

FIKA MEGAWATI - SHEILA AGUSTINA - WAHYU TAUFIQ

ENGLISH FOR EDUCATION PROGRAM



English for Education Program

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Preface

Alhamdulillah, puji syukur kehadiran Allah SWT, sehingga *Buku English for Education Program* ini dapat diselesaikan. Buku ini disusun untuk buku pegangan mahasiswa pada prodi Pendidikan sehingga topik yang disajikan relevan dengan konteks ilmu Pendidikan. Kami berharap buku ini dapat memberikan manfaat bagi mahasiswa dan bisa membuat mereka ingin mempelajari Bahasa Inggris lebih dalam untuk mengasah kemampuannya. Terdapat empat belas topik yang disajikan dengan mengintegrasikan beberapa komponen Bahasa Inggris untuk membuat pembelajaran lebih interaktif dan konsteksual.

Akhir kata, saran perbaikan sangat diharapkan untuk penyempurnaan buku ajar ini. Harapan kami semoga buku ajar ini dapat digunakan sebagai tambahan informasi dan bermanfaat bagi aktivitas pembelajaran Bahasa Inggris di Program Studi Pendidikan Bahasa Inggris dan fakultas Psikologi dan Ilmu Pendidikan, Universitas Muhammadiyah Sidoarjo.

Penulis

UNIT 1

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1. Reading

- Learners are able to identify a recount text
- Learners are able to understand the biography of a famous person
- Learners are able to comprehend the vocabularies related to the text

2. Writing

- Learners are able to comprehend the vocabularies related to daily activities
- Learners are able to create their own schedule
- Learners are able to recognize time

3. Speaking

- Learners are able to tell their daily activities to their friends
- Learners are able to pronounce time accurately

**Discuss these questions.**

1. Do you like reading books?
2. Who is your favorite writer?
3. What do you know about J.K. Rowling?



Figure 1. Illustration of a reading session in Unit 1

J.K. Rowling

Do you make up stories to tell to your loved ones? Do you keep these stories recorded as a hard copy? It was J. K. Rowling. Her affection was recounting stories. She was an enthusiastic author. She is now an established author.

Joanna Rowling resembled other children her age. As well as playing with her companions, going to class, and getting her work done, Rowling additionally made up stories for her sister. Since the two of them appreciated bunnies, these accounts commonly elaborate hares. She continued composing tales about her classmates as she became older.

Rowling was an imaginative author. She kept on composing stories while concentrating on French at the college. She taught English in Portugal in the wake of accepting her certificate. She continued dealing with a personal story there. She decided to address him as Harry Potter. She in the long run moved to Scotland to function as a French teacher. There, finally, she finished her book. The quest for a distributor required an extra year.

Rowling never abandoned her objectives throughout everyday life. She worked on the first Harry Potter novel for six years, but she never gave up. We can all currently share her advantage and read her stories.

Glossary

- Make up* : think of (a new idea)
Made up : a story or report has been invented and is untrue
Established : well-liked and regarded at work
Author : an individual who composes books
Abandoned : left and no longer wanted, used or needed

Comprehension Check

Read the passage and answer the questions.

1. What is the purpose of the passage?
2. What did J.K. Rowling do prior to becoming a well-known author?
3. For what reason did Rowling go to Portugal?
4. What were the initial topics of Rowling's novels?
5. What did Rowling teach in Scotland?

Word Focus

Match the words with the definitions.

1. Continue	a. Finishing school or college
2. Famous	b. Become a grown-up
3. Graduation	c. Keep onward
4. Grow Up	d. Describing a person whom everybody knows
5. Write Down	e. Write on paper



Words in Context

Fill in the blanks with appropriate words.

author concentrating writing accessible goes

1. The books aren't in the book shops now. They'll be _____ one week from now.
2. The _____ of the Harry Potter series is J.K. Rowling.
3. Harry Potter _____ to a school called Hogwarts.
4. You succeeded in French class this term. You ought to keep _____ on it.
5. I like _____ stories and telling these stories to my companions.



Writing



Read the paragraph.

DAILY ROUTINE

I get up at seven in the morning. Before turning off the alarm and getting out of bed each morning, I pressed the snooze button five times. I take my coffee and prepare breakfast. Usually, I read the newspaper while eating breakfast. While my children like to wash up after breakfast, I like to scrub down prior to getting dressed. Since my wife brushes her long hair, I comb my short hair. What is your morning hair schedule? It's vital to wash your teeth, and a few women appreciate wearing cosmetics. I return home to cause supper after I to completely finish work. Supper is typically made by me in my home. At 7:30 p.m., the family eats together. I ensure my children finish their homework after dinner prior to loosening up on the sofa and sitting in front of the television. I every now and again watch the news on TV. For the most part, my better half comes to remind me to clean the dishes or make a garbage run. Prior to hitting the sack, our children feed the canine and the feline, and I remind them to utilize the bathroom. At the point when I'm debilitated, I need to take my medication, however from that point forward, I put on my night robe and set a caution for when I awaken. I lock the entryway, kill the lights, and make a beeline for bed as my last activities. My sleep time comes rapidly for me.

Source : http://www.vocabulary.cl/Lists/Daily_Routines.htm



Useful Vocabularies


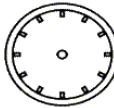

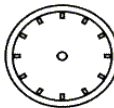

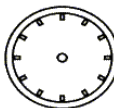

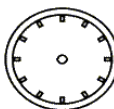

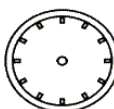

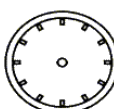

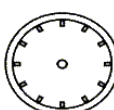
Here are the vocabularies to help you learn words to talk about what you do everyday.

<i>Have breakfast</i>	<i>Get up</i>	<i>Do homework</i>
<i>Have lunch</i>	<i>Go to work</i>	<i>Go home</i>
<i>Have dinner</i>	<i>Go to bed</i>	<i>Have a shower</i>
<i>Play outside</i>	<i>Watch TV</i>	<i>Exercise</i>

 **Writing Practice**

Write down your own diary of your activities by completing the sentences using the available phrases and drawing the hands of the clocks below.

MY DAILY SCHEDULE

	I _____ at	
	I _____ at	
	I _____ at	
	I _____ at	
	I _____ at	
	I _____ at	
	I _____ at	

go to school eat dinner get up leave school
 eat lunch go to bed eat breakfast

Now, create a timeline of your routine and write the time you do each activity. Then write a complete sentence of your activities.

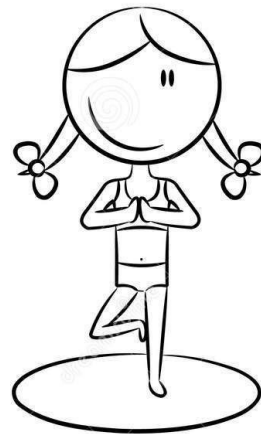
Activity	Time	Sentence
<i>Example: get up</i>	5 a.m.	I get up at 5 a.m.
...
...
...



Speaking



TELLING MY DAILY ACTIVITIES




Speaking Practice

Using the schedule timeline you created before, tell your friends about your activities in a day with a good organization and correct pronunciation!

UNIT 2

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1. Reading :

- Learners are able to comprehend English texts about information technology
- Learners are able to mention specific information based on the text
- Learners are able to identify vocabulary and its meaning related to information technology

2. Writing :

- Learners are able to identify punctuation and its function
- Learners are able to apply correct punctuation on their writing

3. Speaking :

- Learners are able to identify expression of making appointment
- Learners are able to use expression of making appointment

Reading

Starter

Before you read the text, please discuss these two questions with your friends.

1. Have you ever imagined the world without computers?
2. What are the benefits of technology?

What is Information Technology?

The use of computers and the internet to store, retrieve, send, and modify data is known as information technology, or IT. This is most commonly done in the context of a business or other enterprise. Information and communications technology (IT) is regarded as a subset of ICT and has developed in response to demands.

It is important to remember that although computers and computer networks are frequently referred to as "IT," other information delivery technologies like television and telephones are also included in this definition. Information technology is related to a number of businesses, including computer services, software, hardware, electronics, semiconductors, the internet, telecom equipment, engineering, healthcare, and e-commerce.

The initial computing systems evolved into minicomputers and then into personal computers as a result of the ongoing advancements in computer technology. These days, smartphones are displacing desktop computers, and computing is developing more quickly to become more disembodied and conveniently accessible whenever needed. Digital technology is now able to impact society and the economy, and information technology has changed both individuals and businesses. In this way, it has molded societies and adjusted to meet the requirements of individuals.

History

This is a quick overview of the history of information technology. The first "computers" were humans. Afterwards, machines were created to do the computations. These machines have now been replaced by contemporary

information technology. Thanks to cloud computing, information is now disembodied and available from any location. The evolution of computing systems has led to recent developments in IT.

Humans have been storing, retrieving, manipulating, and communicating information ever since the Sumerians in Mesopotamia began writing around 3000 BC. In any case, the term data innovation in its cutting edge sense was first utilized in a 1958 Harvard Business Survey article by Harold J. Leavitt and Thomas L. Whisler, who noticed that "the new innovation doesn't yet have a solitary laid out name." It will be alluded to as data innovation (IT)." Their definition is made up of three parts: handling strategies, utilizing numerical and measurable techniques to direction, and utilizing PC projects to recreate higher-request thinking.



Vocabulary Items Related to IT

Database : A collection of data arranged for ease and speed of search and retrieval. Also called data bank.

Hard drive : A hardware device that reads data stored on hard disks. It is also called hard disk drive.

Download :The process of transferring software/information from a server to a computer (the opposite is upload)

FAQ : Frequently Asked Questions. A list of questions and answers that are often asked by beginners to help them use a computer, an application or a website.

HTML : Hypertext Markup Language shortened form. a computer language that allows the insertion of text, pictures, sound, video, and hyperlinks and is composed of a collection of tags and rules for creating hypertext documents that are shown on web browsers.

Internet : the extensive global network of interconnected computers that enables information sharing.

LAN : A Local Area Network (LAN) is distinct from a Wide Area Network (WAN). a network connecting computers that are situated close to one another, such inside a building.

RAM : Random Access Memory. Computer memory that, while in use, dynamically saves and retrieves data and program values.

WWW : World Wide Web. All of the websites on the Internet that have hyperlinks to other websites, documents, and media combined.



Comprehension

- Information technology is changing principally because of:
 - a. the changing needs
 - b. new technological advances
- According to the author the first computers were:
 - a. calculators
 - b. humans
- Development of information technology is the result of:
 - a. advances in computing systems
 - b. development of machinery in general
- Computing systems are taking the form of clouds means:
 - a. computers have become smaller
 - b. computing power are becoming disembodied.



Writing

Punctuation marks are symbols that show intonation and pauses that should be noticed when reading aloud. They also help organize the structure of written language. Additionally, punctuation is utilized to forestall vagueness. For instance, "woman: without her, man is nothing" and "woman, without her, man is nothing" have different meanings.



Read the punctuation rules and study the examples given.

➤ End punctuation marks:

1. Full stop, or period (.)

Utilized a full stop toward the finish of a sentence:

- She stood up and disappeared. She was enraged.

Utilized for shortenings:

- Co. (Organization)

- M.P. (Individual from Parliament)

2. Question marks (?)

Question marks are utilized toward the finish of direct inquiries:

- Where do you reside?
- Is it safe to say that you are insane?
- Did you do the schoolwork?

Utilize a question mark toward the finish of label questions:

- You'll assist me, won't you?
- He prefers soccer, isn't that right?

3. Interjection marks (!)

Used to areas of strength for show:

- She's so gorgeous!
- What a decent young lady!
- How intriguing!

Utilized after interpositions:

- Oh! It's horrendous.
- Hi! What's happening?

➤ **Commas (,)**

In a list or series of items, commas are used in between the items. Usually, there is no need for a comma to separate the final two items in the series. "And" is what separates them.

- I like spaghetti, fish, pizza and couscous.
- Commas are additionally utilized between modifiers or intensifiers:
- I might want to have a major, dark, German vehicle.
- She speaks eloquently, slowly, and quietly.
- After the road address and city in a location:
- 34 Hassan II Road, Rabat, Morocco.
- Previously or after direct discourse:
- He said, "I disdain being dealt with that way."
- "Please accept my apologies", she answered.

Before a coordinating conjunction (for, and, nor, but, or, yet, so)

- He woke up late, so he had to drive to work.

➤ **Semicolons (;)**

Semicolons are utilized to divide independent sentences rather than a full stop or period: They got up right on time; They then went for a run. Utilize a semicolon to separate things in a series when those things contain punctuation like a comma: They visited the Eiffel Tower, Paris; Big Ben, London; and the statue of liberty, New York.

➤ **Colons (:)**

Utilize a colon to present a rundown:

- During his summer vacation, he visited three cities: Madrid, Roma and Athens.

To present a thought or a clarification:

- He had one thought as a main priority: to consider her to be soon as could really be expected.

To start a direct line of speech or a quote:

- The secretary murmured in his ear: " Your significant other is on the telephone. "

➤ **Dashes (--)**

To present incidental data:

- I put on blue jeans -- that my mother had given me -- and a blue jacket.

To show a reconsideration:

- I told him my perspective -- basically I attempted!

➤ **Apostrophes (')**

Utilize an apostrophe to demonstrate a missing letter or letters in a withdrawal.

- I'm tired of his accounts

Utilize an apostrophe in addition precisely "s" to show ownership.

- The girlfriend of my brother is such a sweetheart.

➤ **Quotation marks ("")**

Quotation marks are used to quote speech, sentences or words.

- She said, "I love you."



Punctuation marks exercise.

This exercise will test your understanding of all kinds of different punctuation marks, particularly commas, colons, semi-colons and apostrophes.

Practice 1 Select the correctly punctuated sentence.

1. a) Sidoarjo is a beautiful city; for the town is clean.
b) Sidoarjo is a beautiful city: for the town is clean.
c) Sidoarjo is a beautiful city, for the town is clean.
d) Sidoarjo is a beautiful city; for the town is clean.
2. a) The students' assignemnts were all left in the following spots: Mr Anton's office, Mrs Cindys's office and the staff's cupboard.
b) The students' assignemnts were all left in the following spots; Mr Anton's office, Mrs Cindys's office and the staff's cupboard.
c) The students' assignemnts were all left in the following spots: Mr Anton's office, Mrs Cindys's office and the staff's cupboard.
d) The students' assignemnts were all left in the following spots, Mr Anton's office, Mrs Cindys's office and the staff's cupboard.
3. a) Toni always buys candies, bread, marshmallows and apple pies.
b) Toni always buys: candies, bread, marshmallows and apple pies.
c) Toni always buys candies bread marshmallows and apple pies.
d) Toni always buys candie's, bread, marshmallow's and apple pie's.
4. a) Alesha's cousin's motor cycle was found broken in that old -- derelict garage.
b) Alesha's cousin's motor cycle was found broken in that old, derelict garage.
c) Alesha cousin motor cycle was found broken in that old, derelict garage.
d) Aleshas' cousins' motor cycle was found broken in that old, derelict garage.
5. a) Shanti does not find Rudi's car, some mishap had to have occurred.
b) Shanti does not find Rudi's car; some mishap had to have occurred.
c) Shanti doen not find Rudi's car some mishap had to have occurred.
d) Shanti doen not Rudi's car; some mishap had to have occurred.

Practice 2. Give the correct punctuation for these sentences

1. The kids had a great time in France
2. Some people work better in the morning while others perform better in the evening
3. How do you spend the upcoming weekend
4. Mother's heart issues required her to check into a hospital
5. Did you comprehend my frustration
6. I think it's a great idea let's hope it works
7. I believe that we will arrive early on Monday
8. A teacher and the class may be separated by a textbook
9. In a corner sat the girl's father
10. Murphy's Law states that everything that can go wrong will.



Making an appointment mobile

- Making and canceling appointments is a crucial English language ability. It is necessary for you to be able to:
 - Make an appointment,
 - Respond to an appointment and
 - Cancel an appointment.
- These are some short and simple expressions that you can use to accomplish this. Requesting a meeting:
 - Are you available on... / next...?
 - Free on... / next...?
 - Can we meet on... / next ...?
 - Would
 - Next ... Be ok?
 - What about next ... ?
 - Is next ... Ok?



Examples:

"Are you available on the 17th?"
"Can we meet on the 16th?"
"How does the 3rd sound to you?"
"Are you free next week?"
"Would Friday suit you?"
"Is next Tuesday convenient for you?"
"What about sometime next week?"

- Confirming an appointment:
- Yes, ... is fine
 - would be fine.
 - suits me
 - would be perfect.
 - I'm afraid
 - I'm sorry I can't on
 - I won't be able to... on ...
 - I really don't think I can on ...



Examples:

"Yes, Monday is fine."
"Monday suits me."
"Thursday would be perfect."
"I'm afraid I can't on the 3rd. What about the 6th?"
"I'm sorry, I won't be able to make it on Monday. Could we meet on Tuesday instead?"
"Ah, Wednesday is going to be a little difficult. I'd much prefer Friday, if that's alright with you."
"I really don't think I can on the 17th. Can we meet up on the 19th?"

- Recalling a meeting

There are a few ways to cancel an appointment:

- Sadly, because of some unanticipated business, I will not be able to save our arrangement for tomorrow around lunchtime.
- Could orchestrating some other time later in the week be conceivable?

- I'm worried about the possibility that that I need to drop our gathering on Wednesday, as something startling has come up.
- You realize we planned to meet next Friday? Indeed, Please accept my apologies, however something pressing has come up.
- I'm worried about the possibility that that I won't have the option to meet you all things considered. Could we at any point fix some other time?



Practice : In pairs, please make a dialog about making appointment

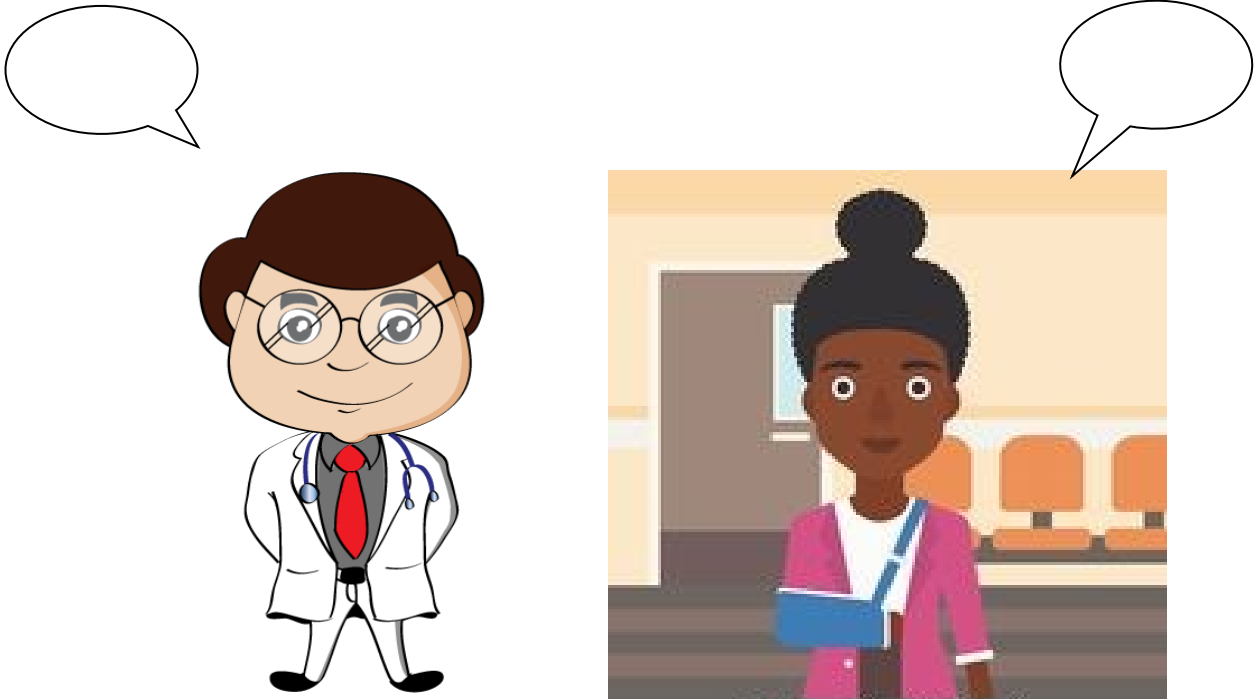


Figure 2. Illustration of the speaking session in Unit 2

UNIT 3

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1. Reading :

- Learners are able to understand a report text
- Learners are able to analyze a passage about the life of an animal
- Learners are able to comprehend the vocabularies related to the text

2. Writing :

- Learners are able to identify a fact
- Learners are able to write an animal facts
- Learners are able to use vocabularies related to facts

3. Speaking :

- Learners are able to recognize the expressions of asking permission
- Learners are able to ask permission using appropriate English
- Learners are able to converse with their friends to ask for permission

Discuss the following questions.

1. What kinds of animal do you like?
2. What do you think of gorillas?



Figure 3. Illustration of the reading session in Unit 3

Gorillas in the Wild

What is required for your prosperity, security, and bliss? Great companion, food, and a protected house are necessities for most people. Like us, gorillas additionally require these things.

Gorillas live in little gatherings called troops in nature. A gorilla's family members and companions are these soldiers. Promptly toward the beginning of the day, gorillas rise and join their clan for breakfast. They eat the leaves and fruits of the jungle plants. They at times consume subterranean insects and different bugs too. They rest, play, and eat together the entire day. They go through the night in leaf and branch homes.

The gorillas' natural surroundings is getting more modest, yet they can in any case find all that they need there. People are cutting down trees to make roads and fields. Since there are less trees, there are less gorillas today. There wouldn't be food or a solid spot to live without a wilderness. The gorilla is a compromised animal varieties.



Glossary

Companion : an individual or a creature that moves with you

Troops : soldiers, especially in large groups

Subterranean: under the ground

Branch : arm of trees

Wilderness : an enormous area of land that has never been utilized



COMPREHENSION CHECK

Read the passage and answer the questions.

1. What is the main topic of this passage?
2. What is a troop?
3. Why do people cut down trees?
4. What do gorillas need to live?
5. In line 8, what does the word *they* refer to?



WORD FOCUS

Match the words with the definitions.

1. Insects	a. A forest in a warm area
2. Jungle	b. Animals with six legs
3. Cut down	c. Away from danger
4. Plant	d. Cut something to make it fall
5. Safe	e. Something that grows out of the ground



WORDS IN CONTEXT

Fill in the blanks with the appropriate words.

Cut down **plants** **nests** **species** **wild**

1. It's fascinating to see birds make their in the springtime.
2. need sun and water to grow.

3. House cats don't live in the
4. People trees because they want to make roads.
5. Birds aren't all the same. There are many different

Writing

ANIMAL FACTS

Read the following dialog.

John : Hey guys, we're doing a project about animals. Why don't we share some information? Let's start with the tiger. Do you know any facts about tigers?

Tina : Well, the tiger is a big cat and it looks fierce. It has black stripes. It lives in the jungle and it hunts for food. It likes to eat meat.

Tommy : I know the tiger usually lives alone. Also, it can be found in many parts of Asia.

John : Great. Now let's put all that information together.



Check (✓) the kinds of information Tina and Tommy give about the tiger.

- Where in the world it can be found (...)
- How it gets its food (...)
- What kind of animal it is (...)
- How it looks (...)
- When it sleeps (...)
- How dangerous it is (...)
- Where it lives (...)
- What it likes to eat (...)
- How it lives (...)



Writing Practice

Prepare some facts about your favorite animal by completing the table.

Animal : ...

Facts : ...

What is it?	
What does it have?	

How does it look?	
What does it eat?	
Where does it live?	
How does it live?	
Where can it be found?	

 Speaking
 ASKING PERMISSION



Figure 4. Illustration of the speaking session in Unit 3

Useful Vocabularies

- 1) Asking authorization
 - *Could I at any point go out, please?*
 - *Kindly, might I at any point examine your photograph collection?*
 - *Would you care if I smoke?*
 - *Would it be okay if I asked you a question?*
 - *Is it alright on the off chance that I stay here?*
 - *Could it be okay assuming I acquired your cell Phone?*
- 2) Giving authorization
 - *Indeed, kindly do.*
 - *Without a doubt, go for it.*
 - *Sure.*
 - *Don't worry about it.*
 - *Please be at liberty.*

- 3) Refusing to give consent
- *No, kindly don't.*
 - *I apologize, but that is impossible.*
 - *I'm apprehensive, however you can't.*
 - *I'm apprehensive I'd like in the event that you didn't/don't.*
 - *Unfortunately I'd prefer you not do that.*
 - *Tragically, I really want to say no.*



Read the following speaking model.

1) *Jack: Hey Sam, would you mind letting me borrow your phone for a short while?*

Sam: Of course, no issue. You are now in this position.

Jack: Many thanks, my friend. That should just take a moment.

Sam: Give it some time. Don't rush.

Jack: Many thanks!

2) *Son: Is it okay if I go out tonight, dad?*

Dad: Tonight is school night! That's not possible, I'm afraid.

Son: "Daddy, I'm taking all my friends to the game!"

Dad: I apologize, son. Your grades have been dropping lately. I will have to decline.

Son: Hey, Dad, hurry up! Please release me!

Dad: I'm sorry, but no is no.



Speaking Practice

Work with a classmate. Prepare a dialog asking and responding permission.

You can use the following topic for your dialog.

Ask permission to:

- a) go out on a work day evening with companions
- b) use somebody's vehicle for the afternoon
- c) use somebody's phone
- d) take a little while off work
- e) play somebody's piano
- f) use somebody's PC

UNIT 4

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1. Reading : What is the internet?

- Learners are able to find the main idea of the text
- Learners are able to find the supporting details of the text
- Learners are able to identify the specific terms used in the text

2. Writing : Present Tense

- Learners are able to identify Present tense concept
- Learners are able to apply Present tense

3. Speaking : Apologizing

- Learners are able to identify the expression of apologizing
- Learners are able to use expression of apologizing

Reading



Starter

Discuss these questions.

1. How do you usually get internet access?
2. Mention your purpose when using Internet.

What is the internet?

Utilizing a package of communications protocols known as the standard Internet protocol suite, the Internet is a global system of interconnected computer networks that caters to billions of users worldwide. The majority of conventional communication media, such as the phone, music, movies, and television, have been transformed and reinterpreted by the internet. New services have been created as a result. Print media such as books, newspapers, and other publications are transforming into blogs and web feeds or adjusting to the technology of websites.

Through social networking, Internet forums, and instant messaging, the Internet has facilitated or expedited the development of new kinds of human connection. The popularity of online buying has increased for small merchants and artists as well as large retailers. Online financial and business-to-business services have an impact on supply chains that span whole industries.

The United States government, working with private industry, commissioned research in the 1960s to create flexible, fault-tolerant, distributed computer networks, which is where the Internet got its start. What began as a global network in the 1990s became commercialized, which led to its popularization and integration into almost every facet of contemporary life. Nearly a third of the world's population, or over 2.1 billion people, used the Internet as of 2011.

Source: http://www.myenglishpages.com/site_php_files/reading-internet.php



Comprehension:

1. Traditional media has been completely overthrown by the internet.
 - a. True
 - b. False

2. Commerce has been impacted by the internet.
 - a. True
 - b. False
3. In the 1990s, the internet was initially made available.
 - a. True
 - b. False
4. The percentage of people on Earth who use the internet is over 25%.
 - a. True
 - b. False



Glossary:

- Robust
- Network
- Virtual



Writing



Writing : Present Tense

- Simple Present Tense
 - Affirmative : Tony goes to Jakarta.
 - Negative : Tony does not go to Jakarta.
 - Interrogative : Does Tony go to Jakarta?
 - Subject Verb Agreement : I, you we they see | he, she, it sees
- Function :
- A current event occurring once, never, or multiple times
 - Facts
 - Events occurring one after another
 - Action determined by a schedule or timeline
- Remember these rules when using simple present:
 1. In the interrogative forms, we use "do" or "does".
 - "Do you make some food?"
 - "Does he play football?"

2. Verbs never take an "s" in the the negative and interrogative forms.
 - "Does Lala like Koren food?"
 - "Do the children learn how to draw?"
 - Rita doesn't drive to the office.
3. Don't is the short form of "do not". You can say either:
 - I do not eat banana; or
 - I don't eat banana.
4. Doesn't is the short form of "does not". you can say either:
 - He does not write a story, or
 - He doesn't write a story.



Practice

Choose the correct form of the following verbs:

open(s) - speak(s) - live(s) - drink(s) - wake(s) up - take(s) - do(es) - live(s) - play(s) - close(s) - cause(s)

1. Ann ____ handballs incredibly well.
2. I don't _____ coffee.
3. At seven in the morning, _____ at the swimming pool.
4. It is _____ at nine o'clock at night.
5. Numerous accidents due to poor driving _____.
6. My parents live in a tiny apartment _____.
7. Every four years, _____ hosts the Olympic Games.
8. They do well academically. Their homework is always _____.
9. I teach _____ a little bit of English.
10. I _____ always get up early.

Put the verbs between brackets in the correct form:

Jane (not/drink) frequently drink _____ tea.

What time does Britain's _____ (the banks/open)?

Where is (John/come) _____ from?

It (take) me an hour to get to work (_____).

On Sundays, she (not/wake) _____ early.

Speaking

Apologizing

Saying you're sorry for something you did that made someone unhappy or inconvenient is the definition of apology. Examples:

- I'm sorry for being late to Isabel's party.
- I'm sorry for causing you any trouble.
- There could be delays for trains on the northern line. We are sorry if this has inconvenienced you.
- You can use the following phrases to apologize and receive an apology.

➤ **Making apologies:**

- I really apologize ...,
- I must say sorry for ...,
- I would like to apologize for,
- I ought to have avoided,
- It's all my responsibility.
- I feel guilty about...
- Please, forgive me for...
- Pardon me, please for...
- Pardon me for...
- I apologize profusely for...
- I apologize for this.
- I apologize for what I did.
- I sincerely apologize for...
- I am sorry

➤ **Accepting apologies:**

- That's acceptable.
- Forget about it.
- Don't say sorry.
- It is irrelevant.
- Don't stress over it.
- Avoid bringing it up.
- It's alright.
- I see what you mean.
- You were powerless to resist.
- Set that aside.
- Don't stress over it.
- Nothing negative happened.



Practice

Try to reflect on your past experience.

Remember your friend or relatives you have ever hurt due to some misunderstanding. Imagine your friend is the one you want to ask for apology. Then, express your apology in a short dialog together with the reason why you do it.



Let's recall the memories



Figure 5. Illustration of the speaking session in Unit4

UNIT 5

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1 Reading :

- Learners are able to understand an expository text
- Learners are able to analyze the exposition of a littering problem in nature
- Learners are able to comprehend the vocabularies related to the text

2 Writing :

- Learners are able to identify a personal letter
- Learners are able to compose a letter to family, relatives, or friends
- Learners are able to use the vocabularies related to personal letter

3 Speaking :

- Learners are able to recognize the expressions used for greeting
- Learners are able to introduce themselves to other people
- Learners are able to use the appropriate expressions of greeting

Reading



Starter:

Discuss these questions.

1. Have you ever gone hiking?
2. What does the top of a mountain look like?



Figure 6. Illustration of the reading session in Unit 5

Litter on Mount Everest

The most noteworthy mountain on the planet is called Mount Everest. It is also the tallest trash can in the world. Consistently, more than 400 people endeavor to arrive at the peak. Various climbers rise to a lot of waste. Climbing Mount Everest is extremely unsafe. The air is cold and very slender. A great many people convey oxygen canisters since they couldn't make due without them. Individuals dispose of the unfilled oxygen bottles on the ground. Individuals leave their tents behind when the breeze tears them. They come up short on endurance to eliminate their waste. Their sole excess energy is to drop the mountain securely.

The problem of trash is very serious. North of 50,000 kg of garbage have been left on Mount Everest by climbers since the mountain's origin. Various gatherings have climbed the peak exclusively to eliminate the trash. Individuals need to make plans to eliminate their trash prior to ascending the mountain.



Glossary

Noteworthy : meriting to be seen or to get consideration since it is uncommon, significant, or fascinating

Waste : materials that are no longer needed and are thrown away

- Dispose of* : to get rid of somebody/something that you do not want or cannot keep
Tears : to damage something by pulling it apart or into pieces
Excess : more than is necessary



COMPREHENSION CHECK

Read the passage and answer the questions.

1. What is the purpose of the text?
3. Where do climbers put their empty oxygen bottles?
4. Why do climbers leave their trash on the mountain?
5. In line 8, what does the word *their* refer to?
6. Why do climbers on Mt. Everest carry bottles of oxygen?



VOCABULARY REVIEW

Fill in the blanks to complete the sentences.

Energy **adventure** **climb** **tent** **challenge**

1. You have to for days to reach the top of Mt. Everest.
2. You sleep in a when you are on the mountain.
3. Getting to the summit is an
4. It is a to reach the peak.
5. You need lots of to climb a mountain.



TRUE OR FALSE?

Are the following sentences true or false? Give T or F.

1. The summit is near the bottom of the mountain.
2. Mountain climbers sleep in tent.
3. We need oxygen to live.
4. The earth has four poles.
5. There are four continents in the world.

➤ What include in a personal letter:

1) The writer's address

Usually, it is written in the letter's upper corner.

2) The date

Typically, it is written beneath the writer's address; however, there must be a space between the address and the date.

3) The address of the receiver

There are times when it doesn't need to be put down.

4) The salutation

It changes based on who is receiving it. You could write, "Dear Mother," "Dear Fred," or "Dear Cousin," for instance. Put another space between the greeting and the date.

5) The body

It covers news, rumors, subjects that both you and the recipient of your letter will find interesting, among other things.

6) The ending

Depending on the correspondent, it changes. A typical conclusion is "Yours sincerely." The final phrases "Your loving son/brother/husband/Lots of love/Best wishes/Regards" are more intimate.

➤ Here are some expressions which you will use to compose your letter.

Start the letter	Introduce a new topic	End the letter
<ul style="list-style-type: none"> • <i>Much appreciated particularly for your last letter</i> • <i>Sorry I haven't composed previously yet...</i> • <i>Getting your letter was perfect</i> 	<ul style="list-style-type: none"> • <i>Coincidentally...</i> • <i>Did you have at least some idea that...</i> • <i>Have you heard...</i> 	<ul style="list-style-type: none"> • <i>Well that is enough for the present</i> • <i>Give my adoration to...</i> • <i>In any case, I would be advised to stop now</i> • <i>All the best</i> • <i>Compose soon</i> • <i>All things considered, I should stop now and catch the post</i> • <i>Indeed, I believe that is all the information</i> • <i>Take care of yourself</i>

Read the following model.

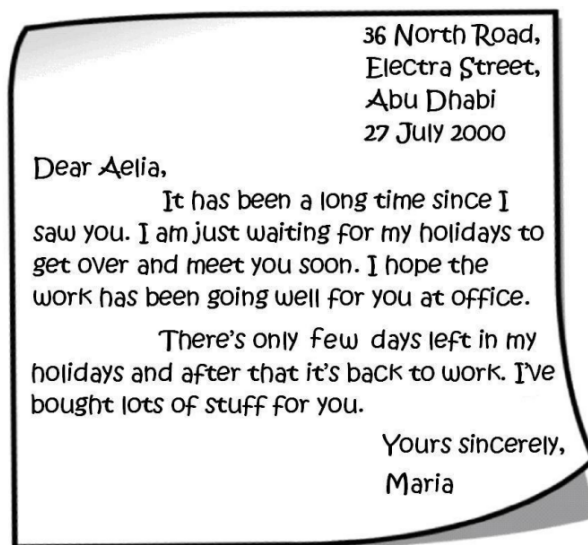


Figure 7. Illustration of the writing session in Unit 5



Writing Practice

Make up a personal letter. You may aim your letter to your family, relatives, or friends and tell about your current activities. Make sure to pay attention to the format and expression.

Blank writing area with horizontal lines for text.



Read the speaking model.

Kin : Hello! I am Kin. What about you?

Maria : Hi!. Maria is my name. It's good to meet you.

Kin : It's good to meet you too. Where are you from?

Maria : My home is in Italy. It's only been two weeks since I moved to this city. What about you?

Kin : Approximately three years, yes. What is the duration of your English studies?

Maria : I've been learning it for the past three years or so.

Kin : Merely three years prior? You speak English quite well!

Maria : I'm grateful.



Speaking Skill

1. What do Maria and Kin say to greet each other?
2. Underline the sentence where Kin says something nice about Maria.



Useful Expressions

- *Hello.*
- *What's up?*
- *How is it going on?*
- *How are you?*
- *Good morning.*
- *What is your name?*
- *Where are you from?*
- *Where do you live?*
- *It's been a long time.*
- *It's good to see you.*
- *Nice to meet you.*
- *See you later.*
- *Good night.*



Speaking Practice

Work with a classmate. Prepare a dialog introducing yourself to each other.

Me :

Classmate :

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

UNIT 6

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1. Reading : The World Wide Web

- Learners are able to mention the main idea of the text
- Learners are able to find the specific information in the text

2. Writing : Simple and Compound Sentences

- Learners are able to write simple sentence
- Learners are able to write compound sentence

3. Speaking : Complaining - Talking About Complaints

- Learners are able to identify the expression of complaints
- Learners are able to apply expression of complaints

Discuss these questions.

1. What is the function of www based on your understanding?
2. How often do you use www?

The World Wide Web

The World Wide Web, often known as the WWW or the Web, is an online information space that can be accessed through the Internet. Documents and other web resources are identified by Uniform Resource Locators (URLs), and they are connected by hypertext connections. Tim Berners-Lee, an English scientist, created it in 1989. In 1990, he built the first computer program for a web browser. The main platform that billions of people use to communicate online is the World Wide Web, which has played a pivotal role in the growth of the Information Age.

Text documents set up and annotated with Hypertext Markup Language (HTML) make up the majority of web pages. Web pages can include formatted text as well as images, audio, video, and software components that are shown as logical multimedia pages in the user's web browser. Links embedded within pages allow visitors to move between them. A website consists of several web pages connected by a common domain name. The publisher or online content contributors can supply the majority of the content for a website.

Nowadays, a lot of people have been criticizing the misuse of the internet. The Internet has risks, as even Tim Berners-Lee, the man who created the World Wide Web, has acknowledged. He claims that the powerful are now using the internet as a tool to achieve their goals. He cautions, for instance, that fake news is spread either to try and influence people's opinions or to make a lot of money. The egregious infringement of privacy was another concern. Tim Berners-Lee is also worried about governments abusing the Internet to gather personal information about citizens in order to oppress or control them.

1. The World Wide Web was invented by Tim Berners-Lee in 1990.
 - a. True
 - b. False

2. Web users can supply content to websites.
 - a. True.
 - b. False.
3. Although the World Wide Web has contributed to the development of the Information Age, many people look at it with a critical eye.
 - a. True
 - b. False



Glossary :

- Browser
- Hyperlinks
- Misuse
- Navigate



Writing Sentences: simple and compound

1. Simple Sentence

A simple sentence has only one clause in it. Below are some examples :

- The dog barks.
- The kettle boils.
- Birds live in nests.
- The boys are singing.

A simple sentence consists of a subject and a verb in its most basic form. We can enhance the sentence's meaning by incorporating qualifiers, objects, complements, and other elements.

- Sitting on a branch, the monkey gibbered.
- The little girl was carrying a basket on her head.

2. Compound sentence

Two or more independent clauses make up a compound sentence.

- The girls danced and the boys sang.

The coordinating conjunction and joins the two simple clauses in this compound sentence. Another illustration is provided below:

- Men come and go, but I will always be here.

There are three separate clauses in this compound sentence. Coordinating conjunctions are used to join independent clauses to form compound sentences. Below are some more examples of compound sentences.

- You have two options: go outside and play or watch TV.
- Either go outside or sit quietly.
- The elderly man was blind and deaf.
- He attempted the exam multiple times but was unsuccessful.
- Despite his fame, he has a modest demeanor.
- Despite her anger, she maintained her composure.
- In addition to robbing the man of his belongings, the thieves also hurt him.



Notes

However, therefore, nevertheless, they do not function as conjunctions. They are unrelated to two independent clauses.

- My car broke down on the way; therefore, I hired a taxi. (NOT My car broke down on the way, therefore I hired a taxi.)
- He lost all his money; nevertheless, he is cheerful.

Two independent clauses must be joined by a coordinating conjunction, or they must be divided by a semicolon or full stop.



Task 1. Select the Correct Answer and Give the Reasons

Identify these sentences by choosing Simple, Compound or Complex with the rationale

1. These collegiate athletes' locker rooms are reeking of gasoline and grease.

2. Their idols drive automobiles for a living, and their practice field is an asphalt patch.

3. Rather than basketballs and footballs, their tools are screwdrivers and spanners.

4. This new kind of student athlete competes in auto racing.

5. The majority of the students major in engineering, and they play sports nonstop in their free time.

6. Six college teams in the Southeast have already expressed interest in the sport despite its recent inception.

7. The students work on special cars designed for their sport.

8. The students have equipped the 1932–1934 Ford and Chevy vehicles, which go by the name Legends automobiles, with 1200 cc motorcycle engines.

9. On a straightaway, Legends cars can reach speeds of up to 100 miles per hour, despite their typical speed limits of 50 to 90 miles per hour.

10. Up to 3,500 spectators have attended the rival teams' Saturday morning races, but the students acknowledge they pose no danger to the fastest-growing sport in the country—stock car racing.

Speaking



Speaking : Complaining - Talking about Complaints

➤ What are complaints?

Expressions of "displeasure or annoyance" in reaction to an action that the speaker views as negative are called complaints. Let's say you would like to complain that the pizza you just bought is excessively salty. What are the appropriate ways to voice and address complaints?

➤ **Complaining:**

Here are expressions you can use when complaining

- I have a complaint to make. ...
- Sorry to bother you but...
- I'm sorry to say this but...
- I'm afraid I've got a complaint about...
- I'm afraid there is a slight problem with...
- Excuse me but there is a problem about...
- I want to complain about...
- I'm angry about...

Examples:

- I need to file a complaint.
- I'm sorry to say it, but your food is unfit for consumption. Your pizza is simply too salty.
- Regretfully, I have a grievance regarding your child. He makes too much noise.
- I'm sorry, but there seems to be a small issue with this hotel's service.
- I apologize, but you are stepping on my toe.
- I would want to take issue with the loudness you are producing.
- I'm upset with the way you handle me.

➤ **Responding to complaints**

- Positive response to complaints:
 - I apologize, but this won't ever happen or happen again.
 - We apologize and pledge not to repeat the same error.
 - I sincerely apologize; we will make every effort to avoid making the same error twice.
- Negative response to complaints:
 - We apologize, but there is nothing we can do.
 - Regretfully, there's not much we can do in this regard.
 - We apologize, but the food is fine.



Things to remember about complaints:

Being polite helps when complaining in English. Even so, "I'm upset with you over your pizza. It's overly salty" is one way to complain, but if you want your way, you should use more courteous language instead of being so rude!



Practice: Role Play in Pairs

Express your polite complaining expression based on these situations.

1. The waiter gives you wrong food.
2. Your boy/girl friend comes 1 hour late in your graduation day.
3. Your lecturer gives you wrong score in final examination result.
4. The shoes number you ordered online few days ago is too big.
5. The conference committee writes wrong spelling to your certificate.

UNIT 7

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1. Reading :

- Learners are able to understand an explanatory text
- Learners are able to analyze the explanation of a famous site
- Learners are able to comprehend the vocabularies related to the text

2. Writing :

- Learners are able to identify a description text
- Learners are able to use correct prepositions of place
- Learners are able to write a description of their bedroom

3. Speaking :

- Learners are able to describe a person
- Learners are able to tell a person's description to their friends

Reading



Starter:

Discuss these questions.

1. Are you interested in visiting a place?
2. Why are you interested?



Figure 8. Illustration of the reading session in Unit 7

Stonehenge

Stonehenge, one of the world's greatest wonders, can be seen by visitors to Salisbury Plain in southern England. A circle of thirty transcending stones stands. A couple weigh 50,000 kilograms. Nature did not place the stones there. This antiquated circle was first built quite a while back by people. For a considerable length of time, three unmistakable gatherings worked to develop it.

There are numerous who accept the stones started almost 400 kilometers away. How those enormous, weighty stones got to Salisbury Plain is a secret to everybody. The capability of Stonehenge is likewise obscure to anybody. Some case that it is a place of love. It is claimed by some to be a kind of calendar. The stones cast shadows as the sun sets. In summer, shadows are extensive, and in winter, they are short. The stones cast a solitary, extended shadow on the longest day of the year. Perhaps Stonehenge's modelers utilized it to follow the death of the seasons. Will the ages-old secrets of Stonehenge at any point have a response?



Glossary

Wonder : a cause of astonishment or admiration

Transcending: rising above or go beyond the limits of

Enormous : marked by extraordinarily great size, number, or degree

Obscure : not clearly seen or easily distinguished

Solitary : being at once single and isolated



COMPREHENSION CHECK

Read the passage and answer the questions.

1. What is the purpose of this text?
2. What is Stonehenge?
3. How many years ago was Stonehenge completed?
4. In line 3, what does the word “there” refer to?
5. How many stones are there at Stonehenge?



WORD FOCUS

Match the words with the definitions.

1) Builder	a) Something that shows the months of the year
2) Calendar	b) Many kilos
3) Heavy	c) The power of the earth
4) Nature	d) A person who build things
5) Shadow	e) A dark area



WRONG WORD

One word in each group does not fit. Circle the word.

- | | | | |
|-------------|---------|-----------|---------|
| 1. Season | Cold | Calendar | Year |
| 2. Jungle | Trees | House | Woods |
| 3. Teachers | Cousins | Relatives | Parents |
| 4. One | Several | Single | Alone |
| 5. Work | Play | Music | Piano |

Identify the various things in this picture and match the numbers to the words.

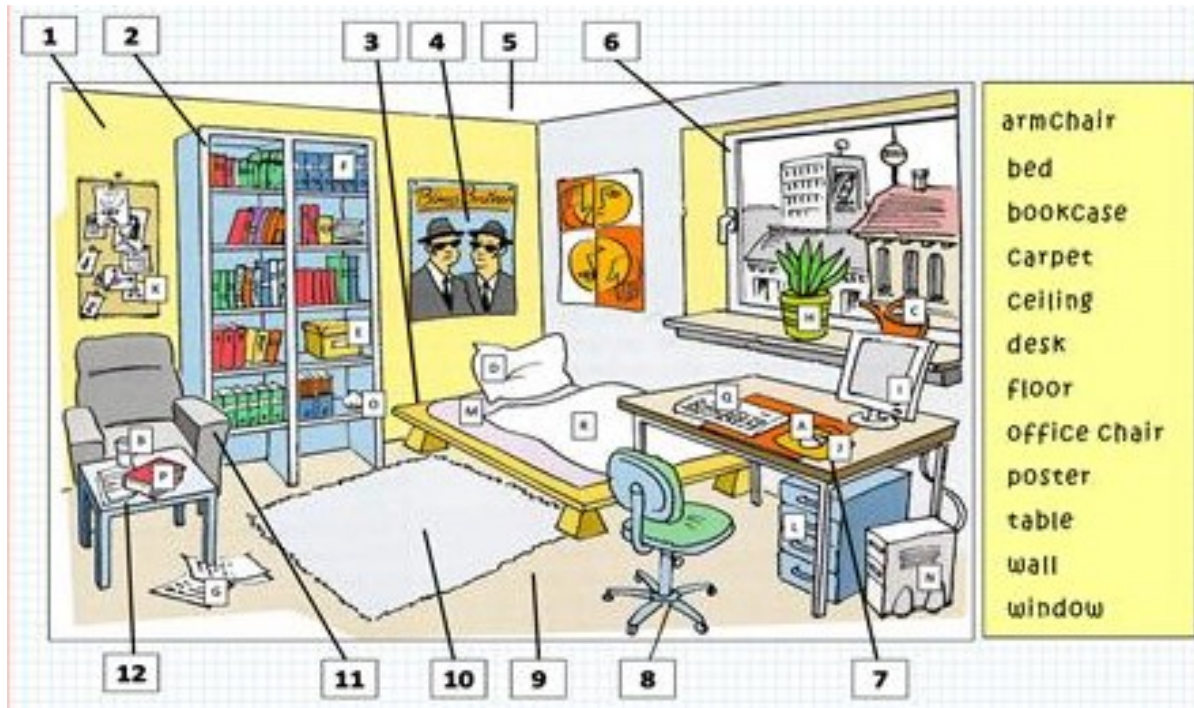
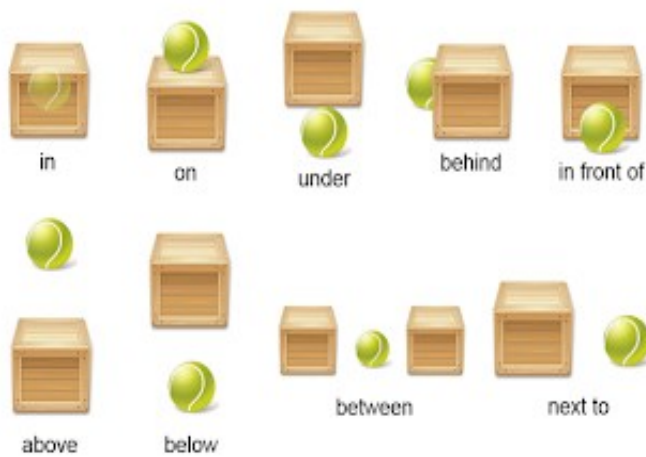


Figure 9. Illustration of the writing session in Unit 7

Useful Vocabulary

Preposition of Place

Furniture



- Wardrobe**
- Desk**
- Computer**
- Chair**
- Bed**

- Door**
- Window**
- Lamp**
- Shelves**
- Sofa**

Figure 10. Illustration of the writing session in Unit 7



Read the following example.

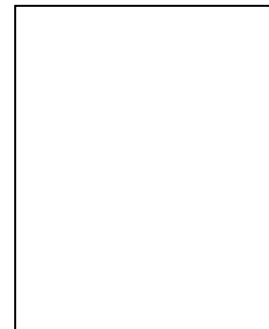
I've used purple, red, and pink decor in my bedroom. There's a big bed in the middle of my bedroom. A bedside table with a vase of flowers on it is located next to the bed. To the left of my bed is a sizable wardrobe that has built-in shelves, cabinets, and a computer table. The wardrobe is next to a coat stand. The floor in front of my bed is covered in three circular red matting. The wall above my bed also has three tiny cabinets. My favorite items are kept there.

Source : <http://dpuic.dpu.ac.th/resources/online-resources/english-in-use-support-files/describing-houses-rooms/>



Writing Practice

Write a description of your bedroom in a paragraph. Present your composition by enclosing the photo of your room.



Speaking



DESCRIBING A PERSON

Read the following monologue.

Ernesto is a classmate and my best friend. Together, we attend school. Ernesto is from a well-educated background. His mother is a teacher, and his father is the principal of the school. He has good manners, is well-educated, and arrives on time. He works extremely hard. He completes his homework every time. He also keeps himself in check and is well-groomed. Every teacher thinks highly of him. Ernesto is physically fit. Though gentle, he is fearless. He engages in mountaineering, trekking, scouting, and all sports. His heart is pure. He is obedient,

honest, and truthful. His parents are extremely proud of him because he is a talented guitarist as well. He consistently receives high grades and finishes exams at the top of his class. I am motivated to work harder by him. He shields me from unsavory company. I'm glad I have a friend like that.

Source : <https://www.slideshare.net/ignaciaparrotprofesora/describing-personality-12520331>



Useful Expressions

Height	Build	Hair	Skin	Eyes	Face Shape	Personality
<i>tall</i>	<i>skinny</i>	<i>curly</i>	<i>fair</i>	<i>black</i>	<i>round</i>	<i>friendly</i>
<i>short</i>	<i>slim</i>	<i>wavy</i>	<i>pale</i>	<i>blue</i>		<i>shy</i>
<i>average</i>	<i>fat</i>	<i>straight</i>	<i>light-brown</i>	<i>brown</i>	<i>oval</i>	<i>outgoing</i>
	<i>plump</i>	<i>blonde</i>	<i>tanned</i>	<i>large</i>		<i>funny</i>
	<i>chubby</i>	<i>long</i>	<i>dark</i>	<i>small</i>		<i>generous</i>
		<i>short</i>				
		<i>bald</i>				



Speaking Practice

Prepare a description of a famous person you idolize. Describe the person in front of your friends.

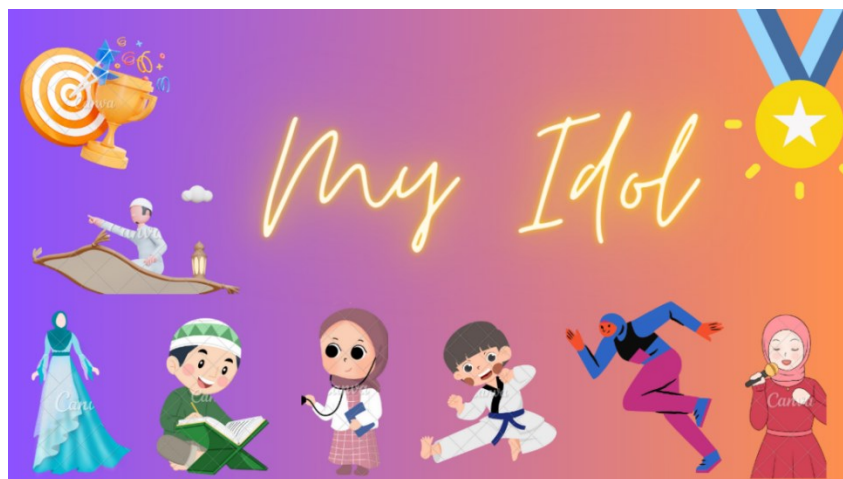


Figure 11. Illustration of the speaking session in Unit 7

UNIT 8

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1 Reading : At The Airport

- Learners are able to explain the main idea of the text
- Learners are able to mention the supporting ideas of the text
- Learners are able to the specific terms in the airport

2 Writing : Complex Sentence

- Learners are able to identify complex sentence
- Learners are able to write complex sentence appropriately

3 Speaking : Shopping

- Learners are able to express English when shopping
- Learners are able to respond the expression for shopping correctly

Discuss these questions.

1. What is the most sophisticated transportation you have ever taken?
2. If you have a free ticket to go abroad, which airplane you want to take for your trip?

At the Airport

Figure 12. Illustration of the reading session in Unit 8

It's finally time to take a vacation! Mrs. Blake truly deserves it. She occasionally has to work late into the night at her job at a large bank. She wants to take a flight to the Caribbean now that she has a whole week to herself. She delivers her passport, picks up her two luggage, and gets to the check-in counter on time.

In the meantime, the airport is crowded. Mrs. Blake is hurried past by a flight attendant and a pilot. A plane waiting on the runway and the control tower are visible out of one of the windows. There's a baggage conveyor belt with large suitcases and backpacks on it, visible through another windowpane.

Thanking you, Mrs. Blake accepts her boarding pass. She is taking off from Gate A. She can now go into the duty-free area. She loves to shop, so she's hoping that on her way back, customs won't charge her duty.

Mrs. Blake is currently unaware that the air traffic controllers have started going on strike. For the remainder of the day, the runway will be empty.



Vocabulary: arriving and departing

Insert the correct word from the box into the gaps.

Customs	Carry-on bag	Collection baggage
Officer	Check in	Allowance queue
Departure	Immigration	Travel documents
Lounge	Officer baggage	Immigration visa

1. When you arrive in a country from overseas the checks your passport. In some countries you must have a before you can enter. Then you proceed to the area to pick-up your bags and then to the who may, (but not always) check your baggage.
2. When you leave a country you must first with the airline to get your boarding pass. If there are a lot of people you must Then you go through , where they check your travel documents and then to the to wait for your flight.
3. On most international flights you have a of 20 kilograms per person. Many airlines allow you to take one bag on to the aircraft usually a maximum weight of 7 kg. This is called a

Find words and phrases from the advertisement which mean the same as:

1. A single ticket :
2. A ticket to go and come back :
3. Less expensive fares :
4. Extra luggage :
5. Young people pay less :
6. You cannot change your ticket :
7. Reserve :
8. A good price if you buy your ticket early:



Check-out / Getting to the airport

Hotel : Did you pleased with the accommodations?

Guest : It's definitely true. But I have to get to the airport now. What's the fastest route to get there? My flight leaves in about two hours.

Hotel : A complimentary airport shuttle is available.

Guest : That's fantastic, but will it allow me to arrive at the airport in time?

Hotel : It ought to, indeed. It takes about 25 minutes to get to the airport, and the next shuttle departs in 15 minutes.

Guest : Excellent. All I'll do is wait in the lounge. Could you please tell me when it is scheduled to depart?

Hotel : Obviously, sir. Oh, and could you please pay the minibar bill before you leave?

Guest : Oh, without a doubt. What is the estimated amount?

Hotel : I'll see. The total amount due is \$37.50. How do you want to make that payment?

Guest : Thank you, I'll pay with my Visa. However, I need a receipt to charge it to my business.

Hotel : Definitely. Here we are, respectfully, sir. You have the option to leave your bags with the porter, who will load them onto the shuttle upon its arrival.

Guest : I'm grateful, that would be wonderful.

Hotel : While you're waiting, would you like to sign the guestbook as well?

Guest : Yes, I will recommend this place to others. I had a great stay here.

Hotel : I'm glad to hear that. We once again appreciate your visit to The Grand Woodward Hotel.



Writing



Complex Sentences

1. Main Clause + Adjective Clause

The farmers who want to sell their crops leave their village, which is far away from town, in the early morning.

2. Main Clause + Adverbial Clause

The farmers leave their village when the day is just dawning.

3. Main Clause + Noun Clause

I know where the girl lives. Where the girl lives is a mystery.



Practice:

Complex Sentence Worksheets

Provide a fitting subordinator to fill the gaps in these sentences.

1. I need some money, _____ I'm heading to the bank.
2. _____ I got home, I made lunch.
3. She's taking a stroll in the park _____ it's raining.
4. _____ she doesn't finish her homework by the end of class, she won't pass.
5. Tim was an honest man, _____ he chose to put his trust in him.
6. She made the decision to look into the matter _____ we left for school.
7. _____ Jennifer was too concerned about her job, she made the decision to leave Tom.
8. Dennis purchased a new jacket _____ the previous week, he was given one as a gift.
9. Bradley says _____ he doesn't finish the job, there will be problems.
10. _____ the time you receive the letter, Janice will have completed the report.

Speaking



Shopping : Shopping expressions

- These are expressions used when you go shopping:
 - Can / may I help you?
 - Can I try it / them on?
 - What size do you wear? What size are you?
 - What color would you like?
 - Extra small, small, medium, large, extra large
 - How does it fit?
 - Where is the changing room?
 - How would you like to pay?
 - Can I pay by credit card / in cash?

➤ Dialogue :

Shopping for a T-shirt

- A: How may I assist you?
B: It's actual that I want a T-shirt.
A: What is your size?
B: My size is medium.
A: Which color do you prefer?
B: One that is blue.
A: You're right here.
B: I'm grateful. Could you please try it on?
A: Of course, that's where the changing room is.
B: I'm grateful.
- A: Does it fit well?
B: It's excellent. It appeals to me.
A: You look good in it, yes.
B: I'm grateful. I'll purchase it.
A: All right, how would you like to make the payment?
B: Are credit cards accepted here?
A: We do, in fact.
B: Alright, my credit card is here.
A: I'm grateful. I hope you have a pleasant day!
B: I'm grateful; good bye.



Practice :

Bring the sentences into the correct order!

- A: Hi, how may I assist you?
B: He enjoys eating a lot.
A: You're right here. Anything further?
A: What interests him?
B: Here you are. Bye!
B: Excellent thought! Please give me fifty dog food tins!
B: Hi, would you please? Today is Pluto, my dog's birthday.
I would like to get him a gift.
A: That comes to £25.50.
B: No, I'm not interested. A can of dog food, perhaps?
A: Bye!

UNIT 9

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1 Reading :

- Learners are able to analyze the exposition about an issue on school uniforms
- Learners are able to comprehend the vocabularies related to the text

2 Writing :

- Learners are able to identify an argumentative paragraph
- Learners are able to write an argument
- Learners are able to use the expressions of arguing

3 Speaking :

- Learners are able to identify the appropriate expression of reasoning
- Learners are able to share their opinion about a topic



Discuss these questions.

1. What kinds of clothes do you wear for school?
2. Do you think school uniforms are good idea or bad idea?



Figure 13. Illustration of the reading session in Unit 9

School Uniforms

Since wearing school uniforms is as yet standard in a few countries, for example, Japan and England, it is less successive in different countries, like the US, France, and Germany.

There are other people who contend that uniforms are essential. Students that wear uniforms are better ready to study and figure out how to observe guidelines. They give each student a similar appearance. In addition, they help the students feel like they belong.

Some people don't agree. It is said that uniforms are unpleasant and ugly. Most importantly, they guarantee that students can't put themselves out there through their closet when they wear uniforms.

A few students accept that uniforms may be stylish. A few students modify their school uniforms to some degree trying to look more in vogue. Their uniforms are a way for them to express themselves. A few students really try to go to the school with the most delightful uniform. This is an elective point of view on uniforms. A well established custom is developing into an ongoing style.



Glossary

- Contend* : to strive or argue in contest or rivalry or against difficulties
- Belong* : to be a member of a club, organization, or set
- Unpleasant* : not pleasant : not amiable or agreeable
- Closet* : an apartment or small room for privacy
- Vogue* : one that is in fashion at a particular time



COMPREHENSION CHECK

Read the passage and answer the questions.

1. What is the purpose of this text?
2. In which country are uniforms not very common?
3. Why do some people say uniforms are important?
4. Why do not some people like uniforms?
5. Why do some students make changes to their uniforms?



WORD FOCUS

Match the words with the definitions

1) Disagree	a) Things you have to do
2) Rules	b) Have a different idea
3) Turn into	c) Become
4) Unattractive	d) Not comfortable
5) Uncomfortable	e) Not pretty



WORDS IN CONTEXT

Fill in the blanks with the appropriate words.

hang up *appearance* *uncomfortable* *model* *uniforms*

1. I like the of students in uniforms. They look nice.
2. At my school, we cannot choose our own clothes because we have
3. I want to be a because I love clothes.

4. My new shoes are very because they're too small for me.
5. Please your coat in the closet.

Writing

ARGUMENTATIVE PARAGRAPH

The Content:

- You have to state what you think in the opening paragraph.
- Present evidence to support a position that differs from your own as you wrap up your essay. This gives you the opportunity to address that point of view later.
- Summarize the supporting data for that viewpoint.
- Next, proceed by delineating your stance regarding that particular point of contention. Since you're comparing, use phrases like "however" and "on the contrary".
- Offer evidence to support your statements.

Useful Expressions

<i>I think</i>	<i>On the other hand</i>	<i>On the whole</i>
<i>In my opinion</i>	<i>Equally</i>	<i>Despite this</i>
<i>I believe</i>	<i>But</i>	<i>Whereas</i>
<i>However</i>	<i>On the contrary</i>	<i>The opposite</i>

Read the following text.

Elephant Hunting

I unequivocally go against the hunting of elephants. Elephant trackers, as I would like to think, are jeopardizing the presence of the species. There are a ton of elephants on the planet, as per elephant trackers. There are those who argue that elephants should be hunted for their teeth and trunks, which are needed for many different things. In contrast, I believe there is evidence to suggest that the species may be in danger as a result of unrestricted elephant hunting. It has been accounted

for that because of unreasonable hunting, each of the elephants in the Gorongosa region have disappeared.



Writing Practice

Write an argumentative paragraph based on these following topics (Choose one).

1. Boarding schools
2. The teaching of sex education in schools
3. Television and its effect on education
4. Underaged rider/driver



SHARING OPINION

Read the following dialog.

Teacher : OK, we're going to debate whether online chatting is good or bad for us. We'll start with you, David. Are you for or against online chatting?

David : Well, online chatting is good, I think. It's good for making friends. Maybe it helps us relax, too.

Teacher : thank you, David. Now Ann, your turn.

Ann : I'm against online chatting. First, you can't be sure who you're talking to. Second, it's easy to spend too much time chatting online. Third, it's not as natural as talking face to face.



Discuss the questions.

1. Does David clearly say that he is for or against online chatting?
2. Who speaks the ideas in better order and more confidently? Why?



Useful Expressions

- I concur with the thing you said about
- I'm apprehensive I have an alternate assessment on this
- I'm happy we feel a similar on this
- I'm unfortunately I disagree with you here



Speaking Practice

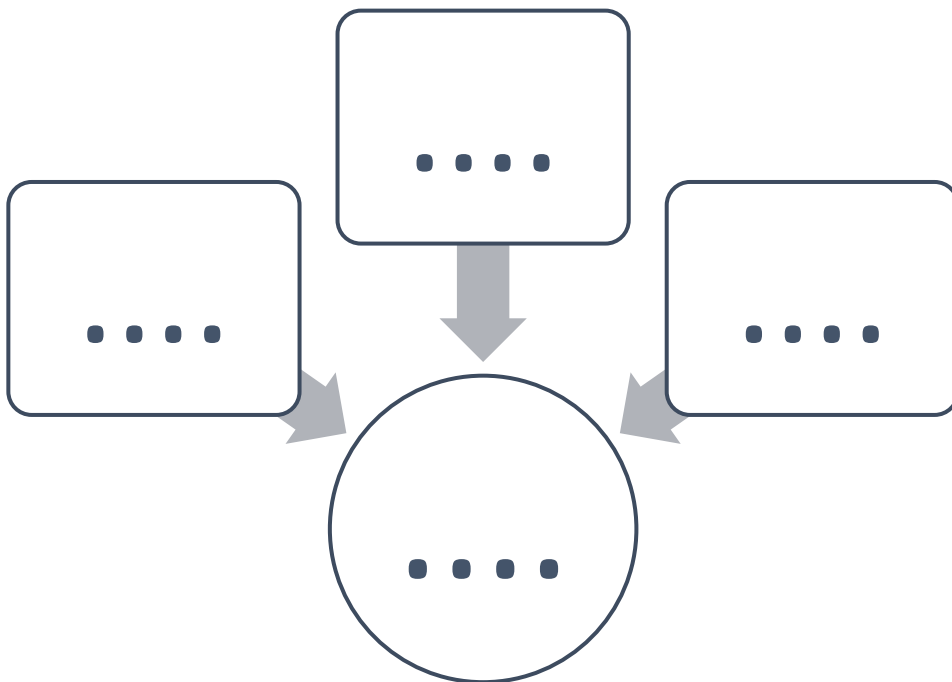
Work with a classmate. Decide if you are for or against the topic. Then write three supporting reasons.

Internet is the best tool for learning.

Online shopping is the best way to shop.

Emails are better than letters.

Reasons for/against:



UNIT 10

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1. Reading : At the hotel

- Learners are able to explain the main idea of the text
- Learners are able to mention the supporting details of the text
- Learners are able to mention the specific terms of the text

2. Writing : Writing - An email for hotel reservation

- Learners are able to identify the appropriate vocabulary for hotel reservation in written form
- Learners are able to write email to reserve a hotel room

3. Speaking : Speaking – a Hotel reservation call

- Learners are able to identify the appropriate vocabulary for hotel reservation in spoken form
- Learners are able to make a call of hotel reservation

Reading



Starter

Discuss these questions.

1. What hotel have you ever visited?
2. What do you like when staying at the hotel?



Text of material

Types of Hotel

Both large and small hotels come in a variety of forms. Components of a 'group', large hotels provide visitors with a uniform experience across all locations. If a hotel meets the requirements set forth by the tourist boards, it may be granted a "Star." The standards rise with the number of stars. A 'Red Star' award is also given for outstanding food.

It is expected that rooms have an ensuite bathroom. Bookings for single, double, or family rooms are also available. Triple-glazed windows are a common feature of hotels in big, bustling cities, helping to muffle the noise from passing vehicles.

The amenities that a hotel offers are included in the cost of your stay. Numerous locations have indoor play areas for little families, gymnasiums, squash courts, swimming pools, and health clubs. Non-residents are permitted to use some of these activities as long as they pay the monthly price. Some hotels have golf courses on their property. Some have lakes available to visitors who want to spend their free time fishing or renting a boat.

A well-run hotel with friendly, accommodating personnel makes vacations more pleasurable and promotes repeat business. Regular visitors receive Christmas cards from the hotel administration. The holiday experience is enhanced by a wide selection of freshly prepared cuisine that is exquisitely presented in a dining area with excellent views.

There is room service available if the visitors would rather not eat at the restaurant. The room has a menu that visitors can order from. When the meal is prepared, a service person will deliver it to the room. Breakfast can be ordered the night before departure and served to the room at the specified time if the guests

must depart early in the morning before the dining room starts serving breakfast. A list of the restaurant's opening hours is usually present in the space.

On the day of their departure, the majority of hotels request that visitors leave their rooms by 10 o'clock. This is done to give the staff adequate time before the next set of guests come to clean the room, make the bed, and generally tidy the surroundings. Typically, hotel rooms are not available to newly booked guests until after midday.

- 1) For what reason do hotels receive stars?
 - A) They list the quantity of rooms in the structure.
 - B) You can tell what amenities they provide by looking at the stars.
 - C) They inform visitors that the hotel is open year-round.
 - D) The size of the grounds is shown by the stars.
- 2) Why are double and triple glazed windows seen in hotels in congested cities?
 - A) It contributes to lowering noise levels.
 - B) To block the sun's rays.
 - C) To provide work for the window cleaners.
 - D) Their position is more precise.
- 3) Which services are available to guests?
 - A) Just the sleeping rooms.
 - B) Visitors are not permitted.
 - C) Children's play areas alone.
 - D) The dining area, the exercise centers, and the nearby golf courses.
- 4) What is meant by "room service"?
 - A) You can have food and beverages brought to your room.
 - B) The visitors must depart.
 - C) The lights are turned off by an electrician who visits.
 - D) Cleaning can start in this room.
- 5) Why do guests have to leave their rooms by 10 a.m. on the day of departure?
 - A) To make sure that nothing has been taken.
 - B) To allow for cleaning in preparation for the next set of occupants.
 - C) To enable a paint job in the room.
 - D) To allow staff members to sit in it when they're worn out.



Glossary :

- Facilities
- Book
- Vacate
- Visitors
- Cuisine



Writing



Theory : Reserving Hotel via Email

We usually stay at hotels when we travel. For this reason, it's wise to focus on the following:

- Reserve a room ahead of time.
- Confirm your reservation when you arrive. Register at the front desk.
- You can call large hotels to request services. For instance, you could order food or a drink from room service when you're hungry.
- Give the hotel manager plenty of notice about your intended departure time.

➤ Booking a room

To book a room you need to do one of the following:

- to make a phone call,
- to write a letter,
- or to write an email.

➤ Writing an email to make a reservation

1. Make sure your email contains all pertinent information:

- Your full contact details
- Arrival and departure dates
- The total number of days you will be staying
- The type of room you have reserved; and
- Any special requirements or requests, like a smoking or nonsmoking room.

2. Be to the point. don't include any unnecessary details.
3. Be polite and start your email by "Dear sir or Madam"

Example:

Dear Sir or Madam,

Would you mind reserving a nonsmoking room for me and my wife for this date (...) We will be spending three nights. We will arrive on August 4th at 5 o'clock in the morning.

Please charge my credit card for the initial deposit required. Include any discounts that my early registration permits.

Credit card number:

Name:

Expiration date:

I look forward to receiving a letter confirming my reservation.

Thank you.

Name

4. Don't forget your name, address, email, phone, fax or any contact details.

Dialogue : A Hotel Reservation Call

➤ PART A

A: Please assist me make a hotel reservation.

B: That ought to present no issue. Please tell me your entire name.

A: John Sandals is my name.

B: Hi, this is Mr. Sandals. Michelle is my name. Which days, exactly, do you need that booking, sir?

A: From Friday, April 14 through Monday, April 17, I intend to travel to New York.

B: We just raised the price of our rooms. Do you find that acceptable, Mr. Sandals?

A: What is the amount we are discussing each night?

B: It will cost \$308 per night.

A: I think that price is reasonable..

B: Fantastic! Which kind of room—nonsmoking or smoking—do you prefer?

A: Please refrain from smoking.

B: Alright, so what about a queen-size bed?

A: That seems acceptable.

B: All right, Sandals, Mr. Our computer has your reservation on file. For now, we just require a phone number.

A: Of course. I can be reached at 626-555-1739.

B: I'm grateful, Mr. Sandals. We're excited to meet you in New York!

➤ PART B

A: I want to book a hotel room. Can I?

B: Don't worry, that won't be an issue. Please tell me your full name.

A: John Sandals is my name.

B: I'm delighted to help you. Tell me when you plan to use the room, please, sir.

A: I will need a room from April 14 through April 17, assuming my plans don't change.

B: Sir, our room rates are a little bit more than you might have anticipated. Will things work out okay?

A: Let me know how much it will cost so I can let you know if it's acceptable.

B: It is, of course, only \$308 per night before taxes.

A: \$308 per evening? It's a reasonable cost.

B: Alright, so what do you prefer—nonsmoking or smoking—in the room?

A: Please refrain from smoking.

B: Not a smoker. Do you approve of a single queen-size bed now, sir?

A: That is not at all problematic for me.

B: Nonsmoking queen. You have a reserved room, sir. Would you kindly provide me with your phone number now?

A: Not an issue. Caller ID: 626-555-1739.

B: We appreciate you scheduling a reservation with us. We're excited to see you in April!

Source : <https://www.eslfast.com/robot/topics/hotel/hotel01.htm>

Hotel: Good afternoon. The Grand Woodward Hotel welcomes you. In what way can I assist you?

Guest: I'm scheduled to be here today. It is registered under Hannighan.

Hotel: Would you mind spelling that for me, please?

Guest: Of course. H-A-N-N-I-G-H-A-N.

Hotel: Certainly, Mr. Hannighan, we have arranged for you to spend two nights in a double room overlooking the ocean. Is that accurate?

Guest: It is, indeed.

The hotel is excellent. Your credit card information is already on file with us. Would you kindly sign the receipt at the bottom?

Visitor: Wow! Five hundred and ninety bucks every evening!

Hotel: That's right, sir. After all, this is a five-star hotel.

Guest: Alright, alright. At least I'm staying on company funds because I'm here on business. In any case, what's included in this price?

Hotel : Included are free airport shuttle service, use of the hotel safe, and a full continental buffet served every morning.

Visiting Party: What, therefore, is not covered by the cost?

Hotel: Your room has a minibar, of course. Your account will be billed for its use. Additionally, the hotel offers room service, though it comes with an extra fee.

Visitor: Interestingly enough. Alright, which room am I in?

Hotel : 487. This is the key for you. Take the elevator to the fourth floor on the right to reach your room. Once you step out of the elevator, turn left, and your room will be on the left. Your bags will be brought up shortly by a bellboy.

Guest : Excellent. Thank you.

Hotel : Dial 'O' from your room if you have any requests or questions. Additionally, there is internet access available in the lobby all day long.

Guest : Alright, so when is check-out time?

Hotel : At noon, good sir.

Guest : All right, thanks.

Hotel : Thank you, sir. I hope your stay at the Grand Woodward Hotel is fantastic.



Practice:

With your partner, make a hotel reservation call.

UNIT 11

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1 Reading :

- Learners are able to analyze a report about the development of skyscrapers
- Learners are able to comprehend the vocabularies related to the text

2 Writing :

- Learners are able to identify a procedure text
- Learners are able to write a procedural text on producing something

3 Speaking :

- Learners are able to use the expressions of giving instructions
- Learners are able to take turn to give instructions with their friends



Discuss these questions.

1. What is the tallest building you have ever visited?
2. What materials do people use to build skyscrapers?



Figure 14. Illustration of the reading session in Unit 11

Building Skyscrapers

Developers utilized iron backings to hold walls built of stone or block assembled quite a while back. Exceptionally tall structures couldn't be upheld by these walls. Steel was then utilized in building construction. Contrasted with iron, steel is lighter and more grounded. Tall structures can be upheld by it.

A five-story retail foundation in New York was the primary design to have a traveler lift. The development of the elevator has made it possible to construct significantly taller buildings. Individuals couldn't get to the highest point of the structure by climbing many steps.

In Chicago, the primary tall building was built in 1885. It stood only ten stories tall. Skyscrapers are now constructed at much higher heights. Two of the tallest structures are the Petronas Towers in Kuala Lumpur and the Taipei 101 Tower in Taiwan. We currently have quicker lifts and more grounded assembling materials because of present day innovation. The height of skyscrapers will continue to rise.



Glossary

- Iron** : a strong, heavy metal
Block : a compact usually solid piece of substantial material
Steel : a strong, light metal
Lift : a ride especially along one's way
Skyscraper : a very tall building



COMPREHENSION CHECK

Read the passage and answer the questions.

1. What is the purpose of this text?
2. What did people use to construct buildings 150 years ago?
3. Where was the first skyscraper?
4. In line 4, what does the word *it* refer to?
5. What do you know about the first passenger lift?



WORD FOCUS

Match the words with the definitions.

1) Construct	a) Things you use to make something
2) Materials	b) Hold something up
3) Support	c) Build
4) Technology	d) The side of a building
5) Wall	e) Using knowledge or science to do



WORDS IN CONTEXT

Fill in the blanks with the appropriate words.

Support **design** **materials** **views** **technology**

- 1 These walls are strong. They can a tall building.
- 2 We can see good from the top of a building.
- 3 The new building has an interesting
- 4 You need strong to build a skyscraper.
- 5 helps us do many things quickly and easily.

Writing



PROCEDURE

➤ The Content

- a) Use the simple verb form
- b) Be brief. Instructions ought to be brief and to the point. They do not include subtleties or clarifications.
- c) Use an intelligent request while depicting how to do specific things. Directions are significant in portraying how to do specific things. The guidelines should be clear, brief, and in a sensible request.

➤ Read the following model.

To boil an egg :

1. First fill a pan halfway with cold water.
2. Add the egg to pan.
3. Turn on the stove.
4. Switch on the heat.
5. Start timing as soon as the water boils.
6. Take the pan off of the heat after four minutes.
7. Use a spoon to remove the egg from the pan.
8. The egg is now prepared for consumption.



Writing Practice

Write a procedural list of a process creating something you know well. Pay attention to the grammar and organization.

How to make _____

1.
2.
3.
4.
5.

Speaking



GIVING INSTRUCTIONS

Read the following dialog.

A: You've got a beautiful camera.
B: Yes, I bought it only yesterday.
A: Let me have a look. Oh, it looks a bit technical. How do you operate it?
B: It's not that difficult. First press this red button to switch it on. Then look through the viewfinder. You can adjust the distance by pressing these zoom buttons. After you're ready just click it here.
A: Sounds simple.
B: Yes, but be careful not to touch this slider. It's for rewinding the roll.
A: OK. And what about the flash?
B: It has an auto-flash system.
A: OK. Ready. Say cheese.

Source : <http://esl.wordzila.com/giving-instructions-simple-instructions/>



Useful Expressions

First

Next

Then

After that

Finally

Last



Speaking Practice

Work with a classmate. Prepare a dialog about giving instructions on how to operate a tool.



UNIT 12

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1 Reading : At the Restaurant

- Learners are able to identify different kinds of food
- Learners are able to use specific terms related to food

2 Writing : Arranging sentences

- Learners are able to arrange the sentence correctly
- Learners are able to write their own sentence of ordering food

3 Speaking : At the Restaurant

- Learners are able to order food using English

Reading



Starter

Discuss these questions.

1. What is your favourite dish?
2. What restaurant do you want to promote? Why?



Practice :

Here are four people talking about eating out. After you read, answer each question with a paragraph number (1-4).

1. It was around two months ago when I attended my final restaurant. We went to an exclusive Italian restaurant in the heart of Lisbon since my wife and I wanted to commemorate our wedding anniversary with a nice dinner. After sharing some spaghetti to start, my wife selected a steak for our entrée, while I went for fish. We shared chocolate cake with fresh cream for dessert. Delectable!
2. Yesterday night, my sister's kids and I went to a restaurant. The menu was quite little, yet it wasn't too pricey. We all drank cola and ate French fries and hamburgers. It was not excellent.
3. Since my boyfriend enjoys spicy meals, this place was ideal. The traditional sitar music provided by the kind and amiable waiters was quite soothing. Depending on your desired level of heat, the menu featured both meat and vegetarian dishes that were served with rice and a sauce. My guy ordered lamb "vindaloo," and he also drank two liters of water! I ordered a mild beef curry.
4. Last weekend, my university class visited the location. In my nation, this kind of restaurant is really common. Usually, it serves a single dish—a sort of bread with cheese and tomato sauce—from which you can build your own combinations. To sample a bit of each person's dish, I requested olives and mushrooms on mine, and my classmates each had something different.

Source : <http://www.esl-lounge.com/student/reading/2r8-eating-out.php>

1. In which text did the person go there for a special occasion?
2. In which text did the person visit an Indian restaurant?
3. In which text did the person eat pizza?
4. In which text did the person eat fast food?
5. In which text did someone eat seafood?
6. In which text did the person talk about the atmosphere of the restaurant?
7. Which restaurant was cheap?
8. In which text didn't the person enjoy their meal?
9. In which text did someone eat a very hot dish?
10. In which text did the person have a vegetarian meal?



Glossary :

- Meal
- Top
- Curry
- Mushrooms

Writing

When choosing what to eat and placing an order at a restaurant, these are some important terms to know:

- Could I have a menu, please?
- Here you are.
- Enjoy your meal!
- Would you like ...
- Can I get you anything else?
- I'd like the check, please.
- That'll be ...
- Have a good day!
- The spaghetti/steak/chicken looks good.
- How is the pizza/fish/beer?
- What would you recommend?
- I'd like my steak rare/medium/well done.
- Are there any nuts/peanuts? My child has allergies.
- Do you have any vegetarian dishes?
- Could I have a glass of water, please?
- Could you tell me where the restroom is?
- I'd recommend the lasagna/steak/pizza.
- Would you care for an appetizer/a beer/a cocktail?
- I'd like to have a beer/steak/glass of wine.

Source : <https://www.thoughtco.com/beginner-dialogues-at-a-restaurant-1210039>

Please write sentence by using these following expression:

- Would you like ...
- That'll be ...



Practice :

Arrange the sentence below correctly

At the Restaurant - Ordering Food



1. you order Are ready? to

2. soup I'd like a. Yes. onion small

3. also the want sandwich I. chicken

4. Do with sandwich drink want your? to something you

5. tea, Yes. like I'd please some.

6. you What for? I get can

7. I'd like of bottle coke a large.

8. coffee a. large and salad like I'd a

9. cream or like Would? you cake ice

10. a salad want you French or? fries Do



Speaking

Dialogue :

- Waiter** : Happy morning. Could I be of assistance to you?
- Amy** : It's true that we want to have dinner.
- Waiter** : May I please view the menu?
- Amy** : Please, yes.
- Waiter** : Would you like anything to drink?
- Judy** : Would you please have a glass of orange juice?
- Amy** : Please give me some Coca-Cola as well.
- Waiter** : You're here. Are you prepared to place a purchase?
- Judy** : Please give me some tomato soup, a steak, and chips.
- Waiter** : Chips, steak, tomato soup... For you, too?
- Amy** : I'm going to have mashed potatoes and fish. And pass the tomato salad, please.
- Waiter** : Obviously.

Practice:

- Waiter** : Good morning. Can I you?
- Amy** : Yes, we'd like to dinner.
- Waiter** : Would you like to see the ?
- Amy** : Yes, .
- Waiter** : Can I bring you something to ?
- Judy** : Yes, a glass of orange , please.
- Amy** : And coca-cola me, please.
- Waiter** : Here you are. Are you ready to ?
- Judy** : Yes, I tomato soup, a steak and chips, please.
- Waiter** : Tomato soup, steak, chips... for you?
- Amy** : I fish and mashed potatoes. And tomato salad, please.
- Waiter** : Of course.

UNIT 13

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1 Reading :

- Learners are able to understand a reading passage about a continent
- Learners are able to comprehend the vocabularies related to the text

2 Writing :

- Learners are able to write an event report
- Learners are able to use the expressions of reporting

3 Speaking :

- Learners are able to talk about their free time
- Learners are able to use the expressions of likes and dislikes

Reading

Starter :

Discuss these questions.

1. Do you know about Antarctica?
2. Would you like to visit Antarctica? Why or why not?



Figure 15. Illustration of the reading session in Unit 13

Antarctica

Antarctica is the coldest part on the planet. Ice covers over the vast majority of the landmass. It also covers a lot of the sea that surrounds it. Also, there is snow everywhere. It snows only very rarely, yet the breeze generally blows snow around.

There are no trees in Antarctica, and there are not very many green plants. Tiny bugs and worms are the main land creatures. The ocean has heaps of various creatures. There are various types of whales, seals, fish, and birds. The penguins are the most well-known birds.

It is truly challenging to live there, however individuals like to visit Antarctica. Sightseers like to see strange landscape and the intriguing creatures. Climbers go to Mount Vinson, which is one of the Seven Summits. To reach the South Pole, other people walk or ski across the ice. Researchers research the climate, plants, and creatures. Anyone who visits must enjoy the cold.

Glossary

- Blow* : the action of the wind
- Tiny* : very small
- Landscape* : a view of the land
- Ski* : to glide on skis in travel or as a sport

Summit : top of the mountain



COMPREHENSION CHECK

Read the passage and answer the questions.

1. What is the purpose of this text?
2. What is Antarctica?
3. What can you see on the land in Antarctica?
4. What is something that scientists can study in Antarctica?
5. In line 2, what does the word *it* refer to?



TRUE OR FALSE?

Are the following sentences true or false? Write T or F.

1. Water freezes in warm weather.
2. Seals live in the sea.
3. Worms are very large animals.
4. You can go down a mountain on skis.
5. The sea covers most of the Earth.



SENTENCE COMPLETION

Complete the letter below with the appropriate words.

young *stormy* *tourists* *blowing* *skis*

Dear Mom and Dad,

I am thrilled to be in Antarctica. The weather is very right now, and the wind is hard. We hope the weather will be better tomorrow because we plan to cross the snow on We saw some penguins yesterday with their babies. The penguins were so cute. Many people visit Antarctica at this time of year. There are a lot of here now. I am having a great time.

Love,
Tom

➤ **The Content.**

1. Heading

The headline needs to be concise and convey the story's core idea.

2. Opening section

A report's introduction is a crucial section. The reader ought to understand quite clearly after reading it what the remainder of the report is about.

3. Body of the report

The report's body should address the questions and provide more information on each of the aforementioned topics. Why and how? Eyewitness reports and other people's comments on an event or activity can be used to add details. Every story or remark ought to be contained in its own paragraph.

4. Conclusion

The writer's statement regarding the actions planned to address the issues raised in the report can be included in the last section.



Read the following model.

Cultural Fest

Our school hosted a vibrant and unforgettable Cultural Fest on October 22, 2014. This event took place in our school's auditorium and lasted the entire day. A number of our city's schools participated in this massive event.

A number of school teams arrived to kick off the main event. The District Collector of our District, who was the Chief Guest, then showed up with his spouse. A joyful greeting was given, and then the lamp was lit. A beautiful Saraswati Vandana, honoring the goddess of wisdom and understanding, accompanied it. Following it came a welcome address from our school's principal. The main celebration started after the invited guests were given bouquets. The show, which featured numerous programs given by teams from different institutions, was quite captivating. Singing, dancing, mime, skits, monoact plays, poetry recitation, and a mix of classic and contemporary foot-tapping tunes were all featured. Everybody was

riveted to the program. The Chief Guest gave the entire affair high marks. With his motivational remarks, he led and encouraged others to perform better. The announcement of our city's ABC School as the victorious team came next. Our school's squad placed second, and everyone gave each other praise. The gathering came to an end with a formal vote of thanks.

We had a great time and left with the earnest desire that more massive events like this one be planned in the future so that kids can continue to showcase their skills.

Source : <https://emereport.weebly.com/examples.html>



Writing Practice

Write a report about your surroundings. You may report activities or event on your neighborhood or campus. Pay attention to the grammar and organization.



Read the following dialog.

FREE TIME

- Lina : Hello, Kiara. What are your after-school plans for today?
Kiara : I'll play PC games at home because I have some more energy.
Lina : Would you be so kind? I also enjoy using my PC to play games.
Kiara : What is your favorite game?
Lina : I really enjoy Fight Power. It is a lot of fun.
Kiara : Certainly. I also adore it.
Lina : Do you enjoy playing any other games?
Kiara : Without a doubt, I enjoy playing Palace Park. It's now my favorite.
Lina : That sounds very good.



Useful Expressions

What do you do on ...?

How often do you ...?

What are you up to?

I am going to ...

I will ...

Hang out with friends

Watching TV

Sleeping

Going to cinema

Weekend

I'm really busy

I enjoy ...

I like ...

I don't like ...

Why do you like ...



Speaking Practice

Work with a classmate. Prepare a dialog about your free time activities.

UNIT 14

OBJECTIVES

After completing this unit, learners are expected to master three language skills :

1. Reading : Education

- Learners are able to classify the types of education
- Learners are able to explain the difference in each type of education

2. Writing : My Last Summer Vacation

- Learners are able to retell their past experience thorough answering the questions
- Learners are able to develop their paragraph or recount text

3. Speaking : Asking and Giving Direction

- Learners are able to know the expression of asking and giving direction
- Learners are able to apply the expression of asking and giving direction

Reading



Starter

Discuss these questions.

1. What do you know about education?
2. How do you understand Indonesian education system?



Read the following text and do the comprehension questions

Education

Knowledge, appropriate behavior, and technical proficiency are all included in education. It thus emphasizes the development of abilities, trades, or professions in addition to the advancement of moral, creative, and mental faculties.

Formal education entails professional teachers providing structured instruction and training. This include the utilization of pedagogy and curriculum development.

One of the most basic human rights is the access to an education. Article 2 of the First Protocol to the European Convention on Human Rights mandates that all parties who have ratified the convention ensure the right to education as of 1952. This right is protected globally by Article 13 of the United Nations International Covenant on Economic, Social, and Cultural Rights, which was adopted in 1966.

The purpose of educational systems is to impart knowledge and skills, usually to children and young adults. What knowledge, skills, and abilities students should acquire as a result of their education are outlined in the curriculum. The teaching profession provides instruction that facilitates learning, and the policies, rules, tests, procedures, and financial systems allow teachers to provide the best instruction possible. Social engineering is the practice of using educational systems to advance beliefs or ideals in addition to information. This can result in the system being abused politically, especially in governments and nations that are dictatorial.

The first few years of legitimate structured schooling are referred to as primary (or elementary) education. Primary education typically lasts six or seven years, beginning at age five or six; however, this can vary between and sometimes within countries. Approximately 70% of students in primary school worldwide are enrolled in primary education, and this percentage is increasing.

Secondary education encompasses the second years of formal education during adolescence in the majority of modern educational systems worldwide. It is typified by the shift from the traditional comprehensive, mandatory primary education for minors to the optional, selective post-secondary, or "higher," tertiary, or "post-secondary" education (university, vocational school) for adults.

Higher education is the optional educational level that comes after completing a secondary education-granting institution, like a high school or secondary school. It is also referred to as tertiary, third stage, or post secondary education. The term "tertiary education" typically refers to postsecondary and undergraduate studies as well as training for vocational careers. Universities and colleges make up the majority of establishments that offer postsecondary education. These are collectively referred to as tertiary institutions at times. The typical outcome of tertiary education is the awarding of diplomas, certificates, or degrees.



Comprehension:

1. A definition of education includes:
 - a. The process of teaching,
 - b. The process of teaching and learning
2. Everywhere in the world children go to primary schools:
 - a. At the same age
 - b. The age may differ.
3. Tertiary education refers to:
 - a. Primary education,
 - b. Secondary education,
 - c. Post secondary education.
4. Tertiary education is:
 - a. Optional.
 - B. Compulsory



Glossary :

- Encompasses
- Pedagogy
- Contemporary

- Compulsory
- Adolescence
- Undergraduate
- Postgraduate

 Writing

 Theory : *Recount Text*

 Practice:

Answer the questions below. Then, compile your answer into a recount paragraph.

My Last Summer Vacation

Write a story about your last summer vacation. Use the questions to guide you.

Use these questions to guide you.

1. Where did you go for your last summer vacation?
2. How did you travel?
3. Who went with you? Did you go alone or with someone?
4. What did you do during your last summer holiday?
5. What interesting things did you see during your last summer vacation?
6. What did you like about your last summer vacation?
7. What did you dislike about your last holiday?
8. Where would you like to go next summer?

My Last Summer Vacation

Provide your picture during the vacation here



Explain briefly your activity in the photograph



Speaking



Dialogue 1 :

Riza : Pardon me, but might I ask you a question?

Satya : Of course. What is that?

Riza : Would you kindly let me know how to get to the post office?

Satya : Of course. Simply follow the signs until you reach the first T-junction, at which point turn left and continue straight until you get to a traffic light, where you need to turn right. You will pass the swimming pool as well as the post office that is next to it.



List of Preposition

- Near ...
- On the corner of ... & ...
- Far from ...
- In front of ...
- Opposite ...
- Across the street from ...
- Next to ...
- Go to ...
- Go past the ...
- Go straight ..
- Go down ...
- Go up ...
- Between ...
- Behind ...
- Beside ...
- Turn left
- Turn right
- Take the first corner
- Take the second corner
- Intersection
- T-Junction
- On the left
- On the right
- Among



Practice:

Task 1

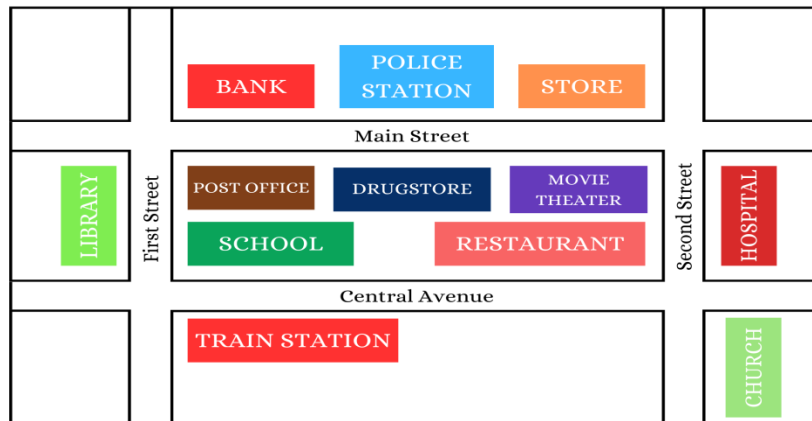


Figure 16. Illustration of the speaking session in Unit 14

Look at the map and write the correct preposition: on - between - across from - next to

1. The drugstore is the post office and the movie theater.
2. The hospital is the church.
3. The bank is the police station.
4. The train station is the corner of Central Avenue and First Street.
5. The library is First Street.

Task 2 Look at the map and learn the position of the places

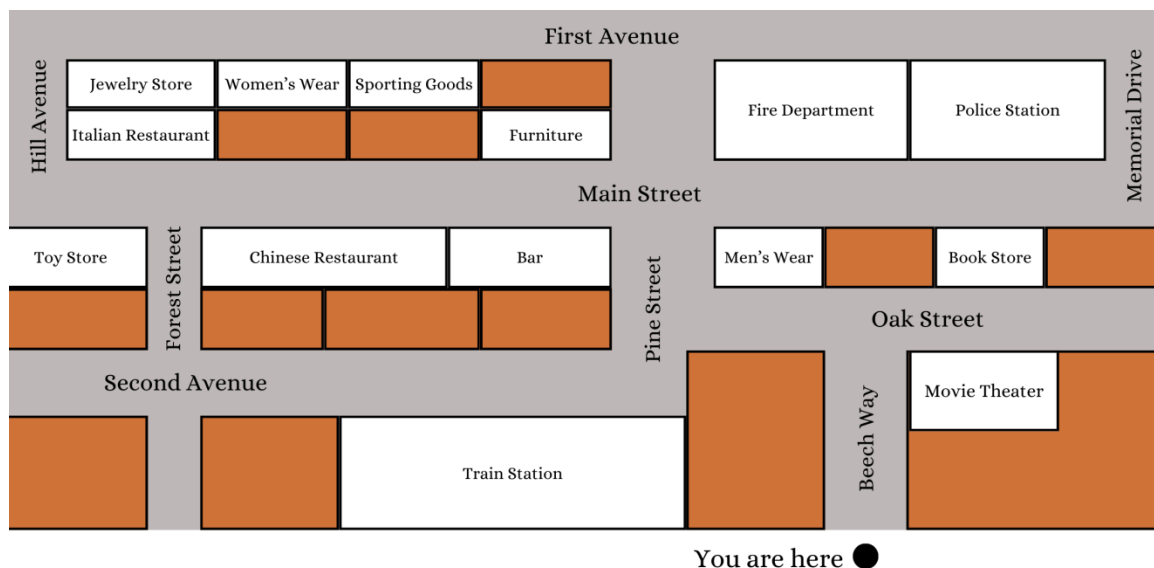


Figure 17. Illustration of the speaking session in Unit 14

1. Behind the Italian restaurant is the jewelry store.
2. Second Avenue is where the bar is located.
3. From the fire department, turn left to the police station.
4. The Chinese restaurant and the toy store are across from each other.
5. The movie theater is located across from the bookstore.
6. The furniture store faces the sporting goods store.
7. The Chinese restaurant and bar are adjacent.

Task 2.1. Look at the map. Choose the correct name of the building!

1. Take the first street on the left. Take the next street on the right. Go straight on and cross the road. It's on the left.

2. Take the first street on the left. Go down the street. Turn on the right. Take the next street on the right. Go straight on and cross the road. Go straight on. It's in front of you on the other side of the road.

3. Take the first street on the left. Take the next street on the right. Take the next street on the right. Pass the Fire Department. It's on your left.

Task 2.2. Fill in the missing preposition.

1. The Women's wear is the Jewelry Store.
2. The Movie Theater is the Book Store.
3. The Women's wear is the Jewelry Store and the Bar.
4. The Toy store is of Main Street and Forest Street.
5. The Jewelry Store is the Italian Restaurant.

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