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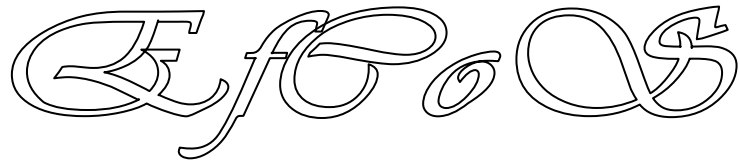
ENGLISH

FOR COLLEGE STUDENTS

***Action-based learning activities for effective
engagement in Academic Communication***



**Adriadi Novawan
Siti Aisyiyah**



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DEDICATION

This work is dedicated to our happy family.

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INTRODUCTION

The *English for College Students Book* is composed to fulfil the needs of tertiary students who expect to experience effective learning of English at the earlier terms. It is recommended for those who portrait the first terms at the university as an important transition between primary and higher education, and at the same time, an essential moment to underpin the academic life with robust English learning. It basically provides strategic reviews on what have been learned previously and proposes the new ways of seeing English language learning for anticipating dynamic academic and professional situations.

Albeit this book is divided into five parts in each chapter: *Let's Start!*, *Ideas for Mind*, *Words for Thought*, *Form Awareness*, *Write it well!*, and *Speak up!*, nevertheless, it may not intend to dichotomize the English skills in that way. As a tool for English teaching and learning, it can be one of references used to nurture effective, dynamic and powerful pedagogical strategies such as *task-based* and *action-based*. In these, authentic uses of English language communication are more crucial undermining the knowledge of English language communication. The activities suggested in the book can be organised in such a way to nurture conceptual notion of genuine communication in English without discouraging the learners' dispositions and identity. Therefore, proper design and execution might contribute to the development of meaningfulness and language ownership rather than short memorization of forms. The selection of themes around the English Proficiency is expected to stimulate interests and to draw the learners' learning into more specific and individualised settings. Within these, they will have abundant opportunity to improve and develop their intrinsic motivation and navigating skills that will gradually nurture the perception on foreign language communication.

Let's Start! is basically a *warming-up* activity that can be designed interactively to prepare and to inspire the learners with relevant introductory issues in order to settle their mind and confidence to engage actively throughout the learning process. *Ideas*

for Mind offers the learners with relevant reading texts comprising of some outstanding experiences of learning English that could give them reflective insights while learning the forms implicitly. *Words for Thought* and *Form Awareness* are useful to help learners internalize the strategic words and grammatical rules without being scrutinised with a huge number of randomly selected words and the traditional package of grammar materials. *Write it well!* is the writing zone where the learners can have focused practice of writing as the manifestation of communication ranged from sentence, paragraph to essay writing. The last is *Speak up!* that consists of speaking activities that encourage the learners to have confidence in speaking English as a person in the contexts where they could be themselves.

What is important above all is the imperativeness of coherence between inside and outside activities. It is always necessary to admit that classroom activity alone is not sufficient to nurture effective foreign language communication skill. Organised and monitored outside activities are definitely more crucial to be elaborated into the classroom activity in order to avoid being trapped in an inferior notion of English learning that regards it merely a subject. If this happens, the learning process will be isolated in a box that will vanish authenticity of English communication. To avoid this, tasks and assignments taking forms in group work, problem solving, contextual, exploratory projects and other possible activities will be necessary to take place.

At last but not least, it is of distributed concerns that effective teaching and learning process requires conducive environment and sufficient allotted time. Commitment to both is a prerequisite for successful teaching and learning.

Jember, 17 August 2018

Authors

1 ENGLISH SKILLS AND THE GLOBAL WORKPLACE

LET'S START! *Requirements to get a job*

Task 1. Read a job vacancy below and discuss the following questions in class.

JOB OPPORTUNITY

Coordinator for the Innovation Fund, UNICEF

- Advanced university degree (Master's or higher) in finance, entrepreneurship, or other relevant field
- Demonstrated experience in collecting and managing data and information collected from various sources
- Experience in developing communications, outreach and representation campaigns/efforts
- Strong verbal and written communication skills required
- Understanding of different contexts and experience working in developing countries
- Fluency in English. Another UN language (Arabic, Chinese, French, Russian Spanish) is an asset.

1. What is required in job vacancy above?

2. What do you think of the role of English language proficiency for tertiary students like you? Is it important? Why?

3. Why do you think that the employers in countries where English is not the first language demand English language proficiency for the employee candidates?

4. Please list down what future benefits you can get when you are good at English communication?

- a. _____
b. _____
c. _____
d. _____
e. _____

5. Despite its future benefits, why do you think that there are still many people are not interested in learning English?

Task 2. After discussing the importance of English language proficiency, please have a personalised conversation in pairs around the questions below.

1. Have you ever thought about what kinds of professional job you are going to do in your future? Can you tell?

2. Do you know what requirements are needed to apply for that job title? Please mention them!

3. Does English proficiency become one of the required skills? How will it be applied in any specific contexts within the job?

- _____
- _____
4. To what extent do you think you will fulfill the requirement of having sufficient level of English skills? Please tell to your partner!

- _____
- _____
5. Will English become your necessary for your future life? How may it be?
- _____
- _____

IDEAS FOR MIND *Communication skill at works*

Task 1. Enjoy reading the text below and try to make notes on what is interesting and relevant to you.

Notes _____

1 Communication is very important not only for smooth running of a business enterprise but it is also equally, if not more, important for the success and growth of individual executives and professionals. In the age of globalization, communication is of paramount importance. The lack of proper communication skills creates barriers and distortion leading to miscommunication and breakdown in meaning which can have some very negative repercussions for any company or business set-up.

Notes

2 English has become a major international language for worldwide communication. Proficiency in English is a mandatory requirement for any professional working in a global business environment. While professions may vary, the need to be proficient in English is a basic skill for any global worker. For example, the professional jargon used by a computer programmer differs greatly from that of a physician but both professionals need to have a good command of the English language in their own fields. A deficiency in this area may result in barrier for the employee's professional and personal development.

Notes

3 In the corporate world, English is used for both internal and external communication. English is preferred for international communication, top management meetings and high level negotiations. Employers require the workforce to possess excellent communication skills apart from knowledge and expertise in their respective technical field. In the present day workplace, individuals need a range of occupationally specific knowledge and skills, personal attributes and attitudes, the ability to transfer knowledge and skills to different situations. Another core competency of their employees is the analytical skill or critical thinking. It is arising as a major concern among employers. Large scale surveys of language and literacy skills reveal that the

work force needs have to be constantly upgraded in terms of appropriate skills required.

(Adapted from “*The Importance of English in a Global Workplace*” written by C.V. Zamora)

Task 2. Discuss in groups to answer the questions below.

1. What is the main idea of the text above?

2. Why is good communication skill very important in business area?

3. What is the topic sentence of the second paragraph?

4. Does English Proficiency become obligatory in workplace? Why?

5. What are the difference and the similarity of the English demand for the computer programmer and physician?
Difference: _____

Similarity: _____

6. How does the writer see that English has a strategic role in corporate world? _____

7. What do the employers expect for the workers who work in their company?

8. Beside English skills, what other skill is mentioned by the writer in the last paragraph?

9. Why is the writer confident about his statement that workers need to upgrade their skills more and more?

10. What is the writer's intention in writing this composition?

WORDS FOR THOUGHT *At workplace*

Task 1. When reading the text in the previous tasks, how many words did you understand? Check it by matching the words in the left with the meaning in the right?

- 1. Executives
- 2. Breakdown
- 3. Repercussions
- 4. Requirement
- 5. Deficiency
- 6. Jargon
- 7. Expertise
- 8. Workplace
- 9. Corporate world
- 10. Core competency

A	The quality of having great facility and competence
B	Board of executives, managers or directors
C	A place where work is done
D	The act of disrupting an established order so it fails to continue.
E	Specialized technical terminology characteristic of a particular subject
F	Remote or indirect consequence of some actions
G	Time of growth to worldwide scale
H	Skillfulness by virtue of possessing special knowledge
I	A person responsible for the administration of a business
J	The primary quality of being adequately or well qualified physically and intellectually
K	Anything indispensable
L	The state of needing something that is absent or unavailable
M	In the area of belonging to a corporation

Task 2. Fill in the blanks with the appropriate words provided in the table in the right.

1. The hotel manager pacified a guest with a _____ apology for the error made by his employee.
2. Since the first semester, students should consider what _____ they need to learn to anticipate the work competition.
3. Hiring an unskilled employee can become _____ for the goals accomplishment.
4. The students' attendance is _____ for the course success.
5. Living in a small city differs _____ from that in a big one.
6. A _____ in work safety control will endanger the workers.
7. It is generally believed that the students of college are hard to be _____ in English Skills.
8. Working in Sales and Marketing Division requires the person in charge to have a good _____ skill.
9. English is known as a _____ language used for international communication.
10. Currently, _____ require their employees to have good English communication skills.
11. In industrial country like Japan, the development of workers' quality tends to be _____ increased.

- | |
|------------------|
| |
| a. Mandatory |
| b. Excellent |
| c. Workplace |
| d. Greatly |
| e. Expertise |
| f. Appropriately |
| g. Sell |
| h. Deficiency |
| i. Barriers |
| j. Smooth |
| k. Employers |
| l. Constantly |
| m. Market |
| n. Classify |
| o. Negotiation |
| p. Proficient |
| q. Analytical |
| r. Preferred |
| s. Publish |
| t. Grade |
| |

12. An _____ communication skill often precedes successful negotiations.
13. Beside the English Skills, _____ skill is also required to work in companies.
14. The work competition in _____ is getting higher and higher, especially facing the globalization era.
15. In hospitality industry, an employee practices how to serve the costumers _____.

FORM AWARENESS *Strategic parts of sentences*

Task 1. The forms of English language in some ways is similar to other languages like Indonesian. Each word has particular function in order to construct meaningful sentences. Try to analyze the following sentences; how does each word bring meaning?

For example:

Merry studies hard. She is a clever student.
N V P V N

- Note:** “Merry” is a noun (N) because it names a person.
“Studies” is a verb (V) because it describes an action.
“She” is a pronoun (P) because it is used instead of a noun-Merry.
“Is” is a verb (V) because it describes a state of being something.

Now find your own sentences and do similar way of looking at the word functions.

1. _____
2. _____
3. _____

4. _____
5. _____

Task 2. Look at the sentences below and identify which one is noun (N), pronoun (P), and verb (V) and leave explanation on the reason.

1. The man works at a bank.
2. The students go to beach every weekend.
3. We often write a letter to our parents.
4. The lecturer teaches the English subject.
5. The children usually swim in the pool.
6. The plane arrives in the evening.
7. Farmers walk to field everyday.
8. A businessman reads many books.
9. The security staff opens the gate in the morning.
10. Clark is a hunter. He hunts deer.
11. A father watches his children carefully.
12. The boys play football every Sunday.

- 13. My sister cooks well.
- 14. A carpenter makes wooden furniture.
- 15. We watch TV programs everyday.

WRITE IT WELL! *Sentence writing*

Task 1. Remember what you have done in the previous tasks and try to make sentences by using verbs and nouns provided in the following table.

Verb	Noun	Your sentences
decide	business	<i>My sister <u>has decided to run her own business.</u></i>
classify	costumers	
hire	workers	
manage	people	
handle	works	
produce	product	
develop	organization	
solve	problem	
evaluate	performance	

plan	program	

Task 2. Give your works in Task 1 above to your partner and ask for feedback. Have a mutual feedback to each other and revise the mistakes.

SPEAK UP! Difficulty in learning English

Task 1. Please discuss the following questions with your partner in pairs.

1. Have you ever spoken in English with others in actual moments? In what occasions? Can you tell?

2. Is English language difficult to learn? Why do you think so? Consider what is implied in the question No. 1 above.

Task 2. Now try to change partner, get more information about what do people say about English in terms of the difficulty of learning English for those in two categories:

- (1) who consider English is difficult
- (2) who think that English is not difficult

Fill out the table below individually.

No	Who consider difficult	Who consider not difficult

Task 3. After your interviews in the previous task, please share what you have in mind in front of the class!

Remember that you do not need to make a script and to memorize everything in mind before your presentation. Try to apply what you have learned naturally and spontaneously.

2 WAYS TO BE PROFICIENT IN ENGLISH

LET'S START! *Self assessment*

Task 1. Discuss the following questions in class.

1. In learning English, is it necessary to know our level of proficiency? Why?

2. Please describe your proficiency level in Listening, Speaking, Reading and Writing and how do you know your level in every skill?

Listening : *excellent – good – fair – poor*

Speaking : *excellent – good – fair – poor*

Reading : *excellent – good – fair – poor*

Writing : *excellent – good – fair – poor*

3. How long have you been learning English since you were in elementary school? Do you think your English proficiency is suitable with the time you had spent in learning it? Why?

4. Do you agree to say that the students in Indonesia often waste much time studying English without significant progress? Can you explain? What about yourself?

5. What ways do you think will be effective to master English? Explain your reason?

Task 2. Try to have more understanding on your learning preference by exploring yourself in pairs. Use the questions below.

1. Are you prone to work alone or together?

2. Which skill can you do better, writing or speaking?

3. What types of media can support your learning better, visual (texts, books), audio (tape, MP3, IPOD) or audio-visual (video)?

4. Are you well-organised or spontaneous in learning English?

5. Are you objective-oriented or social oriented?

So, what do you think about yourself? What kinds of English learning approaches will be best for you? If you are not sure, try to get feedback from your lecturer.

IDEAS FOR MIND *Effective learning methods*

Task 1. Enjoy reading the text below and try to make notes on what is interesting and relevant to you.

Notes

1 No doubt, English is the most important language in the world. I have realized the importance of learning English and worked hard on it since I was a child. However, 13 years of learning English experience didn't lead me to success, but being a person who can hardly communicate in English and definitely unable to write an essay. Once I came to the USA, I knew that I had made too many mistakes in learning English. Those mistakes are translating English into different languages, don't learn vocabulary as much as I can, and don't read and write enough.

Notes

2 First of all, every language is unique. They usually have different grammar and use of vocabulary, which means learning English by translating it into different languages will lead to an

inevitable defeat. For example, I have worked hard on learning a lot of vocabulary by translating them into Chinese. I thought it was a good idea to build up my vocabulary in order to read and write better. However, those translation processes were hugely disappointing. At that time, I failed to express my idea accurately by those translated vocabulary. As a consequence, good grade and improvement seemed untouchable. When I either wrote or read, I had to use Chinese to think about the passage. As a result, I didn't do it well and did it very slowly. When I came to the USA, I desperately and completely stopped translation. Just a year of time, my English was obviously and generally improved. I attribute my success to the stop of translation.

Notes

3 Secondly, I would like to show about how best we can utilize our English skills by learning more vocabulary. When I came here, I bought a book about the Second World War. The book is very thick and has too many new words for me. While I started reading, I could only read 5 pages per half an hour. However, I had never been frustrated. Whereas, I worked hard on it and learned 10 new words from it every day. Subsequently, I can probably read 12 pages per half an hour. On the other hand, the vocabulary can also help me in different aspects. Whenever I read a newspaper, a magazine or other books, they help me to understand more about the context. In

addition, they also work when I write. They enable me to write in various ways for the same meaning and provide me with more word choices to write accurately. So my essay is generally improved. In my opinion, my reading and writing improvement are partly from the extension of my vocabulary.

Notes

4 Now, I am going to talk about reading and writing. They are undoubtedly the key element to learn English comfortably and effectively. In the past, I put majority of time on doing grammar exercises, but improvement is near invisible. Once I put my heart into reading and writing, I can feel my English is leaping over many steps. On the other side of the coin, let's talk about soccer. If I just tell you how to control and shot the ball, but don't give you any chance to practice. Do you think you can still play it well? Improving English from only doing grammar exercises is usually inferior to reading and writing practice. Only practices can help us to react to the reality. Therefore reading and writing are crucial to our English.

Note

5 In conclusion, stopping translation processes, learning more vocabulary, reading more, and writing more are the most effective way or even the only way to improve our English. The advice is invaluable and learnt painfully. If I have learnt them before, my English must be much better than now. Anyway, I

hope you guys can pay heed to me and have a good future.

(Adapted from an article entitled “The Importance of English”, available at: http://corner.youth.cn/jiqiao/200807/t20080702_745912.htm)

Task 2. Refer to your notes in Task 1 while having discussion in groups to answer the questions below.

1. What is the main idea of the text above?

2. Do you have any idea about who is the writer or his nationality? What is he doing in the USA?

3. How long did the writer study English and remained unable? What mistakes had he made?

4. How did he learn English vocabularies?

5. What benefits does the writer get by improving his vocabularies?

6. How does the writer illustrate the relationship between grammar exercise and reading-writing exercise?

- _____
- _____
7. What is the main idea of the second paragraph?
- _____
- _____
8. Where is the topic sentence placed in the paragraph 3? What is it?
- _____
- _____
9. How does he regret about mistakes he made that influenced his English proficiency?
- _____
- _____
10. What do you think about the lesson he gives? Does it work for you? Why?
- _____
- _____
- _____
- _____

WORDS FOR THOUGHT *The words of struggling*

Task 1. In English language communication, there are many possible words with the same meaning that you can use to deliver a message. Therefore, one of the important ways of learning English vocabulary is by learning the synonyms. Try to learn them by using the table below.

No.	Word	Synonyms
1	Accurately	<i>correctly, precisely, exactly, truthfully</i>
2	Disappointing	

3	Mistake	
4	Unable	
5	Untouchable	
6	Desperately	
7	to attribute	
8	to utilize	
9	Probably	
10	Undoubtedly	
11	Invisible	
12	Extension	
13	Majority	
14	Comfortably	
15	Invaluable	
16	Effectively	
17	Advice	
18	Painfully	
19	Crucial	
20	Inferior	

Task 1. Use at least 5 of the words in the table in sentences of your own context as in the example below!

For example:

No. 1. Accurately-correctly (chose one or more closer synonyms to your sentence)

My younger sister is able to write an English sentence accurately/correctly.

Now write your sentences here:

No. ____: _____

No. ____: _____

No. ____: _____

No. ____: _____

No. ____: _____

Task 3. In learning English vocabulary, guessing meaning is invaluable to do. Please guess what shall be in the blanks by using the appropriate words in the table.

1. It is difficult to apply any job without enough _____.
2. To build a good relationship, students need to learn how to _____ each other.
3. He usually makes a wise decision but today he is _____ wrong.
4. College students in Indonesia have learned English for minimally 6 years nevertheless many are _____ to write an English essay.
5. English mastery becomes _____ for the students of college in order to be ready for work.
6. Firing some workers is _____ disappointing the rests of them.
7. The external accountant has _____ inspected the financial report.

- a. Definitely
- b. Classify
- c. Majority
- d. Improve
- e. Advices
- f. Hugely
- g. Write
- h. Exercises
- i. Inferior
- j. Communicate
- k. Inevitable
- l. Experience
- m. Translating
- n. Invaluable

8. Considering this current situation, multiplying the product selling seems _____.
9. It has been proven that _____ English words into our language is not effective way to master it.
10. Our career path will be influenced by the extent of _____ we make toward ourselves.
11. _____ of the staffs agree to extend our business abroad.
12. Doing _____ and practices is essential in English proficiency.
13. Sometimes, doing mistakes can become _____ lesson for better learning.
14. Learning vocabularies without grammar is _____ to English learning.
15. Young generation tends to underestimate _____ given by their parents.

- o. Untouchable
- p. Improvement
- q. Accurately
- r. Think
- s. Famous
- t. Unable

FORM AWARENESS *Strategic forms of statement*

Task 1. Please discuss the following questions in class.

1. Why do you think that grammar is considered difficult by students?

2. To be proficient in English, can we not to learn grammar? Why?

3. What is the difference between:

*Learning **OF** English communication, and
Learning **FOR** English communication?*

The differences:

Learning OF English Communication	Learning FOR English Communication

Which one do you actually need? Why?

How shall the new perspective change the habit of learning?

Remember that you may not need to learn all or most of the theories of form. Therefore, prioritizing your learning on how to produce strategic types of statement and question properly is more crucial.

Listen to your lecturer on the Strategic statements related to predicative functions, and work on the following tasks in groups.

Task 2. Look at the following statements and can you group them into two big categories (for example just say Group A & B) in terms of its predicative function?

1. She *drives* slowly. ()
2. The girl *is* a nurse. ()
3. The man *works* at a bank. ()
4. They *are* naughty boys. ()
5. Students *go* to beach every weekend. ()
6. We usually *write* a letter to our parents. ()
7. A cat *ran* quickly on the tile last night. ()
8. The cat *is* funny. ()
9. The beggars *are* very dirty. ()
10. The lecturer *teaches* us English. ()
11. The children *swim* in a pool. ()
12. Those children *are* strong. ()
13. His father *is* a policeman. ()
14. The plane *arrives* in the evening. ()
15. I *am* thirsty. ()
16. Farmers *walk* to the field everyday. ()
17. A businessman *reads* many books. ()
18. The security staff *opens* the gate in the morning. ()
19. Doctors *take care* of patients. ()
20. Midwives *take care* of pregnant woman. ()
21. He *hunts* deer. ()
22. A father *watches* his children. ()
23. We *are* good students. ()
24. Jenny *is* an English lecturer. ()
25. The boys *play* football every Sunday. ()
26. My sister *cooks* well. ()
27. He *is* a dentist. ()

28. They *are* vocational students. ()
29. A carpenter *makes* wooden furniture. ()
30. We *watch* TV programs. ()

Task 3. Can you please name and describe in more detail the groups of statement in Task 2? Use the following table.

	Group A	Group B
Name		
Characteristics		

WRITE IT WELL! Writing sentence

Task 1. Remember what you have done in the previous tasks and try to make your own sentences by using the words in the table below.

Word	Meaning	Your sentences
1. unable	Not capable	The student is <u>unable</u> to speak well.
2. disappointing		
3. to utilize		
4. probably		
5. to attribute		
6. untouchable		

7. improvement		
8. consequence		
9. subsequently		
10. undoubtedly		

Task 2. Give your works in Task 1 above to your partner and ask for feedback. Have a mutual feedback to each other and revise the mistakes by referring to what you have done in Part FORM AWARENESS Task 3 on two strategic forms of statement.

SPEAK UP! Learning motivation

Task 1. Please discuss the following questions with your partner in pairs.

1. Getting through this lesson, have you ever thought about the purpose of learning English? What do you think is your purpose?

2. If you are asked to choose which of these represents your learning motivation so far? Can you explain?

I learn English because *I have to*.

I learn English because *I must*.

Task 2. Now try to change partner, get more information about the characteristics of these two learning motivations:

(1) I learn English because I have to.

(2) I learn English because I must.

After that, please work individually to compare both types of motivation by using this table.

No	I have to	I must

Task 3. What you have written in the table can provide useful insight for speaking about comparison between two types of motivation. Now try to grasp everything you wrote as a whole into your mind and share it in front of the class.

Remember, learning to speak in foreign language requires you to make proper intensive form adoption. Adoption means you want to use it in your genuine situations. Form might comprise of the most frequently used vocabulary as recommended in this lesson, and strategic grammar rules.

3 FACTORS INFLUENCING ENGLISH PROFICIENCY

LET'S START! *When learning at schools*

Task 1. Have an interactive class discussion by using the questions below.

1. Talking about learning English, can you make comparison between difficulty of English and Indonesian learning? Which is definitely more difficult to learn? Why?

2. What are factors influencing the success of students in acquiring the English skills?

3. Do you know what is the best way to master English Skills? Can you explain?

Task 2. Work in pairs to explore your past experience of learning English at schools.

What type of learning does represent yours?

- Mostly theoretical; more oriented to introduce the basic grammar
- Mostly theoretical with some limited practical activities
- Many practical activities underpinned with theoretical knowledge
- Predominated with practical activities underpinned with limited theoretical knowledge

IDEAS FOR MIND Proficient in English

Task 1. Enjoy reading the text below and try to make notes on what is interesting and relevant to you.

Notes

1 I truly hope that at the end of this short essay I will be able to convey you some pertinent information to point you in the right direction on how to learn the English language and by doing this I hope it will stimulate those who would like to improve their language skills. I trust that you will all bear with me while I will try to describe you how I, as a foreigner, did learn the English language and where I struggled most.

Notes

2 Having been born in Somalia, with Asian background and with Italian as my mother tongue, I have to admit that I have always been more prone to learn languages rather than being dragooned into doing so. Learning English, however, has been anything but easy or predictable, for when I arrived in

London my knowledge of the language was, to say the least, a bit thin. Luckily enough, soon after my arrival, I was able to enroll in a Sixth Form college where I found highly motivated and caring teachers, who patiently taught me English. This, I think, was a significantly important factor that allowed me to learn the language. Nonetheless, those of you who are not fortunate enough in this regard should not despair, because, if enrolling in the right college or being taught by a caring teacher are very important and practical issues in learning a language, even more important, however, is to work hard and to be committed to doing well. I was committed to learning English; more precisely, I desperately wanted to go to university, and mastering the language was the means to achieve my goal.

Notes

3 Now that I have completed my Master Degree from Oxford University, and looking back in retrospect, I realize I was quite naïve, for I never imagined learning English was going to be so much work, and the more fluent I became the harder the language became too. English is indeed a very peculiar language: not only does it have so many grammatical rules, but, irritatingly enough, there are also hundreds of exceptions to those rules, which one can master only through years of persistence, dedication, and indefatigable energy, and earnestly speaking I have yet to reach such flawlessness in the use of English.

Notes

4 Some basic recommendations, which I would give to those who were interested in learning the language, are: firstly, buy a good English dictionary, for this is the most important thing that you will need when learning English. Successful English learners use their dictionaries all the time. Secondly, if you want to improve your speaking/writing ability, read the newspaper, and while doing that, highlight the words you do not know, and then go and check them on your new dictionary. Thirdly, instead of watching TV, listen to the radio. Fourthly, talk, talk and talk to anyone at anytime and anywhere. And finally, learn to go with the flow while enjoying the many benefits of learning a new language; and even though, at times it may be frustrating and embarrassing to make mistakes, you will eventually learn to accept them, and only when you will focus more on understanding your mistakes rather than judging yourself, then you will start to become fluent.

(Taken from “How to master English Language”, written by Abdulla, D.)

Task 2. Discuss in groups to answer the questions below.

1. What is the main idea of the text?

2. What is the purpose of the writer in writing this essay?

3. Can you describe who the writer is?

4. How did he feel in English learning as what has been admitted by him?

5. What factor did permit him to learn English better?

6. How does he express how difficult studying English is?

7. What does he claim about the only way to master English then?

8. What does he suggest to do to be proficient in English?

9. Which of those recommendations you have been done? Which is the most difficult to do?

10. Do you think that his suggestions will be effective in your situations? Why?

WORDS FOR THOUGHT *The words of struggling*

Task 1. Match the words in the left column with the meaning given in the right column.

1. to convey
2. to stimulate
3. to struggle
4. to admit
5. dragooned
6. luckily
7. arrival
8. to enroll
9. to allow
10. to despair
11. retrospect
12. persistence
13. earnestly
14. flawlessness
15. to highlight

- A. The state of being without an error or mistake
- B. The act of persisting or persevering; continuing or repeating behaviour
- C. In a serious manner
- D. Contemplation of things past
- E. Move into the foreground to make more visible or prominent
- F. Abandon hope; give up hope; lose heart
- G. Make a possibility or provide opportunity for; permit to be attainable or cause to remain
- H. Register formally as a participant or member
- I. The act of reaching to a certain place
- J. Make you to do something
- K. By a good fortune
- L. Being forced by threats or challenges
- M. Make known about some information
- N. Say the true about the existence of a reality
- O. Make an energetic attempt to achieve something

Task 2. Fill in the blanks with the appropriate words in the table.

a. Peculiar	b. Precisely	c. Prone
d. Fortunate	e. Pertinent	f. Embarrassing
g. Fluent	h. Indefatigable	i. Frustrating
j. Irritatingly	k. Significantly	l. highly motivated
m. Exceptions	n. practice	o. Predictable

1. In order to get a good position in this department, an employee has to master _____ English skills.
2. English is known as a _____ language since there are a lot of exceptions in the grammar rules.
3. He is _____. He didn't prepare anything to face the test but he get A.
4. The result of English exercise can be _____. If a student does it gradually and continuously, he will be successful in particular level.
5. As the student of college, his English ability is _____. He even cannot tell his identity correctly.
6. The lecturer moved some chairs _____ when the students were joining an examination.
7. All students have to attend the night meeting without any _____.
8. A student who likes English will be _____ to practice the skills.
9. The lecturer always explains everything _____ that the class ended before the time.
10. Today, Applied English skills are considered more _____ for working in industry than General English Skills.
11. A factor influencing the success of English learning is being _____ in practice.

12. _____ is one of requirements to work in any company.
13. After joining a life skills training, he changed his attitude_____.
14. It is a general consensus that _____ makes perfect.
15. A lot of students admitted that studying English is difficult and _____.

FORM AWARENESS Adverbs & Adjectives

Task 1. Please take a careful look at the following sentences, particularly their underlined words. Try to group them into two strategic functions in terms of what types of word they explain or alter.

- | | |
|--|------------------------------|
| 1. He cannot drive <u>slowly</u> . | <u>Explain drive, a verb</u> |
| 2. A girl usually works <u>beautifully</u> . | _____ |
| 3. They are very <u>greedy</u> . | _____ |
| 4. The students are <u>diligent</u> . | _____ |
| 5. The book is <u>expensive</u> . | _____ |
| 6. Music is <u>wonderful</u> . | _____ |
| 7. Today is <u>bright</u> . | _____ |
| 8. Children are <u>honest</u> . | _____ |
| 9. A doctor always arrives <u>punctually</u> . | _____ |
| 10. The farmers are <u>polite</u> . | _____ |
| 11. She reads books <u>diligently</u> . | _____ |
| 12. Security staff is <u>brave</u> . | _____ |
| 13. Nurses are <u>patient</u> . | _____ |
| 14. The woman is <u>angry</u> . | _____ |

- 15. Hunters are cruel. _____
- 16. A father watches children carefully. _____
- 17. The boys are naughty. _____
- 18. My sister is clever. _____
- 19. A carpenter makes wooden furniture keenly. _____
- 20. This TV program is exciting. _____

Task 2. Can you please name and describe in more detail the groups of statement in Task 1?

	<i>Group A</i>	<i>Group B</i>
<i>Types of word explained</i>		

Marry is beautiful.

The word beautiful explains Marry, a noun. It is called **adjective**.

The man works well.

The word well clarify or specify works, a verb. It is called **adverb**.

WRITE IT WELL! *Process of paragraph writing*

Before doing the following tasks, remember that you have learned:

- Two strategic forms of statement: **verbal** and **nominal**.
- Two important words to explain, describe, specify, or clarify things: **adjective** and **adverb**.

Could you apply those in writing?

Task 1. Work in small groups to figure out things or to describe a person together based on the table below.

No	Person/thing	Description
1	Mr. Jason	smart, work punctually, impressive achievements, ...
2		
3		

Task 2. Based on Task 1, work individually to find ways of proper statement construction to compose a short well-prepared descriptive paragraph.

Mr. Jason:

No	Descriptive words	Your writing
1	Smart	I know a person known as <u>Mr. Jason</u> . He is a smart person working for a multi-national company in Jakarta. He <u>works punctually</u> . He is a professional staff who have obtained many <u>impressive achievements</u> over the years.
2	Work punctually	
3	Impressive achievements	

_____:

No	Descriptive words	Your writing
1		
2		
3		
4		
5		

_____:

No	Descriptive words	Your writing
1		
2		
3		
4		
5		

Task 3. Give your works in Task 2 above to your partner and ask for feedback. Have a mutual feedback to each other and revise the mistakes by referring to what you have learned.

SPEAK UP! The role of environment

Task 1. Please discuss the following questions in class.

1. Is learning environment influential for effective mastery? Why?

2. What kinds of learning environment have become the most influential in your learning so far? Can you explain?

School

Family

Friends

Task 2. Now interview at least 2 (two) students in class to explore more about:

- (1) How have their school supported their learning?
- (2) How have their family supported their learning?
- (3) How have their friends supported their learning?

Write down your interview results in the table below.

Q	_____	_____	_____
1			
2			
3			

Task 3. Do present your interview results in front of the class without preparing a script. Just rely on your table while speaking and say what is in your mind. Remember, it is beneficial to practice speaking without short memorization.

4 WAYS OF VOCABULARY LEARNING

LET'S START! *How did you learn vocab?*

Task 1. Discuss the following questions in class.

1. Is vocabulary learning important in English proficiency? Why?

2. Do you think that students of university learn vocabulary sufficiently or not?
Can you explain what about yourself?

3. What method is the best to study vocabulary? Why?

Task 2. Start a conversation with your partner in pairs. Can you try to explore the following ways of vocabulary learning that you and your partner have frequently done.

- I have sporadically memorized words
- I have occasionally memorized words
- I have memorized certain words regularly, mainly from dictionary
- I have memorized certain words regularly, mainly from school textbooks
- I have memorized certain words regularly from variety of sources
- I have learned words regularly through reading
- I have learned words through actions and authentic interactions
- I have learned words through actions and authentic interactions and have monitored progress

IDEAS FOR MIND *Learning vocabulary*

Task 1. Enjoy reading the text below and try to make notes on what is interesting and relevant to you.

Notes _____

1 One of the best ways to build your vocabulary is to read, and read some more. You will want to read everything you can get your hands on. If you come across a word that you're not familiar with, you will want to take the time to look it up. While this may be tedious at first, you will want to make it into a habit. Once you've done it a few times, you will become used to it, and this will help you increase your vocabulary. In addition

to this, reading also improves the way you speak. You will learn how to properly structure your sentences, and you can say them in a way that makes a lot of sense.

Notes

2 The people who have the most impressive vocabulary skill are those who look at reading as being fun or recreational, not a chore that needs to be done. When it comes to building up your vocabulary, all the methods available can be broken down into two basic categories. These are reading, and learning formally. Reading is a method that we are all familiar with. You pick up a book, and you read it. As you come across words that you don't know, you will look at their context within the sentence, and if this doesn't work, you will want to look them up in a dictionary. This is the first method of increasing your vocabulary. The second technique is what I refer to as being the formal method. This is the method that is used the most in elementary schools. The teacher will give the students a workbook, or they will be given spelling tests. They will also be tested to determine their comprehension of the words.

Notes

3 There are some teachers that would argue that one method is better than the other, but in truth, most people use both methods. By using both, you make up for any weaknesses that may exist in the other method. However, I think that

many people would find that reading is much more fun when compared to the more formal method of learning.

Notes

4 No matter which method you prefer, both are proficient in allowing your vocabulary to become larger. Having a strong vocabulary will allow you to succeed in multiple areas of your life. You will be able to convey ideas, and you will convey them well.

(Adapted from “The Importance of Strong Vocabulary”, available at: <http://www.exforsys.com/career-center/english-vocabulary/importance-of-strong-vocabulary.html>)

Task 2. Discuss in groups to answer the questions below.

1. What is the main idea of the text?

2. What is the purpose of the writer in writing this essay?

3. In relation to vocabulary learning, to whom does the writer admire? Can you behave the same as the figure? How will you do that?

4. According to the writer, what should we do when we have problem to understand some words in a text we don't know the meaning?

5. What benefits can be gained by reading activity?

6. What are the best ways to enrich our vocabulary mentioned by the writer?

(1) _____

(2) _____

7. What are differences between those two ways?

No	Method A:	No	Method B:
	_____		_____

8. Which one of the two, is considered preferable for people according to the writer? Why?

9. In paragraph 3, what is suggested by the writer about how to choose a method of vocabulary learning?

10. In the last paragraph, how does the writer encourage the reader in vocabulary learning? Why does he do that?

WORDS FOR THOUGHT *Words of learning*

Task 1. Match the words in the left column with the meaning given in the right column.

1. Tedious	a. In the right manner
2. Properly	b. Decide upon or fix definitely
3. Sense	c. Making a strong or vivid impression
4. Impressive	d. of or relating to recreation
5. Recreational	e. A student's book or booklet containing problems with spaces for solving them
6. Available	f. Obtainable or accessible and ready for use or service
7. Formally	g. The property of lacking physical or mental strength; liability to failure under pressure or stress or strain
8. Technique	h. So lacking in interest as to cause mental weariness
9. Elementary	i. In a formal manner
10. Workbook	j. A practical method or art applied to some particular task
11. Spelling	k. The meaning of a word or expression; the
12. To determine	
13. Weaknesses	
14. Multiple	

way in which a word or expression or situation can be interpreted
l. Of or being the essential or basic part
m. Forming words with letters according to the principles underlying accepted usage
n. Having or involving or consisting of more than one part or entity or individual

Task 2. Fill in the blanks with the appropriate words in the table.

a. familiar with	b. recreational	c. context
d. tedious	e. available	f. argue
g. properly	h. categories	i. workbook
j. structure	k. formally	l. elementary
m. sense	n. impressive	o. weaknesses

1. In general, most of students have problem in arranging their sentences _____.
2. Vocabulary learning is essential to build students awareness on sentence _____.
3. In English learning, it is important that the students be able to _____ what to be said.
4. In English, there are only four tenses _____. They are simple, continuous, perfect and perfect continuous.
5. Don't be so serious! Studying English needs to be done as a _____ activity.
6. Some students slept in the class while a _____ speaker was speaking to them.
7. The English lecturer is always _____ in campus. You can consult your language problem anytime.

8. You don't have always to look up your dictionary when you don't know the meaning of a word. You can interpret the meaning using the _____ where it is written.
9. A factor affecting students' success in mastering the speaking skill is that the extent to which they are _____ the sound of English.
10. When informal education is not enough to accomplish English skills, you can try to study them _____.
11. They are joining an English course but in different level. Jenny is in intermediate and Jonnie is in _____ level.
12. A pair of key to be wise is recognizing our own _____ and willing to repair them toughly.
13. After spending a long time studying English, I find that English grammar is very _____ that I cannot stop studying it.
14. It is useless to _____ with him. He is always true!
15. Don't fight about what task we got yesterday. Let me check it in my _____ because I remember had marked the numbers.

FORM AWARENESS *Making questions*

Task 1. Remember that there are two strategic statements: verbal and nominal. Try to explore possible functions of the statement types.

	<i>Verbal</i>	<i>Nominal</i>
<i>Functions</i>		

Task 3. Make Yes/No Question and the answer by considering the sentence type.

Example:

1. Merry studies hard. (verbal)

Does Merry study hard?-- Yes, she does./ No, she doesn't.

2. Merry is a student. (nominal)

Is Merry a student?--Yes, she is./ No, she isn't.

1. She drives slowly. ()

2. The girl is a nurse. ()

3. The man works at a bank. ()

4. They are naughty boys. ()

5. Students go to beach every weekend. ()

6. We write a letter. ()

7. Cat runs quickly. ()

8. The cat is funny. ()

9. The beggars are very dirty. ()

10. A lecturer teaches. ()

11. Children swim in a pool. ()

12. Those children are strong. ()

13. His father is a policeman. ()

14. The plane arrives in the evening. ()

15. I am thirsty. ()

16. Farmers walk to field. ()

17. A businessman reads many books. ()

18. The Security staff opens the gate in the morning. ()

19. Doctors take care of patients. ()

20. Midwives take care of pregnant woman. ()

21. He hunts deer. ()

22. A father watches his children. ()

23. We are good students. ()

24. Jenny is an English lecturer. ()

25. The boys play football every Sunday. ()

26. My sister cooks well. ()

27. He is a dentist. ()

28. They are midwifery students. ()

29. A carpenter makes wooden furniture. ()

30. We watch TV programs. ()

Task 3. Make W-h Question and the answer based on the underlined word.

Example:

1. Merry studies hard. (verbal)

How does Merry study?/ She studies hard.

2. Merry is a student. (nominal)

What is Merry?/ She is a student.

1. She drives slowly. ()

2. The girl is a nurse. ()

3. The man works at a bank. ()

4. Students go to beach every weekend. ()

5. Cat runs quickly. ()

6. The cat is funny. ()

7. The beggars are very dirty. ()

8. Children swim in a pool. ()

9. His father is a policeman. ()

10. The plane arrives in the evening. ()

11. Farmers walk to the field. ()

12. A businessman reads financial planning books. ()

13. The security staff opens the gate in the morning. ()

14. Nurses take care of patients. ()

15. Jenny is an English lecturer. ()

16. The boys play football every Sunday. ()

17. He is a dentist. ()

18. They are midwifery students. ()

19. A carpenter makes wooden furniture. ()

20. They watch TV programs. ()

WRITE IT WELL! **Topic sentence**

Task 1. Discuss the questions below in class.

1. Refer to what you have read in Part *Ideas for Mind*. What is a topic sentence?

2. What do you think is the function of a topic sentence in a paragraph?

3. Can you make a strong topic sentence properly? Is it difficult? Tell your experience!

4. Do you know what the imperative parts of topic sentence are? Can you mention?

Parts of Topic Sentence:	_____	_____
--------------------------	-------	-------

5. Please analyse the topic sentences below. Do they fulfil the requirement of strong topic sentences? Please explain!

- Reading is important.
- The importance of reading in the writing process.
- Reading habit is beneficial for better writing.
- When you are going to write something, it is important to understand that your reading habit will be very useful to guide your writing.

Task 2. Write 10 topic sentences about Learning English and underline one of the parts and circle the other one.

Task 3. After finishing your topic sentences, try to get feedback from your partner. The feedback shall comprise the following aspects:

1. Is each TS appropriate?

Strong – weak – misleading

2. Is each TS well-constructed?

Excellent – good – poor

3. Is each TS anticipating the whole paragraph?

Yes – No – Perhaps

SPEAK UP! Learning from the top

Task 1. Find at least 2 students from other classes who have excellent English skills. Ask them about what ways they have done in acquiring their Excellent English skills.

Work in pairs so that while you are doing an interview, your partner can video record the interview. The questions may involve:

- Motivation and purpose of learning English
- How did they organize their learning?
- What aspects of English skills they have focused on
- What strategies or methods they applied
- What media support English learning
- Other: _____

Task 2. Make a short presentation in front of the class to report your interview. Remember that it will be more beneficial for you to practice speaking in the presentation without memorizing everything in advance.

Make an outline, just it, and do not write every single word you want to say. If you get stuck during the presentation, check your outline and try to speak what is in your mind.

5 FUNDAMENTALS FOR LANGUAGE ACQUISITION

LET'S START! *Monitoring your level*

Task 1. Discuss the following questions in class.

1. Do you remember, in what level was your English proficiency prior to your participation in Basic English Course? Can you tell your previous level in Listening, Speaking, Reading and Writing?

2. Do you see any changes in your proficiency level now? Do you think your current English proficiency is appropriate to the time you spent in studying English? Why?

3. What do you think of the most difficult problem to handle in English learning? Give your reasons? Can you tell a relevant experience of yours?

IDEAS FOR MIND *Learning the language*

Task 1. *Enjoy reading the text below and try to make notes on what is interesting and relevant to you.*

Notes

1 The acquisition of foreign language especially English as an international language has become more and more important in facing the globalization. Everyone has to be able to communicate to foreigners because there will be no boundaries among the countries. Indonesia, that is located in a strategic area, will get a strong effect of this phenomenon. Ordinary people especially the old generations might not feel the direct effect caused by the globalization. However, the young learners have to be ready as the next generation will be responsible for their better future because globalization in free trade has just started and predicted to reach a peak in relatively short period of time.

Notes

2 English plays an important role in every aspect of human life, such as communication, economics, education, science, and technology. English is mostly used in the world. We know that it is also needed in the scientific fields as a mean of expanding science and technologies written in English. The mastery of English by Indonesian people could be significant requirements in order to be

successful in the process of getting science and technology. It is reasonable enough to learn it since English plays an important role.

Notes

3 According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. Vocabulary is one of the important language elements the students should master. Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that have meaning. Therefore, learning vocabulary means learning the meaning and their function in group in order to be able to form meaningful sentences.

Notes

4 To develop students' language skills in reading, listening, speaking and writing, the learners must master vocabulary. The mastery of vocabulary cannot sometimes be reached optimally. The mastery of vocabulary is needed by each language skill. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problem if they have only few vocabularies.

Notes

5 Students learn best when they are involved and their works are valued, and they have opportunity to experience and experiment for themselves. Tasks should be varied, motivating and interesting and should offer “concrete perceptual support”. The experience and environment as well as how language is taught and practiced play a vital role in language acquisition. For adult learners, however, they should find the best or the effective technique to learn English vocabulary individually beside joining the English class. In class, media as teaching aids are needed to help the student’s understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also used to stimulate the students’ motivation and student’s interest to the lesson.

(Adapted from “Teaching Media in Vocabulary Mastery”, available at:
<http://peni.staff.uns.ac.id/2008/10/07/teaching-media-in-vocabulary-mastery-part-1>)

Task 2. Discuss in groups to answer the questions below.

1. What is the main idea of the text above?

2. What do you think of the main point of the writer in paragraph 1 about English role in globalization era? Do you agree with him? Why?

3. According to the writer, who'll perceive the direct effects of globalization and who won't? Why? Do you agree with it?

4. Do you know what free trade is?

5. The writer states that English mastery for Indonesian people is significantly needed? Why is it so?

6. How do the language skills correspond to language elements? Which are more fundamentals in English mastery?

7. How does the vocabulary mastery influence the four language skills?

8. What is the main idea of the fourth paragraph?

9. What are the factors influencing the success of learning English?

10. What is the writer's intension in writing this article?

WORDS FOR THOUGHT *Language learning*

Task 1. Match the words in the left column with the meaning given in the right column.

1. foreigner	a. A particular branch of scientific knowledge
2. boundary	b. Get the meaning of something
3. future	c. A person who comes from a foreign country; someone who does not owe allegiance to your country
4. science	d. The way a word or a language is customarily spoken
5. comprehend	e. The act of conducting a controlled test or investigation
6. cover	f. A line determining the limits of an area
7. pronunciation	g. A possibility due to a favourable combination of circumstances
8. experiment	h. the quality of being able to bring about an effect
9. opportunity	i. Provide with a covering or cause to be covered
10. effectiveness	j. The time yet to come

Task 2. Can you find the synonyms for the following words?

No.	Word	Synonyms
1	ordinary	
2	direct	
3	peak	
4	reasonable	
5	collection	
6	phenomenon	
7	motivating	
8	concrete	
9	vital	
10	to stimulate	

Task 3. Fill in the blanks with the appropriate words in the table.

a. Foreigners	b. Peak	c. Pronunciation
d. Boundary	e. Predicted	f. Collection
g. Phenomenon	h. Community	i. Comprehend
j. Ordinary	k. Requirements	l. Opportunity
m. Free trade	n. Covers	o. Environment

- The _____ is clearer than the previous years that free trade is getting to reach the top.
- Some experts have _____ that Indonesia cannot easily cope with the financial problem due to some reasons.
- One of terminologies used to refer to groups of people interacting using an international language and formed as a consequence of globalization is the global _____.
- The true exercise for students who learn English is to have conversation with _____.

5. _____ is another element of language. It deals with the sound of words in a language.
6. The financial crisis attacking our country is going to reach the _____.
7. “No worry! The course _____ not only the English proficiency but also business concept for practical application.”
8. The lecturer has a _____ of leadership books in his bookshelf.
9. English proficiency can help people _____ literature written in English.
10. Language skill is now becoming one of the important _____ to get involved in job competition.
11. Literacy competence provides _____ to develop knowledge and skill.
12. In the global community, people in different countries use English as lingua franca and there is no _____ among the countries to interact one another.
13. Conducive _____ is one of factors influencing the success of learning English.
14. _____ is indicated by a phenomenon that people in other countries can work easily in our country relying on their special competences.
15. In facing globalization era, _____ people need special preparation in order to comply with it.

FORM AWARENESS

The big picture of tenses

Task 1. Do you know what is tense? What is the difference between tense and time?

Study the sentences below and complete the table.

1. She **worked** as a teacher two years ago.
2. She **works** as a teacher.
3. She **will work** as a teacher next month.

No	Tense	Time

Task 2. Take a look at the following table, analyse how verb forms change, and identify how every change of verb forms determine meaning and function.

KINDS OF TIME	KINDS OF TENSE	VERB FORMS		MEANING/FUNCTIONS
Present	<i>Simple</i>	Is, am, are + ... (noun/adj/adv)		
		Verb (s/es)		
	<i>Continuous</i>	Is, are, am	Verb-ing	
	<i>Perfect</i>	Has, have	Verb-3	
	<i>Perfect Continuous</i>	Has been/have been	Verb-ing	
Past	<i>Simple</i>	Was, were + ... (noun/adj/adv)		
		Verb-2		
	<i>Continuous</i>	Was, were	Verb-ing	
	<i>Perfect</i>	Had	Verb-3	
	<i>Perfect Continuous</i>	Had been	Verb-ing	
Future	<i>Simple</i>	Will be + ... (noun/adj/adv)		
		Will	Verb-1	
	<i>Continuous</i>	Will be	Verb-ing	
	<i>Perfect</i>	Will Have	Verb-3	
	<i>Perfect Continuous</i>	Will Have been	Verb-ing	

Task 3. Please refer to the table above and identify the function of verb forms in the following sentences.

1. Marvel's family live in Jakarta.

The word live shows a fact or reality that the family live there until now.

2. They have already finished the paper.

3. The boy was very clever before the accident.

4. She *usually* swims on Saturday evening.

5. Look! The beggar is stealing from the store.

6. I have been waiting for my girlfriend *for* two hours.

7. The English examination will be held tomorrow.

8. The Sun sets in the west.

9. The sun rises in the East.

10. They have lived in this city *since* 10 years ago.

11. We were watching TV *when* it started to rain.

12. The farmers are planting their fields with rice.

13. I wanted to visit you *yesterday*, but you were not at home.

14. There are a lot of clouds! It is going to rain soon.

15. Human beings need water and air.

16. Look! It is raining, so we can't go to the beach.

17. *Since* 2003, they have visited their son every year.

18. Wait a minute! I will carry this box for her.

19. While the doctor was examining Jane this morning, her friend was waiting outside.

20. After Larry had seen the film on TV, he decided to buy the book.

WRITE IT WELL! A 7-sentence paragraph principle

Task 1. Analyse the paragraph below. Which sentence is the topic sentence? Why? Please underline it.

Reading is important in a writing process in terms of idea development and writing model. *Firstly*, since writing is an activity of knowledge exchange, it is inevitable to make sure a writing provides robust information to the readers. *For this purpose*, reading helps an author to explore ideas extensively and examine if they are relevant and credible. *Without reading* relevant sources, one will have barriers in exploring and examining ideas. *Secondly*, writing is a process-based activity which requires a writer be aware of what constitutes good writing. *Particularly*, reading texts written by excellent authors can be fruitful in recognizing the model of good writing. *By exploring* such best

model as writing a paragraph, for example, inexperienced writer could effectively learn by adopting phrases or *style*.

Task 2. Please work in pairs to break down every sentence in the paragraph in task

1. Can you identify the role or function of each sentence in the paragraph?

No	Sentence	Role
1	Reading is important in a writing process in terms of idea development and writing model.	
2	<i>Firstly</i> , since writing is an activity of knowledge exchange, it is inevitable to make sure a writing provides robust information to the readers.	
3	<i>For this purpose</i> , reading helps an author to explore ideas extensively and examine if they are relevant and credible.	
4	<i>Without reading</i> relevant sources, one will have barriers in exploring and examining ideas.	
5	<i>Secondly</i> , writing is a process-based activity which requires a writer be aware of what constitutes good writing.	
6	<i>Particularly</i> , reading texts written by excellent authors can be fruitful in recognizing the model of good writing.	
7	<i>By exploring</i> such best model as writing a paragraph, for example, inexperienced writer could effectively learn by adopting phrases or <i>style</i> .	

Task 3. Write a paragraph by choosing one of the topic sentences you have made in Task 2 page 58 in the previous chapter. Adopt the strategy in Task 2 in this chapter.

No	Your sentences/paragraph	Role
1		
2		
3		
4		
5		
6		
7		

SPEAK UP! Learning from teacher

Task 1. Make an interview with an English lecturer, not necessarily your course lecturer. Work in groups of 3 or 4 students, while one of you is video-recording the interview, the rest can participate in the interview. Explore some issues below:

- Why is he/she interested in teaching English?
- Did he/she encounter difficulty in developing the English communication skills before being an English lecturer? How to cope with the difficulty?
- What is the biggest challenge of teaching English in the university?
- What is impressed on the students of university in terms of the habit of learning English?

- What could he/she suggest/recommend for effective development of English skills?

Task 2. Make a short presentation in front of the class to report your interview. Remember that it will be more beneficial for you to practice speaking in the presentation without memorizing everything in advance. Since you are in groups of 3 or 4, please distribute specifically the role for each within the presentation.

6 THE ROLE OF LANGUAGES

LET'S START! *Diversity in language*

Task 1. Discuss the following questions in class.

1. Do you know how many languages do we have in the world? And how many in Indonesia?

2. Have you ever imagined—how is human life without a language? Can you tell us?

3. There are a lot of languages in one world. Do you think that this fact is positive or negative? Explain the reason!

4. Why don't we decide to use one language for all people around the world, so that all communication will be easier to do?

IDEAS FOR MIND *Language reservation*

Task 1. Enjoy reading the text below and try to make notes on what is interesting and relevant to you.

Notes

1 Languages are increasingly under threat. Of over 6,000 languages, 50 percent are dying, 40 percent are "endangered" and only 10 percent are considered secure. Ninety-six percent of 6,000 languages are spoken by only four percent of the world's population. Only a few hundred languages have genuinely been given the pride of place in education systems and the public domain; and less than one hundred are used in the digital world.

Notes

2 Most of the endangered languages are spoken by ethnic minorities. If nothing is done, these languages and their cultures are going to die out. UNESCO's General Conference has therefore proclaimed "International Mother Language Day", celebrated annually on Feb 21 since 2000, to promote linguistic, cultural diversity and multilingualism. With the death of a language, an irreplaceable facet of our knowledge and an understanding of human thought and a particular world view is lost.

Notes

3 An endangered language will survive and thrive if its speakers increase their prestige within

the dominant community, increase their legitimate power in the eyes of the dominant community, create a written record of their language and make use of electronic technology. It helps if their language has a strong presence in education systems.

Notes

4 Education systems play a critical role in whether languages become extinct - or are able to survive and thrive. Many education systems are inappropriate, or are even hostile to indigenous minority groups and their languages. It is critical, both for cultural and linguistic development and for academic achievement, that early education and initial literacy, for both children and adults, be conducted in the learner's mother tongue. It is impossible to teach the majority of people to read and write in a language they do not understand.

Notes

5 A strategy of bilingualism produces better learning outcomes and higher rates of internal efficiency. Skills in the first language of instruction must be consolidated before the second is mastered. The world community must promote the idea that improved integration will enable excluded ethnic minority communities to become contributors to national economic and social development. Also, in order for local communities to draw benefits from the education system, these communities need to have a significant influence on the governance of the

education programmes and the determination of the content and methods of instruction.

(Taken from “Languages are the keys to life” written by Abdul Hakeem)

Task 2. Discuss in groups to answer the questions below.

1. What is the main idea of the text?

2. What is happening to the languages in the world?

3. What can you infer about languages in the world from the statistic mentioned in paragraph 1?

4. What is the purpose of UNESCO in declaring the day of International Mother Language Day?

5. What happens if a language becomes extinct?

6. What can the speakers or community do to keep their language from extinction?

7. What can the government do to avoid the extinction of any local languages?

8. In what matter does the writer state that many education systems in countries around the world are inappropriate for the languages presence?

9. What program is recommended by the writer to maintain the minority's languages in countries?

10. How can such program be implemented in the context of national issues?

WORDS FOR THOUGHT *Multilingualism*

Task 1. Match the words in the left column with the meaning given in the right column.

- | |
|--------------------|
| 1. population |
| 2. digital |
| 3. cultures |
| 4. multilingualism |
| 5. poverty |

- | |
|--|
| a. The ability to speak more than two languages colloquially |
| b. The state of having little or no money and few or no material possessions |
| c. A state of being essentially equal or |

6. equality 7. maternal 8. hunger 9. bilingualism 10. sustainability	equivalent in status and quality
	d. The people who inhabit a territory or state
	e. Related on the mother's side
	f. A physiological need for food; the consequence of food deprivation
	g. The ability to speak two languages colloquially
	h. Displaying numbers rather than scale positions
	i. The property of being sustainable
	j. The attitudes and behaviour that are characteristic of a particular social group or organization

Task 2. Circle the antonym of the following words.

No.	Words	Antonym		
1	secure	safe	protected	vulnerable
2	genuinely	falsely	truly	authentically
3	to proclaim	to declare	To deny	to speak out
4	die out	appear	vanish	disappear
5	extreme	tremendous	insignificant	acute
6	irreplaceable	common	inimitable	exceptional
7	to eradicate	to eliminate	to get rid of	to maintain
8	diversity	variety	uniformity	multiplicity
9	minority	underground	marginal	majority
10	integration	grouping	separation	combination

Task 3. Fill in the blanks with the appropriate words in the table.

a. threat	b. bilingualism	c. a framework
d. secure	e. facets	f. eradication
g. equality	h. poverty	i. livelihood
j. digital	k. sustainability	l. extinct
m. diversity	n. partnerships	o. hostile

1. An indicator of the globalization era is the presence of _____ tools to make easy people in processing something.
2. Currently, issues on _____ has become more and more important in cross-countries relationship.
3. Laziness is a _____ for people who want to be successful in life.
4. It is important that a leader make _____ first before running a program of his organization.
5. The commitment of government is the key for the success of poverty _____ program.
6. “Everybody has gone. So, it is _____ now to open all things you have intended to tell me.”
7. Living in the global community requires the ability to adapt ourselves to _____ of culture and local value.
8. Living in _____ environment can drive us nuts and make us become individual.
9. It is miserable to know that younger generation of this country has begun to leave the life of “gotong royong”. It is going to be _____ immediately.
10. In modernism life, gender _____ between man and woman becomes fundamental.

11. The matter of _____ should become the government responsibility to ensure that all people earn the proper income.
12. One of benefits can be gained from _____ is the availability of sufficient loan to recover our country from multidimensional crisis.
13. Some programs conducted by Indonesian government to help poor people have halted because the government is not serious with _____ of the program.
14. It is common thing to know that students in this era are well-informed about everything they want to know, even they also learn all _____ comprised in any knowledge amazingly.
15. In this new society, where countries develop technology for human life for prosperity, it seems weird seeing that the number of _____ is still high.

FORM AWARENESS *The simple tenses*

Task 1. Do you know what are the simple tenses? Try to analyze the following paragraph and formulate your understanding on them in the following table.

My name is Nova. I am a student of university. Right now, I am at the second year of my study. My major is Agriculture but I am very enthusiastic in learning English. To be frankly, I was bad in English when studying at schools. I did not feel comfortable in learning English. But now, it is different. I like English. I frequently speak English with my friends and read English texts related to Agriculture and others. I think, I will do my best in these two things—agriculture and English. It will be great for my future to be skilful in agriculture and proficient in English.

The simple tenses	Sentences/forms	Functions/meaning
<i>future</i>	Verbal: I <u>will do</u> my best ... Nominal: It <u>will be great</u> for ...	To express a plan to do To indicate prediction
<i>present</i>		
<i>past</i>		

Task 2. Read the following text and fill in the blanks with the appropriate verb forms based on the context indicated on the text.

Last week I (go) _____ to the theatre. I (have) _____ a very good seat. The play (to be) _____ very interesting. I (do) _____ not enjoy it. A young man and a young woman (to be) _____ sitting behind me. They (to be) _____ talking loudly. I (get) _____ very angry. I (can) _____ not hear the actors. I (turn) _____ round. I (look) _____ at the man and the woman angrily. They (do) _____ not pay any attention. In the end, I (can) _____ not bear it. I (turn) _____ round again. 'I can't hear a word!' I (say) _____ angrily. 'It's none of your business,' the young man (say) _____ rudely. 'This is a private conversation!'

(adapted from Alexander, 1993:13)

Based on your analysis, what is the purpose of the paragraph above?

Task 3. Read the following text and fill in the blanks with the appropriate verb forms based on the context indicated on the text.

Most people don't like bugs, but Doctor Mark Moffet (love) _____ them! In fact, his nickname (to be) _____ Doctor Bugs. He's a photographer and an entomologist. An entomologist (study) _____ bugs.

Doctor Moffett's favorite bug is the ant. He (go) _____ all over the world to study ants. He (watch) _____ them as they (eat) _____, (work) _____, (rest) _____, (sleep) _____ and (fight) _____.

He (take) _____ photographs of the ants. He (lie) _____ on the ground with his camera and (wait) _____ for the right moment. The ants and other bugs often (bite) _____ him, but that doesn't stop Doctor Bugs. He (has) _____ an interesting and unusual job, and he (love) _____ it!

(adapted from National Geography Learning Unit 3, Lesson 1)

Based on you analysis, what is the purpose of the paragraph above?

WRITE IT WELL! Paragraph writing

Remember that so far you have learned:

- the strategic forms of statement (verbal and nominal)
- how to write a topic sentence/TS (topic/T and controlling idea/CI)
- the big picture of tenses, the simple tenses (past, present and future)
- a 7-sentence principle of paragraph writing

Task 1. Write a paragraph telling your past experience of learning English before you take study in the university.

Create a strong topic sentence for the paragraph first.

<i>T</i>	
<i>CI</i>	
<i>TS</i>	

Now, develop your paragraph here.

Task 2. Try to get a feedback from your partner, get it confirmed in the class by your lecturer and revise it in order to fulfil the following criteria:

- The topic sentence is strong
- The controlling idea is relevant to the paragraph
- All supporting details explain the controlling idea
- There is/are illustration(s), example(s), or clarification(s) to strengthen the supporting detail(s).

SPEAK UP! Describing photograph

Task 1. Look at the following photograph. If you are asked to describe it orally, what types of information that you need to explore?



Types of information to explore:

Task 2. Now try to describe it orally to your partner and get feedback mutually. The feedback may comprise the following criteria:

- Pronunciation*
- Accuracy of information*
- Completeness of information*
- Appropriateness*

7 VERSATILE READING SKILLS

LET'S START! *Reading habit*

Task 1. Discuss the questions below in class.

1. Do you know that reading habit is beneficial for somebody? Do you know why?

2. In fact, most of students didn't read appropriately? Do you know why? And what about yourself?

3. What method is the best to read any reading materials? Can you give the reasons?

IDEAS FOR MIND *The power of reading*

Task 1. Enjoy reading the text below and try to make notes on what is interesting and relevant to you.

Notes

1 In most reading classes, the teacher carefully scripts the reading materials that students are assigned and clearly identifies what type of reading should be used. Knowing which reading skill is best for the task makes reading easier and fun. While this is useful when first learning about and practicing the four reading skills - scanning, skimming, extensive reading, and intensive reading - it does not allow students to think for themselves.

Notes

2 At one point, they are often pleased to report that of the pages assigned, only two offered useful insights and had taken them only about an hour to read. While this exercise is possible with a small class, it would be very difficult and time-consuming with a large one. However, with larger classes, and depending on the level, an alternative is to use free magazines distributed locally. After that, design several topics and remember to keep in mind the basic reasons for using each of the several reading skills.

Notes

3 While scanning for answers to questions, students should use a word, number or phrase from each question and quickly search for relevant material. This is best done when using short reading samples. An entire magazine would be overwhelming, and most students would probably be perplexed about what to do. The goal is to have them examine some magazines in the first few weeks, then discuss where they might find the answers. If a question asks how much the lunch at any restaurants costs, have students flip through and scan until they find the page, and then, using the key words, look for the answer by skimming.

Notes

4 Scanning includes finding telephone numbers, prices, dates, times, proper names and any other data that can be obtained by scanning a magazine, then a page, and finally, a part of that page. With skimming, students need to decide which articles would be the best to use if they want to answer particular questions. If a magazine has five or six related articles, have students skim the various articles to find which one will best answer the question. For example, if you want information about investments or household planning, which article would be best to read? To complicate this task, in later classes, include questions not answered in the magazine. Initially this may be frustrating, but students will soon learn that not everything will be

there. They must learn to use skimming also to exclude material or an entire magazine.

Notes

5 Intensive reading usually revolves around "how-to" articles. Examples of good materials could be about how to buy clothes or how to rent an apartment. The questions might include what pitfalls or tips are included. Students then need to read carefully to find the answers.

Notes

6 Extensive reading requires more thought and can often involve setting up situations. For example: You have a date this weekend and need to find a good restaurant in a magazine. Explain why you chose that magazine to help you find the information. By having students answer a variety of questions, they will appreciate the need for different reading skills and become better at deciding which skill is best for a particular task. This will allow them to gain real practice in reading, and hopefully encourage them to read more of what they like and enjoy.

(Adopted from "Versatile Reading: Four useful reading methods and how to get students to practise them" written by Timothy Cornwall)

Task 2. Discuss in groups to answer the questions below.

1. What is the main idea of the text?

2. Why does a teacher need to identify what reading type is appropriate to any reading task assigned to the students?

3. According to the text, what is beneficial to do prior to the effective reading?

4. In what condition will reading class be inefficient?

5. From the text above, when can we use scanning method?

6. When can we use skimming method?

7. What are differences between scanning and skimming?

No	Scanning	No	Skimming

8. When can we use intensive reading method?

9. When can we use extensive reading method?

10. Which is the best from four reading methods mentioned above? Why?

WORDS FOR THOUGHT *The words of reading*

Task 1. Match the words in the left column with the meaning given in the right column.

1. time-consuming	a. Recognize with gratitude; be grateful for
2. reduction	b. An unforeseen or unexpected or surprising difficulty
3. insight	c. A social unit living together
4. to appreciate	d. Of a task that takes time and patience
5. pitfalls	e. The act of laying out capital in an enterprise with the expectation of profit
6. household	f. Clear understanding or deep perception of a situation
7. apartment	g. One of a number of things from which only one can be chosen
8. investment	h. The content of cognition; the main thing you are thinking about
9. alternative	i. The act of decreasing or reducing something
10. thought	j. A suite of rooms usually on one floor of a house

Task 2. Circle the antonym for the following words.

No.	Words	Antonym		
1	review	pass	analyze	assess
2	gain	lost	get	obtain
3	allow	let	forbid	permit
4	enjoy	get pleasure from	like	dislike
5	include	embrace	comprise	exclude
6	appreciate	be glad about	be sad about	commend
7	complicate	simplify	make difficult	confuse
8	flip	close	scan	go round
9	rebel	obey	fight back	against
10	verify	confirm	make sure	doubt

Task 2. Fill in the blanks with the appropriate words in the table.

a. possible	b. investments	c. situations
d. alternative	e. information	f. initially
g. insights	h. allowed	i. pitfalls
j. reduction	k. proper	l. frustrating
m. irrelevant	n. time-consuming	o. encourage

1. Effective reading provides _____ about everything we read.
2. Reading newspaper and magazine is useful for attaining _____.
3. Speed reading is a term used instead of the activity of effective reading. In doing it, a student isn't _____ to read a text word by word but a unit of meaning.

4. Sometimes, reading is difficult to do if the _____ where a reader read isn't conducive enough.
5. Being well-informed is _____ if the students are willing to generate the reading habit.
6. Reading activity is _____ boring, but after enough time doing it, a reader will find it interesting.
7. Reading medical text is really _____. There are too many technical terminologies that we have to always look up our dictionary.
8. Today, _____ are categorized into the best thing to do in order to reach better life in the future.
9. Reading word by word isn't efficient because it is really _____ to do.
10. A teacher plays important role in class. He has to become inspirational enough to _____ the students.
11. Intensive exercise in reading is required to help a reader cope with all _____ in reading activity.
12. There are some _____ ways of versatile reading such as scanning, skimming, intensive and extensive reading.
13. Those students are not accustomed to reading activity. They are asking for _____ of the pages targeted.
14. An effective reader can automatically determine the _____ reading method suitable with the reading purpose.
15. To be an effective reader, we have to determine our reading targets and put away all _____ reading materials.

FORM AWARENESS *The perfect tenses*

Task 1. Do you know what are the perfect tenses? Try to analyze the following paragraph and formulate your understanding on them in the following table.

I feel very hard today. Learning at higher education is never the same as learning at schools. Actually, I had prepared strategies before studying at a university. But in fact, they do not work effectively. For instance is what happens right now. Within this term, a lecturer requires us to read 5 books written in English and we have to present our reviews every month. Today afternoon will be the presentation day for the first review. Soon after, there will be a meeting for a group project of another course. I have a very tight schedule today.

As a matter of fact, I have read some of the first chapters from the books but I completely cannot get the points. A big question is what I am going to present? But of course, I keep struggling, I am a positive person. I believe that I will have presented some points this afternoon. It will have been done, even though, right now I don't know for sure.

<i>The perfect tenses</i>	<i>Sentences/forms</i>	<i>functions</i>
<i>Future</i>		
<i>Present</i>		
<i>Past</i>		

Task 2. Read the following text and fill in the blanks with the appropriate verb forms based on the context indicated on the text.

I can't believe I (get) _____ that apartment. I (submit) _____ my application last week, but I didn't think I had a chance of actually getting it. When I (show) _____ up to take a look around, there were at least twenty other people who (arrive) _____ before me. Most of them (fill, already) _____ out their applications and were already leaving. The landlord said I could still apply, so I did. I (try) _____ to fill out the form, but I couldn't answer half of the questions. They (want) _____ me to include references, but I didn't want to list my previous landlord because I (have) _____ some problems with him in the past and I knew he wouldn't recommend me. I (end) _____ up listing my father as a reference. It was total luck that he (decide) _____ to give me the apartment. It turns out that the landlord and my father (go) _____ to high school together. He decided that I could have the apartment before he (look) _____ at my credit report. I really lucked out!

(taken from EnglishPage.Com, Verb Tense Exercises 11)

Based on your analysis, what is the purpose of the paragraph above?

Task 3. Read the following conversations and fill in the blanks with the appropriate verb forms based on the context indicated on the scripts.

1.

Margaret : Do you think everything will be finished when I get back from the store?

Jerry : Don't worry. By the time you get back, I (pick) _____ up the living room and (finish) _____ washing the dishes. Everything will be perfect when your parents arrive.

Margaret : I hope so. They (arrive) _____ around 6 o'clock.

Jerry : Everything (be) _____ spotless by the time they get here.

2.

Nick : I just have two more courses before I graduate from university. By this time next year, I (graduate) _____ and I will already be looking for a job.

Stacey : Does that scare you? Are you worried about the future?

Nick : Not really. I (go) _____ to a career counselor and get some advice on how to find a good job.

Stacey : That's a good idea.

Nick : I am also going to do an internship so that when I leave school, I (complete, not only) _____ over 13 business courses, but I (work, also) _____ in the real world.

3.

- Stan : Did you hear that Christine (take) _____ a vacation in South America this winter?
- Fred : I can't believe how often she goes abroad. Where exactly does she want to go?
- Stan : She (visit) _____ Peru, Bolivia and Ecuador.
- Fred : At this rate, she (visit) _____ every country in the world by the time she's 50.

4.

- Judy : How long have you been in Miami?
- Elaine : I have only been here for a couple of weeks.
- Judy : How long do you plan on staying?
- Elaine : I love Miami, so I (stay) _____ here for an extended period of time. When I go back home, I (be) _____ here for more than three months.
- Judy : Wow, that's quite a vacation! You (see, definitely) _____ just about everything there is to see in Miami by then.

5.

- Jane : I can't believe how late we are! By the time we get to the dinner, everyone (finish, already) _____ eating.
- Jack : It's your own fault. You took way too long in the bathroom.
- Jane : I couldn't get my hair to look right.
- Jack : Who cares? By the time we get there, everyone (left) _____ Nobody (see, even)

_____ your hair.

(taken from EnglishPage.Com, Verb Tense Exercises 25)

Based on your analysis, what is the purpose using future perfect tense in each conversation?

Conversation	Purposes/functions
1	
2	
3	
4	
5	

WRITE IT WELL! Essay writing

You have learned so far:

- the strategic forms of statement
- the big picture of tenses, the simple and perfect tenses
- paragraph writing

Task 1. Write an essay at least 3 paragraphs telling about what you want to do in your future. You may include any professional jobs you desire to pursue, other professional or social projects, and how to prepare yourself to get there. If possible, add information about how will English communication skills be applied in the context.

Outline your essay here.

Paragraph 1	
Paragraph 2	
Paragraph 3	

Now, develop your essay here.



Task 2. Try to get a feedback from your partner, get it confirmed in the class by your lecturer and revise it in order to fulfil the following criteria:

- The essay answers the question given*
- Each paragraph has only one main idea*
- Each paragraph has supporting details explaining the controlling idea*
- There is/are illustration(s), example(s), or clarification(s) to strengthen the supporting detail(s) in each paragraph*
- The essay has coherence*

SPEAK UP! Speaking about future

Task 1. Work in pairs to have an exchange of information with your partner about what you desire to do or to achieve in your future.

Topics that can be included are:

- Professional career*
- Social activity*
- Professional networking*
- Hobby*
- Arts*
- Others: _____*

Task 2. Continuing the task 1, please try to get feedback from your partner related to your speaking performance including:

- Accuracy in listening and speaking,*
- Clarity and*
- Fluency*

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Siti Aisyiyah is a teaching staff at the English Study Program, Department of Language, Communication and Tourism, Politeknik Negeri Jember. She earned her M.Pd. on Educational Technology in Universitas Negeri Jakarta. In addition to teaching General English, she teaches English for Specific Purposes, Professional Communication, Materials Development for Language Course, and Public Speaking.

Furthermore, Adriadi Novawan and Siti Aisyiyah are actively involved in many academic forums relevant to their professional interest. In 2009-2012 they participated as a policy leader and a member in a project funded by Temasek Foundation in Singapore, on “Capability-Building of English Language Curriculum Developers for Professional Communication for University Faculty in ASEAN Universities”. Additionally, they frequently presented their papers on international conferences such as Asia Creative Writing Conference, CamTESOL Conference, TEFLIN International Conference, ASIA TEFL International Conference, and TESOL ASIA Conference. Currently, they have received a research grant from DRPM of Kemenristek DIKTI on *Developing Values-based Curriculum of English Language Teaching in the Higher Education Context*.

The English for College Students

Book is appropriate for those who are studying English in college or university. It is composed to fulfil the needs of tertiary students who expect to experience effective learning of English at their first years. It basically provides strategic reviews on what have been learned previously and proposes the new ways of seeing English language learning for anticipating dynamic academic and professional situations.

The materials composed on it are designed to underpin the academic interaction with authentic learning process. It is underpinned with action-based principle which encourages both the students and the lecturers to collaborate as a meaningful persons in meaningful discursive situations. This allows for more gradual communication capacity development for long-term investment.