



ENGLISH FOR ACADEMIC PURPOSES IN PSYCHOLOGY



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PREFACE

English for Academic Purposes is composed for students who are currently studying D1 English program. It aimed to improve and develop their English skill in order to use in daily communication. This book is designed to provide an opportunity for the students to learn more about English communicatively and meaningfully.

It consists of seven chapters. Each of it presents receptive and productive skills which cover four language skills; speaking, listening, reading and writing. Every chapter has the big umbrella which reflects daily topics. The explanation of each theme in one chapter is integrated into four language skills' sections. Every language skill section is arranged in four types of exercises. Here the writer used the terms; language focus, vocabulary building, transfer and reinforcement which substitute those four types of exercises. It also describes the difficulty level. Language focus is the basic level of exercise; the students only need to comprehend the material they can find out the answer. In vocabulary building, some numbers have the same level as the previous one, while the remaining need the deeper understanding because the answer is not stated. The next is transfer, here in finishing the exercise the students need to work together with another friend to look for the answer which is unstated. And the highest point is reinforcement where the students are expected to create or apply something related to the topic in a certain language skill, which reflects the top level of understanding. Hopefully, this arrangement of difficulty can motivate the student to be more active in studying English. This book is also designed in line with a curriculum based on the Indonesian National Qualification Framework or Kerangka Kualifikasi Nasional Indonesia (KKNI).

Above all, since it still needs next revision, the writers will highly appreciate any constructive criticisms and suggestions for better editions in the coming years.

Gresik, August 2017
The Head of Language Center
University of Muhammadiyah Gresik

Paulina, M.Pd.

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CHAPTER 1

Communicative Activities





Building Knowledge

1. Do you have big or small family?
2. Do you love your family? Why?
3. What does your brother look like?
4. What do you look like?

Language Focus

Task 1

Does this exercise while you listen? Circle the best word to complete these sentences.

1. How many people are there in the dialogue? Mention it.
 - A. Two people. Anna and Aurelia
 - B. Two people. Hannah and Aurelia.
 - C. Three people. Hannah, Jem and Aurelia.
2. Who is Jem.....
 - A. Hannah's boyfriend
 - B. Hannah's brother
 - C. Hannah's friend.
3. How Jem's look like.....
 - A. He has a long and brown hair
 - B. She is a girlfriend
 - C. They are twins sister.
4. How many Hannah brother.....
 - A. one brother
 - B. two brothers
 - C. no one

5. How are characteristics of Alex and Jem.....
- A. look different
 - B. look the same
 - C. Have the same hair but different eyes.

Task 2

Does this exercise while you listen? Complete the gaps with the correct

- Aurelia** : Who's that boy over there, Hannah?
- Hannah** : That? Er, that's my _____ (1), Jem.
- Aurelia** : Your brother?
- Hannah** : Yes, and that's his girlfriend, Lucy. The _____(2) girl with the long, _____ (3) hair.
- Aurelia** : Oh, right. So, you've got a brother?
- Hannah** : No, I've got two brothers. Jem and Alex.
- Aurelia** : Really? ... And ... how old is Alex?
- Hannah** : Alex and Jem are _____ (4), they're both _____ (5).
- Aurelia** : 15, mmm ... and does Alex look like Jem?
- Hannah** : They're exactly the same! They're both _____ (6) and _____ 7(). They've both got _____ (8), _____ (9) hair, _____ (10) eyes and _____ (11) ears!
- Aurelia** : They're not big. I think they're _____ (12). And ... has Alex got a _____ (13)?

Task 3

Describe every person in that dialogue!

Vocabulary Building

Physical Characteristics	Feelings	Emotional Characteristics
Tall	Happy	Confident
Short	Sad	Sensitive
Slim	Miserable	Calm
Thin	Worried	Hot headed
Fat	Depressed	Impulsive
Obese	Excited	Cheerful
Well-built	Bored	Generous
Overweight	Fed up	Kind
Medium height	Pleased	Mean
Well-dressed	Delighted	Crazy
Smart	Surprised	Sensible
Scruffy	Astonished	Serious
Good-looking	Disappointed	Honest
Attractive	Enthusiastic	Dishonest
Beautiful	Relaxed	Good humored
Pretty	Stressed	Bad tempered
Handsome	Anxious	Moody
Ugly	Tired	Hard working
Old	Weary	Lazy
Young	Exhausted	Clever
Middle-aged	Annoyed	Intelligent
Bald	Angry	Unintelligent
Bald-headed	Furious	Arrogant
Beard	Livid	Snobbish
Moustache	Disgusted	Happy
Long hair		Unhappy
Short hair		Stupid
Straight hair		Outgoing

Curly hair		Cautious
Fair-haired		Adventures
Blond-haired or blended-haired		Shy
Brown haired		Introverted
Dark haired		Extroverted
Ginger haired		Easy going
Blonde		Rude
Brunette		Impolite
Redhead		Emotional
		Polite
		Funny

Transfer

Please find the others audio about describing family, after that present it!

Reinforcement

Please make your own recording about describing family, in pair!

Pre Reading Activity

1. Do you want to be a psychologist?
2. Why do you want to be a psychologist?
3. What tasks will you deal with when you are a psychologist?
4. How important is psychological science for a psychologist?

What Is Psychological Science?

Psychology involves the study of mental activity and behaviour. The term *psychologist* is used broadly to describe someone whose career involves understanding mental life or predicting behaviour. We humans are intuitive psychologists. That is, we try to understand and predict others' behaviour. For example, defensive drivers rely on their intuitive sense of when other drivers are likely to make mistakes. People choose relationship partners they expect will best meet their emotional, sexual, and support needs. People try to predict whether others are kind, are trustworthy, will make good caretakers, will make good teachers, and so on. But people too often rely on apparent common sense or their gut feelings. They cannot intuitively know if many of the claims related to psychology are fact or fiction. For example, will taking certain herbs increase memory? Will playing music to new-borns make them more intelligent? Does mental illness result from too much or too little of a certain brain chemical? The science of psychology is not simply about intuitions or common sense. Psychological science is the study, through research, of mind, brain, and behaviour. But what exactly does each of these terms mean, and how are they all related? *Mind* refers to mental activity. Examples of the mind in action include the perceptual experiences (sights, smells, tastes, sounds, and touches) we have while interacting with the world. The mind is also responsible for memories, thoughts, and feelings. Mental activity results from biological processes within the *brain*. *Behaviour* describes the totality of observable human (or animal) actions. These actions range from the subtle to the complex. Some occur exclusively in humans, such as debating philosophy or performing surgery. Others occur in all animals, such as eating, drinking, and mating. For many years, psychologists focused on behaviour rather than on mental states. They did so largely because they had few objective techniques or assessing the mind. The advent of technology to observe the working brain in action has enabled psychologists to study mental states and has led to a fuller understanding of human behaviour. Although psychologists make important contributions to understanding and treating mental disorders, most psychological science has little to do with therapeutic clichés such as couches and dreams. Instead, psychologists generally seek to understand mental activity (both normal and abnormal), the biological basis of that activity, how people change as they grow older, how people vary in response to social settings, and how people acquire healthy and unhealthy behaviours (Gazzaniga, Heatherton, & Halpern, 2016, hal. 4-5).

Answer the following questions referring to the text above.

1. What is meant by intuitive psychologist?
2. Is the science of psychology concerning with common sense? Why or why not?
3. Why do recently psychologists attract to human behaviour rather than mental states?
4. How can psychological science focus a little to therapeutic clichés?
5. What does actually a psychologist want to find out?

6. How can mind, brain and behaviour be connected one to another in the study of psychological science?
7. What is then meant by psychological science in your own words?
8. How important is psychology science for human?



Building Knowledge

1. Do you have family?
2. Can you describe your families?
3. How you're sister looks like?
4. How you're brother looks like?

Language Focus

Task 1

Match the person with the correct description and then tell it in front of the class!

1.



a. She's got straight, ginger hair.

2.



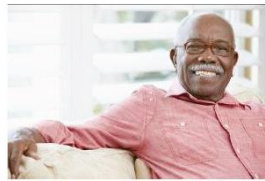
b. He's older and he's wearing glasses.

3.



c. She's got black, curly hair.

4.



d. He's got short, brown hair.

Task 2

Please read this text!

I live in a big house with my mum, my dad and my big brother. We live in London. My mum's name is Lucy. She's British and is an English teacher. My dad's name is Wayne. He's Australian and he's very tall and strong. He works in an office. My big brother is 18 and he goes to university. He has short, brown hair and blue eyes. We've got a pet cat, Spotty!

After you read the text above, now make short essay about describe your family and tell it in front of the class!

.....

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Vocabulary Building

A. Practice this conversation

Jack: Hi Sam. How's it going?
Sam: Good. How are you?

- Jack: Fine, thanks. Hey, is that the new version of Game of Kings?
- Sam: Yeah, do you want to play? It's great!
- Jack: Oh! You can't buy that here! Where did you get it?
- Sam: From my brother. He sent it to me.
- Jack: What? Charlie?
- Sam: No, my other brother, Rob. He lives in the States ... in New York.
- Jack: Really? I didn't know you had another brother!
- Sam: Yeah! Well, he's my half-brother.
- Jack: But ... I don't get it ...
- Sam: He's my dad's son. My dad went to New York to study and married an American.
- Jack: Your mum's American?!
- Sam: No, no, not my mum. That was ages ago ... before he met my mum.
- Jack: Ah, OK, I get it now. Wow, I didn't know that! So, how old is your half-brother?
- Sam: Er, he's five years older than me, so he's twenty-three.
- Jack: Cool. And do you see him often?
- Sam: Not very often ... I've been to visit him twice. Well, three times, but the first time I don't remember because I was really little. But we speak on Skype a lot.
- Jack: And have you met Rob's mum?
- Sam: Yeah. She's really nice. She's from Mexico originally. She's married to someone else now.
- Jack: And what does your mum think?
- Sam: Er ... she's fine about it! She knew my dad was divorced and had a son.

Jack: Huh ... OK.

Sam: OK, enough questions. Do you want to play Game of Kings or what?

Jack: Yeah, cool.

Transfer

Make your own dialogue to describe your family. Do it with your partner!

Reinforcement

Ask your friend about their family, describe it and present it orally!



BUILDING KNOWLEDGE

1. Do you know what narrative text is?
2. Can you mention the structures of narrative text?
3. Do you have funny experience? What is it?
4. Can you narrate your experience?

LANGUAGE FOCUS

Task 1

Read aloud the text below with good pronunciation!

Unforgettable Experience

4 year ago, I had an unforgettable experience in my life. It was when I had study tour with my friend to Java. We went to Jakarta, Bandung and Yogyakarta for 7 days. We went there by an airplane. It was my first time to have a trip using an airplane so, I little bit worry and nervous. My father drove me to the airport and he waited for me until my airplane took off. There were some moments during the trip when I felt so happy and excited but also I felt so fear and worry at the same time.

When I arrived at Jakarta, I felt so happy and excited because it was my first time to spend my holiday in another city. I usually spent my holiday at home or at my hometown in Tabanan. I was so excited and I couldn't wait for the trip. Although I felt so happy and enthusiastic, I felt some worry and nervous. It was because it was my first time to have long trip and stay far away from my parent. Sometime I felt homesick and want to back home soon. However, I felt like that I still enjoy the trip. I thought it would be fun and I could have some good experience with my friend.

In the evening after we looked around Jakarta, we had plan to take arrest in the hotel. Before we check in hotel we had our dinner at the restaurant. After we finish the dinner, we tried to find our hotel to take a rest. On the bus I felt so weird. I saw the bus driver just turned around on the same road for several time. He couldn't find the hotel location. He tried to find our hotel slowly and after 5 times we turned around the road, we finally found the hotel. After

we arrived at the hotel, I had some bad feeling. Some of my friends were also felt the same. The hotel seems so weird and mysterious. The teacher decides the room for us and for one room it consists of 4 students. However, my room just consists of three students because one of my friends got scared and wanted to sleep with my teacher. My room was in 5th floor so, we need to use elevator to reach it. When I wanted to press the button I felt strange because there wasn't 4th floor in the button. My friend told me that was very common in every building in Java to pass through one of the existing floor in the building. That floor just can reach by using stairs. At night before we sleep, we had prayed together in the room. At 3 o'clock in the morning, I suddenly woke up. I had a scary nightmare. I dreamt about the hotel and saw many bad things about the hotel especially in my room. It was my first time I dreamt about a place that I saw for the first time. I was very scared and i couldn't sleep again. I played some game on my hand phone until morning.

After we had our breakfast at hotel we continued our trip to Bandung. At bus i wanted to tell my friend about my nightmare but i afraid they didn't believe me and said i was paranoid. I kept it alone until my roommate told me that yesterday night she heard some noise. She heard somebody knocked our door for three times. Because she was too scared she didn't open the door. I shocked when I heard that. I didn't hear anything at that time and I also told her about my nightmare. There were some weird incidents after we leaved the hotel. Some of my friends lose their hand phone and money. Some of my friends got possessed and collapse and there were many strange things that happened in my bus. We need to wait until the situation would better. We had to cancel some of our plan and we change our schedule. We decided to continue our trip to Yogyakarta. Because the distance from Bandung to Yogyakarta was too far and need long time to take, we had to sleep in the bus for a night. After we arrived at Yogyakarta we spent our time for 3 days there. We didn't feel worry or fear like before. We could enjoy the trip and visit many place there. In short, when we were on our way to back to Bali, we almost got an accident. Our bus almost crushed a truck. We were shocked and panicked. Some of my friends were cry. We continued our way to Ketapang harbor slowly. In early morning, we crossed to Bali.

That was an experience that full of emotion that ever had. I felt happy, excited, fear, weird, worry, shocked at the same time. Because of that bad experience, I always got paranoid about a trip to Java or another city. I will never forget this experience. This trip was so challenging.

<http://dinnamelia.blogspot.co.id/2014/05/unforgettable-experience.html>

Vocabulary Building

Narrative Text

Purpose of Narrative Text:

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However, narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Types of narrative:

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

Generic Structure of Narrative Text:

1. Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where?
2. Complication or problem: The complication usually involves the main character(s) (often mirroring the complications in real life).
3. Resolution: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

To help students plan for writing of narratives, model, focusing on:

- Plot: What is going to happen?
- Setting: Where will the story take place? When will the story take place?
- Characterization: Who are the main characters? What do they look like?

- Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- Theme: What is the theme / message the writer is attempting to communicate?

Language Features

- Written in the first person (I, we) or the third person (he, she, and they).
- Usually past tense.

<https://s3v4n.wordpress.com/monolog-texts/narrative-text/>

Look at this example!

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation. First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there.

Orientation

They were not only domestic but also foreign tourists. Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in Sangeh.

Complication

We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs. In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Resolution

<http://wismaeducation.blogspot.co.id/2013/04/my-holiday-in-bali.html>

Read the text carefully after that completes the blank table below!

My First Day in the University

Do you remember your first day in the university? Well, I remember my first day I was waiting all the summer to enter at the university. I felt excited and at the same time I was very nervous because it was my first day in the university and I didn't know any person. My first day in the university was good.

I didn't know how to arrive to my classroom. I was lost and I had to ask one person about the building where I was going to take classes. This person was very nice and told me the right direction. I walked to the building, and when I arrived I saw some people and I felt strange.

I approached to one girl and I asked for the classroom and we discovered that we where in the same group and I felt less nervous. I introduced myself and She also did it, her name was Yuriko. We came in the classroom and the time to start classes began.

When we began our classes, all our classmates were quiet, nobody talked. the teacher arrived early. she started the class and after that we introduced ourselves. Then I saw my others classmates and I looked at two girls they were Greta and Eli.

I approached with them and I talked with Greta and Eli . I introduced myself, then they did the same and we began to know more about each other, like where we were from or what we did. After that, we spent the rest of the day together until we had to go home.

I am always going to remember that day because I had the opportunity to meet more people and the most important I met the best friends that I have ever had. Finally, I think that it is natural that on the first day we feel nervous, but the things always have a happy ending, that's why I say that my first day in the university was very good.

<http://sharingouressays.blogspot.co.id/2008/05/my-first-day-in-university-narrative.html>

No.	Generic Structure	Sentence
1.		

2.		
3.		
4.		

TRANSFER

Read the following text carefully!

My Dangerous Experience

When I was younger, I liked to go swimming because we were near at the sea. There is Dalegan beach near my house. One day, my cousin and I decided to swim while we were walking we were very happy were excited. When we were swimming we were enjoying the water because it so warm to feel. We didn't notice that the wave is becoming bigger and because we our very far the way to go up. My cousin and I was panic already and we felt that we are drowning and because there are many guy who were swimming even the wave was heavy they help us brought in he center. First we were nervous because they brought us in the center where the waves were more heavy and later on they explain us why they brought us in the center and we understand the reason. After that, we went home crying, shy, nervous, and also thank full that we survive. We also learn were lesson for that experience. After we got that incident, we decided to learn how to swim. That is dangerous experience that never happened before in my life.

Answer the following questions based on the text above!

1. What kind of text is it?
2. Where does the writer and her cousin go to swimming?
3. Why does the writer and her cousin feel nervous?
4. How does their feeling when they went home?
5. What do you think about that experience? Please give your reason!

<http://mhazyl.blogspot.co.id/2011/09/my-dangerous-experience.html>

Reinforcement

Group work.

Find a reading passage about experience in form of narrative text, and then retell the it to your teacher!



Building Knowledge

1. Do you ever learn about simple past tense?
2. Can you mention the pattern of simple past tense?
3. Can you give the example of simple past tense?

The Pattern of Simple Past Tense

Type	Pattern	Example
Positive (+)	<ul style="list-style-type: none"> • Subject + verb 2 + object • Subject + to be (was/were) + <u>adjective</u>/adverb 	<ul style="list-style-type: none"> • We <u>attended</u> the festival last week • She <u>was</u> absent yesterday
Negative (-)	<ul style="list-style-type: none"> • Subject + did not + infinitive verb + object • Subject + was/were + not + adjective/adverb 	<ul style="list-style-type: none"> • We <u>did not attend</u> the festival last week • She <u>was not</u> absent yesterday
Interrogative (?)	<ul style="list-style-type: none"> • Did + subject + infinitive verb + object? • Was/were + subject + adjective/adverb? 	<ul style="list-style-type: none"> • <u>Did</u> they attend the festival last week? • Was she absent yesterday?

Change the word in the bracket into the correct sentence!

1. Jean _____ (see) the movie in the movie theater yesterday.
2. Mr.Jhon _____ (do not) see her wife this morning.

3. You always _____ (go) to school on foot last year.
4. She _____ (were) shy as a child, but now she is easy going.
5. Claudya _____ (live) in Brazil for two years.
6. I _____ (studied) Japanese language when I was child.
7. Stevan _____ (work) at movie theater, when he _____ (were) in senior high school.
8. We _____ (do not) meet our English teacher last week.
9. _____ (Don't) you have a bicycle when you _____ (are) young?
10. Did you _____ (came) on time yesterday?

Vocabulary Building

Read the text carefully!

My Holiday Experience in New Year

We had holidays in the new year of 2018. I had not really interesting holiday because I just stayed in my house. My house is in Lamongan. In the new year, I just went to the mall and market. I spend my holiday at home. In my home, I could help my parents, played computer with my brother, and played card with my sister, and so on. In this holiday, I was very happy because suddenly my uncle's family came to my house. My uncle's family came to my house from Medan with airplane. Every day, we visited some interesting places in Lamongan together. We had fun in those places. In my last holiday, my uncle's family would back to Medan. We came to airport and shook hand. I and my brother could see the airplane take off from airport in the build beside the airport. And then we back to home.

<http://teddyandreas.blogspot.co.id/2011/01/experience-past-tense.html>

Please write down the sentence that includes simple past tense from the text above!

1.
2.
3.
4.
5.

A Traffic Accident

A traffic accident was bad experience that happened to me. It happened twice in my life. The first accident happened when I was in the 1st grade of elementary school. Ok, I want to tell you about the chronology.

12 years ago, I went home after I studied in my elementary school. I walked on the side street with my friend, Nita. We talked each other in order to relax myself. Even we felt that the distance between our school and our house was near. But, in fact the distance was far. Um, I couldn't keep from missing my parents, especially my mom and my grandma who waited for me in my house while my dad worked at his office. We arrived at Nita's house. Nita's Mom gave me biscuit. Afterwards, I asked permission to her to back home. She said "Be careful!" The distance of Nita's house to my house was so near. My house is located in front of the side street. So, I must cross the road. But, there was a car parked next to me. It's disturbed me. I predicted that there was no car or motorcycle drove on there. Then, I heard horn from a motorcycle and the sound startled me. The driver asked me to keep away from him but it was impossible for me to do. "Help me!" I cried out. But nobody hears me. BRUKK! I felt so dizzy. I closed my eyes and I didn't feel anything. After several minutes, I opened my eyes. I looked at my mom and my grandma cry because of me. I asked them. "What happened with me?" But they only said, "Don't worry. It's going to be okay!" My neighbor looked at me with a worried expression. I found that we were in the public transportation. The driver drove it to the hospital. I looked a man who hit me near my mom. He asked apology to my mom and he promised that

he would account for the mistake. Then, we arrived in hospital. He brought me to Emergency Room. The doctor examined me. He said that I was concussed for several hours. My grandma blacked out for almost a minute. The nurse infused me and it was so painful. And yeah, I would have been there for several days when the expert medical treatment pulled me through. But I was happy because my dad and my young brother came to me. My dad brings me some snack. My young brother was sad and he prayed to me. "Get well soon!" He said. I was rooming with a man who had been the victim of Carok and a woman who contracted dengue fever. Every night, I heard a shout from him. He was delirious and nothing he said made sense. It was so disturbed me. Consequently, I couldn't sleep. Otherwise the woman who had been rooming with me would move by her family to other room. "Huh, what a luckily she is!" I grumbled. But the next day, the nurse said that she passed away. I was shocked to hear that. Of course, I and my family prayed to her. I stayed in hospital for 2 weeks. I was so happy because my family greeted me enthusiastically.

The second accident happened when I was in the 3rd grade of elementary school. My mom, my young brother, and I went to the store. My mom bought a uniform for my young brother because next week was the first day for him to studies at elementary school. We were bored in there, so we wait my mom in front of the store. We walked on the sidewalk. But we heard horn from a motorcycle. How shocked we were when we know that there was a motorcycle which drove on the sidewalk. The driver tried to stop his motorcycle but he can't do it. Finally, the motorcycle hit me and my brother. We fell on the sidewalk. Some people brought our body. They gave us water. I was so shocked. My young brother cried. My mom was worrying us. A man who hit me and my young brother asked apology to my mom. He said that he was being drunk. Finally, he called masseuse for us.

Yeah, it's a traffic accident that happened to me. Maybe, the second accident was not too bad compared with the first accident. But I hope it doesn't happen again in my life.

<https://achalasya.blogspot.co.id/2015/06/contoh-narrative-text-based-on-my-true.html>

NOTE:

- ✓ The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)?
- ✓ The author can locate the main idea in different places within a paragraph. The main ideas is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea.

Write down the main idea from the text above!

No.	Paragraph	Main Ideas
1	Paragraph 1	
2	Paragraph 2	
3	Paragraph 3	
4	Paragraph 4	

Reinforcement

Make a narrative text related to one of the topic below!

1. Your interesting experience
2. Your amusing experience

CHAPTER 2

Do You Agree with Me?

Agree ??? or
Disagree ???





Building Knowledge

1. Do you agree if there is children play on the highway? Give your reason!
2. Do you agree if your lecturer always give task for you? Give your reason!
3. Do you agree if your mother always accompany you wherever you go? Give your reason!

Language Focus

Does this exercise while you listen? Circle the best word to complete these sentences.

1. How many people in the conversation?

 - A. Four people
 - B. Three people
 - C. Two people

2. Don't you think that internet is killing face-to-face communication?

 - A. I totally disagree
 - B. Yes, of course
 - C. I don't think so

3. What is the function of the internet?

 - A. Find the news
 - B. Talk to more people
 - C. To browse something

4. What kind of program those allow you to have an almost natural face-to-face conversation?

- A. Skype
 - B. Facebook
 - C. What Sapp
5. Most of internet users communicate with their friends through.....
- A. Facebook or What Sapp
 - B. Twitter or Instagram
 - C. Facebook or Twitter

http://inenglish.pe/e-learning/aula/data/examenes/20130124022509_20.A.listen-lesson20.htm

Vocabulary Building

Exercise 1

Do this exercise while you are listen. Complete the gaps with the correct word.

A: Don't you think that internet is killing face-to-face communication?

B: I totally _____(1) with the internet you can talk to more people at the same time.

A: I'm _____(2) about that. I think that not seeing the person affects the quality of the communication.

B: That's not always the case. Remember that there are _____(3) such as Skype that _____(4) to have an almost natural face-to-face conversation.

A: You have a point there. However, most of internet users _____(5) with their friends through Facebook or twitter.

Exercise 2

What is your opinion about the dialogue above?

Transfer

Group Work
Find an audio related with expressing agreement and disagreement, then present it!

Reinforcement

Pair Work
Please make your own recording related with expressing agreement and disagreement!



Building Knowledge

1. Do you know what is expressions of agree and disagree means?
2. What is the differences between expressions of agree and disagree?
3. Can you mention some expressions of agree and disagree?

Language Focus

Find 5 of expressing agreement and disagreement then mention it in front of the class!

No.	Expressing Agreement	Expressing Disagreement
1.		
2.		
3.		
4.		
5.		

Vocabulary Building

Definition of Expressing Agreement and Disagreement

- Expression of agree means the expressions that agree with the opinions of other people. Expressing agree means expressing approval.
- Expression of disagree means the expressions that expressly disagree with the opinions of other people. Expressing disagree means expressing disapproval.

Study the expression below!

Expressing Agree	Expressing Disagree
• I agree....	• I don't agree....
• I agree with you	• I don't agree with you
• You are right	• I don't think so
• I couldn't agree with you more	• That's not what I think
• That's the point	• I couldn't agree with you less
• I will say that	• I'm not sure
• I feel the same way about....	• Probably not

<https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>

Study this conversation below, then practice it with your partner without bring the text!

Putri : I want to cook many foods for my brother and sister because tomorrow they will go to my house.

Arya : I don't think it's a good idea.

Putri : Why? I want to accept their arrival in my house.

Arya : Remember the last time you cook the food? It was a mess. You blew up the kitchen.

Putri : Yes, you are right.

Arya : You can just buy the food in the restaurant.

Putri : Yeah. You are right. I absolutely agree. Can you accompany me to go to restaurant?

Arya : Oh I'm so sorry, I can't accompany you because I will go to machine shop now.

Transfer

Complete the following dialogue with the expression on the box and practice it!

Arini : Hey Thalita! I want to talk about something to you.

Thalita : Hey Arini! _____

Arini : Umm, do you know that tomorrow is Romeo's birthday? I want to buy him a new pair of shoes as a gift. _____

Thalita : Oh really? I just knew that! Well, it is a good idea, but I see that he already has many shoes. What if you buy him a new watch? I see him put on the same watch like every day.

Arini : Oh yes, _____ Thank you, Thalita.

Thalita : You are most welcome, Arini.

- A. That's really a good idea!
- B. What is going on?
- C. What do you think?

Reinforcement

In pair, make a dialogue related with expressing agreement and disagreement then practice it in front of the class!

Pre Reading Activity

1. Could common sense be true?
2. Could psychological decision be based on common sense?

Seeking Knowledge in Psychology

Isn't psychology really just a matter of using your common sense? Actually, much "common-sense" wisdom is pure B.S. (B.S., of course, stands for Before Science). Many people regard themselves as expert "people watchers" and form their own common-sense theories of behaviour. However, you may be surprised to learn how often self-appointed authorities and long-held common-sense beliefs about human behaviour are wrong (Lilienfeld et al., 2010). Take a moment and read "Testing Common-sense Beliefs" for more information. But how could common sense be wrong so often? We'll spend quite a bit of time in this chapter exploring why this might be so. One problem is that much of what passes for common sense is vague and inconsistent. Suppose that your friend marries someone very different from her. What do people say? "Ah. . . opposites attract." And what do they say if she gets divorced soon after? "Well, she should have known that birds of a feather flock together." Let's examine another common-sense statement. It is frequently said that "every cloud has a silver lining." With this in mind, you use your lover's worrisome absences as a chance to spend more time with your family. You take comfort in this "silver lining" until a family member cautions, "Where there's smoke, there's fire!" Also notice that, like these examples, most of these common-sense statements work best after the fact.

Another problem with common sense is that it often depends on limited personal observations. For example, have you ever had someone tell you he heard that the food in New York City (or Mexico, or Canada, or Paris, or wherever) is terrible? But this might mean no more than that someone didn't like the food in one restaurant on one visit. Like such casual observation, psychologists rely on scientific observation, which is also based on gathering empirical evidence (information gained from direct observation). However, unlike our everyday personal experiences, scientific observation is systematic, or carefully planned. Scientific observations are also intersubjective, which means they can be confirmed by more than one observer.

Basically, the empirical approach says, "Let's take a more objective look" (Stanovich, 2010). Psychologists study behaviour directly and collect data (observed facts) so they can draw valid conclusions. Would you say it's true, for instance, that "Absence makes the heart grow fonder"? Why argue about it? As psychologists, we would simply get some people who are separated ("absent hearts") and some who see each other every day ("present hearts") and find out who is fonder of their loved ones! (Coon & Mitterer, 2013, hal. 14).

Answer the following questions referring to the text above.

1. Why did many people create their own common sense theory of behaviour?
2. is 'creating self-common sense of behaviour theory' considered correct? Why or why not? Do you have example?
3. What are actually the main problems with common sense?
4. Is psychology 'a common sense'? Why or why not?
5. What is meant by casual observation?
6. How is your point of view toward scientific observation related to psychology?
7. What is the principle difference between casual observation and scientific observation?
8. How can psychologist draw valid and consistent conclusion?

Agree and Disagree

Building Knowledge

1. How is the way to identify main idea in the text?
2. Where is usually the main idea for each paragraph placed?



Language focus

Task 1

Match the dialogue in the left column with a good answer in the right side.

- | | |
|---|--------------------------------------|
| A. Good night | 1. It's nice to see you too. |
| B. Do you know about Bima University? | 2. The program will start this week. |
| C. Excuse me, what is your name? | 3. It is about 6 km left. |
| D. Can you tell me what time is it? | 4. It's 8 o'clock. |
| E. It's nice to see you. | 5. You're welcome |
| F. Any idea about our project? | 6. My pleasure |
| G. Could anyone tell me about TOEFL training program? | 7. My name is Ahmad |
| H. Thanks for your information | 8. Sorry, I don't know |
| I. How do you do | 9. Good night |

J. Thank you

10. We should start the project soon.

11. How do you do.

Task 2

Read the paragraph and answer the questions!



According to the National Center for Educational Statistics, about 1.5 million students in the U.S. were homeschooled in 2007. Citing primarily religious reasons or concerns about school environment, families report choosing homeschooling over traditional education as a way to control the content of their children's learning and the influence and safety of their environment. While there is no legal obstacle to the right to home school, many states implement individual requirements for instructor qualifications or educational standards. Any official controversy attached to homeschooling typically involves the level of a state's monetary obligation to homeschoolers, as well as the amount of control a state may exercise over home school curriculum. For many engaged in a debate about homeschooling, however, the controversy stems from a belief that homeschooling may be academically inadequate, isolating or a cover for abuse. While proponents of traditional education, such as the National Education Association (NEA) warn of the negative effects and expense of homeschooling, defendants of the practice continue to extol its flexibility and child centered merits.

Taken from <http://www.topeducationdegrees.org>

1. Does some family agree with homeschooling?
2. Why families report choosing homeschooling rather than traditional education?
3. Who warned of the negative impact of homeschooling?
4. Why some people have controversy about homeschooling? What is their belief?
5. What is the main idea of paragraph above?

How Can I Locate the Main Idea?

The main idea is the point of the paragraph. It is the most important thought about the topic. While the main idea is usually in the first sentence, the next most common placement is in the last sentence of paragraph. The author will spend a few sentences introducing the topic, present the main idea, then spend the rest of the paragraph supporting it. This can make the main idea more difficult to find.

Agree and Disagree Expression

Agreeing	Disagreeing	Partly Agreeing
That's right!	That's not right!	I agree up to a point, but...
Absolutely!	Absolutely not	I see your point, but...
Exactly!	I don't think so	That's partly true, but...
Me too!	No way!	I'm not sure about that
Yes, I agree!	I don't agree	I agree with you in part, but...
I couldn't agree more!	I totally disagree	Well, you could be right
I totally agree!	I'm not sure about that	
I see exactly what you mean!	Not necessarily	
That's exactly what I think	I'm sorry, but I disagree	
You're right. That's good point!		

Vocabulary building

Analyze this paragraph below, mention the main idea for each paragraph then give the opinion based on the content of the paragraphs.

Home Schooling should be an Option for Everyone

Johnny is a young student in first grade. He loves to read and he also loves to talk. His teacher Mrs. Smith has problem with this. Johnny is always the first to finish his work, and yet he always seems to cause problems in the classroom. Johnny's parents are very irritated by Johnny's grades of all A's in the academic curriculum and yet getting "Unsatisfactory" in behavior. They have decided to take Johnny out of public school to teach him at home.

Attending school is not the only way to become a scholar. It has been shown that home-educated individuals are just as successful, if not more as those who receive a public education. I understand the relationship between the two as a difference in my educational background and that of my younger brother. I enjoy bring a student and learning! Growing up, I was often sad when I got sick because I would miss school, not my friends or an important trust, but the fact I missed the opportunity to learn something new. As a student in the Louisiana public school system, I received an above average education compared to the classroom norm. I was a true learner. I wanted to gain knowledge and understanding of everything by study, instruction and experience. I am not the only member of my family that feels this way. It seems that my parents raised me to yearn for knowledge, even though my father had only a high school degree and my mother a GED. Despite my wonderful experience in public school systems and the increase in educational government funding, children may be educated just as well, if not better through the parents in a home school program through intense personalized programs.

The story:

Home school has its proponents and its critics. I attended a regular elementary, middle and high school. Public schools are a wonderful social and educational environment for children or least they were when I was in elementary school. As I progressed through the grades, the focus remained on the social aspects, not learning. I find however that experience in upper level classes is not standard. I was challenged by my teachers to learn everything about

everything. I was in a gifted/talented program in Louisiana, which is recognizing as one of the best in the nation. On the other hand, my little brother Logan attended school in Texas, where the focus is to earn the best score on TAAS, the standardized tests. In doing so, educators teach to the median of the class, leaving behind those that may be slower or boring those students who are far ahead. Logan would often finish his work 30 minutes before his classmates. As any other third grader, he would then talk and play, distracting his fellow students. His teacher and principal then classified Logan as a “discipline problem.” When I hear this, I think of a child who fights with other students and is disrespectful to authority. That is Logan. For this reason, my family decided that home school would be a better experience for Logan.

Taken from <http://www.123helpme.com>

Questions

1. What is the main idea in each paragraph?
2. Why Logan’s family choosing home school rather than public school? Give the reason!
3. When he knows that his parents ask him to have homeschooling, how does Logan’s feel?
4. What is your opinion about the content of the passage?
5. Do you agree or disagree with the content of passage? Explain briefly!

Transfer

Read the text carefully and answer the questions. Give your opinion. Do it in pairs!

Why Home Schooling Harms Society

Schools are communities that not only emphasize collective learning but also encourage sports and creativity in the form of extracurricular activities; such activities serve as a utility to



instill societal values into the next generation. These values include public health - required immunizations not only have concrete benefits but also teach children that their actions have consequences on the greater whole. We believe that parents that teach their own children have less of incentive to immunize children

and statistically do not.

Public schooling gives a voice to the government that speaks of the societal values that have been agreed on by the general public. We believe that both society and the government have a right to influence the child's development, not only because the government plays a part in protecting the child, but because of the important role the future adult will play as a citizen of society. We believe that public schooling is the mouthpiece for the interests of both the government and society as a whole. Naturally, parents will have the right to influence the development of the child, but homeschooling allows parents to become sole dictators of the child's progress, which is harmful. While some parents' 'curriculum' may be aligned with that of the public, there are no safeguards against parents that may indoctrinate their kids with beliefs that will raise them to become harmful citizens. These beliefs can include gross intolerance for particular minority groups supported by false information. These ideas can still reach the child outside of school, but the government has a duty to protect children from a regressive upbringing by at least offering a more constructive perspective. The cost of not ensuring that the next generation has the foundation of accepted principles and values of the society in them outweighs the potential benefits of homeschooling.

Taken from <http://www.debatewise.org>

1. What is your opinion about the text?
2. Mention the different benefit between public schooling and homeschooling!

3. Best on your understanding, why does society and the government has a right to influence the child's development?
4. Do you agree or disagree with the statement?
5. Give your reason about statement above!

Reinforcement

Find the others sources related with education that include your agreement or disagreement of the issues. Discuss it in pair!

1. Mention the education's problem in the text?
2. Best on the text, is the writer agree or disagree? Give the proof!
3. What is the solution that writer give for the problem?
4. If you are the writer, waht solution can you give?
5. What is your opinion about the text?
6. What do you learn after reading this text?

Building Knowledge

Asking and Giving Information

1. Did you ever ask or give someone about certain information?
2. How did you ask or give it?
3. What expression did you use in asking or giving information?



Language focus

Asking and Giving Information Expression

Asking Information	Giving Information
Excuse me. Who is she?	She is my best friend
Can you tell me where you live?	I live at Bulang Kulon street number 08
Can you help me to find my spectacle?	I saw it in the kitchen two hour ago
Could anyone tell me what happen there?	There is any car accident
Sorry to trouble you, but do you know where Ani bag is?	Don't you remember that you've left it in my room
Do you happen to know where Mr. Nana is?	He goes to the library
Do you see my new shoes?	Here it is. I have found it in living room

Look at two dialogues below! Then try to differentiate information between first and second dialogue!

First Dialogue

- Miss Yuna : Budi, can you help me, please?
Budi : Yes, miss. What is it?
Miss Yuna : Can you get me my English book and dictionary in the teacher's office?
Budi : All right, miss.
Miss Yuna : it's on my table. It's thick and the color is red. It has my name on it.

Chapter 2 (Do You Agree with Me?)

Budi : Don't worry miss. I'll find it.

Miss Yuna : Thank you very much Budi.

Budi : Never mind.

Second Dialogue

Isna : Hi aunt. What are you doing?

Aunt : I'm making noodle and friend rice for our dinner.

Isna : Can I help you?

Aunt : of course you can. Peel the cucumbers and chop some unions over there's.

Isna : Okay. By the way, may I borrow your knife, aunt?

Aunt : Wait, I will take the special knife for you.

Isna : What should I do next?

Aunt : Wash these vegetables and put them on the table.

Isna : No problem.

Aunt : Thank you.

Write the differences of the information above on the column!

First dialogue	Second dialogue

Vocabulary building

Please make short dialogue based on this situation below!

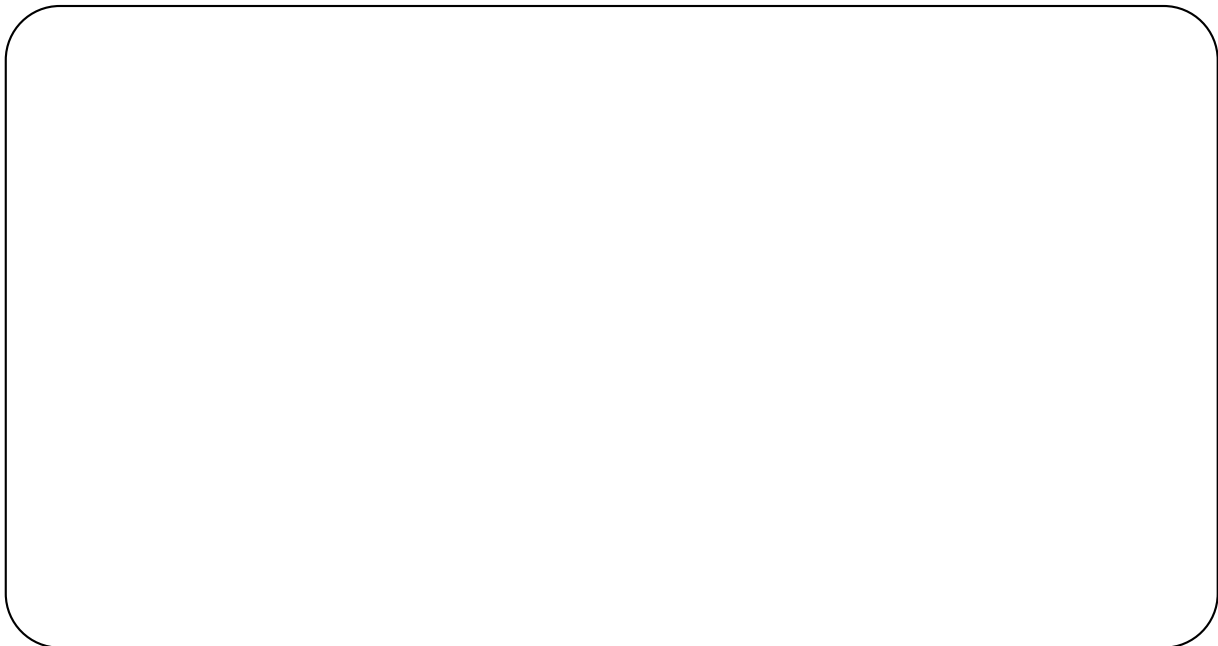
Situation :

1. Your friend looks unhealthy. Please ask his/her condition.
2. Your sister will go to Peking University, but she doesn't know the location. She asks to you.

3. Ani doesn't understand about the material. And she will ask about the emerged of the theory to the teacher.
4. Nana gets problem to apply summer program in Australia. She asks to the committee.
5. My uncle loss the wallet in the post office. And he asked people around the post office.

Transfer

Now, you are in Yogyakarta and your family in Surabaya. You have got the information that you have been accepted of scholarship in U.S.A University. Please send letter for your family about this information.



Find a partner. Pretend that you are joining an exchange students program. Please make dialogue based on this scenario then compose a dialogue containing asking and giving information expression. Consider the level of difficulties in each scenario.

Scenario 1:

You are a new student in a college. You try to find the toilet. You may ask to your classmate.

Scenario 2

You lecturer ask you to do a project in pair. You do not really understand about the project, you may ask detail information to your partner.

Scenario 3

Today is your schedule to visit a museum in your host country. Unfortunately you come late to your collage. You decide to go there lonely, then you get lost. You try to ask the location to the stranger.

Reinforcement

You have already known the concept of Asking and giving information. To get more exposure, please find exchange students who stay around your location. Do interview about their hometown. Record your activity in the form of video, do not forget use the expression.

CHAPTER 3

Inviting Someone to Do Something





Building Knowledge

1. Have you ever invited someone?
2. Whom did you give the invitation to?
3. What did you write on your invitation?
4. What event do you usually write your invitation?
5. Do you know the different between formal and informal invitation?

Language Focus

Listen the audio carefully and find the expression of formal or informal invitation. Then give checklist (✓) in this table below. Do not forget to give your reason!

Expression	Formal	Informal	Reason

Take from: www.britishcouncil.org/learnenglishteens

Vocabulary Building

TASK 1

Listen the audio carefully and answer the questions!

1. Please mention the people in the conversation?
.....
2. Who will watch cinema?
.....
3. What does the comedy film tell about?

-
4. What kind of film does Jakes hate?
.....
- 5. What time do they meet?
.....
- 6. What time does the movie start?
.....
- 7. What does ROMCO stand for?
.....
- 8. What is the title of science fiction film?
.....
- 9. What do you think about the conversation?
.....

TASK 2

Listen the audio carefully then complete the gaps with a word or phrase!

Jack : Hi, Ismael. How are you?

Ismael : Hi, Jack. I'm OK but I've got _____(1) of homework.

Jack : Me too, but _____(2) like to come with us to the cinema tonight?

Ismael : Who's 'us'?

Jack : Me, Jamie, Nicola and Selina.

Ismael : OK, and what's the film?

Jack : We don't know. We can't decide. There's new horror film, _____(3).

Ismael : No, no, no! I _____(4) horror films.

Jack : OK, well, there's a comedy film about a school.

Ismael : Oh, _____(5) school, please! What about a ROMCOM?

Jack : ROMCOM?

Ismael : You know, _____(6), boy meets girl...

Jack : What? Really? No, I hate romantic films. I like action.

Ismael : Well, there's a new _____(7) film, 'Alien attacks'.

Jack : OK, I like science fiction. Let's see that.

Ismael : OK, _____(8) the others if they like sci-fi.

Jack : What time is the _____(9)?

Ismael : At 8 o'clock. Let's meet at 07.30 outside the cinema.

Jack : OK. _____(10).

Ismael : Bye.

Transfer

Listen to the conversation and find the errors.

A : Hey there, why are you? Good to see you!

B : Looked to see you, too. I'm fine, how are you?

A : Good, thanks. Listen, I am had a birthday party next Friday. Do you want to come?

B : Sure, I'd love to!

A : Great! The party starts around 9 pm on my place.

B : Okay, I'll be three. What do you want for your birthday?

A : Oh no presents, please. Just brought something to drink that would be great.

B : Sure, I'll do that. Could I bring my boyfriend, too?

A : Of course! So my will see you two on Friday!

B : Yes, thanks for the invitation!

A : I'm glad you can come! See you san.

B : Bye!

Taken from: <http://www.learning-english-online.net>

Write down the errors and the correction

Write down the errors and the correction	

Reinforcement

Find the other audio about invitation that usage of formal and informal invitation. After that find out the expression of formal and informal, and then make summaries the content of the audio!

Pre Reading Activity

1. Why do humans need to learn?
2. Which one do you think a fast learner: Humans or animals!

Learning Results from Experience

Learning is a relatively enduring change in behaviour, resulting from experience. Learning occurs when an animal benefits from experience so that its behaviour is better adapted to the environment. In other words, the animal is more prepared to deal with the environment in the future. For example, the animal may be better able to predict when certain events are likely to happen. The ability to learn is crucial for all animals. To survive, animals need to learn things such as which types of foods are dangerous, when it is safe to sleep, and which sounds signal potential dangers. Learning is central to almost all aspects of human existence. It makes possible our basic abilities (such as walking and speaking) and our complex ones (such as flying airplanes, performing surgery, or maintaining intimate relationships). Learning also shapes many aspects of daily life: clothing choices, musical tastes, social rules about how close people stand to each other, cultural values about either exploiting or preserving the environment, and so on.

Learning theory arose in the early twentieth century. Its development was due partly to the dissatisfaction among some psychologists with the widespread use of introspection, such as that being used by the structuralisms. Likewise, many psychologists were critical of Freud's psychodynamic approach. Freud and his followers used verbal report techniques, such as dream analysis and free association. They aimed to assess the unconscious mental processes that they believed were the primary determinants of behaviour. John B. Watson (1924), however, argued that Freudian theory was unscientific and ultimately meaningless. He also rejected any psychological enterprise, including structuralism that focused on things that could not be observed directly, such as people's mental experiences. Although he acknowledged that thoughts and beliefs exist, he believed they could not be studied using scientific methods.

According to Watson, observable behaviour was the only valid indicator of psychological activity. Watson founded behaviourism on such principles. This school of thought was based on the belief that humans and nonhuman animals are born with the potential to learn just about anything. In formulating his ideas, Watson was influenced by the seventeenth-century philosopher John Locke. An infant, according to Locke, is a *tabula rasa* (Latin for "blank slate"). Born knowing nothing, the infant acquires all of its knowledge through sensory experiences. In this way, a person develops. Building on this foundation, Watson stated that environment and its associated effects on animals were the sole determinants of learning. He felt so strongly about the pre-eminence of environment that he issued the following bold challenge: "Give me a dozen healthy infants, well formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief, and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors" (Watson, 1924, p. 82). Watson enormously influenced the study of psychology in North America. Behaviourism was the dominant psychological paradigm well into the 1960s. It affected the methods and theories of every area of psychology (Gazzaniga, Heatherton, & Halpern, 2016, hal. 222-223).

Answer the following questions referring to the text above.

1. How can learning occur?
2. What is meant by ‘enduring change in behaviour’?
3. Why is animal more prepared than human to deal with environment in the future?
4. How important is learning for both human and animal?
5. Why did learning theory arise?
6. What is or are the primary determinants of behaviour according to Freudian?
7. How can Watson determine behaviourism principles within observable behaviour?
8. What can you describe from Watson’s bold challenge?



Building Knowledge

1. Have you ever invited someone?
2. How do you invite someone?
3. Can you give me the expression to invite someone?

Language Focus

Try to understand these following situations and complete its expression in the space bellow and practice it!

I want to invite my colleagues for coming to my new story book launching. So, I say to Them:

Would you like to?

I want to invite my friends for watching playing football. So, I say to them:

Can you come to my?

I want to invite my lecture for going to my short story award of international Competition in Singapore. So, I say to him/her:

Would you come

Vocabulary Building

TASK 1

Study these following expressions in pairs and practice it!

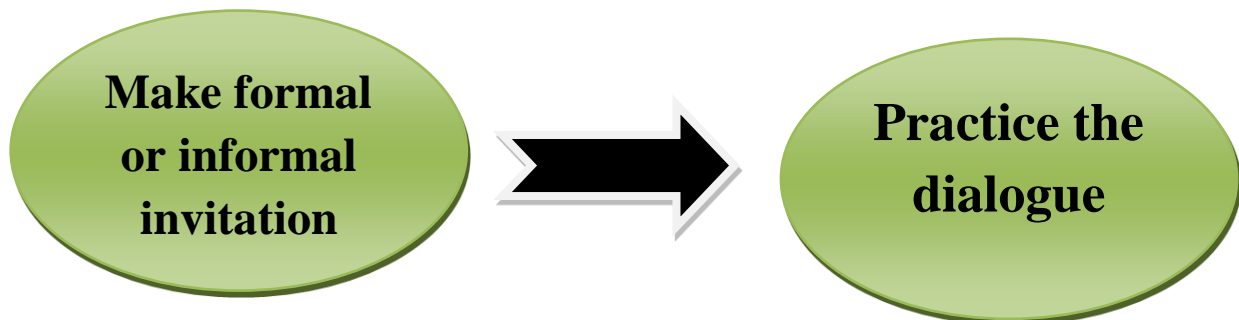
EXPRESSION IN:	
FORMAL INVITATION	INFORMAL INVITATION
Would you like to ...?	Are you free at ...?
Would you like ...?	Can you come to my...?
Would you mind if I ...?	Will you go to my ...?
Would you mind ...?	Do you want to ...?
I would like to...	
I would like ...	

TASK 2

Nia : Hi Tino. Do you get a birthday invitation from Luna?
 Tino : Yeah, the party will be held tonight, right?
 Nia : How about going there together after English course?
 Tino : Why not! What are you going to give to Luna?
 Nia : Hhmmm, I think it will be great to give her a surprise.
 Tino : Hhmm, how about playing Count On Me song in her birthday?
 Nia : What a great idea! That's one of her favorite song.
 Tino : Yeah. Let's practice for tonight show.
 Nia : But we have to wait until Luna goes home. Oh look, she has already been picked up by her driver.
 Toni : Let's back to the classroom!

Transfer

After you have discussed in a group, now this time for you to create invitation and practice your dialogue in front of the class.



Reinforcement

Now, please make formal and informal invitation using E-mail. Formal invitation is for institute in school/university/office etc, while informal invitation is for friends, your family etc.



Building Knowledge

1. What do you do if you make a mistake?
2. Do you ever apologize to someone?
3. How to respond someone who apologizes to you?

LANGUAGE FOCUS

Exercise 1

Answer the following questions by crossing A, B, C, or D!

1. April : I for my late arrival. I was caught in a traffic jam.
Beni : That's OK and it's no problem. We've just started the meeting for 20 minutes.
A. Excuse me
B. Apologize
C. Sorry me
D. Very sorry
2. Evi : Hey! What happened to my Psychology book?
Ana : I'm so sorry. My father spilled some coffee on it.
Evi : Look! It becomes dirty and wet. You must clean and dry it soon.
A. That's too bad
B. It's no problem
C. Forget it
D. Never mind
3. Guest : I'd like some vanilla ice cream, please!
Waiter: We don't have any vanilla left.
A. I am sorry
B. I appreciate
C. I am fine
D. I am afraid

4. Rama : to tell you that have broken the glass.
Luthfi : Don't mention it.
- A. I regret
 - B. I'm pleased
 - C. I'm appreciate
 - D. I'm very grateful
5. To refuse an apology we can use these following expressions, except.....
- A. That's too bad
 - B. Never mind
 - C. You make me sad
 - D. You make me disappointed
6. Guest : Excuse me, I think there is in our bill. We didn't have lunch here yesterday.
Receptionist : I'm sorry, sir. Here's the bill from the Hotel restaurant.
- A. Signature
 - B. Mistake
 - C. Trouble
 - D. Complaint
7. To accept an apology, we can use these following expressions, except.....
- A. That's all right
 - B. That's OK
 - C. That's too bad
 - D. It does not matter
8. Nita : Ouch! Your cigarette's smoke makes me dizzy.
Juan : I'm sorry, I don't know
- A. I'll smoke near you
 - B. I'll be dizzy too
 - C. I'll get you some cigarettes
 - D. I'll smoke outside then

9. Alby : This pair of trousers don't fit me. It's too long.
Wafa : I'm terribly sorry. I promise I'll a few minutes.
- A. Make it long
 - B. Make it short
 - C. Make it lengthen
 - D. Shorten it
10. I am so sorry for me so long.
- A. Waiting
 - B. Waited
 - C. Wait
 - D. Waits

Vocabulary Building

Definition of Expressing Apology

Expressing Apologies is an Expression or phrase used to:

1. Offer an apology or reason for some mistakes, humiliation, failure or injury.
Example: He apologized for accusing her falsely. He apologizes for the false charges
2. Used as defense in speech or formal writing.
Example: I apologize for my being mistakes. I apologize for the mistake I made.
3. Used to apologize for the mistakes made so as to cause a person to feel uncomfortable or unhappy.
Example:
 - I must apologize to Isabel for my late arrival.
 - I'd like to apologize for my trouble making.

Expressing apology

The general way to say an apology

- Sorry...
- I am sorry...
- Please. I'm sorry

Apology looks more profound

- I am very sorry
- I am terribly sorry
- I am extremely sorry

Apology in a particular situation

- I am sorry for disturbing
- I am sorry for interrupting
- Pardon me for...
- I beg your pardon for...
- Excuse me

Formal and polite apology

- I apologize for my attitude
- I apologize for my bad manners
- Please accept my apologies for everything
- Forgive me for...

Respond to Apology

Never mind
It doesn't matter
That's all right
That's ok
Please don't be worry
Forget it...
Don't worry about it

<http://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-expressing-apology.html>

Language Features

Read the dialogue below and identify the expression of apologizing!

Rama : Hey, Robi. Where is Mita?

Robi : Mita? I think she is meeting her friend at another class

Rama : Is that her lunch box on her desk?

Robi : I think so, what's wrong with her lunch box?

Rama : I have a good idea, let's play a prank on her!

Ana : Guys, I'm sorry for interrupting your talk. Can I ask what time it is now? When will the break time end?

Robi : It's 1.15 PM. I think we will have another class in 30 minutes.

Ana : Alright, thanks Robi.

Robi : No problem.

Robi : Well, what is your idea, Rama?

Rama : I'm going to hide her lunch box and she will really be in panic when seeing her lunch box is missing, and that is going to be so funny. So, do you come with me, Robi?

Robi : Um... I am sorry, I think I'll pass. I forget doing my math homework. I have to finish it now before math class begin.

Rama : Oh, okay, that's too bad. I'll do it by myself then.

Robi : Well, good luck then.

Rama : (Rama immediately grabs Mita's lunch box and goes out of the class but suddenly he bumps into a teacher outside the class)

Mr. Ari: Pardon me, what makes you so in a rush, Rama?

Rama : Oh! Mr. Ari! I'm terribly sorry, Sir! I was going to give this lunch box to my friend. I'm really sorry, Sir.

Mr. Ari: That's alright, Rama. Please be careful on your way.

Rama : Thank you, Sir.

Mita : Rama? What are going to do with that lunch box?

Rama : Huh?..... Oh! Mita! I didn't notice you! (Rama gets startled seeing Mita stand before him all of a sudden)

Mita : Yes?

Rama : Oh... I think I'm busted. Actually, I was going to play a prank on you by hiding your lunch box. I am very sorry, Mita.

Mita : What? Oh my God, I think I came in the right time.

Rama : Please, forgive me Mita. I was only planning on playing a prank on you.

Mita : Well, Forget it. Don't do it again!

Rama : Alright. Thank you, Mita!

Mita : For you information, that's not my lunch box.

Rama : What?!

Transfer

Complete these apology sentences with the correct word.

1. "Please _____ me for interrupting you. I didn't realize you were on the phone."
2. "I can't believe I forgot your birthday, mom. Please don't be _____ at me."
3. "I'm so _____ I'm late. There was so much traffic on the highway!"
4. "Oh no, how _____ of me! Do you have a cloth so I can clean it?"
5. "We _____ for the train delay. We will get you to your destination as soon as possible."

Reinforcement

Read the dialogue below, and then summarize it using your own language!

Teacher : Firman, you didn't show me your homework.

Firman : I am sorry, Sir. I haven't done it

Teacher : Oh, why?

Firman : I wasn't well yesterday.

Teacher : What was wrong with you?

Firman : I had a headache.

Teacher : But you know, I saw you were playing kite yesterday evening. Aren't you telling a lie?

Firman : Extremely sorry, Sir.

Teacher : You are stubborn. Now you have to apologize!

Rohit : Please excuse me, Sir. I regret having told a lie. I assure you, Sir, I will never tell a lie in my life.

Teacher : Good that you have realized.



Building Knowledge

Language Focus

Read the situations and make the requests.

1. You want to pay my items purchased by credit card.
2. You want to borrow your friend's laptop.
3. You didn't hear what your classmate's said. You want her to say it again.
4. You've written a letter in English. You want your teacher to check it.
5. You can't hear what your little brother is saying because of the radio. You want him to turn it down.
6. You need Rp. 30.000.00. You want your friend to lend it to you.
7. You haven't finished your essay. You want to give it to your teacher a day late.
8. You need to use your colleague's computer.
9. Your friends ask you to go to the beach with her. You can't tell her until tomorrow.
10. You want your sister to turn the light on.

Vocabulary Building

Expressing Request

1 Asking Someone to do Something

- Can you give me the book?
- Could you phone me at 7 o'clock?
- Would you mind repairing my watch?
- Do you think you could take me to the shop
- I wonder if you could write me an application letter?

2. Asking Someone for Something

- Can I borrow your pen?
- Could I have a seat?
- Can't I sit beside you?
- May I use your computer?

The Expression to Accept

OK
Sure
All right
Certainly
It's a pleasure

The Expression to Refuse

I'm afraid, I (give your reason).
I'm sorry, I can't.
I'd like to, but...(give your reason).

<https://najmimaulana.wordpress.com/2008/11/03/expressing-request/>

Transfer

Translate the following dialogue below from Indonesia into English language using good grammatical sentences!

Dialogue 1

Sintia : Apa kamu baik-baik saja?

Terra : Kepala ku sangat sakit dan aku haus sekali

Sintia : Ya sudah istirahatlah.

Terra : Iya terima kasih dan bisakah saya meminta segelas air?

Sintia : Ini dia !

Terra : Terima kasih

Dialogue 2

Salma : Salma, apa kamu akan pergi ke unit kesehatan sekolah?

Santi : Ya, ada apa?

Salma : Dapatkah aku meminta sesuatu

Santi : Apa itu?

Salma : Maukah kamu mengambulkan aku obat flu?

Santi : Oh tentu! Berapa yang kamu butuhkan?

Salma : Satu

Santi : Oke

Reinforcement

Pair Work

Make a dialogue related with expressing request using good grammatical sentences!

CHAPTER 4

Greeting People





Building Knowledge

1. What do you say when you meet your friend?
2. How do you usually greet others?

Language Focus

Do this exercise while you are listening. Circle the best word to complete these sentences.

1. Hi. Haven't we _____ before?
 - A. Met.
 - B. Nice.
 - C. Meet.
2. Long time, _____.
 - A. I see you.
 - B. No see.
 - C. About you?
3. Hi, how's your family _____?
 - A. Today.
 - B. Yesterday.
 - C. These days.
4. So, _____?
 - A. What's up.

- B. How are you?
- C. I'm happy.
5. Did you hear _____ ?
- A. I got a new friend.
- B. I got a new job.
- C. I got job.
6. Have you heard from _____ ?
- A. Bull recently.
- B. Bill recently.
- C. Rull recently.
7. Well, have a nice _____ ?
- A. Weekend.
- B. Holiday.
- C. Trip.
8. Well, _____ ?
- A. Take a nap.
- B. Take care.
- C. Take a rest.
9. Say hello to your _____
- A. Mother for me
- B. Brother for me
- C. Father for me

10. Be careful on your _____

A. Way home.

B. Trip.

C. Holiday.

Vocabulary Building

Exercise 1

Do this exercise while you are listening. Write down the sentences that you hear from the audio!

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

Transfer

Group Work

Find an audio related with greeting people, then practice it in front of the class!

Reinforcement

Pair Work

Please make your own recording related with greeting people!

INTRODUCTION

Building Knowledge

1. Are you ever introducing your friend?
2. What expression do you use?



Language Focus

In pair, practice this conversation in front of the class!

Dialogue 1

Two person meet on the way from school. They are Bima and Dimas. Bima introduces himself to Dimas on the way home from the school.

Bima : Good morning. I'm Bima. Haven't we met before?

Dimas : I don't think so. Anyway, Hello, My name's Dimas.

Bima : Hi, Dimas. How do you do?.

Dimas : I am a student. Do you somehow stay around here?

Bima : Yeah. I stay in the Uptown Apartment on fifth Avenue.

Dimas : That's great. I also stay there on tenth floor.

Bima : Mine's on eleventh floor. Sorry, I have to get going.

Dimas : See you then. Good bye.

Bima : Good bye

Dialogue 2

Today is the first day at school for Danang. She meets Rani. Then, they introduce each other.

Danang : Good morning. Allow me to introduce myself. I'm Danang.

Rani : Good morning. My name is Rani. Nice to meet you.

Danang : Nice to meet you too. We are in the same class, right? I saw your name in the students' list of my class.

Rani : Yeah, right. By the way, what book is that?

Danang : This is a book about cooking.

Rani : Oh, so you like cooking? I like cooking too.

Danang : Really? Good, so I have a friend to share with. Anyway, I must go now. Bye.

Rani : Bye. Take care.

Vocabulary Building

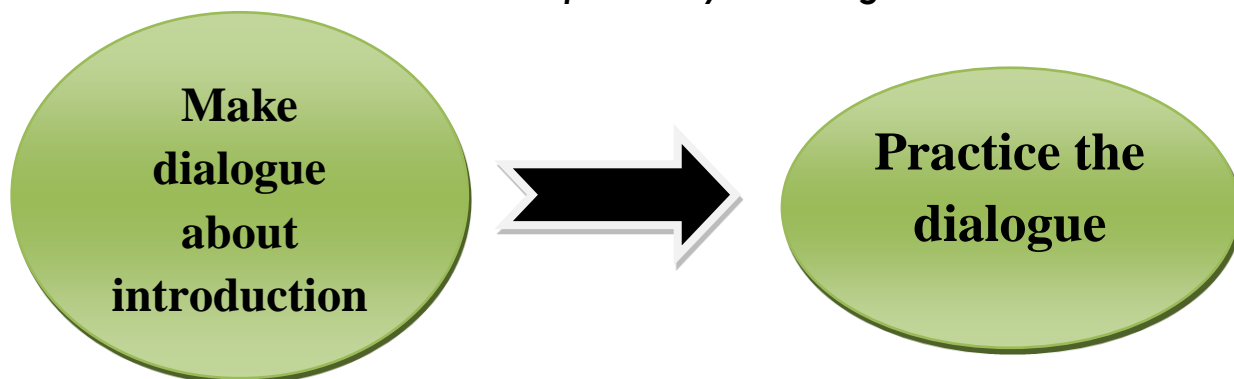
Study these following expressions in pairs and practice it!

Introducing yourself	Introducing someone
<ul style="list-style-type: none"> • First let me introduce myself. • My name is • Allow me to introduce my self. • I'm ... • Excuse me my name's ... • How do you do? My name is • Hi! I'm ... • Hello! My name is ... • Good morning. My name's ... 	<ul style="list-style-type: none"> • I would like to introduce you to ... • Let me introduce you to ... • This ... • Allow me to introduce ... • I'd like you to meet ... • Do you know ... • Oh look, here's Peter. • Peter-Jeny, Jeny-Peter

Taken from: <https://englishadmin.com>

Transfer

After you have discussed in a group, now this time for you to create introduction with a new friend and practice your dialogue in front of the class.



Reinforcement

Now, please make formal and informal introduction using E-mail. Formal introduction is for institute in school, university, office etc., and informal introduction is for new friends.

Pre reading Activity

1. Look at the following picture
2. What can you infer from the picture?
3. Do you have such an experience before?
4. How will you possibly handle it.

What Is Job Stress?

The original meaning of the term ‘stress’ is derived from the field of engineering. By analogy with physical force on a metal bar, it refers to external pressure that is exerted on a person, which in turn results in tension or stress reactions. These stress reactions are also called ‘strain’ (Kahn & Byosiere, 1992). Up to a certain level, people are able to deal with this external pressure, can adapt to the situation, and recover when the stress is relieved. A person’s adaptability is determined by personal characteristics, for instance, stress tolerance or coping style, and by situational characteristics, for instance, the availability of social support. It is quite normal to experience some stress. Stress releases hormones that speed up the heart rate, make us breathe faster, and give us energy to act. Short-term stress is sometimes experienced as positive activation, however, too much stress is not good for a person as it will deplete a person’s resources and energy. In everyday language as well as in the scientific literature, the term ‘stress’ is used to refer to the causes as well as the accompanying state of tension, and the consequences of this state. As there is little agreement on how exactly ‘stress’ should be defined, there is no general and overarching theory of stress. One of the main reasons for this lack of agreement lies in the large number of disciplines with different perspectives that are involved in researching stress, such as biology, sociology, psychology, occupational medicine, ergonomics, industrial engineering, epidemiology, management science, and business administration. Nevertheless, most researchers do agree that three different meanings of the term stress can be distinguished (e.g., Kahn & Byosiere, 1992): (1) stress as a *stimulus* (cause), (2) stress as a *response* (strain), and (3) stress as a *mediational process* between a demand (stimulus) and a stress reaction (response). As our perspective of stress lies within the area of work, we call it ‘job stress’, which is simply stress related to one’s job. (de Jonge & Dormann, 2017, hal. 82-83).

Answer the following questions referring to the text above.

1. How can the term ‘stress’ be defined from engineering point of view?
2. Do you think that the term ‘stress’ from engineering point of view is similar to the common literature?
3. What is strain?
4. How can a person adapt to stress?
5. What is short-term stress?
6. Is stress normal for a person? How can it be?
7. What happens when a person experiences excessive stress?
8. Can three different meanings of the terms ‘stress’ cover the definition of what stress is? Exemplify your answer.
9. What is job stress?
10. Does job stress belong to short term stress? Why or why not?

INTRODUCING

Building Knowledge

1. Do you know, what is introduction mean?
2. Have you ever introduced yourself?
3. What expression do you use?



Language Focus

TASK 1

- Geby : Hello.
- Mikeyla : Hi.
- Geby : Are you OK? You look lost.
- Mikeyla : Er, yeah. I'm new at this school. I don't know anyone.
- Geby : What's your name?
- Mikeyla : Mikeyla.
- Geby : That's a cool name. How do you spell it, with a 'k' or a 'c'?
- Mikeyla : With a 'k'. What's your name?
- Geby : I'm Geby ... with a 'g'! What year are you in?
- Mikeyla : I'm in Year 11.
- Geby : So am I. So, you're 16?
- Mikeyla : No, I'm 15. My birthday's in March.
- Geby : Ah, OK. What class are you in?
- Mikeyla : I don't know yet. What class are you in?
- Geby : I'm in 11A.
- Mikeyla : Oh no! I'm late!
- Geby : Don't worry. Come with me, Mikeyla with a 'k', and we can ask your teacher about your class.
- Mikeyla : Really? Oh, thanks a lot.

Read the dialogue above, after that give \checkmark for true statement.

Statement	True	False
It's Mikeyla's first day at a new school.		
Mikeyla knows a lot of people at the school.		
Geby is friendly and helpful.		
Mikeyla is 18.		
Geby and Makayla are both in Year 11.		
Geby will help Mikayla find her teacher.		

TASK 2

Please choose the correct answer by croosing A, B, C or D!

- What do we say to express introduction?
 - I would like to tell you
 - I will give information about
 - Let me introduce my self
 - Good bye
- What expression is used to introduce ourselves?
 - I am Nia
 - I was Nia
 - I will be Nia
 - I have been Nia
- What tense is used to introduce ourselves?
 - Simple present
 - Simple present continuous
 - Simple past tense
 - Simple future tense
- Budi : Nin, this is my sister, Lala.
 Nina : Hi, nice to meet you.
 Lala : "....."
 - I am fine. Thank you.
 - I hope you nice.

- c. Thanks you for you
 - d. Nice to meet you, too.
5. What is your expression to introduce yourself if you meet someone for the first time?
- a. Ayu, this is Galih, my friend here
 - b. Have you meet my friend. Via?
 - c. Hello, may introduce my self.
 - d. Hello, nice to meet you friend.

TASK 3

Fill the question below with the correct answer!

Hi, everybody let me introduce myself, my name is Anita Nur Cahyo, but everyone calls me Anita. I am a student. I go to SMK Merdeka Jakarta and I am in the first class. I live on JL. Melati number 2. Every morning, I go to school on foot because my house is not far from school. I sometimes go to school with my friend, Luna. I have big family. I have three brothers and two sisters. My father is a civil servant. I usually watch football game on TV because I like football. That's all about me. Thank you.

- 1. Who is Luna.....
- 2. What is Anita.....
- 3. How many sisters does Ani have.....
- 4. How does she usually go to school.....
- 5. Why she go to school on foot.....

Let me introduce myself, as a new student in this school. My name is Dwi Anggara. I was born in Surabaya, February, 15. My hobby is writing and reading. I am very grateful because now I manage to get a chance to attend this Favorite School.

Furthermore, I have a mission to make this school to be more known and have a lot achievement through my writing hobby. If there is a competition, I will try to take a part as long as it relates to the world of authorship. It was first step to achieve my goal of becoming a famous writer.

The reason why I have gone to this school from the first time is because this school has enough achievement and spawned a lot of students who can continue their study in state Universities. Hopefully I can follow them too.

Thank you.

- 6. Who is Dwi Anggara.....
- 7. Wha is his hobby.....

8. Why did he choose this school.....
9. What is his mission for that school.....
10. Please, specify the expression used to introduce yourself based on the text above.....

TASK 4

Please find the differences information from the text in the task 3!

Vocabulary building

Introducing yourself and others

There is a range of ways to introduce yourself and people.

Introducing yourself:

Here are expressions to introduce yourself:

- My name is ...
- I'm
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...



Introducing others:

Here are expressions to introduce others:

- Jack, please meet Nicolas.
- Jack, have you met Nicolas?
- I'd like you to meet Liza.
- I'd like to introduce you to Betty.
- Leila, this is Barbara. Barbara this is Leila.

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

Taken from: <http://www.myenglishpages.com>

Transfer

Read the text carefully and answer the questions.

Good morning, My Friends.

I am so happy to see you in this occasion. Well, my name is Elsyte Sitinjak. I come from Metro. I was born in Medan, on October 22th, 1992. My family and I live at Jengkol street number 25, Kedaton, Bandar Lampung. My hobby is singing and shopping. I really love music. Even, I have a dream to be a famous and great singer. I ever won first winner in singing contest when I was 15 years old. Teaching is the other thing that I love. Since I study at English Department, I began to teach kids around my house. Besides that, I also join an Eso at the university. Eso is kind of English Club. I learn many things from Eso. They teach me how speak fluently. I think English became very important nowadays. That is why I am very interested in learning English. I have two sisters and one brother. They are Dede Sintinjak, Jeni Sitinjak and Robi Sitinjak. I really love them. They really support my career. We often spend time together in the weekend. I think that's all about myself. Thank you so much for your nice attention.

Wassalamualikum. Wr.Wb.

Taken from: <http://www.sekolahbahasainggris.com>

Reinforcement

Please make a dialogue about introduce yourself and your friends. After that compare the differences both of them.



Building Knowledge

1. What is your name?
2. Where do you come from?
3. How old are you?

Language Focus

Complete the following dialogue with the words in the box below!

Lusy : Hello,

Jeny : Hi, my name is Jeny

Lusy :are you?

Jeny : I am nineteen years old

Lusy : are you from?

Jeny : I am from Singapore.

Lusy : Where do?

Jeny : I live at Rose Street no. 9

Lusy : you, Jany

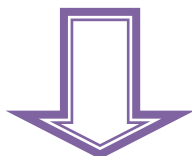
Jeny : Nice to meet you, Lusy

What is your name	You live
How old	Nice to meet
Where	

Vocabulary Building

GREETING ANOTHER

What do you say when you meet people who you haven't known or have known?



- Hello, how are you?
- Hi, good morning/afternoon/evening/night?
- How are you doing?
- Hello

Here are some phrases to response



- It's great
- I'm fin /very well
- Good morning/afternoon/evening/night
- I'm OK/Not bad/fine
- Hello
- Hi

Arrange these sentences into good dialogues!

- You can call me Robert.
- Hi, my name is Marcell. What should I call you?
- I'm twenty years old. How about you?
- How old are you?
- Where are you from?
- I'm from Surabaya.
- I'm from Malang, then where are you from?

Robert :

Marcell :

Robert :

Marcell :

Robert :

Marcell :

Robert :

Marcell :

Transfer

Exercise

Makes questions for the bold part of the sentence as the answer!

1. Madona likes **dangdut-music**.

Answer :

2. Rosyida comes from **Jakarta**.

Answer :

3. Budi plays football **in the yard**.

Answer :

4. **Ricky** rides his motor cycle.

Answer :

5. My brother goes to the movie theater **on Sunday**.

Answer :

6. We go to the mountain **because it is cool there**.

Answer :

7. Rizaldi repairs **his bike**.

Answer :

8. Mahrus drives his car **carefully**.

Answer :

9. Monica runs with her dog **every morning**.

Answer :

10. Franda and her family **go to WBL for a holiday**.

Answer :

Reinforcement

Pair Work

*Make a dialogue related with greeting people when meeting people
with good grammatical sentences!*

CHAPTER 5

**What is your
opinion?**



Building Knowledge

1. What do you think about this school?
2. Anybody have other opinions about this school?
3. What's your opinion about the teachers in this school?



Language Focus

Listen to the audio carefully, and then complete these sentences below!

Task 1

Scenario 1

Let us observe a conversation where a small girl is giving her opinion to her mother.

Mother : _____ new school, Lavanya?

Lavanya : Oh.... It's fine. I like it very much. Now I've _____ Sivanja, Rubina, Balaji and.....

Mother : And your new teacher?

Lavanya : Yes, we have a nice _____. Miss. John. She's _____ and _____ and _____. She sings and plays the piano beautifully.

Mother : Oh..... Then you all like her very much.

Lavanya : yes. _____.

Mother : Did you get your new books?

Lavanya : Yes, I got them. They are _____ with a lot of color pictures.

Mother : Then I'm sure you're going to _____.

Lavanya : _____, we will.

Mother : You must be tired and hungry, Lavanya. Come let's have lunch.

Lavanya : yes, mum... very.

Taken from: <https://www.youtube.com>

After you have listened the scenario 1, please find out the expression of giving and the respon.

Task 2

<i>Giving Opinions</i>	<i>Respond Opinions</i>

Vocabulary Building

After you have listened the scenario 1, please make summary from the dialogue above and present it in front of the class!

Transfer

Listen to the audio carefully, and then answers these questions!

Task 1

1. How many people in the conversation?
.....
2. Who are in the conversation? Please mention!
.....
3. Who is Scarlett?
.....
4. What is Mark's opinion for the promoting of new CD Scarlett in France?
.....
5. Why don't they agree with Mark's opinion?
.....
6. What is Jocques opinion?
.....
7. Why do they agree with Jocques opinion? Explain it!
.....
8. Why don't they agree if Scarlett is being interviewed in radio or TV?
.....
9. Please, mention an expression that does not agree in the conversation?
.....
10. Please, mention an expression that agree in the conversation!
.....

Taken from: <https://www.youtube.com>

Task 2

After you make summary from the dialogue above, please present it in front of class!

Reinforcement

Find three audios about giving opinions, after that divide the differences between the audio. And present your result in front of the class!

Giving Opinion

Building Knowledge

1. What's your opinion about my picture?
2. What's your idea about these problems?
3. Do you have other idea?



Language Focus

Complete this conversation after that practice the conversation in front of the class!

- Mrs. Susi : What's your opinion about
- Tara : My opinion is ...
- Mrs. Susi : Very good. How about you Lelly?
- Lelly : Well, I think it's
- Mrs. Susi : Good. Anybody has another opinion?
- Dimas : Yes, I have. My opinion is
- Mrs. Susi : Good. All your answers are correct.
Do you understand students?
- Students : Yes. We got it, Madam.
- Mrs. Susan : Great. You're really smart.
- Students : Thank you.

Vocabulary Building

A. OPTIONAL EXPRESSIONS

Here are some optional expressions based on the conversation above.

1. What's your opinion?

What do you think?

What do you think about...?

What's your idea?

2. I think

I guess

I feel that ...

My opinion is

3. Excellent!

Good!

That's quite right! Try again!

B. MORE LANGUAGE EXPRESSIONS

Here are some more language expressions we can use in the classroom!

1. Asking for Opinions

What do you think?

What's your opinion?

What are your ideas?

Do you have any thoughts on that?

How do you feel about that?

2. Giving Opinions

I think/I guess

I suppose

My opinion is

Don't think that

I don't believe (that).....

I feel that it's the right thing to do.

I don't feel that it's such a good idea



GIVING
OPINIONS

3. Asking and giving opinions.

What's your opinion about ?

What do you think about ?

What is your idea about ?

Anyone has an idea?

Anyone has a different idea?

Tony, what do you think of the answer?

Taken from: <http://classroom-english-expression.blogspot.co.id>

After you know some expressions of giving opinion above, now in pair please make conversation about some problems relating the election of class leader and give your opinion about the leader by using these expressions above.

Transfer

Task 1

In this fun class activity, students practice expressing and defending their opinions. A sign is placed in each corner of the classroom (Strongly Agree, Agree, Disagree, and Strongly Disagree). Then, the teacher reads a statement that requires the students to give an opinion, e.g. Celebrities earn too much money. Students go to the corner that best matches their opinion. The students in the same corner discuss why they chose that opinion and then report it to the rest of the class. After each corner has explained their opinion, the students from the different corners politely refute another corner's opinion and afterwards see if any of the students want to switch to another corner. The process is then repeated with a new statement and so on.

Taken from: <https://www.teach-this.com>

Task 2

Here is a useful speaking activity to help students practice making opinions. Each pair of students is given a set of opinion cards. On each card is a topic with three possible opinions. Students split the cards in half and then create a fourth opinion for each topic. When they have finished, the students take it in turns to pick up a card. One student gives their opinion by using

the prompts on the card and the phrase: I think that... The other student then gives their opinion. Students give reasons for their opinions and ask questions when possible. Then, the other student turns over the next card and so on. This continues until all the cards have been discussed. This speaking activity can also be done in groups of three or four and other expressions for giving opinions can be used.

Taken from: <https://www.teach-this.com>

Reinforcement

This is a discussion activity for groups of three. Students practice giving opinions on various topics and agreeing or disagreeing each other. Each student is given a set of numbered cards. The numbered cards are used to show how much they agree or disagree with a statement. Each group is also given a set of opinion cards. The first student turns over an opinion card and reads out the statement. Each person then shows their opinion by placing an appropriate number card in front of them. The first student then gives their opinion. After that, the other students give their opinions. Students try to persuade other group members to change their mind, if their opinions are different or they are undecided. Students also practice justifying their opinions when need be. The second student then turns over an opinion card and so on. At the end of the activity, there is a feedback session to discuss the statement that caused the greatest argument.



Taken from: <https://www.teach-this.com>



Building Knowledge

1. What do you do if your friends ask about their homework?
2. Have you ever delivered your idea during teaching learning process?
3. What did you say if you want to give your idea?

Language Focus

Exercise 1

Answer the following questions by crossing A, B, C, D or E!

1. Rini : We'll have a long holiday next month. What are you going to do?

Luli :

Rini : I hope you have a nice trip.

- A. I am thinking of going to Bali
- B. Sorry, I can't tell you
- C. It's not your business
- D. I have nothing to do
- E. I don't know what to do

2. Alby : What do you think about the film ?

Bono : I think

- A. I like it
- B. Thank you
- C. I can't hear you
- D. You forget it
- E. Let's go

3. he is polite

- A. I don't think
- B. I don't

- C. What do you
D. What your opinion
E. I don't understand
4. Eric : I think our city is very hot at the moment.
Mike : I don't think so Our city is much cooler than other cities in this country.
A. I know it
B. I am thinking of
C. He forget it
D. In my opinion
E. See you
5. Bowo : I feel tired and I feel dizzy.
Sri : I think Don't leave the bed if it is not necessary.
A. You must sing
B. You should lie down and have some rest
C. You can see the doctor tonight
D. I will take you to the hospital
E. I must take some rest, too

Exercise 2

Look at the picture below then read the following dialogue carefully!



- Fella : What is your opinion about my picture?
- Laili : Wow! Amazing! I think it is very beautiful and colorful. I think your talent is as Painter or designer.
- Fella : Thank you. By the way have you finished your homework?

Laili : Not yet. I have a problem about it. Can you help me?

Fella : Ok. No Problem. What do you think of English lesson?

Laili : I think English lesson is difficult. What about you?

Fella : I think English lesson is easy because it's one of my favorite lessons.

Answer the questions below based on the dialogue above!

1. What does the text tell about?
2. How many people are there in the dialogue? Mention it!
3. What is Laili's opinion about Fella's picture?
4. Have Laili finished her homework?
5. What does Laili think of English lesson?

Vocabulary Building

Listen to your lecturer and repeat after

Asking someone opinion

- How do you feel about...?
- What are your feelings about...?
- What's your honest opinion of...?
- What do you think about...?
- What do you think of...?
- What is your opinion about...?

Giving opinion

- I think...
- In my opinion...
- As far as I'm concerned...
- According to me...
- I bet...
- I'd say...
- I guess...
- I think...
- In my opinion...
- As I see...
- According to my opinion...
- As far as I can see...
- I don't think that...

Taken from: English worksheet entitle

"Access to English competence" for

Senior High School by Abdul Rahman, S.Pd. **LANGUAGE FEATURES**

Match the questions with the correct answer related to clarification and give opinion!

1. Maybe I can't join our study tour next holiday (....)
2. We will have lunch at Beldeg Restaurant in GKB (....)

3. Are you punished by your teacher this morning, is it right? (....)
4. When will the party begin? (....)
5. Look at this flower, what do you think about this flower? (....)
6. By the way, how about our English test today (....)
7. What do you think about my skirt? (....)



- a. I think, it is nice on you
- b. Is it really?
- c. Well, it seems easy to us
- d. Tell me further!
- e. What did you say?
- f. What do you think of it?
- g. I think it is very beautiful
- h. Next Monday

Transfer

Read the dialogue below and identify the expression of ideas!

Nindy : Silvia, do you think that Psychology is difficult lesson?

Silvia : I don't think so. I think there is no difficult lesson.

Nindy : Pardon?

Silvia : Yes, I think if we learn seriously, there is no difficult lesson. It depends on our effort.

Nindy : I don't think so, in my opinion, it's difficult because it's hard to do every task given by our lecturer.

Silvia : According to me, it is because of you are lazy to study. So, try to be diligent. You should study every day.

Nindy : Em... I think so. Anyway, Psychology in our class is scheduled at the last class, right?

Silvia : Yes. What do you think about it?

Nindy : It's good. There is no problem about it.

Silvia : I don't think so. I think if Psychology is in the first class, it will be easier to do the lesson. I am hard to follow that schedule.

Nindy : But I think if we learn seriously, there is no hard on it. It depends on our effort.

Silvia : Hahaha are you kidding? That's my words!

Nindy : I think so hahaha...

Reinforcement

Read the dialogue below, and then summarize it using your own language!

Andy : What do you think about my new car?

Bimo : Well, personally, It looks comfortable. By the way, is it an expensive American car?

Andy : No, it's a cheap small Japanese car.

Bimo : How many people can it take?

Andy : There are five sits. So it can take five people.

Bimo : Has it got brakes?

Andy : Yes, of course.

Bimo : It's looks well made.

Andy : Would you like to drive?

Bimo : Ok. Drive carefully, won't you? There's a lot of traffic today.

Summarize



Building Knowledge

1. How do you feel when you are in Psychology class?
2. What do you think about Psychology major?
3. do you enjoy studying Psychology?

Language Focus

Complete the text with the appropriate words in the box!

Exercise 1

Ramon's Campus

Ramon is a (1)_____ of University of Muhammadiyah Gresik. He is in the first semester. He takes (2)_____ major in this campus. He is eighteen years old. He is really happy when he is studying at this campus because the campus are big and clean. There is (3)_____ classroom. A beautiful garden is in front of it. The campus yard is very (4)_____. The students usually play football i it and some other (5)__. A big laboratory is in the right side of the (6)__ office. The library room is in the left side of it. The students usually go to the library in the (7)_____ or after the last lesson. They may read some books or borrow some books to be read at home.

Lecture
Student
Psychology
Break time
Comfortable
Wide
Activities

Exercise 2

Answer the following questions based on the text above!

1. What is Ramon?

Answer: _____

2. What semester is Ramon in?

Answer: _____

3. Mention the facilities are there in Ramon's campus!

Answer: _____

4. Where is the laboratory?

Answer: _____

5. What is the library for?

Answer: _____

Vocabulary Building

Please read the dialogue below carefully!

Angga : Can you help me?

Laila : Sure. What is this?

Angga : This is a Microscope.

Laila : Where will you take this?

Angga : I was told Mr. Ruslan to bring this to the Laboratory.

Laila : What is the function of Microscope?

Angga : It uses for see the microscopic thing, such as cell.

Laila : I'm new here. Where is it?

Angga : It is near the Library.

Laila : Which one?

Angga : The one with two chairs in front.

Laila : Oh yes, I see.

Angga : Will you open the door for me?

Laila : Of course.

Angga : Thank you.

Write T (true) or F (false) in the following statements based on the dialogue above!

No.	Statements	True	False
1.	Angga is asking for help		

2.	Laila helps Angga		
3.	Laila wants Angga to take the microscope		
4.	Mr. Ruslan told Angga to take the microscope to the laboratory		
5.	Angga is asking permission to use microscope		
6.	The microscope is used to see cell		
7.	The laboratory is near the library		
8.	Angga is a new student at the school		
9.	Mr. Ruslan opens the door		
10.	They go to the library		

Transfer

Translate the following dialogue below from Indonesia into English language using good grammatical sentences!

Dialogue 1

A : Apa pendapat mu tentang merokok?

B : Bagi saya, merokok itu tidak baik untuk kesehatan.

B : Remaja zaman sekarang banyak yang merokok, bagaimana menurutmu?

A : Sebaiknya para remaja belajar untuk tidak merokok. Asapnya pun tidak baik bagi orang disekitar terutama anak-anak.

A : Jadi apa yang anda pikirkan tentang larangan merokok?

B : Kupikir itu ide yang bagus karena merokok berbahaya bagi kesehatan kita, merokok dapat meyebabkan kanker paru-paru dan bronkitis kronis.

Reinforcement

Make a dialogue related with expressing ideas during teaching and learning process in the class. Use good grammatical sentences!

Pre Reading activity

1. How is your expectation when you see one's photograph posing so beautifully in a particular social media for an offline encounter?
2. How can social media be affected psychologically to its users? Give an example!

Cyberpsychology: A Brief Synopsis

Cyber psychology is a broad topic, and it encompasses many aspects of research, some of which have been in existence for some time, and some of which are more recent. Generally, cyber psychology encompasses three main aspects. First, it assesses how we interact with others using technology. This has been of particular interest since the advent of social media technologies, but our interactions with others have been affected by technologies for a considerably longer period of time through the use of communication mechanisms such as email and websites. To consider this for a moment, think about one of the people that you communicate with the most often. Now imagine under what circumstances you might talk to them in person, or when you might send them a text message, or instant message, or email. What would be different about your communications with them in each of these contexts? Also, take a moment and think about someone who you communicate with online fairly regularly, but have never met off line.

What is your impression of that person? Do you think that this might change if you met them off line now? Do you think that you might have a different impression of them if you had met them off line in the first instance, and only later started communicating with them online? A second aspect of cyber psychology considers how we can develop technology to best fit our requirements and desires. Some attributes of this type of cyber psychology often come under the heading of Human-Computer Interaction, although this is also considered as an entire specialism in itself. One example of advances in this area involves programming the recording of programmes from television channels. Up until fairly recently this was a complex affair—blank video cassettes needed to be purchased and placed in the video cassette recorder (VCR), the television guide needed to be consulted to determine the start time, end time, day and channel that a programme was on, the VCR clock needed to be checked to ensure that it was accurate, the appropriate option within the VCR's menu needed to be identified, and all the date, time and channel details needed to be inputted correctly. An error at any stage, or a change in the scheduled time of the programme, meant that the recording would fail.

Now, most digital television providers include all the necessary hardware, including storage space, and allow users to select a programme from the on-screen listings and record that episode with a single button press. Not only that, but also all remaining episodes in a season can be set to record with one more tap of a button. Changes in running schedule are no longer a problem as the system can compensate for it (Kirwan, 2016).

Answer the following questions referring to the text above.

1. What is the particular interest since the advent of social media technologies?
2. What are some aspects of cyber psychology? Are they recent?
3. How can our interactions be affected by technologies?
4. What is Human-Computer Interaction?
5. What did the writer say about a complex affair related to TV programming? How does this situation relate to cyber psychology?

6. How can the existence of technology such as digital television interrupt human cyber psychology?
7. What does the last sentence state by Kirwan mean?
8. How can you define cyber psychology?

CHAPTER 6

My Campus





Building Knowledge

1. Do you know what descriptive text is?
2. What do you think about your campus?
3. Can you describe your campus?
4. Do you enjoy when you are studying in your campus?

Language focus

Task 1

Choose the best answer by crossing a, b, or c!

1. What will the man want to do after he graduates?
 - A. He wants to become a teacher
 - B. He hopes to go on to graduate school
 - C. He'd like to work at a hotel
2. What is the woman majoring in?
 - A. History
 - B. French
 - C. Computer science
3. How does the woman pay for college?
 - A. She has a part-time job
 - B. She received a scholarship
 - C. Her parents are paying for it
4. Where does the man work part-time?
 - A. At a bakery
 - B. In a library
 - C. At a restaurant
5. What thing did the man NOT say about his job?
 - A. His co-workers are friendly

- B. He works long hours
- C. The pay is okay

<http://www.esl-lab.com/school1/scholrd1.htm#post>

Task 2

Listen to the audio carefully, after that complete these sentence!

Maria : Oh, hi Dave. Long time, no see!

Dave : Hi Maria. I was in the _____, so I thought I'd drop it.

Maria : Come on in. [Thanks.] Take a seat. Would you like anything to drink? I have Sprite or orange juice.

Dave : Sprite would be fine. Uh, so, how have you been?

Maria : Oh, not bad. And you?

Dave : Oh, I'm doing okay, but school has been really hectic these days, and I haven't had time to relax.

Maria : By the way, what's your _____ anyway?

Dave : Hotel management.

Maria : Well, what do you want to do once you graduate?

Dave : Uh... I haven't decided for sure, but I think I'd like to work for a _____ or travel agency in this area. How about you?

Maria : Well, when I first started _____, I wanted to major in French, but I realized I might have a hard time finding a job using the language, so I changed majors to _____ science. [Oh]. With the right skills, landing a job in the computer industry shouldn't be as difficult.

Dave : So, do you have a _____ job to support yourself through school?

Maria : Well, fortunately for me, I received a four-year academic _____ [Wow] that pays for all of my tuition and books.

Dave : Wow. That's great.

Maria : Yeah. How about you? Are you working your way through _____?

Dave : Yeah. I work three times a week at a _____ near campus.

Maria : Oh. What do you do there?

Dave : I'm a cook.

Maria : How do you like your job?

Dave : It's okay. The other _____ are friendly, and the pay isn't bad.

Descriptive Text

- **The definition of descriptive text:**

Descriptive text is a text which presents information about something specifically.

- **The purpose of descriptive text:**

To describe a particular person or thing or place specifically.

- **The Generic Structure of descriptive text:**

1. Identification: Introduce a particular person or thing or place.
2. Description: Describing physical appearance, quality, behaviour, etc.

- **Language Feature of descriptive text:**

- Using simple present tense.
- Using adjective.
- The use of has or have.

<http://latelitepost.blogspot.co.id/2017/04/descriptive-text-generic-structure.html>

The Example of Descriptive Text

Eiffel Tower

Eiffel Tower is the place that I want to go someday. It is located in Paris, France. But it is actually a gift from England Kindom. Eiffel Tower is one of the most well known structures in the world. Gustave Eiffel was the man in charge of the build. Millions of people climb the Eiffel Tower every year and it has had over 250 million visitors since its opening. I want to be one of them one day. Visitors can climb up stairs to the first two levels or take a lift which also has access to the third and highest level. From there we can see the beutifull paris city.

<http://bahasainggrismudah.com/5-descriptive-text-about-place/>

Transfer

After you listen to the audio in task 1, now please summarize the content of the audio with your own language!

Reinforcement

Work in Group!

Please make conversation related with describing your campus environments and record it!



Building Knowledge

1. What do you think about your campus?
2. How does your campus look like?
3. Can you tell about your campus?

Language Focus

Task 1

Work in pair, practice this conversation in front of the class!

Lusi : Good morning. My name is Lusi. What is your name?

Dinda : Good morning. My name is Dinda. Where do you study?

Lusi : I'm studying in University of Muhammadiyah Gresik.

Dinda : Can you tell me about it?

Lusi : Yes, of course. It is big University in Gresik. And it has lot of departments, and I choose Psychology major.

Dinda : That's sounds great. Nice to meet you, Lusi.

Lusi : Nice to meet you too, Dinda.

Vocabulary Building

A. Practice this conversation below!

1. Zain : Can you describe your campus, Farah?
Farah : It is very wide and it have many rooms

2. Firma : What is you campus look like?
Dika : It is very beautiful and green everywhere.

B. Practice the dialogue below with your partner!

Rudi : Sita, can you tell me about your campus?

Sita : Ok Rudi. I am studying in IPB. My campus is green and fresh. It is located at Diamond street no. 12, Bogor. It is far from the pollution. It has many rooms for the students and the lectures and also other staffs. There are some facilities also, like laboratory, library, canteen, sport facilities, and also parking area.

Rudi : Wow, it's sound great campus I think.

Sita : How about you, Rudi?

Rudi : Well, I am studying in University of Indonesia. It is the best campus In Indonesia. It has big building and off course it has many rooms. I can't count it. But not like you, My campus is located at center of the city that has much pollution.

Sita : It's no problem Rudi. You have been in the best campus.

Rudi : You are alright Sita. Oh I forget Sita, I have to go now, nice to meet you Sita.

Sita : Alright, Nice to meet you too, Rudi.

Language Features

Do in pair. Complete the dialogue below and practice it in front of the class!

Dimas : Hello, Bayu

Bayu : Hi, Dimas.

Dimas : Where do you study?

Bayu : I study in _____

Dimas : Can you tell me about your campus?

Bayu : Alright. _____

Transfer

Make a dialogue that describe your campus. Do it with your partner!

Reinforcement

Ask your friend from another campus, describe it then present it orally!

Telling Experience

Building Knowledge

1. Can you tell me about your experience when go to Jogja?
2. Where do you go?
3. When do you go?



Language Focus

Read this text!

The Wonders of Florence

The first time I visited Florence was in 1990, I had never been to Italy before and it was very exciting to step out of the central train station, *La Stazione della Santa Maria Novella*, and into the ancient streets. The immediate impression I had was that the Tuscan township had been suspended in time, everything surrounding the train station, the beautiful church of Santa Maria Novella, the tenement buildings, even the shops and restaurants are all four or five hundred years old. I felt like I had travelled back in time half a millennium.

The first historical place I visited was the Uffizi Palace, the main art gallery, which houses paintings by artists such as Sandro Botticelli, Michelangelo and Raphael amongst many others. There is an overwhelming range of Renaissance art, and after completing a round tour of all those extraordinary works of art, I found a quiet little cafe in which to relax with a truly authentic cappuccino. There is a vast choice of cafes and restaurants all around the Uffizi

Gallery and almost everywhere within the central township you are never more than a stone's throw from somewhere to indulge in fine Italian cuisine.

After visiting the *Uffizi*, I decided to investigate the magnificent *Pitti Palace*, located a short stroll across the *Ponte Vecchio* and adjacent to the delightful *Boboli Gardens*, the magnificent 14th century palace am a 'must-see'. Within close quarters also is the *Palazzo Vecchio* in the *Piazza della Signoria* and of course the *Santa Maria del Fiore* cathedral the world renowned marvel of engineering designed by Fillipo Brunelleschi in the mid-15th century.

I strongly recommend spending at least a week in Florence to take in all the beautiful art and architecture and needless to say, to enjoy some of the wonderful gastronomic delights this beautiful Tuscan town has to offer.

Taken from: <http://www.englishpracticeonline.com>

Please, complete the sentence below based on the text above!

1. The writer thought Florence was.....
2. There are many artists' houses in the Uffizi gallery.....
3. The definition of 'must see' is.....
4. In the city center there are many.....
5. The Santa Maria Del Fiore is.....
6. Choose the best synonym for a 'stone's throw' is.....
7. Gastronomic delights are.....
8. How long the writer recommends staying in Florence.....
9. The phrasal verb 'take in' used in the last paragraph means.....
10. The main topic of the article is.....

Vocabulary Building

Arrange the sentences below into good paragraph!

Paragraph 1

1. Finally, I walked the three miles to my school only to discover that it was Sunday!
2. I had a terrible day yesterday.
3. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it.
4. First, I woke up an hour late because my alarm clock didn't go off.
5. After breakfast, I got dressed so quickly that I forgot to wear socks.
6. I hope I never have a day as the one I had yesterday.
7. Then, I was in such a hurry that I burned my hand when I was making breakfast.
8. I wanted to take a taxi, but I didn't have enough money.

Paragraph 2

1. We built the camp next to a small river.
2. We reached the camping ground after we walked for about one and a half hour from the parking lot.
3. On Monday, we packed our bags and got ready to go home.
4. Last weekend, my friends and I went camping.
5. It was getting darker and colder, so we built a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals.
6. At night, we held a fire camp night.
7. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.
8. In the afternoon we went to the river and caught some fish for supper.

Taken from: <http://freeenglishcourse.info/8-contoh-recount-text-pendek-bahasa-inggris/>

Answer:

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Transfer

Read this text about interview of work experience. After that find out the main idea from each paragraph!

Paragraph 1

I've had a job every summer since I was 16 years old. My primary reason to work was to have some extra spending money, but what I didn't realize was that I was actually sampling careers to see where I fit in. I worked as a kennel assistant at a local animal hospital during the summer before my freshman year of college. It was then that I discovered what I wanted to do for my career. I decided I would to go to college and focus on becoming a small animal veterinarian, and that's what I did. I have been working at the same animal hospital ever since.

Paragraph 2

I have not had much paid work experience as a teacher. I have spent most of my time outside of college and graduate school doing volunteer work at a private elementary school in my town. Because the summers are so short, and I was working to complete my certification, I wanted to gain hands-on experience without worrying about finding a school that would hire me. Now that I am certified, finished with my master's degree program, and have all those volunteer hours under my belt, I feel well prepared to take on a full-time teaching position.

Paragraph 3

My work experience has been nothing but top notch. When I completed my accounting degree, I went right to the best firm in the city and was hired as an intern. I was able to use the internship time towards my MBA, which I just complete this past spring. Working with the best of the best has made me an asset to any company that will hire me.

Taken from: <https://www.thebalance.com>

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Reinforcement

Task 1

Read this text after that find out main idea of each paragraph. Finally, make conclusion of this text below!

A Lesson from a Police

I won't forget my first experience facing the police. It was such an embarrassing yet funny day. When I walked home after school, my friend offered me a ride. At first, I refused her offer because she didn't have any helmet for me to wear. But she insisted and told me that there would be no police. Besides, she asked me to accompany her to buy a second-hand book. Finally, I agreed to accompany her and go home together.

On the way to the bookstore, she rode carefully and chose the alternative way. Even it took longer time and distance, finally we could arrive in the bookstore. Then, my friend bought a classic book with lower price, while I was looking at the bookshelf filled with the novels.

After that, we went to the parking area. We rode the motorcycle and passed the same way when we went to the bookstore. We thought that the way was safe from the police. But unfortunately, when we just turned left at the intersection, we saw a police standing near the tree. The police stopped us and asked for the riding license and all the equipment's in riding motorcycle. Then the police asked to me, "Where is your helmet?" I was afraid to answer, and

I just said with shaking voice, “Sorry, sir. It’s just my mistake.” Surprisingly, my friend was also realizing her fault, “No, sir. I have asked her to accompany me. Let me get the traffic ticket.”

Guess what happened next! The police which have strict face showed us his wide smile. He said, “You are all funny. I won’t give you the punishment letter, but please do something.” My friend starred at me. We thought we had to give the police some money, but we only had a few. Then, the police said, “Don’t you think I ask some money from you. Okay, I’ll make it clear. You are students, right. Then tell me what lesson you learned today at school.” Feeling surprised and worried at the same time, I tried to recall my mind about the lesson at school. “Oh, I just learned how to write a diary in English. May be I’m going to write about today’s incident – I don’t wear the helmet.” The police couldn’t stand not to laugh. “Okay, I release you. But remember to wear the helmet when you ride the motorcycle, even there is a police or not. Please stay safe!” We felt relieved and thanked him. Later, he told us that my friend and I reminded him to his daughter who stayed in other city to study.

After that moment, I promise to always wear the helmet when going by motorcycle and refuse for a ride if there is no helmet. I won’t let that funny moment happened twice!

Taken from: <http://www.beljarbahasainggrisku.com>

Task 2

Find two stories about telling experience and then find out the main idea and compare the differences both of them. After that present it in front of the class!

Building Knowledge

1. Can you tell your experience?
2. Is it a nice experience?
3. How it could happen?



Language Focus

RECOUNT TEXT

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events.

- **Generic Structure of Recount**

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

- **Language Feature of Recount**

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

- **Social function**

To retell events for the purpose of informing or entertaining

When writing recounts, you should:

1. Focus on individual people i.e. use the words, I or we

2. Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
3. Write in the past tense e.g. had, visited
4. Use action words e.g. helped, crutched.

The example of recount text

Our trip to the Blue Mountain

Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation

In the afternoon we went home.

Taken From: <https://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>

Read this text and then re-write this story and classification which orientation, events and reorientation.

Learning how to ride a motorcycle

A few years ago, when I was still elementary school, I learnt how to ride a motor cycle. I was still in five grade, still a little child. I borrowed my uncle's motorcycle. It was green HONDA. It was made in 1978.

The first time, he taught me how to ride. I sat on the saddle while he was sitting at the back. I rode carefully in my backyard. The yard wasn't wide enough, but it was comfortable to learn riding.

After 10 times riding the motorcycle, my uncle let me ride by myself. I started the engine and began to ride alone without a partner. The first round I was successful riding it. The second round was OK. But, the third round there was a cat running in front of me. I tried to step on the brake and turned right.

Unfortunately, I still held the gas. So, I hit my kitchen. The kitchen was made from plaited bamboo. That was broken and made a big hole on it. Lucky me, the motorcycle didn't move. It stopped moving. Everybody was laughing. Maybe, it's funny for them. So was I.

Taken from: <http://www.sekolahoke.com>

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Vocabulary Building

Please make story based on this situation below!

Situation :

1. You won the poetry reading competition. Tell your experience to your friends.
2. During school holidays you go on holiday but you get lost on the road.
3. You received in the collage favourites.
4. For 1 month you go on holidays to Singapore.
5. You get new friends from Thailand and share stories about the countries where you live.

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Transfer

Please, make dialogue about your experience when you get a ticket for a vocation in Japan.

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Reinforcement

Please, make stories about your experience from the beginning lecture at the University Muhammadiyah Gresik until now.

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Pre Reading Activities

1. Which animals have large or big brain?
2. Do they have smart intelligence?
3. How about humans? Do they have large brain?

The Cerebral Cortex: What a Wrinkled Brain You Have

In many ways we are pretty unimpressive creatures. Animals surpass humans in almost every category of strength, speed, and sensory sensitivity. However, we do excel in intelligence. Does that mean humans have the largest brains? Surprisingly, no mammals do have the largest brains of all animals. But we humans are not the mammalian record holders. That honour goes to whales; whose brains tip the scales at around 19 pounds. At 3 pounds, the human brain seems puny—until we compare brain weight to body weight. We then find that a sperm whale’s brain is 1/10,000 of its weight. The ratio for humans is 1/60. And yet, the ratio for tree shrews (very small squirrel-like insect-eating mammals) is about 1/30. So our human brains are not noteworthy in terms of either absolute or relative weight (Coolidge & Wynn, 2009). So having a larger brain doesn’t necessarily make a person smarter? That’s right. Although a small positive correlation exists between intelligence and brain size, overall size alone does not determine human intelligence.

In fact, many parts of your brain are surprisingly similar to corresponding brain areas in lower animals, such as lizards. It is your larger cerebral (seh-REE-brel or ser-EH-brel) cortex that sets you apart. The cerebral cortex, which looks a little like a giant, wrinkled walnut, consists of the two large hemispheres that cover the upper part of the brain. The two hemispheres are divided into smaller areas known as lobes. Parts of various lobes are responsible for the ability to see, hear, move, think, and speak. Thus, a map of the cerebral cortex is in some ways like a map of human behaviour, as we shall see. The cerebral cortex covers most of the brain with a mantle of grey matter (spongy tissue made up mostly of cell bodies). Although the cortex is only 3 millimetres thick (one tenth of an inch), it contains 70 per cent of the neurons in the central nervous system. It is largely responsible for our ability to use language, make tools, acquire complex skills, and live in complex social groups (Coolidge & Wynn, 2009).

In humans, the cortex is twisted and folded, and it is the largest brain structure. In lower animals, it is smooth and small. The fact that humans are more intelligent than other animals is related to this corticalization (KOREtih-kal-ih-ZAY-shun), or increase in the size and wrinkling of the cortex. Without the cortex, we humans wouldn’t be much smarter than toads (Coon & Mitterer, 2013, hal. 64).

Answer the following questions referring to the text above.

1. Why are humans pretty unimpressive creatures?
2. What mammals do possess large brain? Are they smart? Why or why not?
3. What does a research claim about intelligence and brain size?
4. What is cerebral cortex? What are its functions?
5. What are lobes parts? What are they for?
6. What happens when human’s cortex get wrinkled and bigger in size?
7. Which parts of humans’ brain have similarity with animals?
8. What does ‘it’ mean in ‘it contains 70 per cent ...’?

CHAPTER 7

Presentation



Building Knowledge

1. Have you ever done a presentation?
2. Where did you present your presentation?
3. How did you present your presentation?



Language Focus

Task 1

Listen to audio carefully and answer questions below!

1. What is the opening in the presentation?
.....
2. When should you introduce your self? What should be mentioned in the presentation?
.....
3. Give examples of expressions of introducing themselves formally and informally before making a presentation?
.....
4. There are 5 steps in introducing your talk, please mention it!
.....
5. What is the extension of S P-L O Q?
.....
6. Give an example of expression for every 5 steps S P-L O Q?
.....

Taken from: <https://www.youtube.com/watch?v=rAS11BcYjbs>

Task 2

After you listen to the audio, please make a summary of the audio!

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Transfer

Listen the audio carefully and then answer the questions below!

1. What is the role of 3?
.....
2. Mention the kinds of the role of 3?
.....
3. Do you know, what is introduction in the presentation? Please explain it!
.....
4. Give examples of expressions of introduction in the presentation!
.....
5. What is the body in the presentation?
.....
6. Mention the expression of body in the presentation!
.....
7. What is the conclusion in the presentation?
.....
8. Give the example of expression in the presentation?
.....

Taken from: <https://www.youtube.com/watch?v=Uh0AKQKixWA>

Reinforcement

- Find 2 audio or video, after that specify:
 1. How do they introduce themselves, include:
 - a. Greeting
 - b. Name
 - c. Position
 2. How do they introduce the talk, include:
 - a. SP-LOQ
 3. The role of , include:
 - a. Introduction
 - b. Body
 - c. Conclusion

- After you find 2 audio or video, find the difference between of them!

Building Knowledge

1. How to do a good presentation?
2. Do you know the example of a bad presentation?
3. Do you know the difference between the good and bad presentation?



Language Focus

In pair please, make a short presentation about “The Impact of Broken Home on Child Psychologists”.

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Vocabulary Building

Read this expression!

Greeting

1. Good morning
2. Good afternoon
3. Good evening

Addresses

1. The honorable....
2. The president of....
3. Excellently Mr./Mrs....
4. Distinguished guests....
5. Ladies and Gentlemen....

6. My beloved teacher/friends.....

Objective/why you are giving this presentation

1. The purpose of this presentation is.....
2. This is important because.....
3. My objective is to.....
4. We are here today to decide...../agree...../learn about.....
5. The purpose of this talk is to update you on...../put you in the picture about...../give you the matter on.....

Opening speech/starting a presentation

1. First of all, I'd like to extend my sincere gratitude to the organizing committee who has given to me in this opportunity to deliver a speech on.....
2. It's a great pleasure for me to be given the opportunity to deliver a speech on the subject of.....
3. Allow me to commence this occasion by saying that it is a great honor for me to have a opportunity to deliver a speech the intellectual community of audience. And I'd like to thank the organization committee for such moment. The title of my speech is.....

Starting the main points

1. The main points I will be talking about are; firstly....., secondly....., next....., finally.....
2. Let me start by.....
3. First, let me tell you about.....
4. I've divided my topic into (three) parts: they are....
5. I'd like to talk (to you) today about.....

Introducing the first point

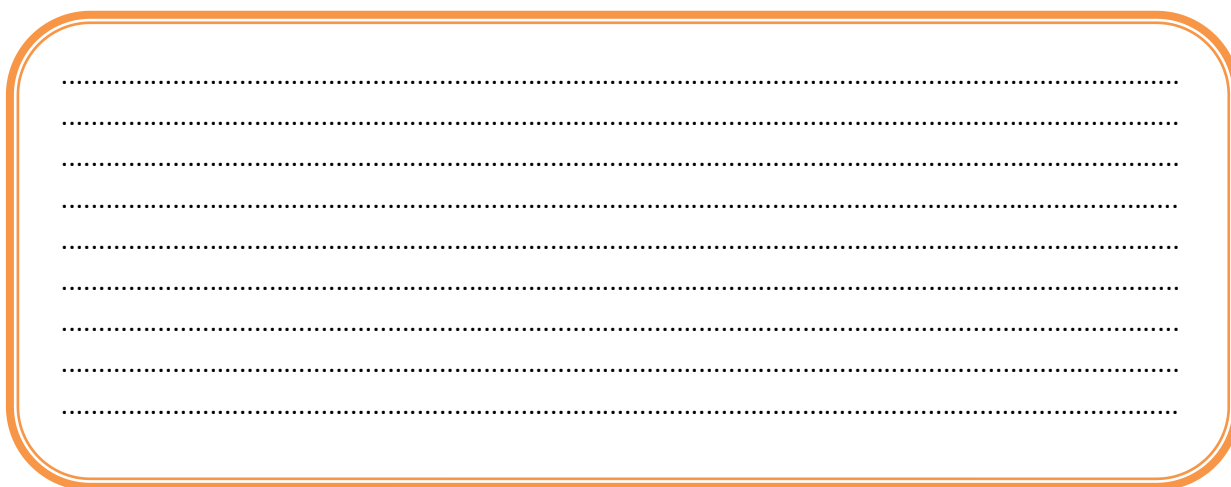
1. Let's start/begin with.....
2. The first item on the agenda is.....
3. We need to discuss.....

Summarizing or repeating the main points

1. I'd like to recap the main points of my presentation
 - First I covered.....
 - Then we talked about.....
 - Finally we looked at.....

2. *I'd now like to sum up the main points which were:*

In pair, make a presentation based on this expression. After that present it in front of the class!



Transfer

Make a group, every group consist of 3 students. Then watch the video, after that analysis about:

1. Which one is good and bad presentation? Why? Give your reason!
2. What is your suggestion for bad presentation?
3. Give your opinions about the video.

After you have analyzed it, present it in front of the class!

Taken from: <https://www.youtube.com/watch?v=V8eLdbKXGzk>

Reinforcement

Make a group consist of 4 students, after that choose one topic. Then make a presentation about:

1. Child Psychologist
2. How to recognize a person's character?
3. The relationship between Patterns to Prosaically Behavior in Adolescents



Building Knowledge

1. Do you know what presentation is?
2. Do you ever present something in front of the class? What is it?
3. Can you use some expressions in the presentation?

Language Focus

Exercise 1

Answer the following questions by crossing a, b, c, d, or e!

1. “Good morning ladies and gentlemen on this occasion, I would like to begin my report by giving you.....”

From the utterance above, it is possibly said by reporter when he/she.....

- a. Opening the speech
 - b. Introducing a new point
 - c. Adding
 - d. Maintaining audience attention
 - e. Ordering a statement
2. Which of the following sentence is a closing speech?
 - a. I want to tell you about my program.....
 - b. If you don't mind, may I mention briefly that.....
 - c. First of all, I would like to say.....
 - d. To end up my speech, I would like to say.....
 - e. Despite the fact that our new program.....
 3. Which of the following is a body language, *except*.....?
 - a. Smiling
 - b. Head movement
 - c. Arm movement
 - d. Eye contact
 - e. Tongue movement



4. Before closing a speech what does the speaker do first?
 - a. He/she must say thank you
 - b. He/she must conclude the idea
 - c. He/she must answer the question
 - d. He/she must maintain the audience attention

5. Which of the following item is an example of audio visual aid?
 - a. Videotapes
 - b. Cassettes
 - c. CD's
 - d. Overhead projector
 - e. Draft

6. There are many ways to maintain the audience attention, *except*.....
 - a. Speak clearly
 - b. Be confident
 - c. Be patient
 - d. Insert some joke
 - e. Perfect appearance

7. What do you think about communication?
 - a. It is a double – ways interaction
 - b. It is a single – way interaction
 - c. It is one – way interaction
 - d. It is silent – way interaction

8. Rena : Maria, who taught you to make this kind of good presentation?
Maria :
Rena : You made it in your own? Wow... I can't believe it.
 - a. I learned from the internet
 - b. Absolutely not
 - c. None but my mother
 - d. I teach my mother to make it
 - e. I made my mother teach me

9. Bagus : I don't think jokes are need in a presentation
Mahrus :
- That is ridiculous
 - I'm afraid I agree
 - I'm in your side
 - I'm afraid I disagree
 - They are undeniable
10. Ardy : Plagiarism is unforgivable in academic writing.
Rony : What's plagiarism?
- It is to express your idea into words.
 - It is the illegal action that stole the other person's thing.
 - It is to tell what other people said in your own words.
 - It is to use someone's words but with quotation marks.
 - It is to use someone's ideas and pretend that they're yours.

Vocabulary Building

PRESENTATION

Preparation is essential for an effective presentation. Before you present a report, there are some simple things that you have to understand. The detailed expressions are:

a. Greeting

- Good morning
- Good afternoon
- Good evening

b. Addresses

- The honorable.....
- Excellently Mr./Mrs.....
- Ladies and Gentlemen.....

- My beloved teacher/ friends.....

c. Objective/why you are giving this presentation

- The purpose of this presentation is.....
- This is important because.....
- My objective is to.....
- We are here today to decide...../agree...../learn about.....
- The purpose of this talk is to update you on.....

d. Opening speech/starting a presentation

- First of all, I'd like to extend my sincere gratitude to the organizing committee who has given to me in this opportunity to deliver a speech on.....
- It's a great pleasure for me to be given the opportunity to delivers a speech on the subject of.....

e. Starting the main points

- The main points I will be talking about are; firstly....., secondly....., next....., finally.....
- Let me start by.....
- First, let me tell you about.....

f. Introducing the first point

- Let's start/begin with.....
- The first item on the agenda is.....

g. Summarizing or reporting the main points

- I would like to recap the main points of my presentation
 - First I covered.....
 - Then we talked about.....
 - Finally we looked at.....
- I'd now like to sum up the main points which were:.....

Taken from: LKS FORSIKA Bahasa Inggris

Language Features

Identify the incorrect underlined words/phrases in these sentences then write down the correct forms!

1. Would you mind answer the question related to your presentation?

A B C D

Answer:

2. Eye contact mean or signs as a honesty and friendship.

A B C D

Answer:

3. At this time, I would like to discussing about a cohabitation.

A B C D

Answer:

4. Communication is two-way interaction.

A B C D

Answer:

5. Good morning ladies and gentleman, I want to present our report of experiments.

A B C D

Answer:

Transfer

Please read the speech below, and then identify the part of speech!

Assalamu'alaikum Wr. Wb

Ladies and Gentlemen

First of all, let's thank God, the Almighty who gives us the mercy and blessings till we can attend this meeting without any obstacle in this special occasion. Then, I will never forget to thank to the Chairman who has given me the opportunity to deliver my speech which is entitled "global warming" in front of you.

Ladies and Gentlemen

We know global warming is a serious problem which has encountered our planet since the middle of 20th century. Global Warming is mostly related to human activities. Most of our activities give big impact to the earth. Take a simple example, when we are riding our motorcycle, we contribute for the air pollution which is also one of several factors that support global warming. Global warming is the increase in the average temperature of Earth's atmosphere and oceans. According to a report by Intergovernmental Panel on Climate Change (IPCC), global surface temperature increased 0.18 °C during the 20th century. The increasing of greenhouse gases is the main factor that improves the earth's atmosphere temperature. Greenhouse gases are the result of some human activities, such as the burning of fuel in the motorized vehicle and also illegal logging. An increase in global temperature will cause sea levels to rise and will change the amount and pattern of precipitation. The increasing temperature is supposed mostly happening in the Arctic and it can be related to the retreat of glaciers and sea ice. Other effects include changes in the frequency and intensity of extreme weather events, species extinctions, and changes in agricultural yields.

Ladies and Gentlemen

Global Warming and related changes will vary from region to region around the globe, though the nature of these regional variations is uncertain. As a result of contemporary increases in atmospheric carbon dioxide, the oceans have become more acidic; a result that is predicted to continue. In Indonesia, the most clear prove that global warming really existing is the extreme weather that has happened since four or five years ago. The uncertain weather cannot be predicted as usual. Besides, we can also find that in big cities, such Jakarta and Yogyakarta, the temperature is hotter in drought season. Indonesia which is located in around the equator line seems to get the biggest impact of the extreme weather changing. In 1998, Indonesia has became the country with the hottest temperature and it may continue in the future.

Ladies and Gentlemen

I think that's all my speech. I hope my brief description on the global warming will be useful for us.

Finally, I would like to say sorry if there are mistakes in my speech. Thank you very much for your attention.

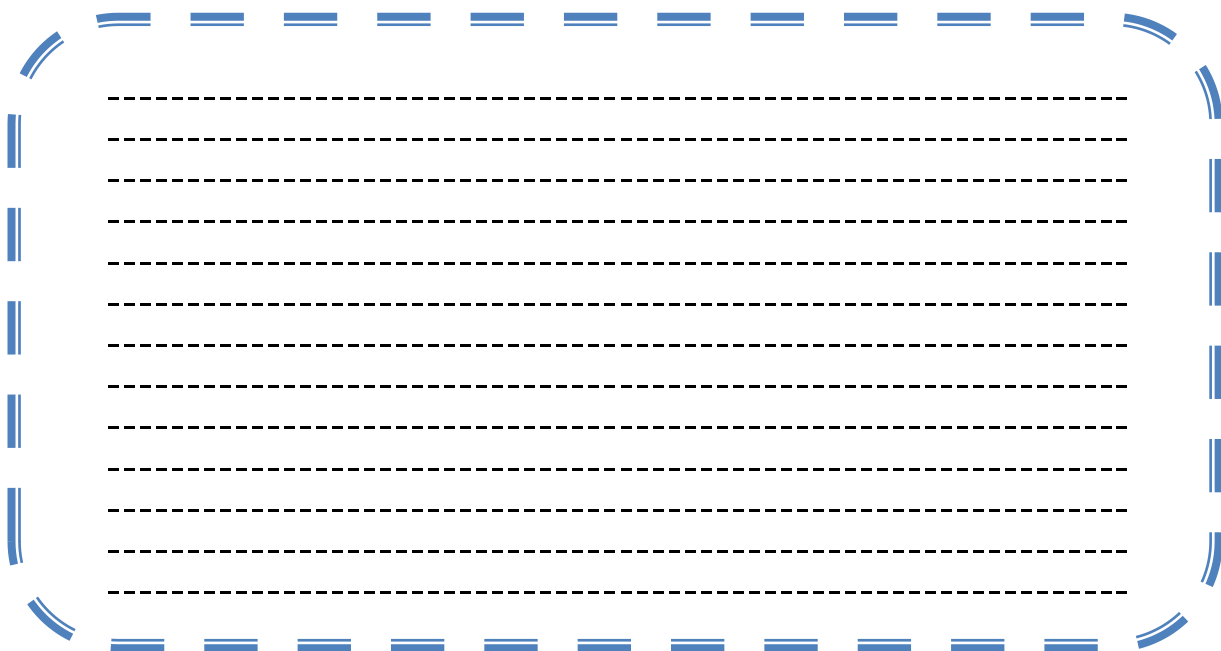
Wassalamu'alaikum Wr.Wb.

Source: <http://e-englishlab.blogspot.co.id/2011/01/example-of-global-warming-speech-text.html>

NO.	PARTS OF SPEECH	SENTENCE
1.	OPENING	
2.	THE CONTENT	
3.	THE MAIN POINTS	
4.	CONCLUSION	
5.	CLOSING	

Reinforcement

After you read the speech above entitled “Global Warming”, now please summarize the content of the text using your own language!





Building Knowledge

1. Have you ever written a speech?
2. What is the title of your speech?
3. Can you tell me the content of your speech?

Language Focus

Please read the speech below carefully!

Assalamualaikum Warahmatullahi Wabarakatuh.

First of all, I would like to praise to Allah SWT for the health that is given to us. And thanks for the chance to be here to deliver my speech about lifestyle in teenager.

Ladies and gentlemen,

All people have to go through their teenage years. Some of you have already passed this stage, someone is on the way, and some others still dream about the time when he/she will, finally, grow up! Nowadays, teenagers have changed in comparison with the teens in the past, such as, eating habits, an active way of life, spending free time and clothes. Now, I'd like to convey my speech about *facing the lifestyle in teenagers today*.

Ladies and gentlemen,

Teenager today is “a technology generation”. For teens in today’s world cell phones, internet, music, movies, television and video games are very important. Teenagers prefer to spend free time in front of a computer rather than to walk, play football or go to a swimming pool. They meet with friends in such places as fast food restaurants. Teens eat unhealthy food there. Every teenager needs a balanced diet, appropriate personal hygiene and physical activities in the fresh air, for example, playing a ball, going running, swimming, riding bicycle, playing tennis or walking. Young people have to remember, that a healthy lifestyle requires appropriate nourishment.

Personal hygiene plays a very important role in healthy lifestyle. Some young people think that taking a shower once a week, wearing sweaty clothes and splashing over them with a deodorant is proper, but it is not. Taking a bath twice a day will be useful to make them look fresh. Everyday toilet will prevent skin diseases as complexion of every person requires systematic nurturing: washing in soft water, abrasion, creaming and protecting before diseases.

Physical activity also has a large influence on young people lifestyle. It improves health condition in many ways. It helps the organism to utilize the calories better, which helps to maintain a desirable weight. The research reveals that regular training among the youth (and not only, but also by people at any age) is an important factor improving the health.

Another aspect worth mentioning is communication via the Internet, especially using Facebook or twitter has become an essential feature of teens' social lives. Their lives aren't completed without accessing those social networks in a day. Teenagers today prefer making friendship in cyber world than in the reality.

Teenagers' clothes in the twenty-first century have also changed a lot. The clothes they wear depend on current trends since it is important to follow fashion.

Ladies and gentlemen,

All in all, it can be stated that the lifestyle of teenagers depends on many factors. Every young man should lead a healthy lifestyle independently of age or interests. This should be one of the things that you do every day. According to many scholars, everyone should try to take the advantage of this life the best he or she can. Young people should be aware of positive influence of healthy lifestyle. This in effect would give them better results in studying and what is more important they would be pleased with good health much longer.

Source: <http://maryunitafeehily.blogspot.co.id/2011/06/short-english-speech-facing-lifestyle.html>

Please write down the content of the speech using your own language!

Vocabulary Building

Make an opening of speech based on the situation given!

Example:

It happens around 7.00 p.m. You give a speech in front of someone and woman. It is a party.

Good evening, ladies and gentlemen

I'm pleased to welcome you in this party

1. It happens in the afternoon. You are supposed to give a speech in front of guest coming from other school. Your guests are students just like you.

Answer: _____

2. You are asked to give a short speech in a birthday party which happens 7.00 p.m.

Answer: _____

3. There is a meeting for the lecturer at your campus. As the secretary of the rector, you asked to deliver a short speech. The meeting is at 10.00 p.m.

Answer: _____

4. Your boss is going to give a meeting. You are as the secretary. You open the meeting.

Answer: _____

5. There is a meeting for all new students of University of Muhammadiyah Gresik. No lecturer is at the meeting. The meeting is at 8.00 a.m.

Answer: _____

Make a presentation in form of power point based by using the following topic!

1. The role of law in Indonesia
2. The corruption in Indonesia
3. The woman that like to compete for someone's husband
4. The education for the low level society
5. Illogical phenomenon in the world

Reinforcement

Do it individually! Make a speech and follow the steps below!

1. Find an interesting topic
2. Make an outline
3. Arrange your speech in form of written text
4. Deliver your speech in front of the class

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