational ranking in the world can be increased.
Emily : Do you think like that? But how about the students? Don't you think it is too boring for them being in school all day?
Tommy : No, if the teacher can bring class situation more fun, giving them exciting activities, so the student will enjoy their day in school.
Emily : I think you're right.



Sumber: <https://www.istockphoto.com/photos/cartoon-man-reading-newspaper?assettype=image&sort=mostpopular&mediatype=photograp hy&phrase=cartoon%20man%20reading%20newspaper>

C. Language Function

In certain situations, both at university and in our careers, we have to give our opinions and discuss subjects that we may disagree about. It is useful to know some of the correct language so that we can agree and disagree politely without causing offence.

1. Different ways of asking for opinion:

<i>Formal</i>	<i>Informal</i>
Have you got any comments on ...	What do you think of ...?
Do you have any idea?	What do you think about ...?
Do you have any opinion on ...	What is your opinion?
Would you give me your opinion on ...?	Why do they behave like that?
What is your reaction to ...	Do you think it's going?
What is your opinion about ...?	How do you like?
What are you feeling about ...?	How was the trip?
What are your views on ...?	How do you think of his idea?
Please give me your frank opinion?	How do you feel about ...?

2. Different ways of saying what you think about something:

<i>Formal</i>	<i>Informal</i>
I personally believe ...	I think ... / I don't think ...
I personally consider ...	I don't think I care for it.
I personally think /feel ...	I think, it's good/nice/terrific ...
I hold the opinion ...	I think that awful/ not nice/ terrible ...
My own view of the matter is ...	I don't think much of it.

Well, personally ...	I think that ...
If I had my view, I would ...	In my opinion, I would rather ...
	In my case ...
	What I'm more concerned with ...
	What I have in my mind is ...
	The way I see is that ...
	No everyone will agree with me, but ...
	To my mind ...
	From my point of view ...
	For me, ...
	I believe .. / I don't believe ...

Source: <http://learnenglishteens.britishcouncil.org/>

D. Tasks

1. Work individually and complete the following dialogues with the expressions in the box.

I guess
I think that
I would say that
What do you think
What is your opinion
How do you feel
What are your views
Do you have any idea



Dialogue 1

- A : Excuse me, about this painting?
 B : I think it's great. It looks real.
 A : Ok, thanks.

Dialogue 2

- A : about the taste of meat ball?
 B : it tastes delicious.
 A : Are you sure? I don't think so.

Dialogue 3

- A : Excuse me, I think that's my bag.
 B : hmm, I don't think so. this is mine.
 A : You are right. that I made a mistake.

Dialogue 4

- A : I love these two dresses. But I have to choose one.
? Which one is suited to me?
 B : I think the dress which has peach color is suited to you.
 A : yeah, I agree with you.

Dialogue 5

- A : I've just read a novel. Here, have you read this?
 about this novel?
 B : Ah yeah, I think this novel is outstanding
 A : I think so. I believe that this novel has an interesting story.

Dialogue 6

- A : Have you heard about our school's plan to ban smartphones in the school?
 B : Yeah
 A : on it?
 B : Well, I think that's fair enough.

2. Work in pairs. Ask your friend's opinion about the following animals. Number 1 has been done for you.

- 1) Monkeys/the same as human
A : What do you think about Monkeys?
B : I don't think that they are the same as human.

- 2) Lions/can be tame
A :
B :

- 3) Zebras/run faster than horse
A :
B :

- 4) Kangaroos/can walk
A :
B :

- 5) Cheetahs/swim
A :
B :

- 6) Hippopotamus/dangerous
A :
B :

3. Complete the following sentences using your own ideas. Number 1 has been done for you.

- 1) I think that this lesson is easy to understand.
- 2) I believe that
- 3) I guess that
- 4) In my view,
- 5) I would say that

- 6) From my viewpoint
- 7) My personal view is that
- 8) In my eyes,
- 9) I assume that
- 10) As far as I'm concerned,.....

4. Read the paragraph below.

In my opinion, students are not allowed to use cell phone in schools. First of all, **I believe that** the cell phone can distract the learning process. In addition, **I think that** the students use cell phone to talk with their friends during class time and also text message or pass on answer of tests or homework. Moreover, **in my view**, the students also use the camera or another application, which becomes sort of disruption to learning. Hence, **I personally consider that** cell phone is not beneficial and in accordance with learning process.

5. Work individually and study the following picture (a) carefully. Then, write your own opinion based on the following pictures (b) and share your opinion with your friends.

a.



Source: <https://www.google.com/imgres?imgurl=http%3A%2F%2Fbsmedia>.

What do you think about gadget addiction among millennials?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

b.





Source: <https://www.google.com/imgres?imgur>

What is your opinion of adopting robots in the workplace/warehouse?

.....

.....

.....

.....

.....

.....

.....

.....

.....

Vocabulary list

Assume / V [T] /ə'sju:m/

Behave / V [I] /bɪ'heɪv/

Concerned / Adj /kən'sə:nd/

Decide / V [T] /dɪ'saɪd/

Frank / Adj /frɑŋk/

Guess / V [T] /ɡes/

Offence / N /ə'fens/

Personally / Adv /'pə:s(ə)n(ə)li/

Reaction / N /rɪ'ækj(ə)n/

View / N /vju:/

UNIT 6

“I Couldn’t Agree More with You”

LEARNING OBJECTIVES

At the end of this unit, you will be able:
To express agreement and disagreement in English



Source: <https://www.offset.com/photos/female-muslim-friends-sitting-on-bench-sharing-digital-tablet-in-city-686010>

A. Pre-Activities

1. Look at the checklist below, please tick (V) the choice according to your opinion.

Statement	Agree	Disagree
Kids should spend more time playing outdoor than playing gadget.		
Teacher should ban the use of smartphone in classroom.		
Social media gives more harm than good.		
It's dangerous to talk with stranger in Facebook.		

See and compare the answer with your classmate; did you tick the same answer? Why?

.....

.....

.....

.....

.....

.....



2. Read the dialogue below and pay attention to the bold expression.



Picture source: http://www.outlookafghanistan.net/topics.php?post_id=13228

Han and Intan are talking about technology

- Han : Hi Intan! How's life?
- Intan : Hi, Han...never better.
- Han : You know what? I just read a newspaper this morning and there was news that the government is going to block facebook in our country.
- Intan : Really, why?
- Han : I heard that the government wants to do that because there are more negative contents than the positives.
- Intan : Well, **that's exactly what I feel** about facebook now. Nowadays, people use facebook for something inappropriate.

- Han : Seriously? **I don't think so.** You know, how many people can connect because of facebook. Even you can communicate with people overseas from it.
- Intan : **No doubt about it.** However, don't you know that most of criminal cases happened because they chat with someone they have never known before? Not to mention that it happens to underage children.
- Han : We can't directly blame facebook for this case. In case of criminal happened to children, I think that we need to tell parents to pay more attention to their children. Parents need to guide them and give more education about how dangerous it is to meet stranger.
- Intan : After listening to your opinion, **I suppose you are right.** But I think there is another problem beside criminal cases, right? Hate speech for instance.
- Han : **Exactly!** Hate speech becomes another big issue why the government insists on blocking facebook.
- Intan : And what do you say about it? **I don't get it** why people are so rude to say that in social media. But in fact, they don't even have any courage.
- Han : **I couldn't agree you more.** People are likely to be someone different in social media. But again, it is not the reason to block it. There is a law that already regulates the criminal case.
- Intan : You always tell me that no reasons to close facebook. Can you give me the benefit of this social media?
- Han : Haha...Sure, not only connecting people all around the world, it also provides so many information. You know, most people use facebook now and this is why nowadays all media also have their page on it.
- Intan : Well, **I suppose you are right**

Vocabulary

1. **Inappropriate** *adjective* /ɪnə'prouprɪət/ = unsuitable:
2. **Blame** *verb* /bleɪm/to say or think that someone or something did something wrong or is responsible for something bad happening:
3. **Underage** *adjective* /ʌn.də'reɪdʒ/ younger than the lowest age at which a particular activity is legally or usually allowed:

4. **Stranger** noun /'streɪn.dʒər/ someone you do not know:
5. **Suppose** verb /sə'pəʊz/ = to think that something is likely to be true:
6. **Hate speech** noun /heit spi:tʃ/ = public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation
7. **Courage** noun /'kʌr.ɪdʒ/ = the ability to control your fear in a dangerous or difficult situation
8. **Benefit** noun /'ben.ɪ.fɪt/ = a helpful or good effect, or something intended to help
9. **Regulate** verb /'reg.jʊ.leɪt/ = to control something, especially by making it work in a particular way
10. **Media** noun /'mi:.di.ə/ = newspapers, magazines, radio and television considered as a group

B. Language Function

Here are some ways to agree, disagree, and partly disagree:

Agree	Disagree	Partly Disagree
I guess so	I'm sorry, but I don't agree	I agree up to a point, but ...
I suppose you're right	I'm sorry I can't agree with you there	I see your point, but ...
Exactly!	I'm sorry, I don't think that's right	That's partly true, but ...
That's true / That's so true	We'll have to agree to disagree	I'm not so sure about that
That's exactly how I feel	That's not always the case	I see what you mean, but ...
I'd go along with that	I don't think so	That's a good point, but ...
I agree with you	I don't see your point	I'm not sure

I couldn't agree with you more	I don't get it	Well, it depends
No doubt about it	I absolutely disagree with you	I'm not sure about that
Absolutely!		

C. Task

1. Answer the following question based on the dialogue above
 - a. What do Intan and Han talk about?
 - b. Why does the government want to block facebook in our country?
 - c. Do you think that social media gives more harm than good?
 - d. Hate speech becomes another big issue nowadays, what is Intan's opinion about it?
 - e. Explain the benefit of facebook according to Han's opinion.

2. Work in a group

Based on the conversation between Han and Intan, do you agree that the government needs to block facebook? Do you think that facebook gives more harm or good? Divide the class into 2 big groups and make a group discussion.

3. Task 3

- a. Listen to the audio and follow the instruction below:

Source:

<https://learnenglishteens.britishcouncil.org/skills/speaking/upper-intermediate-b2-speaking/pros-cons-mobile-phones>



b. Read the questions and choose the appropriate answer

1. Why did Gemma and Sam meet up?
 - a. to have something to eat
 - b. for a coffee and a chat
 - c. to do their homework together
2. Why did Gemma get a bit annoyed with Sam?
 - a. because he was checking Facebook instead of listening to her.
 - b. because he was playing a game instead of listening to her.
 - c. because he was sending a message instead of listening to her.
3. What did Gemma say was the biggest advantage of having a mobile phone?
 - a. It distracts you from things happening around you in the real world.
 - b. It's dangerous to use it while doing activities such as driving or crossing the street.
 - c. You need to recharge it quite often.
4. For Sam, what was one good thing about having a mobile phone?
 - a. You can use it to call for help in an emergency.
 - b. It allows you to stay in contact with friends while you are doing another activity.
 - c. You can use it to go online and find information for school work.

5. How long did Gemma plan to leave the phones switched off?
 - a. all day
 - b. for an hour
 - c. until they finish their drinks
6. How did Sam feel after switching off his phone?
 - a. frustrated
 - b. anxious
 - c. free

c. Complete the dialogue with the phrases from the box.

-
- | | |
|-------------------------------------|---|
| ▪ Er ... yeah but sometimes | ▪ Yeah, but |
| ▪ You're right in some ways ... but | ▪ Yeah, there are a lot of advantages ... but |
| ▪ Yeah ... but in a good way | |
-

Sam : Sorry. I was just sending a message. I was multitasking! I'm with you now.

Gemma : ¹ _____ I don't think you can send messages and talk to someone in real life at the same time! That's my point. The real-life person should come first. Don't you think?

Sam : ² _____ you just need to send a quick message . i don't think it's rude. In fact, I think it's rude to ignore the messages, actually.

Gemma : Yeah, I suppose so. ³ _____ for me, the biggest disadvantage of having a mobile phone is that we're constanly being distracted from what's happening in the real world!

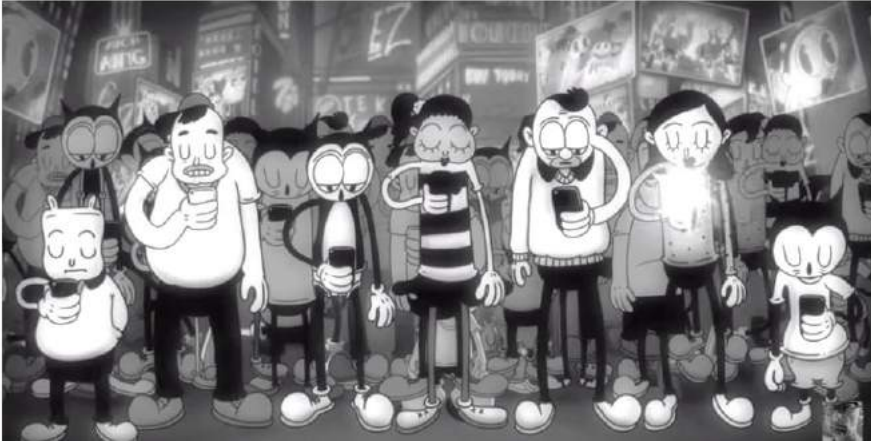
Sam : ⁴ _____. You can carry on what you're doing, and you can keep up with your friends at the same time.

Gemma : ⁵ _____ when you've got one of your best mates sitting right in front of you, maybe it's time to switch off?

-
- Shall we
 - Let's
 - come on
 - maybe it's time to
 - We've just got on
-

- Gemma : Yeah, there are a lot of advantages ... but when you've got one of your best mates sitting right in front of you.
¹ _____ switch off?
- Sam : You mean ... actually switching off our phones right now?
- Gemma : ² _____? What do you think?
- Sam : Er, OK. It'll give me something to post on Facebook later.
- Gemma : Yeah, ³ _____! Honestly, we haven't had a good chat in real life for ages.
- Sam : All right – you're absolutely right.
- Gemma : OK! Brilliant. On three then!
- Gemma : One ... two ... three ... off!
- and Sam
- Sam : Wow! We did it.
- Gemma : That didn't hurt too much!
- Sam : Not yet.
- Gemma : I've got a plan! ⁴ _____ just leave them off until we finish our drinks.
- Sam : Yeah, that might be a good idea.
- Gemma : ⁵ _____ focus on the advantages! It feels so weird knowing no one can contact me.
- Sam : Yeah, it does ... but I like this feeling of freedom. I'm going to keep mine off all day.
- Gemma : Wow. Really? Now that is something to post on Facebook. 'Sam survives a whole day without his phone!'

4. Look at these videos and do the discussion



Source: <https://www.youtube.com/watch?v=VASywEuqFd8>

- a. What is the video about?
- b. Do you agree with everything shown in the video?
- c. Have you ever done something similar in the video?
- d. What is the value that we can get from the video?

UNIT 7

How to Retell A Story

LEARNING OBJECTIVES

At the end of this unit, students will be able to retell a story, film, or book in English.

A. Pre-Activities

Rearrange these pictures into a good story.



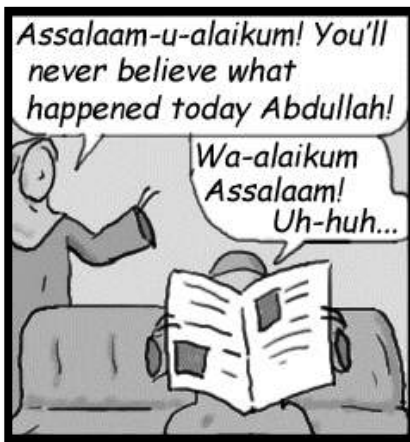
A



B



C



D



E



F

Answer: _____

B. Language Function

1. Simple Past Tense

We use the simple past to complete finished actions. We often use it in stories.

Function of Past Tense:

- When one thing happened after another in the past
- To talk about a situation that finished in the past

Example:

- a. *I wrote ten letters yesterday.*
- b. *A man walked into a police station and asked ...*

	REGULAR VERBS	IRREGULAR VERBS
(+)	<i>I/you/he/she/it/we/they worked</i>	<i>I/you/he/she/it/we/they went.</i>
(-)	Did <i>I/you/he/she/it/we/they work?</i>	Did <i>I/you/he/she/it/we/they go?</i>
(?)	<i>I/you/he/she/it/we/they did not work?</i>	<i>I/you/he/she/it/we/they did not go?</i>
	Contraction: didn't	

HOW TO MAKE REGULAR SIMPLE PAST FORMS			
<ul style="list-style-type: none"> Most verbs: + -ed After-e: + -d 	walk → walked hope → hoped	Help → helped Like → liked	Rain → rained

Small exercise:

Write the simple past.

walk..... arrive..... change..... cook.....
 hate..... live..... pass..... shave.....

VERBS ENDING IN-Y		
<ul style="list-style-type: none"> Vowel (a, e, o) + y → -yed Consonant (d, l, r etc) + y → -ied 	Play → played Try → tried	Enjoy → enjoyed Reply → replied

Small exercise:

Write the simple past.

stay..... study..... cry..... annoy.....
 carry..... hurry..... pray.....

DOUBLING (<i>stopped, planned</i> etc)		
<ul style="list-style-type: none"> One vowel + one consonant → double consonant + -ed Two vowels: don't double Two consonants: don't double Only double in STRESSED syllables 	stop → stopped (NOT stoped) seem → seemed want → wanted (NOT wanted) prefer → preferred	Plan → planned Wait → waited (NOT waitted) Help → helped But wonder → wondered

Small Exercise:

Write the simple past.

shop..... rain..... start..... rob..... slim.....
 shout..... slip..... jump..... fit..... turn.....
 visit..... regret..... develop..... learn..... open.....

With <i>irregular</i> verb, you have to learn the simple past forms one by one.			
Go → went	See → saw	Buy → bought	Pay → paid

Download irregular verbs via: <http://bit.ly/IrregularVerbsList>

Small Exercise:

Write as many of this simple past forms as you can.

become..... catch..... fall.....
 begin..... come..... feel.....
 break..... drink..... forget.....
 bring..... eat..... get.....
 give..... know.....
 hear..... learn.....
 hold..... leave.....
 keep..... let.....

Source :

https://www.pearsonelt.com/content/dam/professional/english/pearsonelt.com/SampleMaterials/Digital/MyGrammarLab_Elementary.pdf

2. Past Continuous Tense

The past continuous tense describes actions or events in a time before now, which began in the past and is still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past.

Function and example of Past Tense:

- To describe in a story written in the past tense.
e.g: The sun was shining and the birds were singing as the elephant came out of the jungle.
- To describe an unfinished action that was interrupted by another event or action.
e.g: I was dreaming about going vacation when the alarm clock rang.
- To express a change of mind
e.g: I was going to spend the day at the beach but I've decided to get my homework done instead.

		Subject	Was/were	verb+ing
(+))		<i>I/he/she/it</i>	<i>was</i>	<i>watching.</i>
		<i>You/we/they</i>	<i>were</i>	<i>reading</i>
(-)		<i>I/he/she/it</i>	<i>was not</i>	<i>watching.</i>
		<i>You/we/they</i>	<i>were not</i>	<i>reading.</i>
(?)	<i>Was</i>	<i>I/he/she/it</i>		<i>watching?</i>
	<i>Were</i>	<i>You/we/they</i>		<i>reading?</i>
Adverb of time				
<ul style="list-style-type: none"> • This morning • Last night • Yesterday • Yesterday morning • Two days ago 			<ul style="list-style-type: none"> • One week ago • Last week • Last two weeks • Last Sunday • Last Month 	
			<ul style="list-style-type: none"> • Last Year • Last Lebaran • Last holiday • In (year) 	

Example:

1. Rino went to Jakarta **yesterday morning**.
2. Dira swam in the lake **last week**.

3. Dika and Doni played football **last Sunday**.
4. **In 2010**, my father built this house.
5. **Last holiday**, I went to Bali with my friends.

C. Task

2. Circle the correct forms.

- a. Why didn't you *phone* / *phoned*?
- b. The rain *stoped* / *stopped* in the afternoon.
- c. You never *visited* / *visitted* me in hospital.
- d. When I arrived she was *making* / *making* coffee.
- e. My mother didn't *feel* / *felt* well yesterday.
- f. We usually *speak* / *spoke* French in my family when I was a child.
- g. Henry didn't *told* / *tell* the police anything.
- h. Did you *like* / *liked* the film?
- i. I didn't *saw* / *see* the accident.
- j. John *phoned* / *was phoning* just when I *went* / *was going* out.
- k. I *played* / *was playing* football a lot when I was at school.

3. Complete the sentences with the verbs below. Make sure you write the answer in Past Simple.

Walk	Enjoy	Like	Wash	travel	Finish	listen	study
------	-------	------	------	--------	--------	--------	-------

- a. Lucy her birthday presents.
- b. Last weekend, I in the mountains for 2 hours.
- c. We the party very much.
- d. Ken to his favourite CD yesterday.
- e. My sister Months for an exam.
- f. They to the USA IN 2003.
- g. Dad his car last weekend.
- h. The film at 11.30.

4. Complete the text with the correct verb.

Holiday in Bali

Last summer holiday, Diana _____ (go) to Bali with her family. She _____ (be) very excited before the journey because it _____ (be) the first time she _____ (travel) by plane. They _____ (stay) at a hotel near the sea. The weather _____ (be) sunny and very hot. In the morning, they _____ (go) to the beach. Diana likes the beach and the children love the sand.

Diana and Mum _____ (sunbathe) and the children _____ (play) ball and _____ (make) sandcastles. Dad _____ (swim) in the sea and _____ (read) the newspaper under the umbrella. We _____ (have) lunch in a restaurant near the beach. In the afternoon, they _____ (visit) interesting places. Another day, they _____ (go) out in a boat. It _____ (be) amazing. They _____ (like) the coral best. They _____ (see) different fish, some seahorses, and a jumping dolphin. They also _____ (watch) some people feeding the fish. Diana _____ (take) a lot of pictures.

Unfortunately, it _____ (rain) in the last day. However, the whole family _____ (go) to a shopping centre and _____ (buy) some souvenirs. In the afternoon, they _____ (return) home. Diana and her family _____ (have) a great time there.

5. Work in pair. Ask your mate about these questions below.

Where were you...? What did you do...?

On the last Idul Fitri, what did you do?	Where were you when you were absent?	When you fell ill, what did you do?
.....
.....
.....
.....
.....
.....
.....

When you meet your old friend, what did you do?	What did you do last holidays?	Where were you when I came last night?
--	---	---

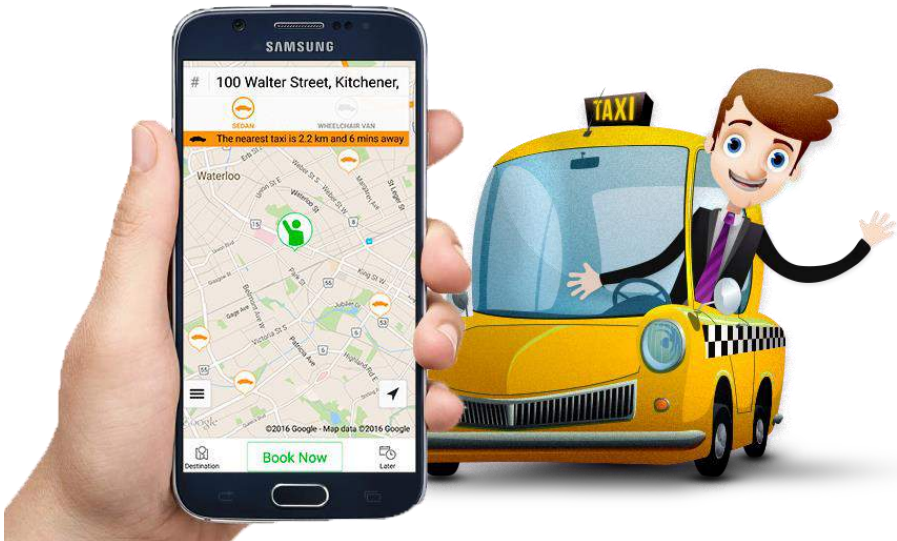
6. Watch the video untitled "The Present" and retell the story inside.
Watch the video via: <http://bit.ly/ThePresentVideo>

UNIT 8

“First, Log in to Your Account”

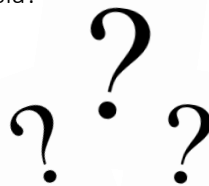
LEARNING OBJECTIVES

At the end of this unit, students will be able to explain the process and procedures in English



A. Pre-Activities

1. Do you know online transportation mode in Indonesia?
2. Do you have the applications in your smartphone?
3. Do you have experiences using its service?
4. What service do you usually use?
5. Can you explain how to order online taxi?



Watch the video about how to take ablution in order. Pay attention to the steps.

<https://www.youtube.com/watch?v=5KweAf1Z8sY>



- How many steps of ablution mentioned in the video?
- Can you mention the steps in order?
- Can you perform it in front of your friends?

B. Activities

Practice the following dialogue with your partner. Then, pay attention to the bold words.



Source: <https://www.ciptaruang.com/atm-center-senayan-city/>

- Dina : Excuse me Sir. Would you help me to use the ATM machine please?
- Security : Sure. What do you want to do?
- Dina : I want to withdraw some money.
- Security : OK. Please prepare your ATM card and I will guide you.
- Dina : Sure.
- Security : **First**, insert your ATM card with the magnetic stripe down.
- Dina : Is it like this?
- Security : Exactly. **Second**, select the language you want to use.
- Dina : OK, I will choose English.
- Security : **Then**, enter your PIN. This is your secret PIN. Don't tell anyone about your PIN including me.
- Dina : Oh, OK.
- Security : **After** that, select the transaction type. It is "Withdrawal".
- Dina : OK Sir. What's next?
- Security : **Next**, select the account type you are withdrawing from.
- Dina : Alright. I will choose from my "Saving" account.

- Security : **Then**, enter the amount of money you want to withdraw.
Dina : OK Sir.
Security : **Lastly**, take your money and end your transaction.
Dina : Oh, it is so fast and easy. Thank you Sir.
Security : My pleasure.

C. Language Function

1. Transition Signals

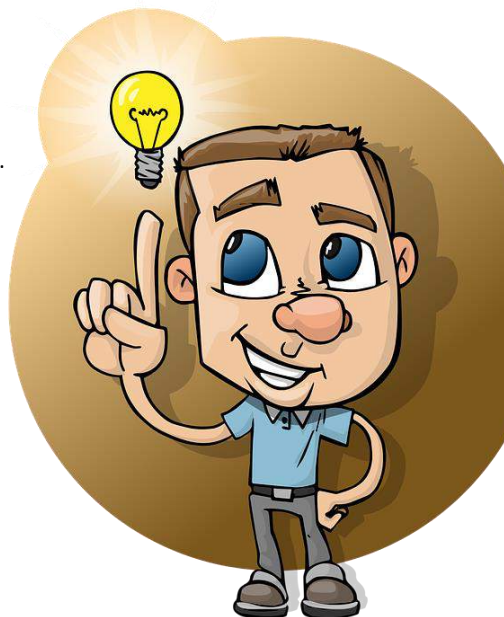
Transition signals or sequence adverbs such as "first", "next", and "lastly" are used to describe the order in which two or more actions happen. We can use the sequence adverbs in procedure text.

- **First**, insert your ATM card.
- **Second**, select the language.
- **Then**, enter your PIN.
- **After that**, select the transaction type.
- **Next**, select the account type.
- **Lastly**, take your money.



Source: <https://planyourmeetings.com>

Source: <https://ecommercemomentum.com/blog/bet-on-yourself/bright-idea/>



2. Imperative

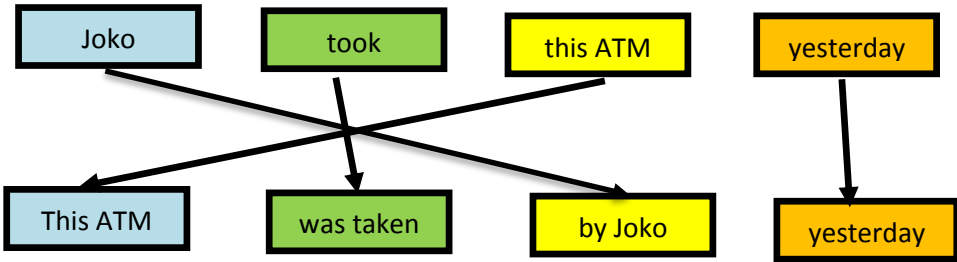
In giving instructions, we can use imperative. Imperative is used to issue a comment or instruction, make a request, or offer advice. (yourdictionary.com). Imperative sentence uses the base form of the verb, such as *fill in*, *insert*, *confirm*.

3. Passive Voice

The passive voice is used when we want to focus attention on the person or thing affected by the action. In other words, the most important thing or person becomes the subject of the sentence. It can also be used to give instruction.

TENSE	ACTIVE VOICE	PASSIVE VOICE
Present Simple	He delivers some packages.	Some packages are delivered.
Past Simple	He delivered some packages.	Some packages were delivered.
Future Simple	He will deliver some packages.	Some packages will be delivered.
Present continuous	He is delivering some packages.	Some packages are being delivered.
Past continuous	He was delivering some packages.	Some packages were being delivered.
Going to	He is going to deliver some packages.	Some packages are going to be delivered.
Present perfect	He has delivered some packages.	Some packages have been delivered.
Past perfect	He had delivered some packages.	Some packages had been delivered.
Infinitive	He has to deliver some packages.	Some packages have to be delivered.
Modals	He must deliver some packages.	Some packages must be delivered.

Example:



D. Tasks

It sounds delicious 

1. Listen to the audio and write the steps to cook fried rice with the transition signals.

<http://www.soundgrammar.com/materials/M024-SequenceAdverbsFirstEtc.html>

1	
2	
3	
4	
5	

2. How to order food online?

Open your online transportation application in your smartphone. Write the procedures to order food online. Use imperative in your writing.



Source: <https://gojekblog.com/>

3. Change the procedures into passive voice.

Growing Sunflowers

1) First, **put** some pebbles into the pad.

2) Second, **mix** topsoil with burnt soil in another container.

3) Third, **pour** them into the pod till the brim.

4) Next, **dig** a little hole in the pod using a stick.

5) Then, **place** the sunflower seeds in it.



6) After that, **layer** them with mixed soil.

7) Finally, **add** compost on top of the mixed soil.

4. Let's make something!

Work in a group of four and write a procedure text about your favorite things to make, to cook or to use. After that, practice it in front of the class with the real object.



Source: <https://image.freepik.com>

UNIT 9

“Let’s Get a Job”

LEARNING OBJECTIVES

At the end of this unit, students are able to write an application letter dan CV (Curriculum Vitae) in English.



Source: <https://imgbin.com/png/pUEcE2XW/job-interview-businessperson-job-seeker-png>

A. Pre-Activities

Look at the pictures below. Where can you find the pictures? What information can you obtain from the pictures?



ARMY PUBLIC SCHOOL FAISAL
VACANCIES AVAILABLE

Applications are invited for the following posts in Army Public School - Faisal, Karachi from dedicated individuals fulfilling criteria as shown against each:

Post	Qualification
Teacher (Male / Female)	Graduate (Preferably Masters) / B.Ed. / M.Ed. / Montessori Diploma holder preferably 2-3 years teaching experience in reputed school.
<ul style="list-style-type: none"> ◆ English ◆ Maths ◆ Economics ◆ Art ◆ Montessori Directress 	

- Attractive salary will be offered according to qualification / experience.
- **Walk in Interviews** with CV and Current Photograph.
- From **25 to 29 March 2013** between 9:00 a.m. and 12:00 p.m.

Army Public School - Faisal
Block B, S.M.C.H.S. Karachi
Call on: 021-34548923 / 34528301

Source: <https://www.ilmkidunya.com/jobs/teachers-jobs-in-army-public-school-faisal-karachi-pakistan-53575.aspx>



← ↻ <http://www.jobs-in-liverpool.com> ★

Babysitter wanted
Weekends and some evenings. Experience with children necessary.

Sol & Sombra café needs waiters and waitresses
Saturdays 10 a.m.–5 p.m.

Computer Bytes shop
Shop assistant needed Saturdays 9 a.m.–5 p.m. Good knowledge of computers necessary.

Lifeguard at Cherry Tree Road Swimming Pool
Tuesday and Thursday evenings, 5–8 p.m. Must have lifeguard certificate or qualification.

Source: <http://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/cv>

B. Activities

Look at the picture and complete the following information in the box based on the picture. Put a tick (✓) when you find the information on the picture.



PT Indonesia AirAsia

Advertised: 18-8-11 | Closing Date: 17-9-11

URGENTLY REQUIRED

In flight Service Staff (For Surabaya)

(Jakarta Raya)

Responsibilities:

- To ensure the capacity , availability and quality of AirAsia Food, Beverage and Merchandise on board (at the aircraft), to be on time , ready and proper.
- Responsible for In & Out Merchandise, Food & Beverage starting from ordering, reporting and deliver from Warehouse in to Aircraft.

Requirements:

- Male max. 27 years of age
- Attractive and good appearance
- Min. SMU
- Experience in airlines Industry Will be advantage
- Experience in warehouse or retail industry will be advantage
- Familiar with computer (Microsoft office and email
- Fair in english both oral and written will be preferable
- Able to work on shift

Source: <https://borneochannel.com/contoh-iklan-dalam-bahasa-inggris-beserta-artinya/>

Infomation	Yes	No
Name of the Company		
General Requirement/Qualification		
Address of the Company		
Submission deadline		
Phone Number or Email		

Example of Application Letter

John Donaldson
8 Sue Circle, Smithtown,
CA08067 909-555-5555
john.donaldson@emailexample.com

September 1, 2018
George Gilhooley
Times Union
87 Delaware Road
Hatfield, CA08065

Dear Mr. Gilhooley,

I am writing to apply for the programmer position advertised in the Times Union. As requested, I enclose a completed job application, my certification, my resume and three references.

The role is very appealing to me, and I believe that my strong technical experience and education make me a highly competitive candidate for this position. My key strengths that would support my success in this position include:

- I have successfully designed, developed, and supported live-use applications.
- I strive continually for excellence.
- I provide exceptional contributions to customer service for all customers.
-

With a BS degree in Computer Programming, I have a comprehensive understanding of the full lifecycle for software development projects. I also have experience in learning and applying new technologies as appropriate. Please see my resume for additional information on my experience.

I can be reached anytime via email at john.donaldson@emailexample.com or by cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Yours Sincerely,
John Donaldson

Example of CV

Gloria Gonzalez

3204 Windover Way
Houston, TX 77204
ggonzalez@email.com
000.123.4567 (Cell)

RESEARCH INTERESTS

Hispanic Literature, Latin American Literature, Peninsular Literature

EDUCATION

- Ph.D. in Spanish (US Hispanic Literature), 2016 – University of Houston. Dissertation: Quixote Reborn: The Wanderer in US Hispanic Literature. Sancho Rodriguez, Chair
- M.A. in Spanish, June 2013 – University of Houston
- B.A. in Spanish, June 2011 – University of Houston

APPOINTMENTS

Adjunct Lecturer: University of Houston, Department of Hispanic Studies, September 2016 to Present.

PUBLICATIONS

Book

Gonzalez, Gloria. Quixote Reborn: The Wanderer in US Hispanic Literature. New Haven: Yale University Press (forthcoming)

Peer-reviewed Journals

Gonzalez, Gloria. "Mexican Immigrant Stories from the Central Valley," Lady Liberty Journal, 6(1): 24-41.

Gonzalez, Gloria. "Comparing the Hispanic and European Immigrant Experience through Story," Hispanic Literature Today 12(3): 25-35.

Gonzalez, Gloria. "Yearning to Be Free: 3 Hispanic Women's Diaries," Hispanic Literature Today: 11(2): 18-31.

CONFERENCE PRESENTATIONS

2018. Gonzalez, Gloria. "Storytelling Methods in the Central Valley." Hispanic Storytelling Association Annual Conference, San Francisco, CA

2017. Gonzalez, Gloria. "When Cultures Merge: Themes of Exclusion in Mexican-American Literature." US Hispanic Literature Annual Conference, Tucson, AZ.

TEACHING EXPERIENCE

Adjunct Lecturer, University of Houston

- Mexican-American Literature, Spanish 3331
- Women in Hispanic Literature, Spanish 3350
- Spanish-American Short Story, Spanish 4339
- Graduate Teaching Assistant, Northwestern University
- Elementary Spanish 1501, 1502, 1505
- Intermediate Spanish 2301, 2302, 2610

HONORS / AWARDS

Mexico Study Abroad Summer Grant, 2016

UH Teaching Awards, 2015, 2016, 2018

Dissertation Fellowship, 2015

LANGUAGES

English (native)

Spanish (bilingual oral and written fluency)

Classical Latin (written)

MEMBERSHIPS / AFFILIATIONS

National Association of Latino Arts and Cultures

Asociación Internacional de Literatura y Cultura Femenina Hispánica

Modern Languages Association

C. Language Function

Below are the examples adjectives to describe personality

Hardworking

Industrious

Lazy

Creative

Helpful

Perfectionist

Cooperative

Knowledgeable

Punctual

Good-looking

Sloppy

Friendly

Clever

Strong

Honest

Do you think you have some of these personalities? Are there adjectives showing negative personalities?

Now look at the following pictures. What personalities should these people have?



Source: <https://muslim.okezone.com/read/2019/05/09/617/2053733/potret-pilot-cantik-berhijab-iin-irjayanti-bikin-semangat-puasa>



Source: <https://www.cio.com/article/3397137/6-ways-to-deal-with-the-great-data-scientist-shortage.html>



Source: <https://www.careerindia.com/tips/what-should-be-the-qualities-of-a-good-scientist-011569.html>

D. Tasks

1. Choose the correct information by writing the letter of the list of words in the given blanks

- | | | |
|---------------|------------------|-------------------------|
| a. Mobile | d. Education | g. Work experience |
| b. References | e. Date of birth | h. Skills and interests |
| c. Address | f. Languages | i. Email |

- 1) (...) 26 August 1997
- 2) (...) 94 Albion Street. Birmingham, B23 2TF
- 3) (...) Moore@myworld.com
- 4) (...) 0778 445 288
- 5) (...) 7 GCSEs including English, Math, and science
- 6) (...) Cashier at a large supermarket
- 7) (...) French, German
- 8) (...) Mountain biking, drawing and computer programming
- 9) (...) Mr. Williams, Albion High School, Park Drive, Birmingham

Source: <http://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/cv>

2. Complete the sentences below using the correct prepositions (at, with, in, at, to, for, of, into, from, on)

- 1) I am writing ... you with regard ... the voluntary work placement.
- 2) I am planning ... doing on a degree ... veterinary science ... university.
- 3) As you will see ... my CV, I have always shown an interest ... working ... animals
- 4) ... this position I was responsible ... taking care ... the dogs daily needs.
- 5) Undertaking a degree ... veterinary science confirms my interest ... and commitment ... the field.

Source: <http://learnenglishteens.britishcouncil.org/skills/writing/advanced-c1-writing/cover-letter>

3. Complete the application letter with the words in the box

benefited
challenges
enclosed

further
interview
invaluable

references
relevant
response
suitable

549 Shaftesbury Road
Finsbury Park
London N6 4ST

20 February 2006

Ms Angela Cartwright
Personnel Department
Speed Software Development
150-154 The Avenue
Croydon CR2 0QU

Dear Sir/Madam,

I am writing in (1) to your recent advertisement for an office administrator. Please find (2) my current CV.

I feel I would be (3) for the post for a number of reasons. Firstly, I speak excellent English, having recently passed the Cambridge First Certificate exam with a C grade. Secondly, I feel I possess the (4) import/export experience, having previously spent a fortnight working in the canteen of a French company. During this time, I gained (5) experience. I also feel my social skills and ability to communicate (6) from dealing with customer complaints in my workplace. I am now looking to put these new skills into practice.

On top of all this, I am a dedicated, motivated worker, able to act both independently and also as part of a team. In my last job, I was responsible for establishing a new system for the collection and cleaning of trays, for which I received an Employee of the Month award. I enjoy new (7) and never give less than my all.

I am available for (8) at any time and would be happy to provide (9), should you require them.

Please do not hesitate to contact me should you require any (10) Information.

I look forward to hearing from you soon,

Yours faithfully,

Terry S. Durham.

Source: ngl.cengage.com/emea/en_uk/collins/jobapplication.pdf

TASK 2. Find a job vacancy from newspaper or internet. Make your own **Application Letter** based on the job vacancy.

TASKS 3. Find a job vacancy from newspaper or internet. Make your own **Curriculum Vitae** based on the job vacancy.

E. List of Vocabularies

Candidates (n):/kæ.n.dɪ.dət/

willing (v):/wɪ.lɪŋ/

Company (n) :/kʌm.pə.ni/

sloppy (adj.): /slɒp.i/

Manager (n):/mæn.ɪ.dʒə/

graduate (v):/grædʒ.u.ət/

Excellent (adj):/ek.səl.ənt/

experience (n)://

Application (n):/æp.lɪkeɪ.ʃən/

enclose (n):/ɪn'kləʊz/

UNIT 10

“Let’s Prepare for the Interview”

LEARNING OBJECTIVES

At the end of this unit, students will be able to do job interview.



Source: <http://www.doolecommunications.com/a-job-interview-is-a-presentation/>

A. Pre-Activities

1. Look at this picture. Who are the people in the picture? What are they doing?



2. Watch the video. Who are the people in the picture? What are they doing?



Link: <https://www.youtube.com/watch?v=-6AvYC5v3vc>

B. Activities

Complete the following table. The table contains several items included in a job interview.

No.	Categories	Items
1.	Personal Details	a. Name
		b.
		c.
		d.
		e.
2.	Education background	a.
		b.
		c.
3.	Organization background	a.
		b.
		c.
4.	Achievement	a.
		b.
		c.
5.	Job Experience	a.
		b.
		c.

C. Language Function

In a job interview, both the interviewer and interviewee usually use the following expressions. Learn the expressions and use it to answer the questions in next tasks.

No.	Interviewer	Interviewee
1.	Tell about yourself	I am
2.	Tell me your strengths	I am good at ...
3.	Tell me your weaknesses	My weaknesses are....
4.	What's your goal	I want to....
5.	Why should we hire you?	Because....

D. Tasks

1. Match the following questions and answers for job interview

Questions:

- 1) Could you please tell me a little about yourself?
- 2) What are your strengths?
- 3) What are your weaknesses?
- 4) What are your short goals?
- 5) What are your long term goals?
- 6) Where do you want to see yourself in 5 years from now?
- 7) If you could change one thing about your personality, what would it be and why?
- 8) What does success mean to you?
- 9) What does failure mean to you?
- 10) Why should we hire you?

Answers:

- a. I am able to communicate easily with everyone, open-minded, fast-learner, honest, hardworker, computer literate, and I can speak English well.
- b. To be accepted in this company.
- c. 5 years from now, I want to see myself becoming professional and mastering my job.
- d. Success is when I finish my job on time and perfectly.
- e. Because I have all the qualities required by this company.
- f. Failure is when I cannot finish my job on time.
- g. I usually have a very high standard in my job. Sometimes if I work in a team I don't understand about my friends' low standard. So I will try to understand that everyone have their own standard in work.
- h. Promoted to a higher position.
- i. I love my job and I usually do it totally and sometimes I don't pay attention to the people around me.
- j. I graduated from Universitas Ahmad Dahlan majoring Psychology Department.

2. Suppose you are in a job interview for a certain profession. Use your own words to answer the following questions.

- 1) Q: Could you please tell me about yourself?
A: _____
- 2) Q: What are your positive sides?
A: _____
- 3) Q: What are your negative sides?
A: _____
- 4) Q: What are your short-term goals?
A: _____
- 5) Q: What are your long-term goals?
A: _____
- 6) Q: Where do you want to see yourself in 5 years from now?
A: _____
- 7) Q: If you could change one thing about your personality, what would it be and why?
A: _____
- 8) Q: What does success mean to you?
A: _____
- 9) Q: What does failure mean to you?
A: _____
- 10) Q: Why should we hire you?
A: _____

3. Find a partner. You are going to be the interviewer and your partner the interviewee, or vice versa. Use the expressions from the previous material to do the job interview. You can choose one of the following contexts.

1. Job interview for English teacher candidate.
2. Job interview for marketing manager candidate.
3. Job interview for research and development staff candidate.
4. (others)

E. List of Vocabularies

1. Tell /tel/
2. Yourself /jɔ: 'self/
3. Strengths /streŋθ/
4. Weaknesses /'wi:knəs/
5. Achievement /ə 'tʃi:vment/
6. Hire /'haɪər/
7. Job /dʒɒb/
8. Expectation /,ekspek'teɪʃn/
9. Success /sək'ses/
10. Failure /'feɪljər/
11. Management /'mænidʒmənt/
12. Goals /gəʊl/

UNIT 11

“Let’s Present Our Ideas”

LEARNING OBJECTIVES

At the end of this unit, students will be able to present their ideas in English



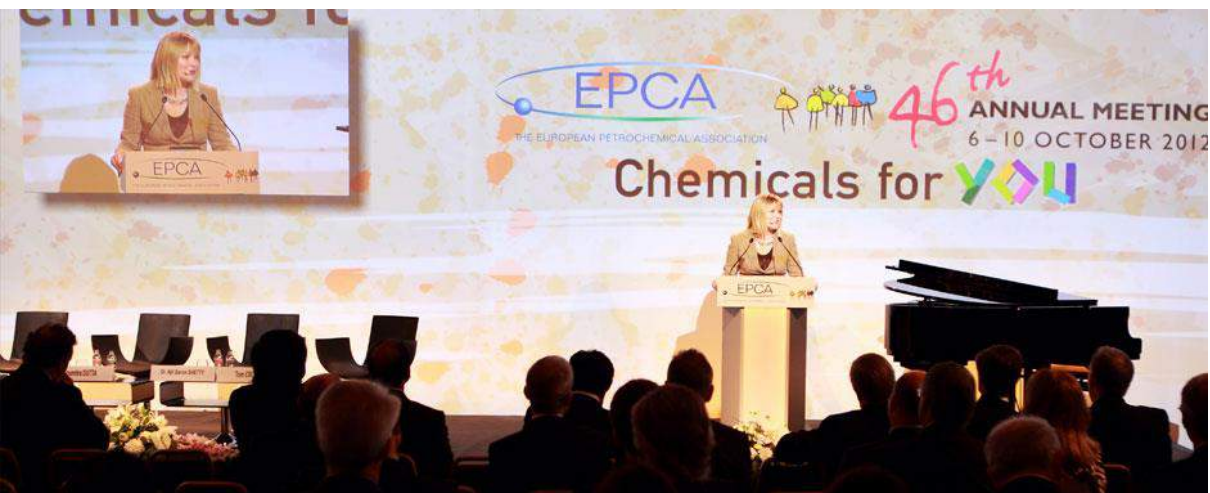
Source: <https://www.sandler.com/blog/presentation-skills-to-close-business>

A. Pre-Activities

Look at the picture.

Do you know what they are doing?

Have you ever done this kind of activity?



Source: <http://www.nadinedereza.com/services/speaker/>



Source:

<https://twitter.com/FINTECHCircle/status/1072453722763091971>

Source:

<https://marylaineviernes.org/2015/12/09/marylaine-viernes-master-of-ceremony-for-the-augustea-crew-conference/>

B. Activities

Preparing good presentation

DOs	Don'ts
<ul style="list-style-type: none"> ▪ Plan the time to prepare what you are going to say ▪ Write short notes in the point form, one idea per slide ▪ Support the headline with graphic evidence (photo, chart, diagram) ▪ Use short, simple sentences to express your idea clearly ▪ Don't speak too quickly ▪ Speak clearly and at the right volume ▪ Practice your presentation use expression to give your opinion ▪ Look at the people who are listening to you 	<ul style="list-style-type: none"> ▪ Write the whole presentation and read it aloud ▪ Put too many details on the slide (animation, decoration) ▪ Use very informal language ▪ Only look at your note card; slides

Source: <https://www.englishclub.com/speaking/presentations.htm>

C. Language Function

1. For Master of Ceremony (MC)

PARTS	POSSIBLE EXPRESSIONS
Greetings	Assalamu'alaikum Good morning/afternoon/, ladies and gentlemen Good morning gentlemen Good afternoon, ladies and gentlemen Good afternoon, everybody

Acknowledgement	The distinguished Mr/Mrs ... The honorable Mr/Mrs ... Ladies and gentlemen
Introducing the session	Ladies and gentlement, we are going to have ...
Inviting the moderator	to lead the plenary session, we would like to invite a moderator Mr/Mrs ...

2. For Moderator

PARTS	POSSIBLE EXPRESSIONS
Welcoming	<ul style="list-style-type: none"> a. <i>Good morning and welcome to [name of company, name of conference hall, hotel, etc.]</i> b. <i>Thank you all very much for coming today.</i> c. <i>I hope you all had a pleasant journey here today.</i>
Introducing yourself	<ul style="list-style-type: none"> a. <i>My name is Mark Watson and I am responsible for ...</i> b. <i>My name is Mark Watson from [name of company], where I am responsible for ...</i> c. <i>Let me introduce myself; my name is Mark Watson and I am responsible for ...</i>
Introducing your presentation	<ul style="list-style-type: none"> a. <i>The purpose of today's presentation is to ...</i> b. <i>The purpose of my presentation today is to ...</i> c. <i>In today's presentation I'd like to ... show you ... / explain to you how ...</i> d. <i>In today's presentation I'm hoping to ... give you an update on... / give you an overview of ...</i> e. <i>In today's presentation I'm planning to ... look at ... / explain ...</i>

Explaining that there will be time for questions at the end	<p>a. <i>If you have any questions you'd like to ask, please leave them until the end, when I'll be happy to answer them.</i></p> <p>b. <i>If there are any questions you'd like to ask, please leave them until the end, when I'll do my best to answer them.</i></p>
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3. For Presenter

PARTS	POSSIBLE EXPRESSIONS
Greetings	<p>Good morning, ladies and gentlemen</p> <p>Good morning gentlemen</p> <p>Good afternoon, ladies and gentlemen</p> <p>Good afternoon, everybody</p>
Beginning	<p>I am going to talk today about ...</p> <p>The purpose of my presentation is to introduce our new range of ...</p> <p>This morning I would like to present ...</p> <p>Today I would like to discuss about ...</p> <p>This afternoon, I would like to report on ...</p> <p>What I want to do this morning is to talk to you about ...</p> <p>What I want to do is to tell you about ...</p> <p>What I want to do is to show you ...</p>
Presenting	<p>To start with I will ... then I will mention ... After that I will ... finally, I will summarize my presentation.</p> <p>First I will explain about ... and then I will give you an example on ... Finally I will...</p>

Summarizing	<p>To sum up my presentation today ...</p> <p>In brief, ..</p> <p>In short, ...</p> <p>in conclusion ...</p> <p>I would like now to recap ...</p>
Inviting Questions	<p><i>Does anyone have any questions?</i></p> <p><i>I will be happy to answer your questions</i></p> <p><i>If you have any questions, please don't hesitate to ask.</i></p> <p><i>I will be glad to answer any questions that you may have at the end.</i></p>
Closing	<p><i>This is the end of my presentation, thanks for listening</i></p> <p><i>This is the end of my presentation, thanks for your attention.</i></p> <p><i>Thank you all for listening, it was a pleasure being here today</i></p> <p><i>Well that's it from me. Thanks very much.</i></p>

D. Tasks

1. Read the passage below, and make a draft of power point presentation

TIME MANAGEMENT

Time is something that you can lose and never get back. People are always wishing they had more hours available in the day. The solution to this common problem is easier than one might realize. With a few minor adjustments in how you utilize your time you can change how you manage your time. Proper time management is something that can change your life on a fundamental basis for the better.

Every daily cycle consists of a twenty-four hour period. This is one of those things that is what it is and cannot be changed. Even though you can't control time, you can control how the time you have is used. This realization is the first step to being effective in your own time management. It is important to take stock in what is important in your daily life and focus on allotting time for these things. Anything that is non-important should be eliminated.

Developing skills to effectively manage your time will bring forth improvements to your life on a dramatic scale. You must be accepting to making fundamental changes. You have to learn to prioritize and take things one step at a time. Chances for failure increase when you take on more than you can handle or when you take on too much at one time. Developing time management skills will also help you get to know yourself a little better. This is the first step in proper time management. As people age, it becomes much easier to lose track of important things in your life. It seems crazy that humans allow this to happen, but it is something that happens really easily. The first thing you must do is get in touch with what it is you want to accomplish from your life.

This is the point where you locate your vision. When people are young, they believe that anything is possible. Think back to your younger days and remember how you envisioned your life at that time. It is likely that many of your priorities have changed since then, but some of the core ones will have remained the same.

Begin by focusing on the things you want to achieve. Pick something big and something small. After you have decided on what those things are, take steps to formulate a plan that can set you on a path to achieving these things. Completing one step toward each goal is an excellent start. By going at your own pace, you begin to plan and manage your time much more effectively. Planning is key to mapping out the direction in which you should head.

Sources: <http://www.banyeresdelpenedes.com/time-management-a-good-five-paragraph-essay-example.asp>

2. Match the expressions in the right column with the language function in the left column. You may match more than one expression.

No.	Language Function	Expression
1	How to greet people	a. <i>I'm going to talk about ...</i> b. <i>I'd like to talk about ...</i> c. <i>The main focus of this presentation is ...</i> d. <i>Does have anyone have any questions?</i> e. <i>I will be happy to answer your questions</i> f. <i>Assalamualaikum Warahmatullahi Wabarakatuh</i> g. <i>If you have any questions, please don't hesitate to ask.</i> h. <i>This is the end of my presentation, thanks for listening</i> i. <i>This is the end of my presentation, thanks for your attention.</i> j. <i>Thank you all for listening, it was a pleasure being here today</i> k. <i>Walaikumussalam Warahmatullahi Wabarakatuh</i> l. <i>Well that's it from me. Thanks very much.</i> m. <i>My talk is divided into 4 parts.</i> n. <i>I'll start with ...</i> o. <i>Firstly I will talk about ...</i> p. <i>I'll begin with ...</i> q. <i>Then I will look at ...</i> r. <i>Next ...</i> s. <i>Finally ...</i> t. <i>I will be glad to answer any questions that you may have at the end.</i>
2	How to begin/start presentation	
3	How to present ideas	
4	How to summarize presentation	
5	How to invite question	
6	How to close presentation	

3. Complete the following script of MC based on specific context provided by lecturer.

When a session is about to begin, a moderator usually divides the presentation into two parts: *beginning and ending*.

BEGINNING

Good Morning (Afternoon)

Welcome to _____
(*session title*)

My name is _____, and I am the _____
(*job title*) at _____ (*entity*), and I will be serving as
your moderator today.

You'll be hearing a presentation from _____ (*speaker name*), on this very timely subject, but before we get started, I wanted to take a few minutes of your time.

As a part of committee's efforts to provide you with timely topics and interesting speakers, we'd appreciate it if you would fill out the evaluation card provided. Please turn these in at the end of the session.

Now, moving along to our session, please welcome _____ (*speaker name*) who will be speaking to us on _____ (*topic can be taken from the Conference flyer or speaker(s) may have prepared something else for you to say*).

If you get a bio from the speaker(s), then read that here.

ENDING

Thank you very much _____ (*speaker name/names*) for addressing this interesting topic. Thank you for joining us today.

4. In a group of 8 (more or less), make a mini conference. Record it in video, 1 person will be the MC, 1 person the moderator, 1 person committee who delivers a speech, and the rest will be the presenters, submit in softcopy. Each presenter should present their ideas in 5 minutes.

BIBLIOGRAPHY

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<https://www.ciptaruang.com/atm-center-senayan-city/>

<https://ecommercementum.com/blog/bet-on-yourself/bright-idea/>

Source: <https://www.theodysseyonline.com/opinions-and-why-yours-is-wrong>

Sumber: <https://www.istockphoto.com/photos/cartoon-man-reading-newspaper?assettype=image&sort=mostpopular&mediatype=photography&phrase=cartoon%20man%20reading%20newspaper>

<https://www.pinterest.co.uk/pin/391461392585338690/> (accessed on July 25, 2018 at 01:21 PM)

<https://www.instagram.com/p/BzrDGfHB0ng/> (accessed on July 11, 2019 at 11:56 AM)

<http://corporatemonks.com/growth-of-fast-food-industry-in-india-is-good-or-bad/> (accessed on July 25, 2018 at 02:30 PM)

https://www.google.co.id/search?biw=1242&bih=566&tbm=isch&sa=1&ei=R0dZW-7WLY-o9QP8trBg&q=indonesian+scientist&oq=indonesian+scientist&gs_l=img.3..0i30k1j0i24k1.147199.150427.0.151046.14.11.0.3.3.0.260.1720.1j7j3.11.0....0...1c.1.64.img..3.11.1294...0j0i8i30k1j0i5i30k1j3

5i39k1j0i67k1j0i10k1.0.MEphWPG2Jgw#imgrc=1V0T9tLX9T_gQM:
(scientists)

https://www.google.co.id/search?biw=1242&bih=611&tbm=isch&sa=1&ei=J0dZW9fJO86R9QPpz6eACw&q=indonesian+pilot&oq=indonesian+pilot&gs_l=img.3..0j0i7i30k1j0i7i5i30k1j0i5i30k1j0i24k1l2.26782.29203.0.29935.15.14.1.0.0.0.234.1772.3j7j2.12.0...0...1c.1.64.img..9.5.773...0i8i7i30k1.0.OQpQ4cjN1gE#imgrc=aWn1UtmTGUhd4M:
(pilot)

https://www.google.co.id/search?biw=1242&bih=566&tbm=isch&sa=1&ei=k0hZW6SUCdmP9QOS_o-QBg&q=indonesian+farmer&oq=indonesian+farmer&gs_l=img.3..0l6j0i8i30k1j0i30k1j0i24k1l2.11692.41756.0.42410.12.11.0.1.1.0.176.1408.1j10.11.0...0...1c.1.64.img..0.12.1431...35i39k1.0.0if2Zn1VeEY#imgrc=1tE8lRtJIYbRiM: (farmer)

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