

**Basic English  
for ICT Engineering Students**

Author:  
Ima N. Kusmayanti, M.Pd.

Illustrator:  
Rachman Nurwanto

**Disclaimer:**

Some of the contents in this course book are taken from published sources and they are acknowledged properly in the reference. No part of this document may be copied, reproduced, printed, distributed, modified, removed, and amended in any form by any means without prior written authorization of the Language Center of Telkom University.

## Preface

### To the teacher,

**Basic English for ICT Engineering Students** offers easy-to-follow learning materials for false beginners to intermediate EFL university students in the field of ICT Engineering. This book is grounded in the belief that all students can improve their English competence when they are provided sufficient comprehensible inputs, contextual engagements and lots of exposures. The book are divided into three parts: (1) Basic English for Speaking Skills; (2) Basic English for Academic Writing and Presentation; (3) Basic English for Job Preparation. The goal of the book is to assists ICT engineering students in improving their English communication skills.

In the first three units, you will bring students to language elements and language devices to guide students understand and use vocabulary and proper expressions for their speaking skills. The lessons cover basic English in academic context. You will also guide students to have strategies in note-taking and re-telling the information using their own words. The goal of the first part is to have students able to understand and respond the information from spoken texts accurately and fluently. Then, at the end of the part, students should be able to produce good spoken texts and to interact in an-interview or a conversation setting and have a smooth interaction.

In the second six units, you will guide students to experience basic writing in academic contexts. Initially, you will help students become aware of writing a good text using the reading texts as the models. The goal of the second part is to have students understand and describe the information from written texts using variety ways of paraphrasing. Then, students should be able to produce their own writing in the form of a paragraph of an essay using proper English sentences. Afterwards, You will assist students to learn elements in a good presentation. The goal of the last part is to have students perform presentations applying organized story messages, effective visuals, and useful body language.

In the last four units, you will assist students to explore proper expressions for job interview, work setting activities, meeting, and negotiations. You will also guide students to create customary resume or curriculum vitae using good English. At the end of the part, students will be assigned to create a project related to work setting activities using proper English expressions.

This book provides activities that hopefully will assist you to make your class active and to still manage your class to the fullest. It is recommended that the contents of the book are presented and explored in at least 42 meetings or 84 learning hours. Constructive suggestions and prolific inputs are welcome to make this learning materials more suitable for EFL univeristy students majoring in ICT engineering.

## To the student,

Welcome to **Communicative English for ICT Engineering Students**, our innovative approach to learn English in friendly, relaxed, and comfortable atmospheres. This is a getaway from your abundant assignments, complex mathematical formulas, and tough classes. This book can provide you with sufficient comprehensible inputs, contextual engagements and exposures that match your needs to improve your English communication skills needed in your fields.

Exploring the learning materials in the first three units should help you to understand spoken and written English and to respond to the information using proper English expressions. At the end of the first part, you should be able to produce good spoken texts and to interact in an-interview or a conversation setting and have a smooth interaction.

Moreover, the second six units will help you applying variety ways of paraphrasing to re-tell or re-write the information that you capture from written and spoken texts. Then, you will able to produce a paragraph or an essay using proper English sentences. Furthermore, you will apply the three main messages in academic presentations, so that you will be able to perform effective presentation.

If you are taking English for Job Preparation, you will explore proper expressions for job interview, work setting activities, meeting, and negotiations in the last four units. You will also learn to create customary resume or curriculum vitae using good English. At the end of the part, you will be assigned to create a project related to work setting activities using proper expressions.

For further explorations and self-study, you can freely download the recorded materials presented in each unit via the Internet available in the references.

Bandung, July 21<sup>st</sup>, 2014  
The Author

# Table of Contents

Preface	i
Table of Contents	iii
Curriculum and Syllabus	v
<b>Unit 1 Trends in ICT</b>	<b>1</b>
1.1 Ordinal and Cardinal Numbers	1
1.2 English Verb Tenses	6
1.3 Language Device to Refer to and Describe a Graph	9
1.4 Review	16
1.5 Intermezzo: Useful Expressions in Classroom	18
<b>Unit 2 What Happens When You Make a Phone Call?</b>	<b>19</b>
2.1 English Alphabet Pronunciation	19
2.2 Essential Phrases Related to Telecommunication	22
2.3 Language Device to Describe Procedure and Process	24
2.4 Review	32
2.5 Intermezzo: More Useful Expressions in Classroom	34
<b>Unit 3 My Favorite Gadgets</b>	<b>35</b>
3.1 Word Stress in English Language	35
3.2 Essential Vocabulary to Describe Gadget	38
3.3 Basic Grammars to Construct Descriptive Statements	41
3.4 Review	47
3.5 Intermezzo: Fillers to Smoothen a Conversation	50
<b>Unit 4 Describing a Gadget</b>	<b>51</b>
4.1 Essential Vocabulary Related to Parts of Cellular Phone	51
4.2 Constructing Complete Ideas	54
4.3 Language Device to Describe Position of Parts	59
4.4 Language Device to State Functions	62
4.5 Review	73
4.6 Intermezzo: Expressions to Ask for Permission	76
<b>Unit 5 ICT in Our Life</b>	<b>77</b>
5.1 Text Organization in Academic Text	77
5.2 Outlining in Reading and Writing	85
5.3 Essential Transition Signals	89
5.4 Review	91
5.5 Intermezzo: Writing Process	93

<b>Unit 6 Social Network</b>	<b>94</b>
6.1 Elements of a Good Paragraph	94
6.2 Essential Verbs to Describe Things	104
6.3 Language Device to Compare and Contrast	106
6.4 Review	111
6.5 Intermezzo: Editing a Text	114
<b>Unit 7 Modern Technology</b>	<b>115</b>
7.1 Brainstorming for Ideas	115
7.2 Models of Basic Academic Text	122
7.3 Writing Time	131
7.4 Review	133
7.5 Intermezzo: Prepositions	137
<b>Unit 8 Downside of Technology</b>	<b>139</b>
8.1 Intonations in English Language	139
8.2 Register in Academic Presentation	141
8.3 Elements of a Presentation	144
8.4 Language Device for Opening Presentation	152
8.5 Review	154
8.6 Intermezzo: Essential Body Language	157
<b>Unit 9 Benefits of Technology</b>	<b>161</b>
9.1 Sentence Stress in English Language	161
9.2 Language Device for Connecting one Point to Another	164
9.3 Language Device for Closing Presentation	168
9.4 Review	171
9.5 Intermezzo: Effective Visuals	174
<b>Unit 10 ICT Engineers</b>	<b>177</b>
10.1 Essential Words Related to Career in ICT	177
10.2 Model CV and Resume for ICT Engineers	183
10.3 Model Interview for ICT Job Position	187
10.4 Intermezzo: Type of Employment	191

<b>Unit 11 ICT Company</b>	<b>196</b>
11.1 Essential Words Related to ICT Company Structure	196
11.2 Language Device in Describing ICT Company Business Activity	199
11.3 Model of ICT Company Profile	201
11.4 Essential Words ICT Related to Company Working Hours	203
11.5 Intermezzo: Cross-Cultural Misunderstanding	208
<b>Unit 12 ICT Products and Services</b>	<b>211</b>
12.1 Essential Words and Expressions for Describing ICT Products	211
12.2 Essential Words and Expressions for Describing ICT Services	217
12.3 Intermezzo: Mistranslated Signs	221
<b>Unit 13 Meetings in ICT Company</b>	<b>224</b>
13.1 Language Devices for Making Appointment	224
13.2 Language Devices for Taking and Leaving Messages	234
13.3 Language Devices for Business Meetings and Negotiations	237
13.4 Intermezzo: Greetings from around the World	242
<b>References</b>	<b>245</b>





# UNIT 1

## Trends in ICT



### In this unit, you will learn:

1. Cardinal and Ordinal Numbers
2. English Verb Tenses
3. Language device to refer to and describe graph

### 1.1 Cardinal and Ordinal Numbers

#### Activity 1: Pronunciation Practice

Let's start with improving your speaking skills. In English language, there are two kinds of numbers: cardinal and ordinal. Practice pronouncing the numbers correctly. Repeat after your teacher. Practice with a friend.

cardinal	one	two	three	four
	1	2	3	4
ordinal	first	second	third	fourth
	1st	2nd	3rd	4th

## Cardinal Numbers

1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	40 forty
3 three	13 thirteen	23 twenty-three	50 fifty
4 four	14 fourteen	24 twenty-four	60 sixty
5 five	15 fifteen	25 twenty-five	70 seventy
6 six	16 sixteen	26 twenty-six	80 eighty
7 seven	17 seventeen	27 twenty-seven	90 ninety
8 eight	18 eighteen	28 twenty-eight	100 a/one hundred
9 nine	19 nineteen	29 twenty-nine	1,000 a/one thousand
10 ten	20 twenty	30 thirty	1,000,000 a/one million

## Ordinal Numbers

1 st first	11 th eleventh	21 st twenty-first	31 st thirty-first
2 nd second	12 th twelfth	22 nd twenty-second	40 th fortieth
3 rd third	13 th thirteenth	23 rd twenty-third	50 th fiftieth
4 th fourth	14 th fourteenth	24 th twenty-fourth	60 th sixtieth
5 th fifth	15 th fifteenth	25 th twenty-fifth	70 th seventieth
6 th sixth	16 th sixteenth	26 th twenty-sixth	80 th eightieth
7 th seventh	17 th seventeenth	27 th twenty-seventh	90 th ninetieth
8 th eighth	18 th eighteenth	28 th twenty-eighth	100 th one hundredth
9 th ninth	19 th nineteenth	29 th twenty-ninth	1,000 th one thousandth
10 th tenth	20 th twentieth	30 th thirtieth	1,000,000 th one millionth

### Activity 2: Using Numbers Correctly

Answer the following questions. Play a role with a partner and ask each other questions. Ask your teacher to check your pronunciation.

1. What's the date of today? It's \_\_\_\_\_
2. What was the date of yesterday? It was \_\_\_\_\_
3. When do we celebrate our Independence Day? It's on \_\_\_\_\_

4. When do people around the world celebrate New Year? They celebrate on \_\_\_\_\_
5. When is your birthday? It's \_\_\_\_\_
6. When did you get accepted to this University? It was on \_\_\_\_\_
7. When did you leave your hometown? I left my hometown on \_\_\_\_\_
8. What time is it? It's \_\_\_\_\_



### Activity 3: Saying Numbers Correctly

In many occasions, numbers refer to many things. Most of the time, you will have to say big numbers. Complete the table below. Pay attention to your teacher. Repeat after your teacher. Then, practice with partner on how to say the following sets of numbers correctly.

836	Eight hundred thirty six	Eight hundred and thirty six
8.360		
80.360		
803.600		
5.5 million	Five point five million	
8.365.850		
16%		
18.5%		
38 (age)	Thirty-eight years old	
86 yrs.	Eighty six years	

#### Activity 4: Saying Big Numbers Correctly

Study the information below about big numbers. Pay attention to your teacher. Repeat after your teacher. Then practice saying big numbers with a partner.

- In writing large numbers, American English uses a comma ( , ) to separate thousands, millions, etc. For example: 1,000 (a thousand).
- American English also uses a **hyphen** ( - ) to separate "tens" words (twenty, fifty, etc.) and "ones" words one, three, six, etc.). **For example: twenty-one (21).**
- People often say "**a**" instead of "one" before hundred, thousand, million, billion, trillion and they often add "**and**" before the last number. For example:
  - **a hundred and** twenty-three (**123**)
  - **a thousand and** thirteen (**1013**)
- **When saying "1,000,000,000",** in American English a thousand million is a **billion**, but in British English, a thousand million is a **milliard**.
- When saying large numbers, **do not** make thousand, million, billion, trillion, plural. For example **Rp. 8,000,000,-; 3,000 students**
  - **Wrong:** \*Eight millions rupiah;  
\*three thousands students
  - **Correct:** Eight million rupiah;  
three thousand students
- In American English, use **commas** to separate thousands, millions, etc.
  - **Wrong:** \*31.033  
\*61.875.321  
\*836.358.836.635
  - **Right:** 31,033  
61,875,321  
836,358,836,635

Practice saying the following numbers:

## Group 1: thousand

Written	Said
8,420	Eight thousand four hundred and twenty
80,420	Eighty thousand four hundred and twenty
804,200	Eight hundred four thousand and two hundred

## Group 2: million

Written	Said
2,245,891	Two million two hundred forty-five thousand eight hundred and ninety-one
22,458,912	Twenty-two million four hundred fifty-eight thousand nine hundred and twelve
224,489,123	Two hundred twenty-four million four hundred eighty-nine thousand a hundred and twenty-three

## Group 3: billion

Written	Said
3,245,891,123	Three billion two hundred forty-five million eight hundred ninety-one thousand a hundred and twenty three
32,458,911,230	Thirty-two billion four hundred fifty-eight million nine hundred eleven thousand two hundred and thirty
324,589,112,306	Three hundred twenty-four billion five hundred eighty-nine million a hundred twelve thousand three hundred and six

## 1.2 English Verb Tenses

### Activity 5: Understanding Verb Tenses

When reading a graph, you must pay attention to the verb tenses. In English language, there are at least 12 tenses. Study the explanation below. Ask your teacher for more examples.

The 12 Tenses	Simple	Progressive	Perfect Progressive	Perfect
<b>Past</b>	I learned English.	I was learning English until last month.	I had been learning English for more than six years.	I had learned English since six years ago.
<b>Present</b>	I learn English today.	I am learning English right now.	I have been learning English for more than six years.	I have learned English since six years ago.
<b>Future</b>	I will learn English tomorrow.	I will be learning English at eight a.m. next week.	I will have been learning English for more than six years.	I will have learned English for six years today.

Here are several useful verbs that you can use to refer to and describe a graph:

#### Verb: Be

Subject	Verb Tense			
	Present	Past	Present Perfect has/have + V	Past Perfect had + V
I	am	was	been	been
she, he, it	is	was	been	been
you, we, they	are	were	been	been

## Several Useful Verbs

Verbs	Verb Tense			
	Present	Past	Present Perfect has/have + V	Past Perfect had + V
<b>use</b>	use	used	used	used
<b>see</b>	saw	seen	seen	seen
<b>grow</b>	grow	grew	grown	grown
<b>increase</b>	increase	increased	increased	increased
<b>rise</b>	rise	rose	risen	risen
<b>decline</b>	decline	declined	declined	declined
<b>decrease</b>	decrease	decreased	decreased	decreased
<b>drop</b>	drop	dropped	dropped	dropped
<b>fall</b>	fall	fell	fallen	fallen
<b>fluctuate</b>	fluctuate	fluctuated	fluctuated	fluctuated
<b>level</b>	level	leveled	leveled	leveled
<b>reach</b>	reach	reached	reached	reached

**Actiy 6: Pronouncing Past Tense Verbs**

**Related to regular verbs, there are three kinds of pronunciation: /t/, /d/, and /id/. Pay attention to the explanation below. Repeat after your teacher. Then, practice with a friend.**

In English, there are two kinds of sounds: voiced and voiceless (unvoiced). Voiced means that when you say the sound, your vocal cords vibrate. Voiceless means that when you say the sound, your vocal cords do not vibrate.

Your vocal cords are in your throat. You can feel the vibration of your vocal cord when you say a sound.

Now, try the following:

1. Put your fingers gently on your throat as you say a sound.
2. Now say /s/. Did you feel a vibration?
3. Now say /z/. Did you feel a vibration?
4. Now say /see/. Did you feel a vibration?
5. Now say /use/. Did you feel a vibration?

The pronunciation of the ending sound /-ed/ in English regular verbs depends on the final consonant sound. Study the following examples.

<b>/t/ voiceless</b>	<b>Example</b>	<b>/d/ voiced</b>	<b>Example</b>	<b>/id/ voiced</b>	<b>Example</b>
<b>c</b>	raced	<b>g</b>	damaged	<b>t</b>	fluctuated
<b>ch</b>	reached	<b>l</b>	leveled	<b>d</b>	needed
<b>gh</b>	laughed	<b>m</b>	seemed		
<b>k</b>	booked	<b>n</b>	declined		
<b>p</b>	dropped	<b>r</b>	offered		
<b>sh</b>	smashed	<b>s</b>	used		
<b>ss</b>	missed	<b>v</b>	waved		
<b>th</b>	breathed	<b>w</b>	borrowed		
<b>x</b>	fixed	<b>y</b>	enjoyed		
		<b>z</b>	amazed		

**Now, listen to your teacher giving a good model. Repeat after your teacher. Then, read aloud the following expressions.**

1. I raced to the mountain last month.
2. I reached the class just in time.
3. My friends and I laughed at Rima's jokes.
4. My parents booked a flight to Bandung yesterday.
5. Accidentally, my brother dropped my laptop this morning.
6. An angry man smashed somebody's car two hours ago.
7. I missed my family so much.
8. My friend fixed my cellular phone.
9. My roommate damaged my PC three days ago.
10. I leveled up to Intermediate in the English Course last week.
11. My teacher seemed happy today.
12. My teacher declined my homework this afternoon.
13. My classmate offered me to ride along to our dorm.
14. I used my favorite pens last year.
15. I waved good bye to my family last week.
16. I borrowed my sister's computer two weeks ago.
17. I enjoyed watching sport game last night.
18. My teacher amazed me.
19. The graph line on the board fluctuated.
20. I needed help from my teacher three days ago.



### 1.3 Language Device to Refer to and Describe a Graph

#### Activity 7: Recognizing Proper Expressions to Refer to a Graph

Study the information about four common types of graphs. Then, study the following language devices to refer to a graph.

Type of Graphs/Charts	Functions																		
<p style="text-align: center;"><b>Percentage of Telkom University Students</b></p> <p>A pie chart titled 'Percentage of Telkom University Students'. The chart is divided into two segments: a large red segment representing 'Male' at 74%, and a smaller light red segment representing 'Female' at 26%. A legend on the right side of the chart identifies the colors: a red square for 'Male' and a light red square for 'Female'.</p>	<p>This is <b>pie chart</b> to show percentages (%).</p>																		
<p style="text-align: center;"><b>Leading Activities of Internet Users in 2013</b></p> <p>A vertical bar chart titled 'Leading Activities of Internet Users in 2013'. The y-axis is labeled 'Percentage from 1800 people being surveyed' and ranges from 0% to 100% in 10% increments. The x-axis lists ten activities. The bars represent the following percentages: 'Use a search engine to find information' (85%), 'Look up news' (77%), 'Use online banking' (55%), 'Look up weather forecast' (40%), 'Visit a brand or product website' (70%), 'Pay bills online' (24%), 'Watch video clips' (80%), 'Listen to an audio clip' (88%), 'Sending emails' (65%), and 'Updating social status' (79%). A data table is provided below the chart.</p> <table border="1" data-bbox="268 1019 646 1048"> <tr> <td>Series1</td> <td>85%</td> <td>77%</td> <td>55%</td> <td>40%</td> <td>70%</td> <td>24%</td> <td>80%</td> <td>88%</td> <td>65%</td> <td>79%</td> </tr> </table>	Series1	85%	77%	55%	40%	70%	24%	80%	88%	65%	79%	<p>This is <b>vertical bar chart</b> to show changes in quantity over time.</p>							
Series1	85%	77%	55%	40%	70%	24%	80%	88%	65%	79%									
<p style="text-align: center;"><b>Female Students at Telkom University</b></p> <p>A horizontal bar chart titled 'Female Students at Telkom University'. The y-axis is labeled with categories 1 through 5. The x-axis represents the number of students, ranging from 0 to 5000 in increments of 1000. Two data series are shown: 'Series2' (red bars) and 'Series1' (blue bars). The data is summarized in the table below.</p> <table border="1" data-bbox="268 1299 646 1370"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Series2</td> <td>4500</td> <td>3800</td> <td>2100</td> <td>1500</td> <td>780</td> </tr> <tr> <td>Series1</td> <td>2013</td> <td>2010</td> <td>2000</td> <td>1995</td> <td>1990</td> </tr> </table>		1	2	3	4	5	Series2	4500	3800	2100	1500	780	Series1	2013	2010	2000	1995	1990	<p>This is <b>horizontal bar chart</b> to compare quantity.</p>
	1	2	3	4	5														
Series2	4500	3800	2100	1500	780														
Series1	2013	2010	2000	1995	1990														
<p style="text-align: center;"><b>Students Studying Engineering</b></p> <p>A line chart titled 'Students Studying Engineering'. The y-axis is labeled 'Axis Title' and ranges from 0 to 4000 in increments of 500. The x-axis is labeled with years 1, 2, 3, and 4. Two data series are plotted: 'Series1' (blue line) and 'Series2' (red line). The data points are as follows:</p> <table border="1" data-bbox="268 1612 646 1684"> <tr> <td>Series1</td> <td>1990</td> <td>1995</td> <td>2000</td> <td>2010</td> </tr> <tr> <td>Series2</td> <td>780</td> <td>1500</td> <td>2100</td> <td>3800</td> </tr> </table>	Series1	1990	1995	2000	2010	Series2	780	1500	2100	3800	<p>This is <b>line chart</b> to demonstrate trends.</p>								
Series1	1990	1995	2000	2010															
Series2	780	1500	2100	3800															

For example:

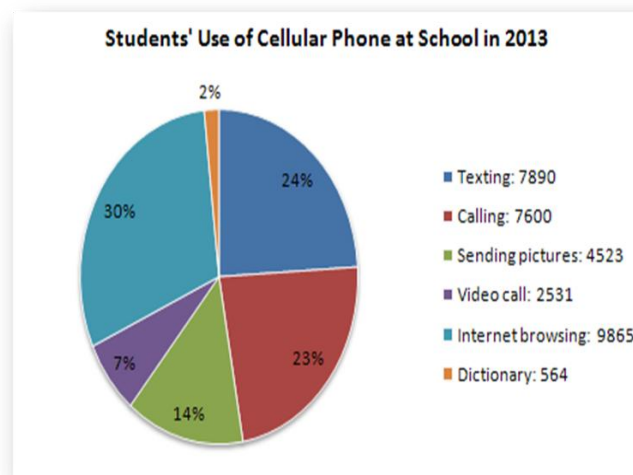


Chart 1: Students' Use of Cellular Phone at School in 2013

**Language Device:** Referring to a graph/chart/table

1. **Based on the graph**, the percentage of students using their cellular phone for Internet browsing was 30%.
2. **The graph shows that**, the percentage of students using their cellular phone for Internet browsing was 30%.
3. **It can be seen from the graph that**, the percentage of students using their cellular phone for Internet browsing was 30%.

### Activity 8: Completing Information Based on Chart

Observe the chart. Study the examples of verb tenses in Activity 6. Complete the information based on the chart using correct verb tenses. You must change the tense of the verbs in the brackets. Show your expressions to your teacher. An example has been done for you.

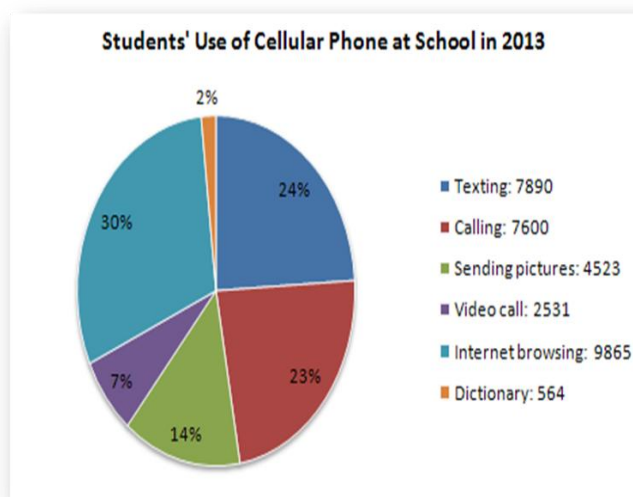


Chart 1: Students' Use of Cellular Phone at School in 2013

For example:

**Based on the graph**, the percentage of students using their cellular phone for calling was 23%. (be)

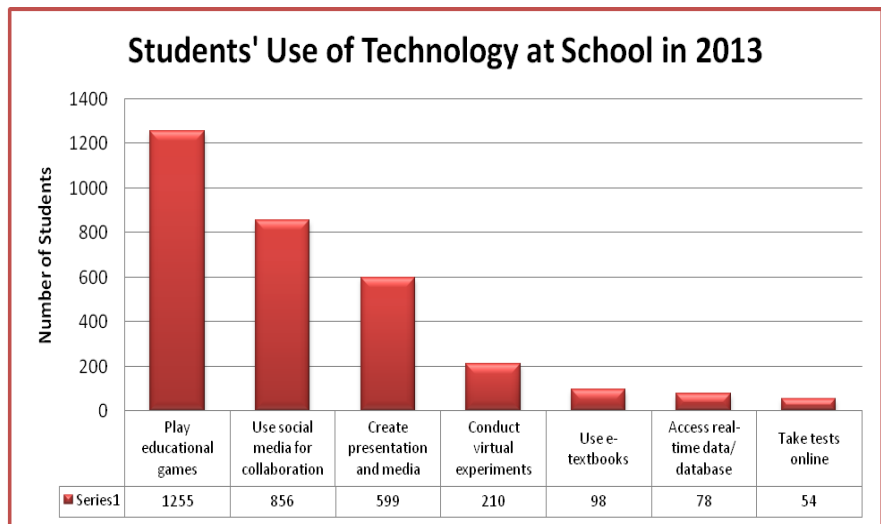
Expressions:

1. In 2013, there \_\_\_\_\_ 4523 students using cellular phone for sending pictures (be).
2. 564 students \_\_\_\_\_ their cellular phones for dictionary in the year of 2013. (use)
3. It can be seen from the chart that 7890 students \_\_\_\_\_ (text) and 7600 students \_\_\_\_\_ (call) using their cellular phones in 2013.

### Activity 9: Reading a Graph

Observe the graph below. Study the expressions that you can use to refer to a Activity 7. Choose two components from the chart and the graph. Create proper expressions. Show your expressions to your teacher. An example has been done for you.

**Total number of students: 3150**



**Graph 1: Students' Use of Technology at School in 2013**

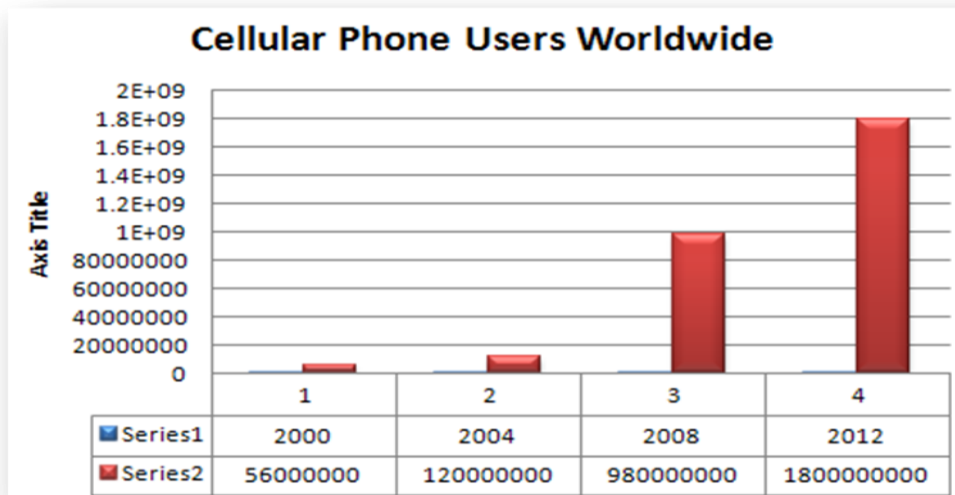
For example:

**The graph shows that**, there were 599 students using computer to create presentation and media or it was around 19.02% in 2013.

Your expressions:

1. \_\_\_\_\_.
2. \_\_\_\_\_.

**Activity 10: Recognizing Proper Expressions for Describing Graph**  
Then, study the following language devices to describe a graph.



**Graph 2: Cellular Phone Users Worldwide**

**Language Device:** Describing change in a graph/chart/table

1. **Based on the graph**, there was **a very steady increase** in the number of cellular phone users worldwide from the year of 2000-2012.
2. **The graph shows that** there was **a rise of** the number of cellular phone users worldwide from 2000-2012.
3. **It can be seen from the graph that** the number of cellular phone users worldwide from 2000-2012 **grew sharply**.

**More expressions to describe changes based on a graph:**

**Language Device: Describing change in a graph/chart/table:**

**Describing increase:**

1. There was a very steady increase of/related to \_\_\_\_
2. There was a rise of /related to \_\_\_\_\_
3. X was increased by \_\_\_\_\_ (percentage/number) in \_\_\_\_\_ (year).
4. X reached a peak in \_\_\_\_\_ (year).
5. X grew sharply in \_\_\_\_\_ (year).

**Describing decrease:**

1. There was a steep fall of \_\_\_\_\_ in the year of \_\_\_\_\_
2. There was a decline of \_\_\_\_\_ in \_\_\_\_\_
3. X was decreased by \_\_\_\_\_ (percentage/number)
6. X dropped suddenly by \_\_\_\_\_ (percentage/number) in \_\_\_\_\_ (year).
7. X leveled off by \_\_\_\_\_ (percentage/number) in \_\_\_\_\_ (year).

**Describing increase and decrease:**

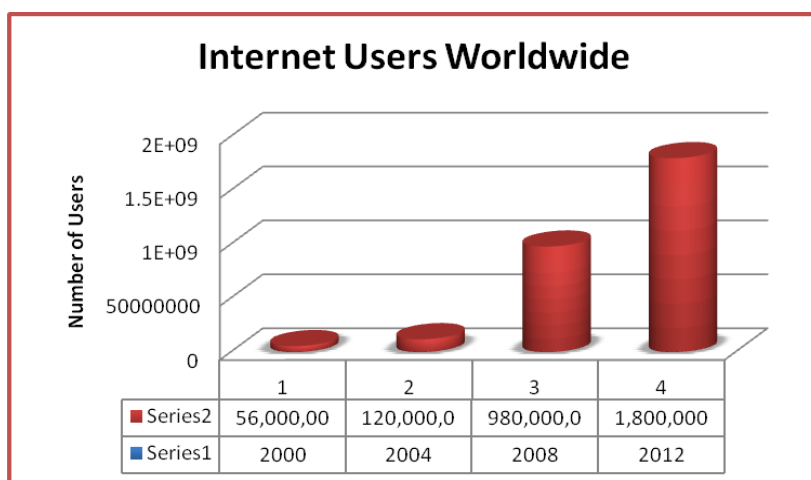
1. There was a gradual fluctuation of \_\_\_\_\_ from \_\_\_\_\_ (year) to \_\_\_\_\_ (year).
2. There was a rise and fall of \_\_\_\_\_ from \_\_\_\_\_ (year) to \_\_\_\_\_ (year).

**When describing changes based on graph 2 on the previous page, you can also use the following expressions:**

\* From 2000-2012, there was **a very steady increase** related to cellular phone users worldwide.

### Activity 11: Reading a Graph

Observe the graph below. Study the expressions that you can use to refer to a graph in Activity 7 and to describe a graph in Activity 8. Choose two components from the graphs. Create proper expressions. Show your expressions to your teacher. An example has been done for you.



**Graph 3: Internet Users Worldwide**

**For example:**

1. Compared to the year of 2000, the number of Internet users **grew sharply** in the year of 2008.

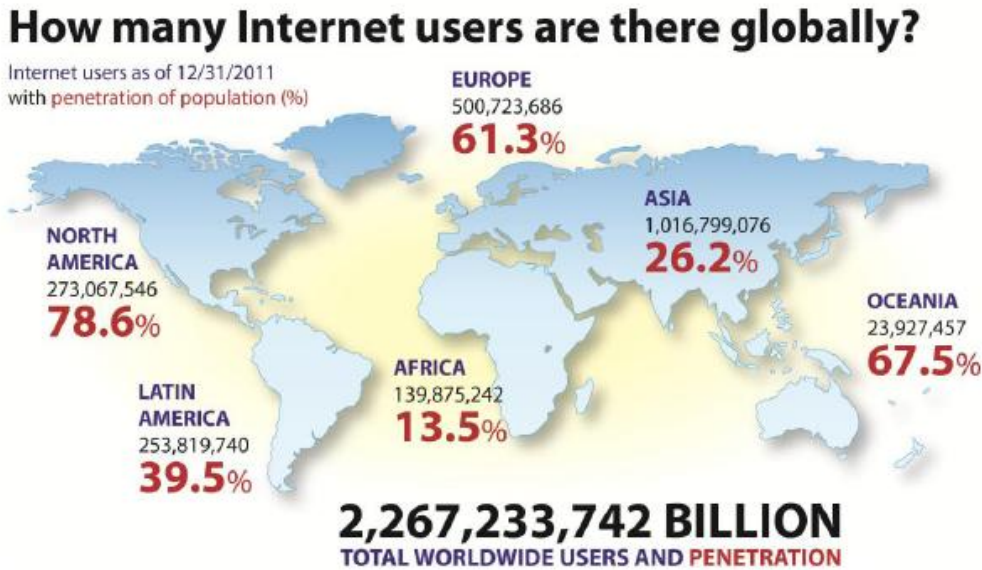
**Your expressions:**

1. \_\_\_\_\_.
2. \_\_\_\_\_.

1.4 Review

Activity 12: Pronunciation Practice

Use the language devices in this unit to describe the graph below. Write down how each word that represent number will sound. Then, read aloud the description to improve your English pronunciation. An example has been done for you. Practice with a partner.



Graph 4: Internet Users Globally in 2011

No.	What is being written	What is being said
1	Asia: In 2011, the total number of Internet users in Asia was 1.016.799.076 people or it's about 26.2% from the total population.	In two thousand eleven, the total number of Internet users in Asia was one billion sixteen million seven hundred ninety nine thousand seventy six people or about twenty six point two percent from the total population.
2	Oceania:	



No.	What is being written	What is being said
3	Europe:	
4	Africa:	
5	North America:	
6	Latin America:	

**Activity 13: Reading Aloud**

**Choose two countries from the graph in Activity 12. Read aloud the information accurately and correctly to your teacher.**

## Evaluation of Unit 1

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_

### Speaking Skills:

Aspects	Score (1-4)
Correct Pronunciation (Big Numbers)	
Proper Use of Expressions	
Flow of Speech (less fillers and pauses)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

**\*You may copy/cut/tear this page.**

### 1.5 Intermezzo: Useful Expression in a Classroom

When you need your teacher's assistance, don't hesitate to ask. Use the following useful expressions.

#### Language Device

##### Attracting attention:

1. Excuse me,... or Pardon me,...
2. Mam or Sir...

##### Asking for help:

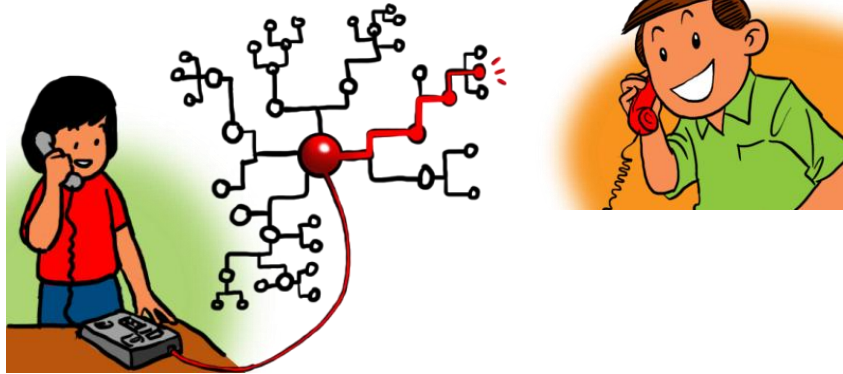
1. Could you help me?
2. Could you assist me?

##### Asking questions:

1. What's the English for...? Or What's ... in bahasa?
2. How do you say...in English?
3. What's the meaning of ...?

## Unit 2

### What Happens When You Make a Phone Call?



In this unit, you will learn:

1. English Alphabet Pronunciation
2. English idioms related to telecommunication
3. Language device to describe procedure and process

#### 2.1 English Alphabet Pronunciation

##### Activity 1: Pronunciation Practice

English alphabets are pronounced differently when they are isolated and when they are stringed into words. Study the alphabet pronunciation below.

##### Alphabet pronunciation

A	B	C	D	E	F
[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ef]
G	H	I	J	K	L
[dʒi:]	[eɪtʃ]	[aɪ]	[dʒeɪ]	[keɪ]	[el]
M	N	O	P	Q	R
[em]	[en]	[əʊ]	[pi:]	[kju:]	[ɑ:]
S	T	U	V	W	X
[es]	[ti:]	[ju:]	[vi:]	[ˈdʌbəlju:]	[eks]
Y	Z				
[waɪ]	[zed/zi:]				

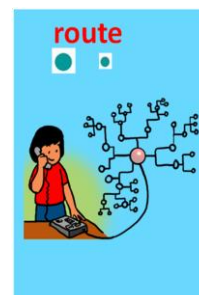
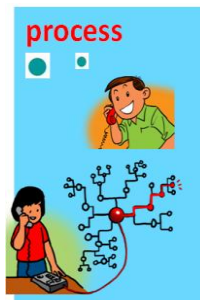
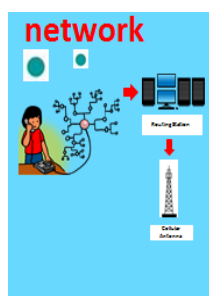
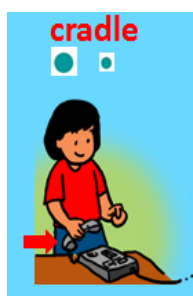
### Activity 2: Spelling Alphabets Correctly

Answer the following questions. Play a role with a partner and ask each other questions. Apply correct spelling. Ask your teacher to check your spelling.

1. How do you spell your last name? It's \_\_\_\_\_
2. How do you spell your full name? It's \_\_\_\_\_
3. What's the short name of your campus? It's \_\_\_\_\_. How do you spell it? It's \_\_\_\_\_
4. What's the name of a country that you want to visit? Could you spell it?  
It's \_\_\_\_\_
5. What's the capital city of your country? How do you spell it? It's  
\_\_\_\_\_
6. Please spell the name of a country where you can see the Statue of Liberty.  
It's \_\_\_\_\_
7. Spell the name of the province in Indonesia where you can stop at a city named Bandung. It's \_\_\_\_\_
8. Spell the capital city of Irian Jaya—a province in Indonesia. It's  
\_\_\_\_\_

### Activity 3: Pronunciation and Spelling Practice

Now, pronounce the following words below. Then, spell each word applying correct alphabet pronunciation. Pay attention to your teacher. Repeat after your teacher. Then, practice with a friend.



- |                 |                         |
|-----------------|-------------------------|
| 1. Cradle       | = c-r-a-d-l-e           |
| 2. Network      | = n-e-t-w-o-r-k         |
| 3. Process      | = p-r-o-c-e-s-s         |
| 4. Route        | = r-o-u-t-e             |
| 5. Satellite    | = s-a-t-e-l-l-i-t-e     |
| 6. Signal       | = s-i-g-n-a-l           |
| 7. Station      | = s-t-a-t-i-o-n         |
| 8. Switch       | = s-w-i-t-c-h           |
| 9. Antenna      | = a-n-t-e-n-n-a         |
| 10. Advancement | = a-d-v-a-n-c-e-m-e-n-t |

## 2.2 Essential Phrases Related to Telecommunication

### Activity 4: Performing and Discussing a Dialogue

Play a role and perform the dialogue on the next page with a partner. Discuss with your partner what happens in the dialogue.

A : Hi Azis, what are you doing?

B : Hi Aris I'm trying **to drop** Yuli **a line**. We **haven't talked in ages**. I've **been out of touch** with her since I left for college. I want to **keep her posted** on what's been going on in my life.

A : OK. What seem to be the trouble here?

B : At first, I thought we've been **playing phone tag** all day. It turned out that there's something wrong with my phone. Everytime I try to call someone, the screen freezes.

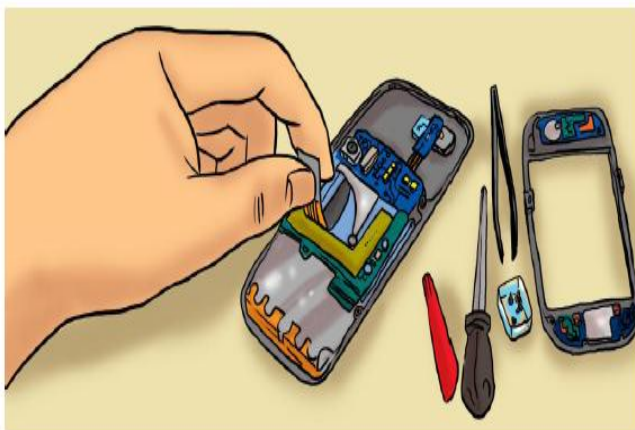
A : Can I have a look? Hmm..., here you go. Follow my instructions. First, turn off your phone. Then, open the back casing and take out the battery and the SIM card or take out the SIM card. We let it in an open air for a while, about one minute.

B : Then what?

A : Now, we insert the SIM back to the slot. Or put everything back. Finally, turn on your cellular phone and try to **give me a call**.

B : Ok, hold on. Hey, it works. Thanks man.

A : Always a pleasure.



### Questions for discussion.

1. What are the names mentioned in the dialogue?
2. What is the nature of their relationship?
3. What happens to Azis's cellular phone?
4. How many steps does Aris mention to fix Azis's cellular phone?
5. What happens at the end?

### Activity 5: Vocabulary Exploration

Pay attention to the underlined words in the dialogue above. Then, guess the meaning of the underlined words. Check your answer with your teacher.

#### Vocabulary Exploration:

No.	Idioms	Intended Meanings
1	...drop (someone) a line...	
2	...haven't talked in ages...	
3	...have been out of touch...	
4	...keep (someone) posted...	
5	...play phone tag...	
6	...give (someone) a call.	

### Activity 6: Completing Expressions

Read the dialogue in Activity 1 once again. Then, use the English idioms to complete the following ideas. Check your answers with your teacher.

- If you get a chance, \_\_\_\_\_ when you arrive in Bandung.
- Hello Yuyun, we \_\_\_\_\_, where have you been?
- Once you arrived in Bali, \_\_\_\_\_. I want to know every details of what's going on in your life.
- I've been trying to call you since this morning. But, it turned out that we've been \_\_\_\_\_.

## 2.3 Language Device to Describe Procedure and Process

### Activity 7: Transition Signals in Procedure and Process

There are transition signals or sentence connectors that you can use to give instructions or guidance or describing process. The connectors can be a word or a phrase. Study the following expressions that you can use when describing procedures and process.

#### **Language Device: Transition Signals**

a. **To show the actions:**

**Step 1:** First, to begin with, initially, to start

**Step 2:** Second, Afterward, next, then, etc.

**Step 3:** Third, thereafter, then, next, etc.

**Step 4:** (final step): Finally, at last

b. **To show one action that precedes another:**

After the menu is clicked, there are options appear on the screen.

When we make a call, we will hear dial tone.

Having dialed the number, the signal is sent and we wait for a respond.

c. **To show two actions that happen at the same time:**

While you send your message, you can also make a phone call.

When you finish dialing a number, at the same time, the satellite recognizes your signal and send it to the destination number.

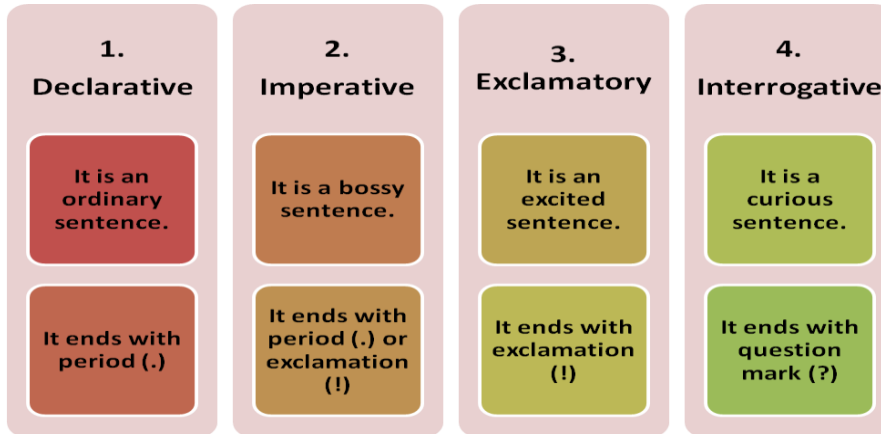
**For example: This is taken from the dialogue in Activity 1**

- **First**, turn off your phone.
- **Then**, open the back casing and take out the battery and the SIM card or take out the SIM card.
- **Next**, we let it in an open air for a while, about one minute.
- **Now**, we insert the SIM back to the slot or put everything back.
- **Finally**, turn on your cellular phone and try to give me a call.



### Activity 8: Recognizing Types of Sentences in English Language

Study the following explanations on the four types of sentences in English language. Ask your teacher to give more examples.



For example:

Declarative	I need you to follow my instructions.
Imperative	Follow my instructions.
Exclamatory	My instructions are easy to follow, right!
Interrogative	Aren't my instructions easy to follow?

### Activity 9: Understanding the Constructions of Imperative Sentences

When you construct an imperative sentences, you can choose to hide or show the subject. Sometimes, you can also start your imperative sentence with a verb. For example: “Turn off your phone”. Study the following components to help you create a good sentence to describe a procedure.

For example:

First,		turn of	your phone.
transition signal + comma	hidden subject: “you”	verb (action) in bare form (V1)	noun phrase

Next,	we	let	it	in an open air	for a while, about one minute.
transition signal + comma	Subject	verb (action) in bare form (V1)	pronoun referring to SIM card	preposition	adverb of time

### Activity 10: Completing a Procedural Text

Read the steps to send a text message on the next page. Complete the text with proper transition signals and verbs. Check your answers with your teacher.

The transition signals:

In addition	Afterwards	Then	Next
First	Thereafter	Now	Last

The verbs:

add	choose	press	go	enter
wait	type	select	insert	access

#### ☞ Steps to Send a Text Message ☜



1. \_\_\_\_\_, \_\_\_\_\_ the menu on your cell phone.
2. \_\_\_\_\_, in the menu, \_\_\_\_\_ the “message” icon.
3. \_\_\_\_\_, \_\_\_\_\_ the “create new message” option.
4. \_\_\_\_\_, \_\_\_\_\_ your message.
5. \_\_\_\_\_, don’t forget to \_\_\_\_\_ a space after each word.
6. \_\_\_\_\_, you can also \_\_\_\_\_ punctuation marks to your message.
7. \_\_\_\_\_, once you have a completed message, \_\_\_\_\_ to “option” and \_\_\_\_\_ “send” button.
8. \_\_\_\_\_, \_\_\_\_\_ for the confirmation “message is sent”.

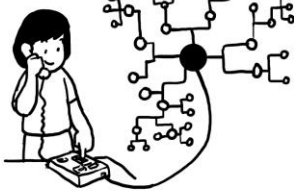
### Activity 11: Identifying Procedures and Process

A procedure is when someone does an action. A process is when something is being done. Read the texts below. Identify which information is a procedure and which one is a process. Check your answers with your teacher.



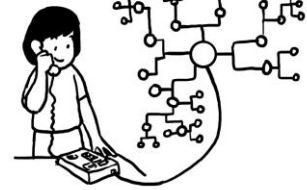
1

1. First, lift the handset from the cradle and then dial a number.



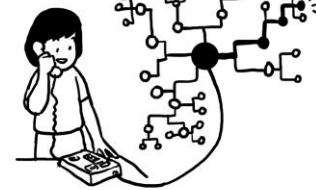
2

2. As you wait, you will hear a dial tone. This dial tone confirms the connection.



3

3. Then, the switch rises and the telephone are connected to the routing network where it is automatically transmitted to the local number being dialed.



4

4. Finally, you are connected to the person on the other line and you can have a conversation.

1.	
2.	
3.	
4.	

**Commonly, a procedural text may consists of:**

1. Title
2. Materials or ingredients
3. Series of steps
4. Conclusion

### Activity 12: Understanding Active and Passive Voices

We usually use active sentences when we describe procedures. But, when we describe process, we can use both active and passive sentences. Study the explanations below on how active and passive sentences are used.

**We use active voice when:**

- We talk mostly in informal/ daily speaking. i.e. *I haven't made a call.*
- We want to **show** the agent and the action. i.e. *The mobile sends the text message.*
- We want to show procedure. i.e. *(You) lift the handset from the cradle.*

**We use passive voice when:**

- We talk in formal/ scientific speech. i.e. *The call hasn't been made.*
- We want to **emphasize** the action, or the agent. i.e. *The text message is sent.*
- We want to show process. i.e. *The cradle is lifted from the handset.*

<b>Active</b>		<u>lift</u>	the handset	from	the cradle.

<b>Passive</b>	The handset	<u>is lifted</u>		from	the cradle.

The constructions are:

The helping verbs	The other verbs	The constructions	The meanings
verb to be: is/are/was/were/be/be en	+ action (verb) in V3 form	The handset <u>is lifted</u> from the cradle.	At one time, someone lifts a handset. Now, the handset is back on the cradle.
has/have/had	+ been + action (verb) in V3 form	The handset <u>has been lifted</u> from the cradle.	For a period of time (even until now), someone has lifted the handset and the handset is still not back on the cradle.
will/would/shall/shoul d/must/	+ have/had + been + action (verb) in V3 form	The handset <u>should have been lifted</u> from the cradle.	At one time, an action supposed to be done: someone lifts a handset. But it didn't happen.

**More examples of passive voices:**

How the passive is used	Example/s
1. When the <b>agent</b> (the person does the action) is <b>unknown, important or obvious</b> from the context.	The call <b>was made</b> . The call <b>was made</b> . (by the teacher)
2. When <b>the action is more important than the agent</b> as an instruction, processes, headlines.	The text message <b>is picked up</b> by the tower antenna.
3. To make <b>more polite or formal statements</b> .	The call <b>has not been made</b> .
4. <b>To put emphasis on the agent</b>	The new cellular tower will be officially announced <b>by the rector</b> .

**Note:**

When you change an active sentence into passive, the complete ideas must have information about someone doing an action to someone else or to something or something doing an action to something else or someone.

**For example:**

**You cannot change the sentence: "I feel really tired" into passive voice.**

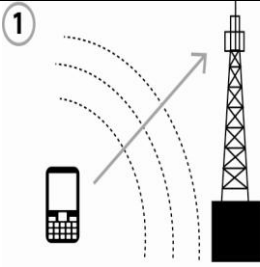
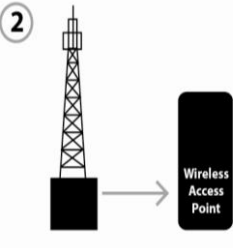
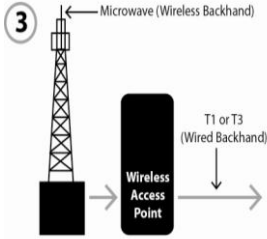
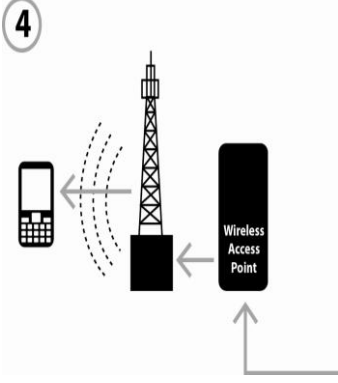
**Activity 13: Identifying Procedures and Process**

**Read the text. Underline the procedures and circle the process. Discuss your answers with the class.**

**How a Cellular Phone Call Works**

Cellular phone or cell phones are radio devices. They communicate by transmitting and receiving voice over an area. This is what happens when you make a call using a cell phone.



<p>First, a cell phone radios the nearest cell tower.</p> <p>When you make a call, your phone sends a message via radio. The message is picked up by the tower's antenna.</p>	
<p>Next, a wire of fiber-optic line carries the call down to the wireless access point. The wireless access point is connected to the multi-port switch.</p>	
<p>The call gets routed to a backhaul, usually down to an underground wired T1 or T3 line to a powerful line-of-sight wireless microwave antenna.</p> <p>This is typically used either when a ground connection is not available or when the ground connection is poor.</p>	
<p>Then, the incoming call or data comes back from the backhaul and up through the switch to the antenna here it then hits your phone.</p> <p>Finally, you will talk to the person on the other line.</p> <p>These are the basic procedures and processes of how a cell phone works.</p>	

**The number of procedure** : \_\_\_\_\_  
**The number of process** : \_\_\_\_\_

### Activity 14: Completing a Text using Correct Form of Verbs

Study the constructions of procedures and process in the previous activities. Complete the text with proper verb forms. Ask your teacher to check your answers.

What kind of call would you like to make?



LOCAL



LONG DISTANCE



CELLULAR



When you (1) \_\_\_\_\_ (make) a local call, the call (2) \_\_\_\_\_ (go) to a computer-controlled routing station where it (3) \_\_\_\_\_ (transmit) automatically to the local number being dialed.

When you (4) \_\_\_\_\_ (call) a cellular phone, the call (5) \_\_\_\_\_ (go) from a routing station to an antenna. The antenna (6) \_\_\_\_\_ (send) radio signals to communicate with the cellular phone.

When you (7) \_\_\_\_\_ (make) an international call, the call (8) \_\_\_\_\_ (go) from a routing station to another routing station via satellite. This (9) \_\_\_\_\_ (happen) when you (10) \_\_\_\_\_ (call) a fixed phone in another country.

However, when you (11) \_\_\_\_\_ (call) a cellular phone in another country, the call (12) \_\_\_\_\_ (go) from routing station to a cellular antenna via satellite.

## 2.4 Review

### Project 1: Library Research

1. Visit the campus library.
2. Find information on important procedure and/or a process that a university freshmen majoring in ICT must know.
3. Print or copy or re-type the text.
4. Underline the procedures and circle the process.
5. Read aloud the text in front of your teacher or record your voice.
6. Submit your text and recoded voice to your teacher.
7. See activity 11 to help you.

#### Some suggestions for interesting topics:

- a. How to memorize complex mathematical formulas
- b. How to install updated applications
- c. How to learn Adobe Flash in one day
- d. How to create multimedia power point
- e. How to ...

### Project 2: Re-telling a Procedure/Process

1. Visit a campus facility.
2. Find information on important and/or a process related to your campus that a university freshmen must know.
3. If the information is in Bahasa, transform them into good English.
4. Describe the procedure or the process in front of your teacher.
5. See activity 8 to help you.

#### Some suggestions for interesting topics:

- a. How to get a new ID card when the old one is lost
- b. How to get a contact of your academic supervisor
- c. How to register for a make-up exam via online
- d. How to ask your lecturer to change your final grade
- e. How to...

### Project 3: Making a Flowchart

1. You can create a similar text just like the text in Activity 8 or Activity 12.
2. You may choose your own topic of your interest.
3. Create a helpful flowchart.
4. Read aloud your text or explain the flowchart to your teacher.
5. You may record your voice and send it to your teacher.



**How to ...**

Written by: \_\_\_\_\_

Introduction:  
\_\_\_\_\_.

Step 1 : \_\_\_\_\_  
Step 2 : \_\_\_\_\_  
Step 3 : \_\_\_\_\_

.....

## Evaluation of Unit 2

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_  
 Selected Project : \_\_\_\_\_

### Writing Skills:

Aspects	Score (1-4)
Handwriting (readable or not)-smart choice of font (if typed); has spaces between words	
Mechanics, Spelling, and Grammar	
Construction of Ideas (clear and easy to follow)	
Overall Task Completion	
Feedbacks from your teacher:          	
Your English Teacher's Signature: _____	

**Speaking Skills:**

Aspects	Score (1-4)
Correct Pronunciation	
Proper Word Use	
Proper Use of Expressions	
Flow of Speech (less fillers and pauses)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

**\* You may copy/cut/tear this page.**

**2.5 Intermezzo: More Useful Expressions in Classroom**

**Study the expressions that you can use when you become confused and need to have things repeated.**

**Expressions:**

Less polite!

1. Huh?
2. What did you say?
3. Come again.
4. What does...mean?
5. Can you give me an example?
6. Could you run that by me again?
7. I'm sorry, I don't know what you mean.
8. I'm sorry, I didn't catch that.
9. I'm sorry; I don't understand the expression...
10. One more time.
11. Once more.
12. Please speak more slowly.

More polite!

## UNIT 3

### My Favorite Gadgets



#### In this unit, you will learn:

1. Word Stress in English Language
2. Essential Vocabulary related to gadgets
3. Basic grammar to construct descriptive statements

#### 3.1 Word Stress in English Language

##### Activity 1: Understanding Word Stress in English

Each syllable in English words is not pronounced similarly. In a word consisting two or more syllables, we say one syllable very strongly, the others very weakly. Study the following explanations and examples. Ask your teacher to give more examples.

To understand word stress, it helps to understand **syllables**. Every word is made from syllables. Each word has one, two, three or more syllables.

Word		Number of Syllable
device	de•vice	2
Information	in•for•ma•tion	4
telecommunication	tel•e•com•mu•ni•ca•tion	7

Notice that (with a few rare exceptions) every syllable contains at least one **vowel** (a, e, i, o or u) or **vowel sound**.

There are **SIX** very important rules about word stress:

**Rule#1**

- The stressed syllable of a focus word is extra long, extra clear, and has a pitch change
- i.e. phone

**Rule#2**

- For words that end in *-tion, -sion, or -cian*, the stressed syllable come just before the ending
- i.e. combination

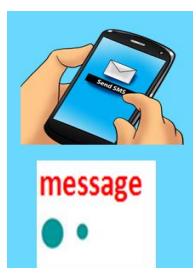
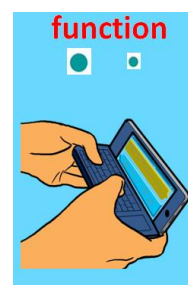
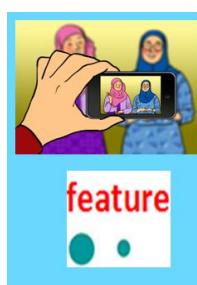
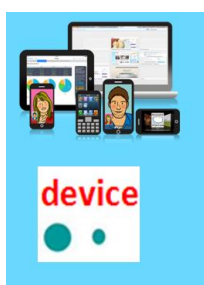
**Rule#3**

- For words that end in *-ic, -ical*, the stressed syllable come just before the ending
- i.e. publiic, typical

4. **Rule #4:** One word, one stress. (One word cannot have two stresses. So if you hear two stresses, you have heard two words, not one word.)
5. **Rule#5:** The stress is always on a vowel.
6. **Rule#6:** The stress commonly on:
  - a. The first syllable
  - b. The last (second) syllable
  - c. The second to last (second from the end) syllable

**Activity 2: Pronunciation Practice**

Practice pronouncing the following words below. Repeat after your teacher. Pay attention to the word stress.



### Activity 3: Completing a Text

**Study the six words above and identify their parts of speech. Then, complete the text below using the six words. Remember, you can only use the word once. Check your answers with the class.**

Nowadays, people cannot live without their gadget. It is an important development in the (1) \_\_\_\_\_, communication, and technology era. Today, we are going to describe a (2) \_\_\_\_\_ device, a cellular (3) \_\_\_\_\_. This (4) \_\_\_\_\_ is very useful. The main (5) \_\_\_\_\_ is to connect two people in different places to have a conversation. One of the (6) \_\_\_\_\_s is texting. I can send a (7) \_\_\_\_\_ to my friend anytime and anywhere.






### Activity 4: Reading Aloud


**After you complete the text in Activity 3, read aloud the text. Practice with a friend. Circle the words that you have problems in pronouncing them correctly. Ask your teacher to help you.**

### 3.2 Essential Vocabulary Related to Gadgets

#### Activity 5: Listening Time

Listen to six people telling about their favorite gadgets. Complete the table based on the information that you hear. Identify the types of gadget mentioned by them.

Narrators	Gadgets being used	Reasons why loving the gadgets
 <b>Aki/Japan</b>	Her favorite gadget is _____.  	She always connects to the Internet to do emailing, domestic and international skyping, and online shopping.
 <b>Lindsay/United States</b>	My favorite gadget is _____.  	She can contact her friends, use it as a dictionary and take pictures.
 <b>Shalini/Canada</b>	She has _____ _____.  	It is really handy and saves all of her documents
 <b>Lori/Canada</b>	Although she's not a gadget-person, her favorite gadget is her _____.  	She is excited because her phone is years ahead in technology.
 <b>Tom/United States</b>	He really loves _____ _____.  	It helps him to feel relaxed.

 <b>Jeff/Canada</b>	His favorite gadget is a _____ _____ _____.	It could also function as dictionary and recognizes your handwriting.
<b>You</b>		
<b>Your friend#1 (sitting on your right side)</b>		
<b>Your friend #2 (sitting on your left side)</b>		

From the audio and your interview(s), the types of gadgets that you can identify are:

---

### Activity 6: Guessing the Meaning

Study the following phrases taken from the text in Activity 1. Write down your guess. Then create your own expressions. Share your expressions with the class.

No.	Underlined words/phrases	Your guess on the meanings
1.	She always connects to the Internet to do emailing, <b>domestic</b> and international skyping, and online shopping.	
2.	It is really <b>handy</b> and saves all of her documents.	
3.	She's not a <b>gadget-person</b> .	
4.	She is excited because her phone is <b>years ahead in technology</b> .	

**Activity 7: Discovering Four English Idioms**

Read the text below. With a partner, guess the meaning of the bold phrases known as idioms. Check your answers with the class.

No.	Underlined words/phrases	Your guess on the meanings
1.	Nowadays, people own different kinds of phone that <b><u>fit their bills and their needs.</u></b>	
2.	It was not new, but it's <b><u>in mint condition.</u></b>	
3.	This phone is <b><u>a notch above</u></b> other smart phones since it has video call.	
4.	I guess it's <b><u>the next best thing</u></b> after iPhone 4.	

### My Phone

Good morning everyone. My name's Ima Kusmayanti. Nowadays, people own different kinds of phone that **fit their bills and their needs.** This is my favorite gadget, my phone. I bought this iPhone 4 last year. It was not new, but it's **in mint condition.** This telecommunication device is **a notch above** other smartphones since it has the best feature: video call. I guess it's **the next best thing** after iPhone 5. The main functions of my phone are to call and receive messages to my friends. I also get lots of information using web browser from this phone. That's all. Thank you.



### Activity 8: Completing Expressions

Complete the sentences below using the four English idioms in Activity 5. Check your answer to your teacher.

1. Nokia Lumia 920 could be \_\_\_\_\_ after Apple iPhone-4. However, iPhone 4 still controls the market of smart phones.
2. If you want to buy affordable smart phones, you need to go to Bandung Electronic Mall because there are phones that \_\_\_\_\_.
3. You need to bring a friend who can check whether the second-hand smart phone that you want to purchase is \_\_\_\_\_.
4. Nowadays, Samsung Galaxy Note 8.0 is \_\_\_\_\_ i-Phone 5 because of Samsung's many features.



### 3.3 Basic Grammars to Construct Descriptive Statements

#### Activity 9: Identifying Nouns

Read the text below and identify at least five singular nouns. List down your selected words in the table. Next, write down the plural form of the words. Discuss the words with the class.

#### “iPhone Features”

The front surface of the Apple iPhone has only one button, the home button. Pressing the home button takes you to the main screen of the iPhone's graphical user interface. You can choose from the device's four primary functions using icons at the bottom of the phone: (1) phone service: 3G, GSM or EDGE cellular phone service as well as a visual voice mail menu; (2) mail: POP and IMAP e-mail access, including in-line pictures, HTML capabilities and push e-mail; (3) web: Safari Web Browser; and (4) iPod: Music and videos

You can open the iPhone's other applications from the upper portion of the home screen. These include a calendar, calculator, notepad, and widgets, or mini-applications made specifically for the iPhone.

The iPhone 4 ups the stakes with a 5-megapixel camera for better results. You can also use an iPhone to check weather reports and stock quotes. You can install a corresponding application to watch YouTube videos. The keys and buttons are on the screen to help you navigate the features of the phone.

An accelerometer enables the iPhone 4 to change its perspective from vertical to horizontal by tilting the phone. Thus, you can scroll through long lists of music files on a long and narrow screen in a widescreen format.

Singular Nouns	Plural Nouns

**Activity 10: Understanding Rules of Formulating Singular and Plural Nouns**  
**Study the explanations on several rules that you have to remember when you use nouns. Ask your teachers to give you more examples.**

**For most nouns, just add -s**

device → devices  
 feature → features  
 file → files

**For nouns ending in s, x, z, ch or sh, add -es**

appendix → appendixes  
 glass → glasses  
 buzz → buzzes

For common nouns that end with consonant + y,  
change the y to an i and then add -es

capacity → capacities

technology → technologies

For some words ending in o, just add -s

logo → logos

photo → photos

radio → radios

Some nouns are the same in both singular and  
plural form

information → information

means → means

music → music

news → news

For some nouns, change other letters or just  
change the word completely!

man → men

person → people

series → series

### Activity 11: Recognizing Simple Construction of Complete Idea

In academic text, it is very important for you to construct your idea completely. The simplest construction is simple sentence. Study the following explanation.

Simple sentence:

A short sentence consisting of a single subject and  
a single verb.

For example:

verb



The front surface of the Apple iPhone has only one button, the home button.



Subject = Singular noun

**Activity 12: Recognizing Subject and Verb**

**Study the following sentences. Identify the subject and the verb in the sentences. Undeline the subjects and circle the verbs. Check your answers with your teacher.**

1. Pressing the home button takes you to the main screen of the iPhone's graphical user interface.
2. You can choose from the device's four primary functions using icons at the bottom of the phone.
3. You can open the iPhone's other applications from the upper portion of the home screen.
4. These include a calendar, calculator, notepad, and widgets, or mini-applications made specifically for the iPhone.
5. The iPhone 4 ups the stakes with a 5-megapixel camera for better results.
6. You can also use an iPhone to check weather reports and stock quotes.
7. You can install a corresponding application to watch YouTube videos.
8. The keys and buttons are on the screen to help you navigate the features of the phone.
9. An accelerometer enables the iPhone 4 to change its perspective from vertical to horizontal by tilting the phone.
10. Thus, you can scroll through long lists of music files on a long and narrow screen in a widescreen format.

**Activity 13: Understanding S-V Agreement**

**S-V agreement is very important because it helps us to become better speaker or writer in academic context. Study the following rules. Ask your teacher to give more examples.**

Rules	Explanation	Examples
Rule#1	The definite pronouns <i>she, he, it</i> are singular. When they follow present tense verbs, you must add –s after the verbs. Meanwhile, the pronoun <i>I, you</i> are plural similar to <i>they, we</i> .	<ul style="list-style-type: none"> <li>• She <b>owns</b> different kinds of cellphones.</li> <li>• It <b>presents</b> many features.</li> <li>• I <b>have</b> a cell phone.</li> <li>• You <b>use</b> my cellphone to call your friend.</li> </ul>
Rule#2	The indefinite pronouns <i>anyone, everyone, someone, no one, anybody, everybody, somebody, nobody, each</i> are always singular, except the pronoun <i>none</i> ; it could be both singular and plural.	<ul style="list-style-type: none"> <li>• Everyone <b>owns</b> different kinds of cellphones.</li> <li>• Somebody <b>has</b> a smartphone.</li> <li>• None of us <b>has</b> a smartphone.</li> <li>• None of us <b>have</b> a smartphone.</li> </ul>
Rule#3	Words such as glasses, pants, pliers, and scissors are regarded as plural. Unless they're preceded the phrase <i>pair of</i> , they become singular.	<ul style="list-style-type: none"> <li>• My glasses <b>are</b> near my iPhone 4.</li> <li>• A pair of my glasses <b>is</b> near my iPhone 4.</li> </ul>
Rule#4	Some words end in -s and appear to be plural but are really singular.	<ul style="list-style-type: none"> <li>• The news about the development of cellular phone <b>is</b> good.</li> </ul>
Rule#5	Fractional expressions such as <i>half of, a part of, a percentage of, a majority of</i> are <u>sometimes</u> singular and <u>sometimes</u> plural, depending on the meaning	<ul style="list-style-type: none"> <li>• <u>Two-fifths of the Black Berry ownership</u> <b>was</b> offered to individuals in 2012.</li> <li>• <u>Two-fifths of the total Black Berry phones</u> <b>were</b> sold last year.</li> <li>• <u>Forty percent of the students</u> <b>are</b> in favor of buying iPhone4.</li> <li>• <u>Forty percent of the student body</u> <b>is</b> in favor of buying Samsung Galaxy Note 3.</li> </ul>
Rule#6	The words <i>there</i> and <i>here</i> are never subjects. The subject follows the verb determines the number of the verb.	<ul style="list-style-type: none"> <li>• <u>There</u> <b>are</b> two apps for chatting: LINE and BBM.</li> <li>• <u>Here</u> <b>is</b> a famous chatting app: LINE.</li> </ul>
Rule#7	The pronouns <i>neither</i> and <i>either</i> are singular, except in informal spoken English when forming questions.	<ul style="list-style-type: none"> <li>• Neither of the two smartphone <b>is</b> working.</li> <li>• Either smartphone <b>is</b> fine with me.</li> </ul> <p>Spoken English:</p> <ul style="list-style-type: none"> <li>• "<b>Have</b> either of you own a smartphone?"</li> <li>• "<b>Are</b> either of you taking the dangerous of phone radiation seriously?"</li> </ul>

Rules	Explanation	Examples
Rule#8	The conjunction <i>or</i> and <i>nor</i> does not conjoin (as <i>and</i> does). The subject closer to the verb determines the number of the verb.	<ul style="list-style-type: none"> <li>• Either my friend or <u>my classmates</u> <b>are</b> going to buy a new smartphone.</li> <li>• Neither my friends nor <u>my classmate</u> <b>is</b> going to buy a new smartphone</li> </ul>
Rule#9	Phrases such as <i>together with</i> , <i>as well as</i> , and <i>along with</i> are singular, meanwhile <i>and</i> is plural.	<ul style="list-style-type: none"> <li>• The <u>app along with its features</u> of iPhone 4 <b>is</b> excellent.</li> <li>• The <u>app and its features</u> <b>are</b> excellent.</li> </ul>
Rule#10	Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.	<ul style="list-style-type: none"> <li>• Cellular phone, which has been developed into many versions, <b>is</b> finally <b>released</b> to the public.</li> </ul>

#### Activity 14: Editing a Text

Read the text below. Circle the subjects and the verbs that do not match. Study the explanation in Activity 13 to help you. Find and underline 10 subjects and verbs that do not agree with each other. An example has been done for you. Ask your teacher to check your answers.

There is two aspects that I wants to share with you: the conditions and the features of my phone. First of all, my iPhone 4 are not new, but it's in mint condition. The casing are still smooth and clear. Moreover, there is no scratches on the screen. This phone is a notch above other smart phones because it have video call. For sure, it's the next best thing after iPhone 5.

I can do many activities using my phone. For example, the feature are texting. I can send text messages to my friend or forward the text to my groups. The second features is single-calling and multi-calling. I can call my mother and my father at the same time. Then, we would have a family conversation.

The third feature are sending pictures. I can take a picture, then send it to whoever I want. I even can post it in my social network. The fourth feature are browsing the Internet. When you find a wi-fi spot, you can surf the Internet for free. You can check your email and read e-book.

### 3.4 Review

#### Project 1: Interviewing a Friend about His/Her Favorite Gadget

1. Find a partner to interview one another.
2. Use the expressions below to ask each other questions and create a mini dialogue.
3. Perform the dialogue in front of your teacher or record your dialogue and send it to your teacher.

#### Guiding Questions:

<ol style="list-style-type: none"><li>1. What's your favorite gadget?</li><li>2. When did you get it?</li><li>3. Where did buy it?</li><li>4. Why do you like it?</li><li>5. How do you use it in your life?</li></ol>	<ul style="list-style-type: none"><li>• My favorite gadget is a cellular phone.</li><li>• I bought it last year.</li><li>• I got it from Bandung Electronic Center.</li><li>• I like it because it is very useful for me.</li><li>• I use it for calling and texting my friends.</li></ul>
--	--

#### Project 2: Constructing Complete Ideas

1. Create complete ideas about your favorite gadget.
2. You must use the seven words from Activity 2 and the four idioms from Activity 5.
3. Construct at least five (5) complete ideas.
4. Show your work to your teacher.
5. You may record your voice and send it to your teacher.
6. Study the example below.

For example: My favorite gadget is a cellular phone. (phone)

Your complete ideas:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

**Project 3: Writing a Text**

**You can create a similar text just like the text in Activity 7 or Activity 14 and read aloud your text to your teacher. You may record your voice and send it to your teacher.**

**My Favorite Gadget**  
Written by: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---



### Evaluation of Unit 3

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_  
 Selected Project : \_\_\_\_\_

#### Writing Skills:

Aspects	Score (1-4)
Handwriting (readable or not)-smart choice of font (if typed); has spaces between words	
Mechanics and Spelling	
Sentence fluency	
Construction of Ideas (clear and easy to follow)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

#### Speaking Skills:

Aspects	Score (1-4)
Correct Pronunciation	
Proper Word Use	
Proper Use of Expressions	
Flow of Speech (less fillers and pauses)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

**\*You may copy/cut/tear this page.**

### 3.5 Intermezzo: Fillers to Smoothen a Conversation

In a conversation, it is common for a person to take a moment before making responses. Below are some expressions which are commonly used as fillers or transition before making a full response. Find out other useful expressions from your teacher.



**PARDON?**

Similar expressions:

1. Excuse me,
2. \_\_\_\_\_
3. \_\_\_\_\_



**I DON'T KNOW**

Similar expressions:

1. I've no idea
2. \_\_\_\_\_
3. \_\_\_\_\_



**LET ME SEE...**

Similar expressions: (other meaning: can I have a look?)

1. Give me a moment.
2. \_\_\_\_\_
3. \_\_\_\_\_



**AH\_HA!**

Similar expressions:

1. I see.
2. \_\_\_\_\_
3. \_\_\_\_\_



**UH-HUH**

Similar expressions:

1. I know what it is.
2. \_\_\_\_\_
3. \_\_\_\_\_



**REALLY?**

Similar expressions:

1. Seriously?
2. \_\_\_\_\_
3. \_\_\_\_\_

## UNIT 4

### Describing a Gadget



In this unit, you will learn:

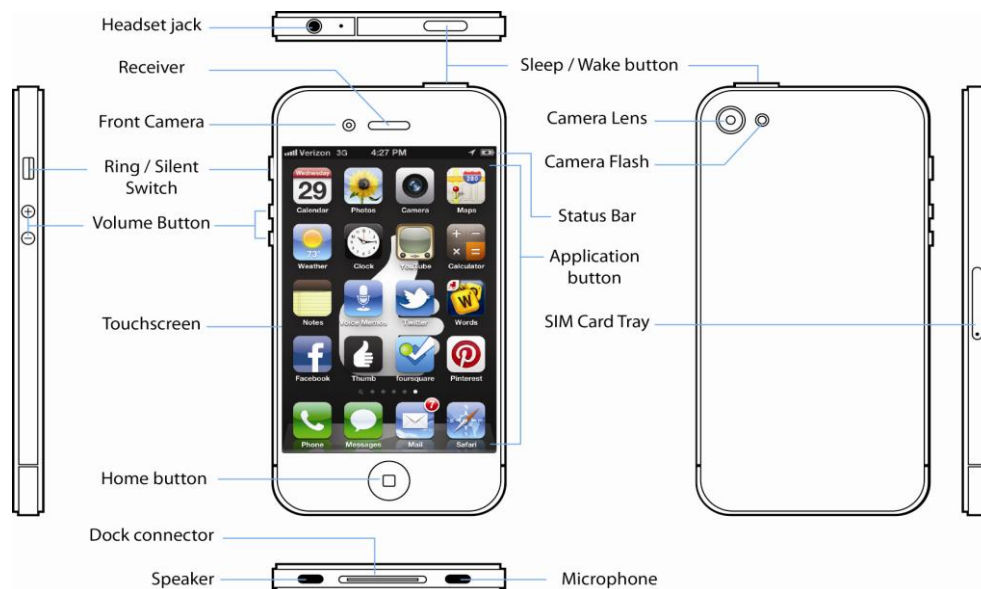
1. Essential vocabulary related to parts of cellular phone
2. Constructing Complete Ideas
3. Language device to describe position of parts
4. Language device to state functions

#### 4.1 Essential Vocabulary Related to Parts of Cellular Phone

##### Activity 1: Vocabulary Exploration

Now, let's move to sharpening your writing skills. Observe the picture below. Identify which are nouns and which are noun phrases. Check your answers with the class.

### iPhone 4



## Activity 2: Understanding Compound Nouns

English words comprising of two or more words are called compound nouns. Study the following examples on how you should write compound nouns.

### 1. Separated

- Cellular phone
- Home button
- Application button

### 2. Combined

- Smartphone
- Touchscreen
- Headset
- Microphone



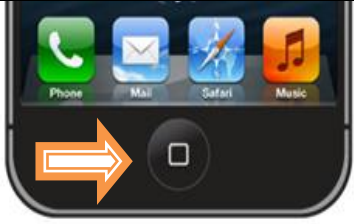
### 3. Hyphenated

- Ring-silent switch
- Sleep-wake button

### Note:



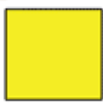

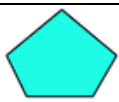
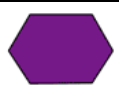


You should always check a dictionary when you want to use compound nouns. This is because some compound nouns might have different meaning when they are separated and when they are joined together.

For example:

		
<p>home</p>	<p>button</p>	<p>home button</p>

### Activity 3: Recognizing Shapes

Related to parts, it would be helpful when you are able to describe their shapes. Study geometrical shapes below and learn the words to describe shapes.

Shapes	Geometrical Shapes	Adjectives
 Circle	Circle	Circular
 Oval	Oval	
 Square	Square	like a square
 Rectangle	Rectangle	
 Triangle	Triangle	
 Diamond	Diamond	
 Pentagon	Pentagon	
 Hexagon	Hexagon	
	straight	
	curve	
	rounded	
	pointed	

## 4.2 Constructing Complete Ideas

### Activity 4: Understanding Parts of a Complete Idea

Remember in the previous unit, you have learned about simple sentence. In academic context, you must try to say expressions in complete idea or complete sentence. Study the following explanations.

**“A complete idea must at least contain a SUBJECT + a VERB”**

The three main parts of a complete thought are:

1. Subject
2. Verb
3. Modifiers:
  - a. Words (adjective; adverb)
  - b. Phrases
  - c. Clauses

#### 1. Subject

In general, the subject refers to the part of the sentence which tells whom or what the sentence is addressing. The subject is going to be either a noun or a noun phrase.

For example:

"Many students use cellular phone for entertainment."

"People" is the subject, because they are the actor, or subject, in the sentence.

There are a few different types of subjects. The underlined word is the subject.

- Simple subject : Amin has more than one cellular phones.
- Full subject : Rini's Facebook posting about the tragic news makes the whole class cry.
- Compound subject : Emma and Lisa joined the Google+ team at the same time.

#### 2. Verb

Let us return to our example " Many students use cellular phone for entertainment." In this sentence, "use" is the predicate because it is the verb that tells us what students are doing. Here are the types of predicates.

- Simple predicate : Predari and Florita email their friends everyday.
- Full predicate : Ruli slowly types his password to check his emails.
- Compound predicate : Aisya and Fihrin both laughed and cried at the *Rush Hour* film that she watched on her smartphone.

### 3. Modifiers

#### a. Words (*adjective; adverb*)

Take a look at the sentence “Rini's Facebook posting about the tragic news makes the whole class cry.” The word “tragic” is an example of adjective.

Now, see the sentence “Ruli slowly types his password to check his emails” above. The word “slowly” is an example of adverb.

#### b. Phrases

A phrase is sort of like a dependent clause. It is a group of words that cannot stand alone as a sentence, but it can be used to add something to a sentence. There are a few different types of phrases:

- A noun phrase acts as a noun. “The student playing online game was happy.”
- An adjective phrase modifies a noun. “The addicted gamers, Salmia and Azis” seem anxious every afternoon.
- An adverb phrase begins with a preposition and acts as an adverb. “Widya and Yuliani like using WhatsApp very much.”
- A prepositional phrase is made up of a preposition, its objects, and its modifiers. “The signal strength is shown on the top right corner of the cellular phone’s screen.

#### c. Clauses

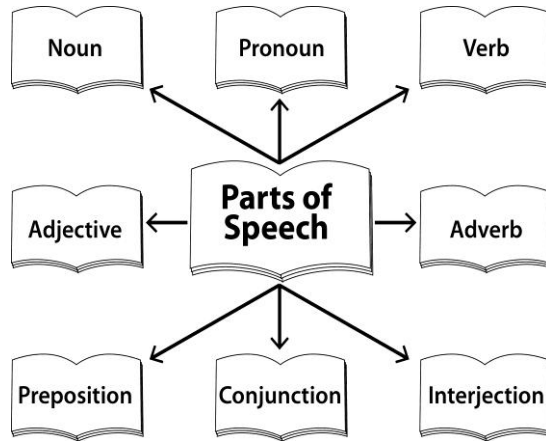
A clause is usually some sort of additional information to an expression. We could say “Telkom University students like online games.” However, we could also say “Telkom University students like online games that are very challenging to them.” “Telkom University students like online games” can stand by itself, but “that are very challenging to them” adds something extra to the expression. Therefore, “that are very challenging to them” is a clause.

There are two different types of clauses:

- Dependent clauses - “that are very challenging to them” is an example of a dependent clause because it could not stand by itself as a expression.
- Independent clauses - “Telkom University students like online game is a complete idea.

**Activity 5: Constructing a Complete Idea**

Now, study the 19 words below. Identify their part of speech. Then, rearrange the words below to make a complete expression. Check your answer with your teacher. Ask your teacher to give more examples for each part of speech.



Words	Part of Speech
is	
including	
devices	
one	
that	
widgets	
many	
several	
iPhone 4	
and	

Words	Part of Speech
variety	
has	
features	
a	
telecommunication	
of	
of	
examples	
applications	

**The complete sentence is:**



**Activity 6: Recognizing Common Errors**

**Study the following examples of complete ideas. Discuss the errors with your teacher. Note down the explanation on the space provided. Remember, you must try to avoid or reduce these errors in producing your complete ideas.**

No.	Complete Ideas	Problems
1.	My favorite cellular phone have many features.	s-v agreement
2.	I can browsing the Internet using my phone all day.	modality + verb
3.	There are several application on my phone.	singular-plural noun
4.	Last year, I buy a new cellular phone.	verb form
5.	Although I like my new phone.	independent- dependent clause: sentence fragment
6.	I like to do many activities using my phone such as chatting with my friends, I browse the Internet, and I use the camera to capture best moments.	missing mechanics: run-on sentences

**Revisions:**

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.

**Activity 7: Adding Modifiers to Create More Interesting Sentences**

**Without modifiers, sentences would be no fun to read or say. Carefully chosen, well-placed modifiers allow you to depict situations with as much accuracy as words will allow. Add necessary modifiers to the following sentences. Study the explanation in Activity 4 to help you. Show one of your sentences to the class.**

1. There are many kinds of cellular phones.

Better version: \_\_\_\_\_.

2. I have a cellular phone.

Better version: \_\_\_\_\_.

3. Everyone owns a cellular phone.

Better version: \_\_\_\_\_.

4. People use cellular phone for different purposes.

Better version: \_\_\_\_\_.

5. Students are addicted to their cellular phones

Better version: \_\_\_\_\_.

### 4.3 Language Device to Describe Position of Parts

#### Activity 8: Identifying Position of Parts

Study the examples on how to combine two or more words to create prepositional phrases when indicating position. Then, observe the picture in Activity 1. Identify the position of each part. An example has been done for you.

on	the			surface
on	the		right	side
on	the	lower	left	part
on	the	lower	left	corner
on	the	upper	right	front part
<b>preposition</b>	<b>article</b>	<b>location: top/bottom/ upper/lower</b>	<b>position: sideway/right/left</b>	<b>noun/ noun phrase</b>

<b>Name of Components</b>	<b>Position/Location</b>
Home button	On the lower part of the phone; exactly in the middle
Touchscreen	On the surface
Volume buttons	
Ring/silent switch	
Camera(s)	
Receiver	
Headset jack	
Sleep/wake button	
Status bar	
Application buttons	
SIM card tray	
Microphone	
Dock connector	
Speaker	On the bottom right side

### Activity 9: Learning Essential Language Devices

Study the language devices that focus on common prepositions to describe positions and verbs to connect between parts and describe positions of parts.

#### Language Device: Describing connection between parts

1. The home button **is attached** to the body.
2. The touch-screen **is fitted over** the body.
3. The headset **is connected by** the cable to the headset jack.
4. The memory card **is inserted into** a slot on the body.

Note: The other verbs that signal connection are: **detach, join, connect, support, fix, fit, lead, link, mount** etc. Be careful, each verb is followed by different prepositions. The voice is usually passive.

#### Language Device: Describing position of parts

1. The microphone is **near/alongside/next to/close to** the dock connector.
2. The ring/silent switch is **above/over** the volume button.
3. The camera is **below/beneath/underneath** the sleep/wake button

Note: The other prepositions to describe positions are **inside, outside, on the left/right side, in the middle, beside, at the end of**, etc.

On the lower part...

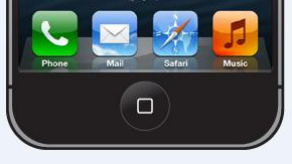
...in the middle...



**Activity 10: Describing Shapes and Locating Positions**

Study the explanations from previous activities. Choose three parts of a cellular phone from Activity 1. Create complete ideas to describe shapes and locating positions. An example has been done for you. Show one of your complete idea to the class.

**For example:**

	The home button is attached to the body part of the phone.
	It is located on the lower part of the phone; exactly in the middle.
	The shape is circular.

**You put all together:**

The home button is attached to the body part of the phone. It is located on the lower part of the phone; exactly in the middle. The shape is circular.

**Your selected parts:**


#### 4.4 Language Device to State Functions

##### Activity 11: Learning Essential Language Devices

Study the language devices that focus on common prepositions to describe positions and verbs to connect between parts and describe positions of parts.

### Language Device

#### Stating function:

1. A phone speaker **produces** voice or sound.
2. A phone speaker **enables** us to hear voice or sound.
3. ***The function*** of a phone speaker **is to make** us hear voice or sound.
4. ***The function*** of a phone speaker **is for making** us hear voice or sound.

When stating functions, you can combine and change verbs in three ways.

1. Verbs in bare form
2. (Verb) + to + verb
3. (Verb) + for + verb + ing

#### For example:

6. Touch screen **displays** all applications buttons.
7. The function of a touch screen **is to display** all applications buttons.
8. The function of a touch screen **is for displaying** all applications buttons.



### Activity 12: Exploring a Text

Read or listen to the following text. Identify the functions of the parts of a cellular phone. Underline each verb that explain a function.

Hello, my friends. My name's Florita Diana Sari. This is my friend, Ima Kusmayanti. Nowadays, people cannot live without their gadget. It's an important development in the information, communication, and technology era. Today, we are going to describe a telecommunication device: i-phone 4. There are three aspects that we will highlight: the components, their positions, and their functions.

Okay, so, I'm going to start from the lower part, to the right side, and to the upper part of the phone. On the lower part of the phone, exactly in the middle, there is a home button. The shape of the home button is circular. The home button enables you to see the home screen as it is displayed or to return to the home screen. The second component is the touch screen. It's located on the front surface. The screen displays all the apps icons.

Next, there are volume buttons on the right side. The main function is to increase and decrease the volume. The ring/silent switch is located above the volume buttons. This switch is for changing from general mode to silent mode. The front camera is fitted over the upper right surface. The front camera helps you to focus on the picture that you want to capture.

The receiver is located near the front camera. It's in the middle of the upper part. It's in line with the home button on the lower part of the phone. The receiver acts as the speaker to make you hear the voice of your caller. At the top part of the phone, in the upper right side, there is the headset jack. This jack connects the headset to the phone. The next seven components will be described by my friend, Ima.



Thank you Florita. Now, I'm going to move on to the upper left corner, then to the left side, and to the lower part of the phone. The sleep/wake button is located on the upper left corner. This button has a function to save the energy of the phone battery. On the upper left of the screen, you will see the status bar. This indicates a specific information about the phone, for example signal strength or wi-fi connection.

The application buttons or icons are located on the surface of the screen. The shape is like a square with rounded sides. All these buttons will bring you to the apps available in the phone. The SIM card tray is located on the middle part of the left side. This tray is where you put your SIM card.

Then, on the bottom part, you will see a microphone on the lower left corner. When you call someone, you speak to this microphone. There is a dock connector in between microphone and speaker. This connects the battery charger to the phone. The speaker is located on the lower right corner. This speaker enables you to hear the voice of your caller or the music that you play.

Now, let's see the back part. You can see the camera lens is mounted on the upper left corner. The function is similar to the front camera. In addition, the camera flash is located near the camera lens. The flash provides more light whenever you take picture in a dark area or dark room.

Well, my friends. We've described the components, positions, and functions of each component of i-phone 4. That's all. Thank you for your attention.





**Activity 13: Identifying Functions of Parts**

Read or listen to the text in Activity 11 one more time. Note down the functions on the space provided. Underline the verbs that you use. An example has been done for you. Discuss your answers with the class.

Name of Components	Functions
Home button	The home button <u>enables</u> you <u>to see</u> the home screen as it is displayed or <u>to return to</u> the home screen.
Touch screen	
Volume buttons	
Ring/silent switch	
Camera(s)	
Receiver	
Headset jack	
Sleep/wake button	
Status bar	
Application buttons	
SIM card tray	
Microphone	
Dock connector	
Speaker	

## Activity 14: Understanding the Construction of Compound and Complex Sentences

Previously, you have learned about constructing simple sentences. When constructing complete ideas, you can create compound and complex sentences too. They consist of at least two sentences. They are combined using conjunctions. Study the following explanation. Ask your teacher to give more examples.

### Coordinating Conjunctions for Compound Sentences:

<b>F</b> or	⇒ cause (has similar meaning to “because”)
<b>A</b> nd	⇒ in addition
<b>N</b> or	⇒ choice, option, alternative
<b>B</b> ut	⇒ opposition, contrast
<b>O</b> r	⇒ choice, option, alternative
<b>Y</b> et	⇒ opposition, contrast
<b>S</b> o	⇒ result of effect

**FANBOYS combine words, phrases, and sentences.**

**For example:**

1. The main function (of the volume button) is to increase the volume.
2. The main function (of the volume button) is to decrease the volume.

**When you combine the two sentences above into a compound sentence, the sentence will be:**

The main function (of the volume button) is to increase **and** decrease the volume.

## Subordinating Conjunctions for Complex Sentences:

after	in order (that)	unless
although	insofar as	until
as	in that	when
as far as	lest	whenever
as soon as	no matter how	where
as if	now that	wherever
as though	once	whether
because	provided (that)	while
before	since	why
even if	so that	how
even though	supposing (that)	if
inasmuch as	than	that
though	in case (that)	till

**These conjunctions only combine clauses and sentences.**

**Mainly, these conjunctions show the relationship between ideas or show the opposite between ideas.**

### Some intended uses of the conjunctions:

although, even though, though, whereas, while	Showing opposition, contrast
because, since, unless	Showing cause
so that, thus, therefore	Showing the result of effect
after, before, since, when, whenever	Showing relationship concerning time
where, wherever	Showing relationship concerning place
if, as if, even if, unless	Showing possibility
as, until	Showing relationship between ideas

### For example:

1. The home button enables you to see the home screen.
2. The home screen is displayed.
3. The home button enables to return to the home screen.

**When you combine the three sentences above into a complex sentence, the sentence will be:**

The home button enables you to see the home screen **as** it is displayed **or** to return to the home screen.

The example above is actually a combination of complex-compound sentence.

**Correlative Conjunctions:**

- both...and
- not only...but also
- not...but
- either...or
- neither...nor
- whether...or
- as...as

Both...and	These are comparative devices. You use them to make comparison.
Not only...but also	
Not...but	
Either...or	
Neither...nor	
Whether...or not	
As..as	

**These conjunctions combine words, phrases, and sentences.**

**These conjunctions can be used for simple, compound, and complex sentences.**

**For example:**

1. The function of the front camera is to capture pictures.
2. The function of the back camera is to capture pictures.

**When you combine the three sentences above using a correlative conjunction, the sentence will be:**

The function of **both** the front camera **and** the back camera is to capture pictures.

**Activity 15: Understanding the Use of Relative Pronouns**

Besides using the conjunctions above, you can also use relative pronouns to construct complex sentences. Study the explanation on relative pronouns below. Ask your teacher to give more examples.

Relative pronoun	Use	Example
who	subject or object pronoun for people	I like new students who turn off his phone in classroom.
whom	object pronoun for people	My student whom I admire uses her phone to check the meaning of a word.
whose	possession for people animals and things	Do you recognize whose cellular phone is this?
which	subject or object pronoun for animals and things	You should select a cellular phone which fits your bills and needs.
that	subject or object pronoun for people, animals and things	I dislike students that use their cellular phones all day long.

**Activity 16: Constructing Reduced Complex Sentences**

When you are using relative pronouns “that” or “which” to combine two sentences, sometimes you can delete them and change the verb following “that” or “which”. Study the explanation below. Ask your teacher to give more examples.

When you construct a complex sentence, you actually create a more densed sentence. This kind of sentence is rich with information because you combine two or more sentences into one.

**For example:**

- i. You should select a cellular phone.
- ii. The cellular phone fits your bills and needs.

You should select a cellular phone which fits your bills and needs.



You should select a cellular phone fitting your bills and needs.

1. I **dislike** students.
2. These students **use** their cellular phones all day long.

I **dislike** students **that use** their cellular phone all day long.



I **dislike** students **using** their cellular phones all day long.

1. The mini apps **are called** widgets.
2. These widgets **are** useful for smartphone users.

The mini apps **which are called** widgets **are** useful for smartphone users.



The mini apps **called** widgets **are** useful for smartphone users.

1. The home button **is attached** to the body part of the phone.
2. It **is located** on the lower part of the phone; exactly in the middle.


The home button **which is attached** to the body part of the phone **is located** on the lower part of the phone; exactly in the middle.



The home button **attached** to the body part of the phone **is located** on the lower part of the phone; exactly in the middle.

### Activity 17: Combining Information

Now, select three parts and practice combining two to four information into one or two sentences. You may construct compound or complex or even complex-compound sentences.

	The home button is attached to the body part of the phone.
	It is located on the lower part of the phone; exactly in the middle.
	The shape is circular.
	The home button enables you to see the home screen as it is displayed or to return to the home screen.

#### Example 1:

1. The **circular home button attached** to the body part of the phone **which is located** on the lower part of the phone; exactly in the middle, **enables** you to see the home screen as it is displayed or to return to the home screen.

#### Example 2:

2. The **circular home button attached** to the body part of the phone **and located** on the lower part of the phone; exactly in the middle, **enables** you to see the home screen as it is displayed or to return to the home screen.

**Your selected parts:**




## 4.5 Review

### Project 1: Browsing the Internet “Go Futher to the Future”

1. Create a group of two to four people.
2. Select a futuristic gadget that you wish to have.
3. Find as many articles as you can on the web to support your information.
4. Discover at least 10 parts, positions of parts, and functions of parts from the articles. Note: you can creatively make up the names of the parts.
5. Make a simple description. You must construct simple, compound and complex sentences.
6. You may attach the device’s picture.
7. Type your task in A4 papers and print them.
8. Prepare for your part.
9. Describe your gadget to your teacher. Remember, try not to read aloud. This time, you must challenge yourself to describe using your own words.

#### Alternative:

**You can record a video of your performance. Submit your poster and your video to your teacher.**

### Project 2: Drawing a Picture “Wow...What’s That?”

- a. Create a group of two to four people.
- b. Select an amazing that you have seen (maybe used) in your life.
- c. Give a name to the gadget.
- d. Draw the gadget on a big paper size A1. You may add some colors to your pictures.
- e. You must identify at least 10 parts.
- f. Describe the positions and the functions of the parts on a separate piece of paper. Write them in simple, compound and complex sentences.
- g. Type your task in A4 papers and print them.
- h. Prepare for your part.
- i. Describe your gadget to your teacher. Remember, try not to read aloud. This time, you must challenge yourself to describe using your own words.

#### Alternative:

**You can record a video of your performance. Submit your poster and your video to your teacher.**

### **Project 3: Creating a Poster “New Discovery”**

- a. Create a group of two to four people.
- b. Select a gadget that you wish to discover.
- c. Give a name to the gadget.
- d. You must identify at least 10 parts.
- e. Describe the positions and the functions of the parts. Write them in compound and complex sentences.
- f. Type your task in A4 papers and print them.
- g. Create a very eye-catching poster using your computer.
- h. Print the poster using A4 photo paper.
- i. Prepare for your part.
- j. Describe your gadget to your teacher. Remember, try not to read aloud. This time, you must challenge yourself to describe using your own words.

#### **Alternative:**

**You can record a video of your performance. Submit your poster and your video to your teacher.**

## Evaluation of Unit 4

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_  
 Selected Project : \_\_\_\_\_

### Writing Skills:

Aspects	Score (1-4)
Handwriting (readable or not)-smart choice of font (if typed); has spaces between words	
Mechanics and Spelling	
Sentence fluency	
Construction of Ideas (clear and easy to follow)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

### Speaking Skills:

Aspects	Score (1-4)
Correct Pronunciation	
Proper Word Use	
Proper Use of Expressions	
Flow of Speech (less fillers and pauses)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

**\*You may copy/cut/tear this page.**

#### **4.6 Intermezzo: Expressions to Ask for Permission**

**Study the expressions that you can use when you want to ask a permission to your teacher or your friends. Explore also the expressions that you can use when someone asks for your permissions.**

##### ***Expressions: Asking for Permission***

- **Would it be all right if** I borrowed your textbook?
- **May** I go to the bathroom, please?
- Please, **may** I wash my hands?
- **Would you mind if** I asked you something?
- **Do you mind if** I choose my own member?
- **Can** I leave the class early, please?
- Please, **can** I sit right over here?
- **Is it okay if** I submit my homework via email?



##### ***Giving permission:***

- Yes, please do.
- Sure, go ahead.
- Sure.
- No problem.
- Please feel free.

##### ***Refusing to give permission:***

- I'm sorry, but that's not possible.
- I'm afraid, but you can't.
- No, please don't.
- No, you cannot.

## Unit 5 ICT in Our Life



### In this unit, you will learn:

1. Text organization in academic text
2. Outlining in reading and writing
3. Essential transition signals

### 5.1 Text Organization in Academic Text

#### Activity 1: Becoming Familiar with Text Organization

Related to writing a text, there are five common types on how you can organize your own text. Study the following explanation. Ask your teacher to show you more examples.

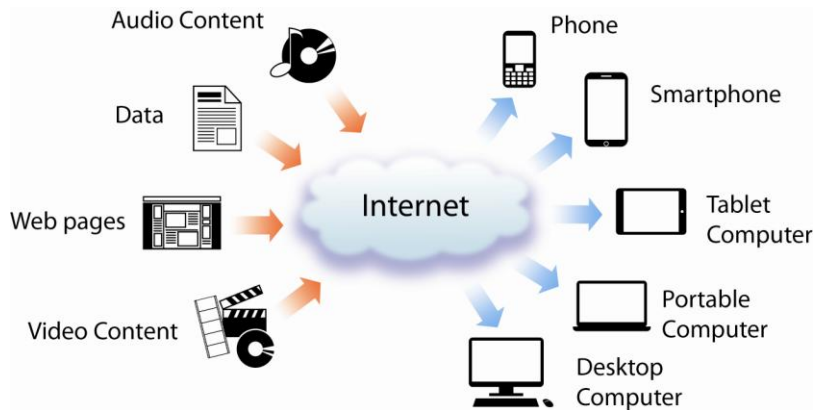
Text Structure	Signal Questions	Signal Words (transition signals)	
<b>Sequence</b>	<ul style="list-style-type: none"> <li>• What items, events, or steps are listed?</li> <li>• Do they have to happen in this order?</li> <li>• Do they always happen in this order?</li> </ul>	<p><b>Step 1:</b> First, to begin with, initially,</p> <p><b>Step 2:</b> Second, Afterward, next, then</p> <p><b>Step 3:</b> Third, thereafter, then, next, etc.</p> <p><b>Step 4:</b> (final step): Finally, at last</p> <p>Sequence of time: day, month, year, era</p>	<p>In addition, moreover, furthermore, also, too.</p> <p>First, second, third, fourth, last</p>
<b>Description</b>	<ul style="list-style-type: none"> <li>• What specific person or place or thing or idea being described?</li> <li>• How is it being described?</li> <li>• What is important to remember about it?</li> </ul>	<p>For instance, such as..., An example of ...is..., To illustrate,...</p>	

<p><b>Compare and Contrast</b></p>	<ul style="list-style-type: none"> <li>• What things are being compared?</li> <li>• In what ways are they alike?</li> <li>• In what ways are they different?</li> </ul>	<p><b>Similarity:</b>                  Similar to, alike, as well as, similarly                  Not only...but also, both...and, either...or</p> <p><b>Difference:</b>                  However, on the other hand, different from, as opposed to</p>	<p>In addition, moreover, furthermore, also, too.</p> <p>First, second, third, fourth, last</p>
<p><b>Cause and Effect</b></p>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• Why did it happen?</li> <li>• What caused it to happen?</li> </ul>	<p><b>Cause:</b>                  So, because, because of, since, therefore, thus</p> <p><b>Effect:</b>                  As a result, for this reason, due to this reason, this led to...</p>	
<p><b>Problem and Solution</b></p>	<ul style="list-style-type: none"> <li>• What is the problem?</li> <li>• Why is this a problem?</li> <li>• Is anything being done to try to solve the problem</li> <li>• What can be done to solve the problem?</li> </ul>	<p><b>Problem:</b>                  Question is..., dilemma is..., the puzzle is...,</p> <p><b>Solution:</b>                  To solve this..., one answer is..., the solution is...</p>	

## Activity 2: Recognizing Text Organization

Now, read the next six (6) texts carefully. Identify the text structure. Identify and underline signal words. Check your answers with your teacher.

### Text#1



The Internet is named after the *Internet Protocol*, the standard communications protocol used by every computer on the network. The Internet can powerfully leverage your ability to find, manage, and share information. For example, you can visit any websites to find information quickly. Furthermore, you can update your own websites anywhere and anytime. By creating link, you can also share your websites with others. Never before in human history has such a valuable resource been available to so many people at such little cost.

Text structure: \_\_\_\_\_

**Text #2**



The maximum effect of the internet is actually on the daily life of the individuals. Now, life has become drastically smooth and easy over the internet. Back then, seeking for a job required several visits to the offices and companies and interviews. Today, all what is required is you detail resume emailed to the company's analysis division. As the results, you can quickly find out any possibilities for getting the job instead of waiting and getting rejected in the end. Even in the minor daily life activities like traveling and planning is also related to the internet in some way or the other. Internet can now be used to inquire about the flight timings and delays which make it easier to plan for the departure time. Indeed, the Internet has made our life so much easier.

**Text structure:** \_\_\_\_\_



**Text #3**



Confusion about the difference between the World Wide Web which is known as the Web and the Internet has arisen because the Web has become extremely popular and currently accounts for the majority of Internet traffic. The difference between the Internet and the Web is sort of like the difference between highways and a delivery service. The Internet is like the highways. Information traffic from the Web travels over the Internet. On the other hand, the Web is like the delivery service. Delivery service trucks use highways to move packages from one place to another. Now, with these illustrations, though they are different, but most importantly they support one another.

**Text structure:** \_\_\_\_\_

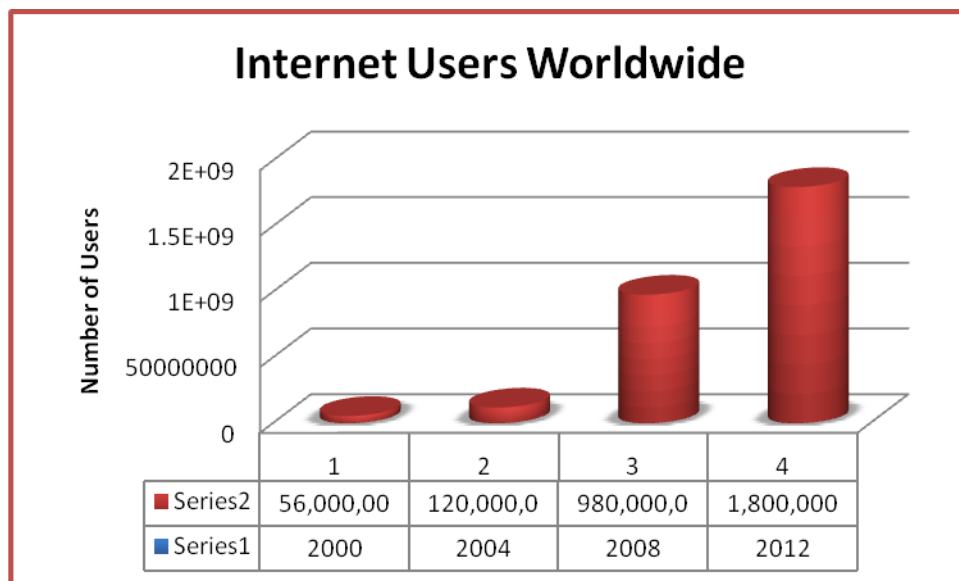
**Text #4**



With the increasing of danger on the Internet especially targeting on children, many parents have trouble in controlling what their children are surfing on the Internet. To solve this, here are several ways that parents can do to protect their children. The first solution is that parents should be familiar with the names of websites that kids should never visit. In addition, parents can install parental lock to prevent their children visiting websites that contain illicit images. Most importantly, parents must limit their children's computer time in a day. These three ways hopefully can help parents to sleep soundly at night knowing that they have protected their children from the Internet's threats.

**Text structure:** \_\_\_\_\_

## Text #5



The number of people visiting websites on the Internet drastically increased from time to time. The first world-wide-*web software* was created in 1990 by Tim Berners-Lee in which the software was released to the public in 1991. By then, the number of internet hosts had grown to more than 600,000 as web browsers took off. In 1992, there were over a million computers connected to the internet. This doubled to over two million in 1993, the same year in which the White House and United Nations were connected. By 1994, the number of internet hosts grew to more than three million and the web grew by more than 341,000 per cent. In 1995 Microsoft launched Microsoft Internet Explorer to compete against Netscape while Sun Microsystems launched Java. The term internet was defined for the first time, while the number of internet hosts grew to more than four million.

**Text structure:** \_\_\_\_\_

**Text#6**



Connecting to the Internet from your computer is very easy. Here are the basic instructions for setting up the Internet connection using the Internet wizard. First, open the Connect to the Internet wizard by clicking the Start button. Second, click the Control Panel. After that, select the Network and Internet. Once the Network and Internet is open, click the Network and Sharing Center. Then, choose Set up a connection or network. Last, click Connect to the Internet. Now, you are connected to the Internet.

**Text structure:** \_\_\_\_\_

## 5.2 Outlining in Reading and Writing

### Activity 3: Getting Familiar with Outlining

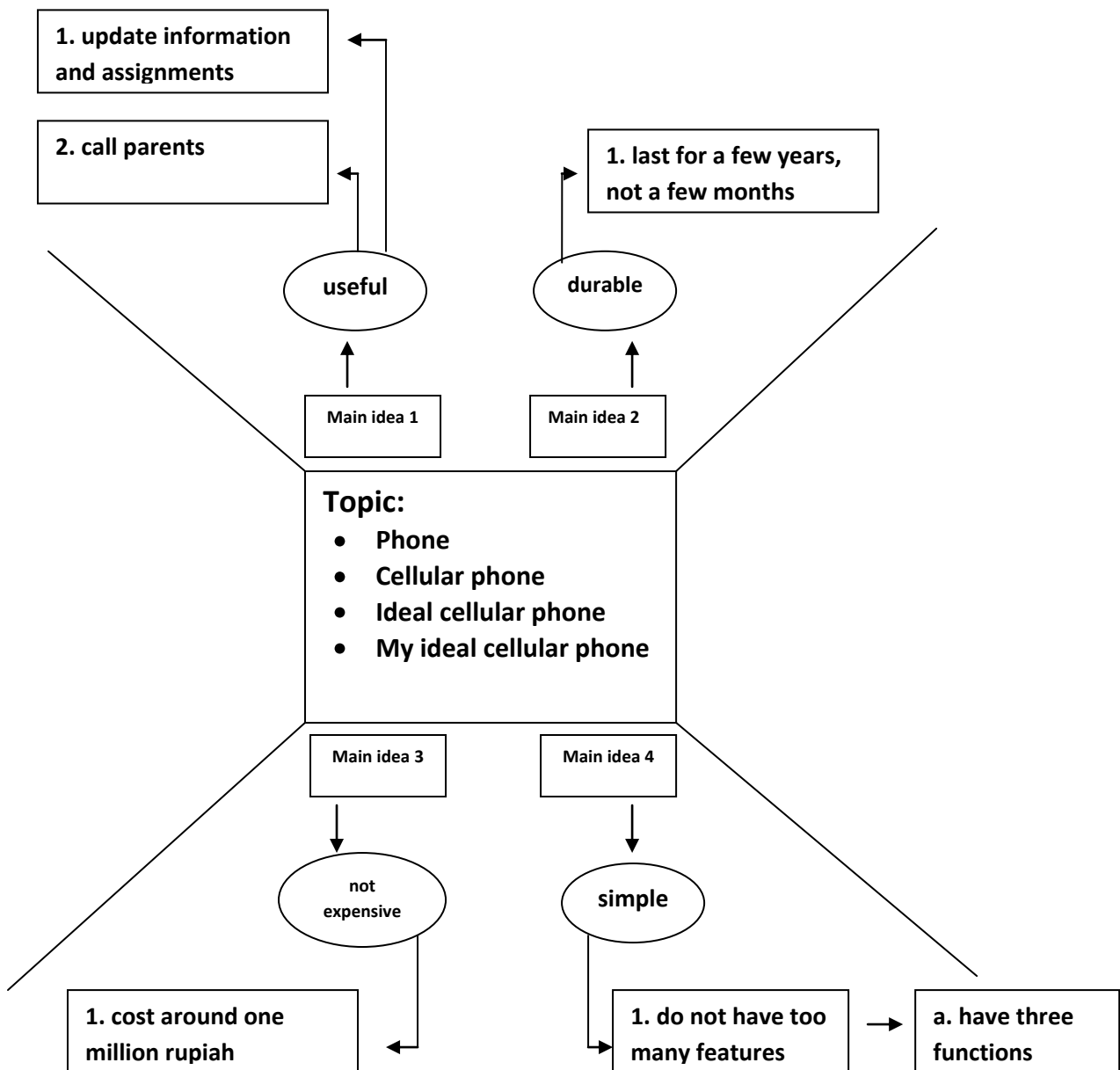
**Outlining is an effective ways to help you become an organized person. Outlining in reading helps you understand the information in the text. Meanwhile, outlining in writing helps you to brainstorm for ideas for your own text. Study the following text and the outlining.**

#### **My Ideal Cellular Phone**

An ideal cellular phone would have four qualities. First, it would be useful. I should be able to use my cellular phone to update information on my lecturers' assignments from my friend. Also, I could call my parents whenever I'm running out of my allowance. Second, it would be durable. I don't want a cellular phone that will wear out in a few months. I expect a good cellular phone to last a few years. Third, it would not be expensive. Of course, I expect to pay for quality, but I don't think I should need to get a bank loan to buy a cellular phone. I think the kind of cellular phone I like should cost around one million rupiah. Fourth, and most important, it would be simple. I do not need too many features on my phones. I only need three functions: calling, texting, and listening to music. If I could find a cellular phone with these four qualities, I might buy and keep it for a long time.

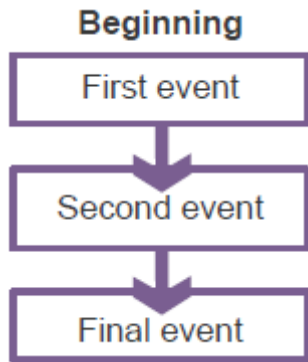
(modified from Flemming, 2007)

## Spider Map

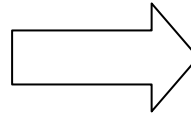


**Activity 4: Outlining a Text**

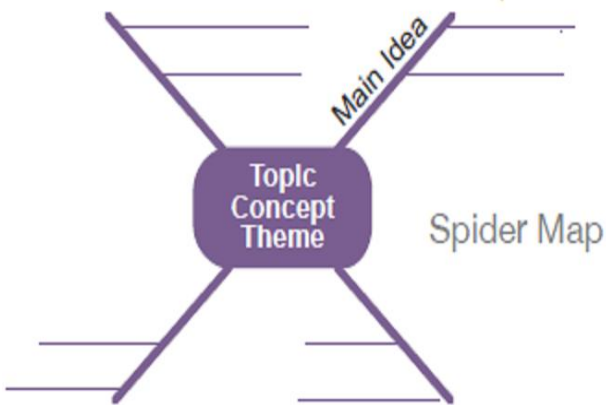
Find a partner. Choose one of the text in Activity 2. With a partner, outline the next using the following outlining diagram. Write your answers on the space provided. Ask your teacher to help you.



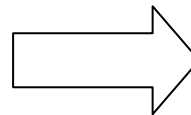
Chain of Events



**Text structure:  
sequence**



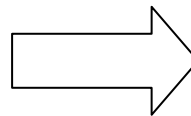
Spider Map



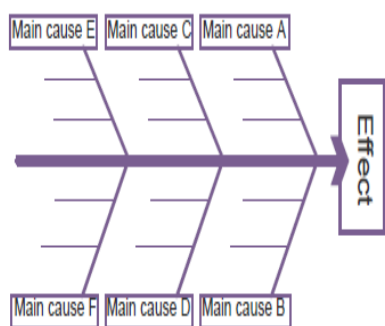
**Text structure:  
description**

Attributes	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

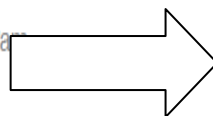
Compare-Contrast Diagram



**Text structure:  
compare and contrast**



Fishbone Diagram



**Text structure:  
Cause and effect  
Problem and solution**

**Your selected text** : \_\_\_\_\_  
**Text structure** : \_\_\_\_\_  
**Outline** : \_\_\_\_\_



### 5.3 Essential Transition Signals

#### Activity 5: Recognizing Useful Transition Signals

In Activity 2, you recognize several transition signals used in the six text. You need transition signals or also known as sentence connectors to make your text more organized. Study the following common transition signals. Ask your teacher to give more examples on how to use them in between sentences.

- **To introduce an example:**

especially	in this case	take the case of
for example	one example of this is	to demonstrate
for instance	on this occasion	to illustrate
frequently	specifically	
  
- **To show agreement:**

of course	admittedly	it is true that
certainly	no doubt	
  
- **To introduce an additional idea:**

additionally	as well as	in addition
again	besides	moreover
also	equally important	one could also say
and	finally	nor
and then	further	not to mention
another	furthermore	
  
- **To indicate sequence or order, or logically divide an idea:**

after	eventually	previously
afterwards	finally	second
and then	first	simultaneously
at this point	followed by	subsequently
at this time	last	third
before	meanwhile	ultimately
concurrently	next	
  
- **To indicate time:**

after	earlier	previously
afterwards	finally	prior to
at this point	soon	at this time
immediately	then	before
initially	thereafter	during
  
- **To compare:**

another way to view this	just like	similarly
balanced against	likewise	whereas
by comparison	like	while

➤ **To contrast:**

a different view is	even so	nevertheless
and	however	notwithstanding
balanced against	in contrast	still
but	on the contrary	unlike
conversely	on the other hand	yet
differing from		

➤ **To introduce an opposite idea or show exception:**

alternatively	in contrast	on the other hand
but	in spite of	still
despite	instead	whereas
even though	nevertheless	while
however	one could also say	yet

➤ **To show cause and effect:**

and so	consequently	therefore
as a consequence	for this reason	thus
as a result	hence	

➤ **To summarize or conclude:**

as a result	in conclusion	therefore
as shown	in other words	thus
consequently	in summary	to conclude
finally	on the whole	to summarize
hence	summing up	ultimately
in brief		

**Activity 6: Using Transition Signals Properly**

**Read the text below. Add necessary transition signals on the space provided. Ask your teacher to check your text.**

All over the world, people are gaining access to the Internet. More and more people are using computers to go online. (1) \_\_\_\_\_, in 2002, there were approximately eight million Internet users in Indonesia. (2) \_\_\_\_\_, there were almost 65 million in the year of 2007. (3) \_\_\_\_\_, Internet use around the world grew by 600%. Now, people in the city at least spend three to four hours using the Internet everyday. (4) \_\_\_\_\_, the number of Internet users keep growing.

## 5.4 Review

### Project 1: Library Research

1. Visit the campus library.
2. Find a text or an article about technology.
3. Print or scan (then print) the text or the article.
4. Use colorful markers to highlight the transition signals that you find in the text.
5. Create an outline based on the text or the article. You should use one of the outlining diagrams in this unit.
6. Write proper citation. See the reference list on the back of this textbook to help you.
7. Submit your work to your teacher.

### Project 2: Chain Writing

1. Form a group consisting 4-7 people.
2. Decide on a topic.
3. Assign roles to each person:
  - a. Initiator : the person who writes the first sentence
  - b. Responder 1-2: the person who writes the second and third sentence based on the first sentence
  - c. Responder 3-4: the person who writes the fourth and fifth sentence based on the first sentence
  - d. Closer: the person who writes the last sentence
4. Create an outline based on the result of your group's text. You should use one of the outlining diagrams in this unit.
5. Identify your group text structure.
6. Type the text neatly.
7. Submit your work to your teacher.



## Evaluation of Unit 5

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_  
 Selected Project : \_\_\_\_\_

### Reading Skills:

Aspects	Score (1-4)
Neatness of Project Result (smart choice of font; has spaces between words)	
Thoroughness and Precision	
Proper Citation	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

### Writing Skills:

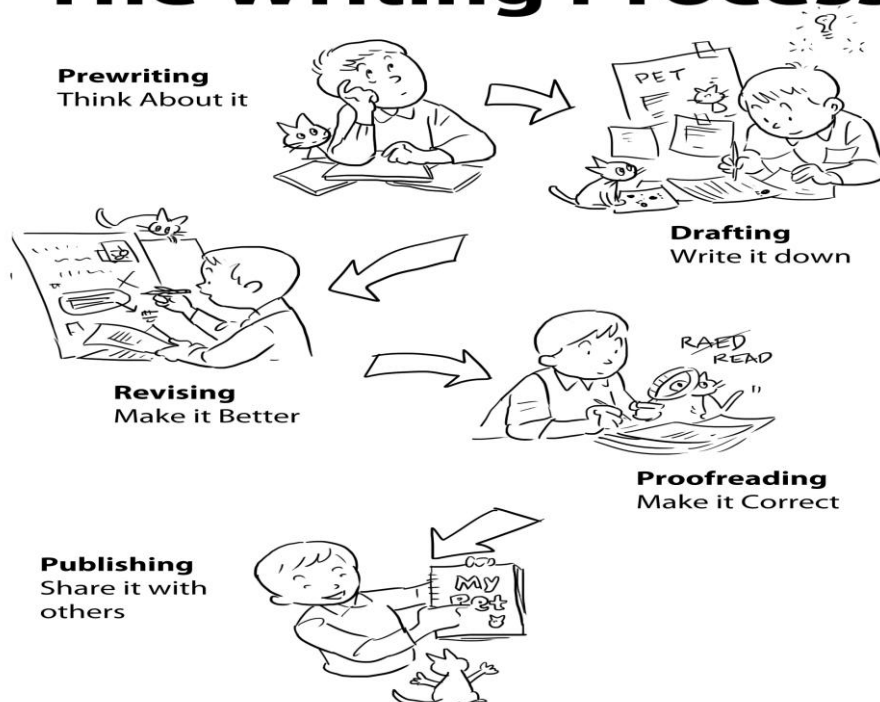
Aspects	Score (1-4)
Neatness of Project Result (smart choice of font; has spaces between words)	
Mechanics and Spelling	
Sentence fluency	
Construction of Ideas (clear and easy to follow)	
Overall Task Completion	
Mechanics and Spelling	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

**\* You may copy/cut/tear this page.**

## 5.5 Intermezzo: Writing Process

A good writing needs a process. Process of writing is somehow related to reading strategy. Study the writing process below. Ask your teacher or your classmate to share his/her writing experiences.

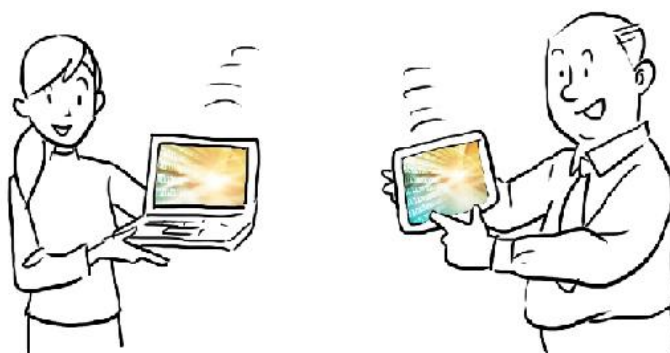
# The Writing Process



Steps	Activity
1. Think about it	<ul style="list-style-type: none"> <li>a. Choose and narrow a topic.</li> <li>b. Brainstorm to gather ideas and information for your first draft.</li> <li>c. Create an outline.</li> </ul>
2. Write it down	<ul style="list-style-type: none"> <li>a. Write your first draft.</li> <li>b. Check for CONVENTION: mechanics and spelling.</li> </ul>
3. Make it better	<ul style="list-style-type: none"> <li>a. Check your first draft for irrelevant sentences so that you are FOCUS.</li> <li>b. Write your second draft.</li> </ul>
4. Make it correct	<ul style="list-style-type: none"> <li>a. Correct grammatical errors and misused words so that your writing has STYLE.</li> <li>b. Write your final draft.</li> </ul>
5. Share it with others	Submit your final draft to your teacher or publish your writing.

## Unit 6

### Social Network



#### In this unit, you will learn:

1. Elements of a good paragraph
2. Essential verbs to describe things
3. Language Device to compare and contrast

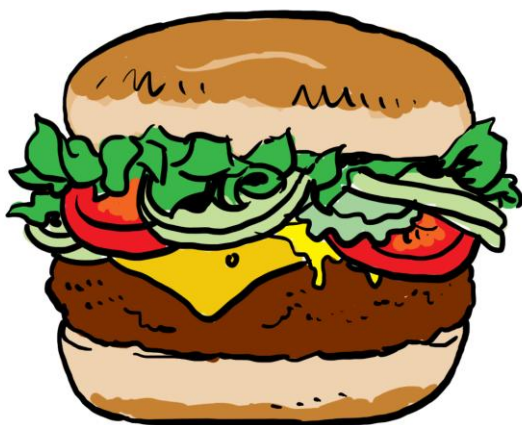
#### 6.1 Elements of Paragraph

##### Activity 1: Getting Familiar with Paragraph

Previously, you have learned about constructing a complete idea in sentences. Now, let's learn about a paragraph. It is a piece of writing focusing on ONE topic. It should be easy to read and well organized. Study the following information about a paragraph (Walters, 2000). Study the terms that you need to know from now on. Ask your teacher for more explanation.

Smaller Scale	⇒	Bigger Scale
Paragraph	⇒	Text (Essay)
(Introductory Sentence) + Topic Sentence	⇒	Introductory Paragraph: must have Thesis Statement
Supporting Sentences: Major and Minor Details	⇒	Body Paragraphs: Major and Minor Details
Concluding Sentence	⇒	Concluding Paragraph

## Illustration of a paragraph:



The top bun  
is your topic sentence

The sentences that come  
next are your supporting detail.  
They are like the lettuce,  
tomato and hamburger patty  
in the middle

Holding everything together  
is the bottom bun of the  
hamburger. It is a concluding  
sentence.

### Activity 2: Exploring Sentences in Paragraph

There are at least four types of sentences in a paragraph. Study the information below.

# 1. **Introductory Sentence**

An **INTRODUCTORY SENTENCE** is usually located in the beginning and gives general statement before a **TOPIC SENTENCE**.

For many writers, the first sentence is very important because it serves as a "hook" that intrigues their readers and helps them to get into the **TOPIC SENTENCE** that they will focus on their paragraph.

**A good INTRODUCTORY SENTENCE** may follow one of these techniques:

1. Question
2. Amazing fact
3. Story

For example:

Question	Does anyone in this class use a social network app, such as LINE or BBM?
Amazing fact	Last year, there were more than <b>10 million LINE and BBM apps users</b> in Indonesia.
Story	One of my favorite social network apps is WhatsApp.

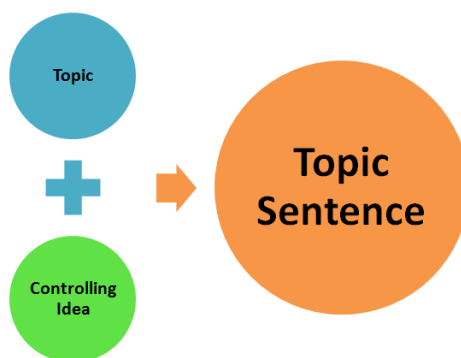
## 2. Topic Sentence

The next type and the most important element in a paragraph is **TOPIC SENTENCE** because it **GLUES** all sentences together.

“ A topic sentence is like a promise.”

Commonly, **TOPIC SENTENCE** is usually the **FIRST** or **LAST** sentence. Sometimes, it can even also be in the **SECOND** or **SECOND LAST** sentence.

A topic sentence consists of topic and controlling idea.



### Controlling Idea → Limit

Topic is the **FOCUS** of your writing. Controlling idea sets limit to the information being discussed in a paragraph. The controlling idea of a topic sentence will guide a writer to **STAY FOCUSED** on the **TOPIC** he chooses. Controlling idea will also set text structure of a paragraph.



For example:

Topic Sentences	Patterns of Paragraph
There <b><u>are variety of social network applications</u></b> used among university students.	DESCRIPTION (definition and/or examples)
There are <b><u>four simple steps</u></b> to install BBM in your cellular phone.	SEQUENCE
Despite having <b><u>differences</u></b> , LINE and BBM share <b><u>similarities</u></b> .	COMPARE AND CONTRAST
<b><u>Overuse of cellular phone</u></b> leads to a dangerous radiation that can cause <b><u>a serious disease</u></b> , for instance cancer.	CAUSE-EFFECT
Here are <b><u>helpful tips</u></b> to reduce <b><u>oversharing information</u></b> in social media.	PROBLEM-SOLUTION

### 3. **Supporting Sentence**

The third is **SUPPORTING SENTENCE** that provides the ingredients to support the topic of a paragraph. **SUPPORTING SENTENCES** can be facts, incident, reasons, and examples (**FIRE**).

**SUPPORTING SENTENCE** can have **MAJOR** and **MINOR** details. But not all **SUPPORTING SENTENCES** have minor details.

**MAJOR DETAILS:** These types of details directly explain or support the **CONTROLLING IDEA** of the paragraph in **ONE COMPLETE SENTENCE**.

**MINOR DETAILS:** These types of details explain the **MAJOR DETAILS** in the paragraph. Typically, a **MINOR DETAIL** comes after a **MAJOR DETAIL**.



For example:

Types of Details	SUPPORTING SENTENCES
<u>F</u> act	<b>Based on Tel-U's survey</b> , university students use a social network app at least three hours a day.
<u>I</u> ncident	When <b>you overshare information via a social network</b> , it can cause an unnecessary .
<u>R</u> eason	I like to use WhatsApp <b>because it is simpler compared to other apps</b> .
<u>E</u> xamples	There are many kinds of social network applications available, <b>such as LINE and BBM</b> .

# Concluding Sentence

4.

The last type is a **CONCLUDING SENTENCE** that ends your paragraph smoothly. You should be able to create creative and memorable ending. A good **CONCLUDING SENTENCE** may follow one of these forms:

1. Repeat the topic sentence in different sentence structure or words
2. Summarize the supporting sentences
3. Give an opinion
4. Give advice
5. Offer hope
6. Make prediction

**For example:**

Repeat the topic sentence	<p>Topic sentence: Despite having <b>differences</b>, LINE and BBM share <b>similarities</b>.</p> <p>Concluding sentence: In brief, <b>these are the similarities and differences of LINE and BBM</b>.</p>
Summarize the supporting sentences	<p>Now, with these illustrations, <b>they have three similarities and four differences</b>.</p>
Give an opinion or write about your feeling	<p>In conclusion, though they share similarities and differences, <b>I prefer to use LINE</b>.</p>
Give advice	<p>Now, <b>I believe if you're looking for a more private IM app, then BBM might be right for you</b>.</p>
Offer hope	<p><b>These two apps surely can bridge people to stay connected no matter where they are</b>.</p>
Make prediction	<p><b>Perhaps one day, LINE and BBM will become one single application</b>.</p>

### Activity 3: Identifying Sentences in a Paragraph

Read the text below about LINE and BBM. Recognize all four sentences in a good paragraph are present. Complete the breakdown table with the sentences from the text. Add the type of supporting sentences that you discovered. Discuss your answer with your teacher.

Instant Messaging or in short, it is called IM has become a vital demand for individuals including university students because it connects them no matter how much the distance is. Two most popular IM apps: LINE and Black Berry Messenger known as BBM share similarities and differences. Related to their developers, LINE was developed by LINE Corporation in Japan, whilst BBM was developed by Black Berry in Canada. LINE can only be used using about fourteen languages. On the other hand, BBM can be used in multilingual more than in LINE. In addition to chatting, both provide services to share pictures and audio. You can play LINE bubble or LINE Pokopang, but you cannot play any game in BBM. Now, if you are looking for a fun app, then LINE is the best choice for you.

#### The breakdown:

Introductory sentence:	Instant Messaging or in short, it is called IM has become a vital demand for individuals including university students because it connects them no matter how much the distance is
Topic sentence:	
Supporting sentence:	
Type: major: fact	LINE was developed by LINE Corporation in Japan, whilst BBM was developed by Black Berry in Canada.
Type: _____	
Type: _____	
Type: _____	
Concluding sentence:	

### Activity 4: Composing Sentences

Now, combine the following words into complete sentences. You may add many other words to make these sentences complete. Refer to the previous unit to help you. The first word has been done for you. Check your answers with the class.

1. LINE;BBM; better; social; network; app; three reasons; is; for; a

LINE \_\_\_\_\_.

2. Find; best; social; network; app; services; many; ways; are; there; the; to

There \_\_\_\_\_.

3. Through; wi-fi; connection; sending; data; convinience; and; affordable; is

Sending \_\_\_\_\_.

### Activity 5: Identifying Topic and Controlling Idea

Check your sentences from Activity 4. When you observe carefully, these sentences are examples of TOPIC SENTENCES. Rewrite the complete sentence for each number. Then, identify the topic and the controlling idea of those sentences.

1. The sentence: \_\_\_\_\_.

The topic: \_\_\_\_\_

The controlling (main) idea: \_\_\_\_\_

2. The sentence: \_\_\_\_\_.

The topic: \_\_\_\_\_

The controlling (main) idea: \_\_\_\_\_

3. The sentence: \_\_\_\_\_.

The topic: \_\_\_\_\_

The controlling (main) idea: \_\_\_\_\_

### Activity 6: Identifying Types of Sentences

By now, you should be aware of the characteristics of each sentence in a paragraph. Study information in Activity 2 to help you remember the characteristics. Identify the following types of sentences. Write IS for introductory sentence, TS for topic sentence, SS for supporting sentence, and CS for concluding sentence on the space provided. Check your answers with your teacher.

1. \_\_\_\_\_ There are basically two features that people love the most when it comes to iPhone 5.
2. \_\_\_\_\_ Who doesn't have a social network account nowadays?
3. \_\_\_\_\_ To sum up, these are the components, positions, and functions of each component of i-phone 4
4. \_\_\_\_\_ Now you know that cellphone radiation is dangerous to our health, but you can protect your health by following aforementioned suggestions.
5. \_\_\_\_\_ Initially, BBM was only intended for Black Berry phone.
6. \_\_\_\_\_ Similar to making a phone call using a cellular phone, the first step that you do is lift the handset and dial a number.
7. \_\_\_\_\_ Many of you usually have selected driving mode available in your smartphones.
8. \_\_\_\_\_ So far, there are five aspects being elaborated: calling vs. texting, no headset vs. headset, phone mode when driving, where you keep your phone, and position of phone when you sleep.
9. \_\_\_\_\_ Cellular phone or cell phone is a type of sophisticated telecommunication device.
10. \_\_\_\_\_ The ring/silent switch is located above the volume buttons.

### Activity 7: Ordering Sentences

Read the following sentences carefully. Put them in the right order. Write the order on the space provided below. Remember the order should be: IS, TS, SSs, and CS. Check your answer with your teachers.

1. First, they can communicate with international students from across the nation.
2. The other activity is that they can gain from others' knowledge and experiences.
3. There are so many activities that students can do with using social network.
4. These are the four activities that students can do via social network, such as Facebook.
5. Most importantly, students can explore the network to gain access to limitless information.
6. In addition, students can also participate in private groups to share ideas and solutions.
7. The social network brings heaven into students' life.

The correct order is:

\_\_\_\_\_.

### Activity 8: Recognizing Irrelevant Sentences

Remember, your controlling idea (main idea) make your writing FOCUS. Identify the main idea in the text below. Spot several sentences that seem unrelated to the main idea. Scratch (draw a line) on the irrelevant sentences. Ask your teacher to check your version.

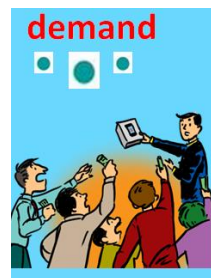
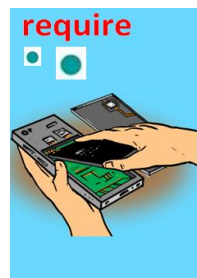
Main idea: \_\_\_\_\_

(1) There is no doubt that social network is one of the greatest humankind's inventions of the last century. (2) However, some people believe that social network creates many problems. (3) For example, teenagers spend hours talking or writing to whom they called friends, but they actually never meet face to face with one another. (4) But, I also think that social network brings us many benefits. (5) People can have access to the latest news and have online friends. (6) Also, people can overshare unnecessary information on their social networks. (7) Another important benefit is that the Internet is a great means of communication. (8) Invitation to play online games becomes annoying and filled our news feed every single minute. (9) The worst is that there are many people who are addicted to online chatting and become depressed. (10) Thus, I believe that social network gives us more disadvantages than advantages.

## 6.2 Essential Verbs to Describe Things

### Activity 9: Vocabulary Exploration

You have learned about word stress in Unit 3. Pronounce the following words with correct stress on the right syllable. Pay attention to your teacher. Repeat after your teacher. Then, identify the part of speech for each word.



### Activity 10: Recognizing a Word with Two Functions

Some English words can be both verb and noun or noun and adjective. Study the verb list in Activity 1. Select three words that have a role as verb and noun. Use a good dictionary to help you. Ask your teacher to check your work. An example has been done for you.

Verbs	Part of Speech	Meaning	Example of Use
Function	V	Operate	A cellular phone <b>functions</b> as a telecommunication device.
	N	Utility	The <b>function</b> of a cellular phone is as a telecommunication device.

#### Note:

Be careful with s-v agreement, especially when the subject is singular. In addition, be careful also with plural and singular noun. The noun must match the verb.



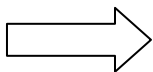
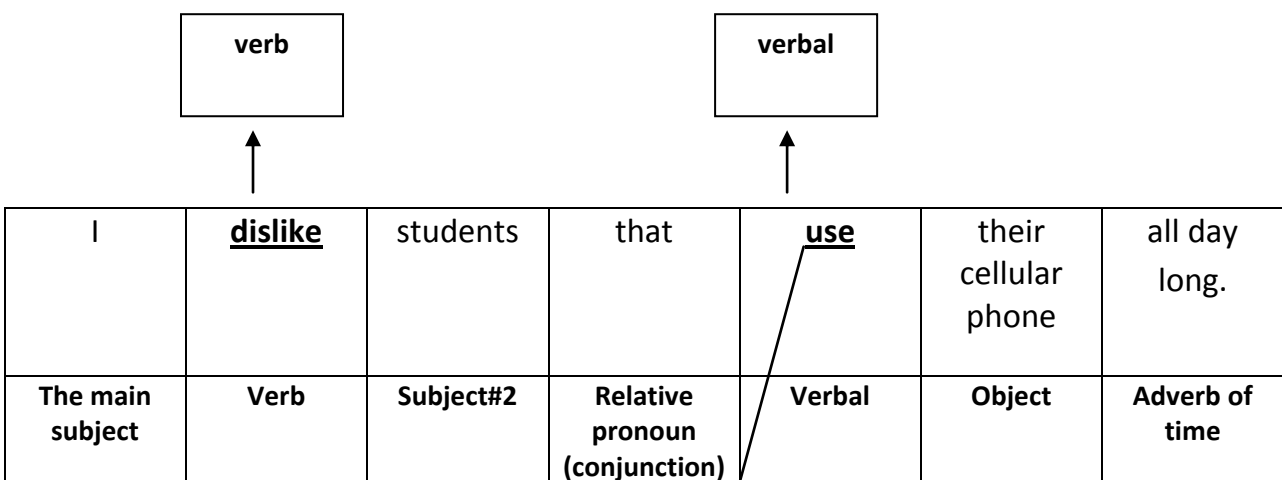
Verbs	Part of Speech	Meaning	Example of Use
	V		
	N		

Verbs	Part of Speech	Meaning	Example of Use
	V		
	N		

Verbs	Part of Speech	Meaning	Example of Use
	V		
	N		

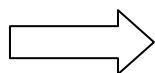
### Activity 11: Recognizing Verbs and Verbals

Verb is the most important word in a sentence or expression. In many occasion, verb can act as the verb or the noun in certain sentences. Study the explanation below. Ask your teacher to give more examples.



Short version: I dislike students using their cellular phone all day long.

The mini apps	<u>called</u>	widgets	<b>are</b>	useful	for smartphone users.
<b>The main subject</b>	<b>Verbal</b>	<b>The main subject</b>	<b>Verb</b>	<b>Adjective</b>	<b>Object</b>



Long version: The mini apps which are called widgets are useful for smartphone users.

From the two examples above, you must be aware when you find or use more than two verbs. It means you are probably writing a compound or a complex sentence.

### 6.3 Language Device to Compare and Contrast

#### Activity 12: Using Adjective and Adjective Phrases

**When comparing and contrasting two objects or more, you can use adjectives and adjective phrases. Study the following explanation. Ask your teacher to give you more examples.**

When comparing two or more objects or persons, you use comparative and superlative adjectives. The constructions are:

- a. **adjective + -er + (than)**
- b. **(the) + adjective + -est**

**For example:**

- 4. The color of iPhone 4's casing is darker than Samsung Galaxy Young's casing.
- 5. The color of iPhone 4's casing is the darkest.



In addition, you can also use adjective phrases. The constructions are:

- a. **more/less + adjective + (than)**
- b. **(the) + most/least + adjective**

**For example:**

1. Samsung Galaxy Note 3 is more compatible than iPhone 4.
2. iPhone 4 3 is less compatible than Samsung Galaxy Note 3.
3. Samsung Galaxy Note 3 is the most compatible smartphone.
4. iPhone 4 is the least compatible smartphone.

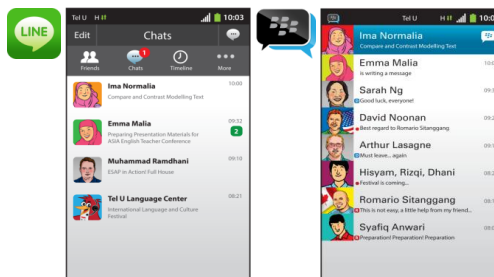


### Activity 13: Recognizing Transition Signals to Compare and Contrast

**Remember, you can use transition signals to compare and contrast two objects or more. Study the explanation below. Ask your teacher to give more examples.**

#### 1. Stating Similarity

- a. Similarly
- b. Both
- c. Also
- d. Too



**For example:**

1. Similarly, LINE and BBM function as messaging apps using the mobile phone network.
2. Both LINE and BBM function as messaging apps using the mobile phone network.
3. LINE and also BBM function as messaging apps using the mobile phone network.
4. LINE functions as messaging apps using the mobile phone network and BBM does too.

**Similarly** and **both** can be placed in the beginning of a sentence. Meanwhile, **also** is placed in the middle and **too** is placed at the end. When you use **also** in spoken English, you can place **also** in the beginning or at the end. For example: "Also, I like LINE". "I like LINE also."

## 2. Stating Difference

- a. Unlike
- b. But
- c. However
- d. Meanwhile

### For example:

1. Unlike LINE, BBM only provides emoticons.
2. BBM has emoticons, but LINE has many stickers to represent our messages.
3. You can play games in LINE. However, BBM does not have games.
4. LINE provides many games, meanwhile, BBM does not.

**Unlike** is placed in the beginning of a sentence. **However** and **meanwhile** can be placed in the beginning or in the middle of a sentence. **But** can only be placed in the middle of a sentence. When you use **but** in spoken English, you can place **but** in the beginning or in the middle. For example: “But, I don’t use BBM”. “I like LINE, but I don’t like BBM.”

### Activity 14: Writing Introductory Sentences

Write good introductory sentences for the two texts below on the space provided. Complete the introductory sentences. For the introductory sentences, the first word of Text#1 is “Internet” and Text#2 is “Websites”. Discuss your answers with the class.

#### Text#1: Internet

Internet has made a great impact on work, leisure and knowledge. Now, millions of people at work have easy and immediate access to do their jobs. They do not need to meet their business partners in different parts of the world just to negotiate the business, but with an internet access, they can meet in person through a virtual meeting. Moreover, Internet also can be an escape from work for their leisure activities such as downloading music, video games, and playing games with multiplayer around the globe. The last, internet is considered as a great source of knowledge as students and teachers find it useful to help them with students’ homeworks and teacher’ learning and teaching materials. Indeed, with the help of Internet, people in most parts of the world really take the advantages of its presence.

## Text#2: Websites

There are several different functions of websites. A website can function as a personal website, a commercial website, a government website or a non-profit organization website. Personal websites are typically dedicated to a particular topic or purpose. Sometimes, personal websites can also become commercial websites for the purpose of selling and buying. In addition, government websites provide information including regulations and legal matters in particular countries. On the other hand, non-profit organization websites usually support government websites with additional important information regarding useful programs for the prosperity of the people. Now you know the variety of functions of websites.

### Activity 15: Writing Topic Sentence

**Write good topic sentences for the two texts below on the space provided. Complete the topic sentences. For the topic sentences, the first word of Text#3 is “E-mail” and the first words of Text#4 are “There are”. Discuss your answers with the class.**

#### Text#3: E-mail

Nowadays, Internet has brought many features to ease people in their daily communication, including e-mailing. **E-mail** \_\_\_\_\_.

One category of e-mail is junk mail. When most people sign on to their computers, they are greeted with a flood of get-rich-quick schemes, invitations to pornographic web sites, and ads for a variety of unwanted products. E-mail users quickly become good at hitting the “delete” button to get rid of this garbage. The second category that clogs most people’s electronic mailbox is forwarded mail, most of which also gets deleted without being read. Often, these forwarded emails say ‘This is not hoax’ which is in fact hoax. The third and best category of e-mail is genuine personal e-mail from genuine personal friends. Getting such real, thoughtful e-mail can almost make up for the irritation of the other two categories. All in all, these are some examples of types of e-mails.

**Text#4: Websites**

Finding websites has become an important skill for both students and teachers to master. **There are** \_\_\_\_\_.  
*First*, integrate the internet into a unit of study by finding a Web site with the information needed for one component of the unit. Post the Internet address and clear directions for the assignment near the computer. *Second*, encourage students to make good use of their computer time with bookmarking to eliminate the simple errors that are frequently made when typing in Web addresses. *Third*, create a graphic organizer to help learners choose concepts and facts that fit the assigned topic. By knowing these three tips, students will find the web easy to access, and can make the Internet a learning tool to enhance their study.

**Activity 16: Writing Supporting Sentences**

**Write four (4) relevant supporting sentences for the text below. Circle the topic and controlling idea. Write your answers on the space provided. Discuss your answers with the class.**

**Text#5: web browsing**

Who says that modern technology brings more benefits to our life? For example, web browsing is annoying in several situations. (1) \_\_\_\_\_.

(2) \_\_\_\_\_.

(3) \_\_\_\_\_.

(4) \_\_\_\_\_.

These are some of the many crazy situations where people can be disturbed when they browse websites.

### Activity 17: Writing Concluding Sentence

Write a good concluding sentence for the two texts below on the space provided. Complete the concluding sentence. For the concluding sentence, the first words of Text#6 are “To sum up, these are”. Discuss your answers with the class.

#### Text#6

There are lots of benefits that we can get from the internet, but don't you know many people use it for crimes? Here are several steps to avoid cyber crime in Internet. First, make sure you have strong passwords and keep them safe. Second, protect your computer with security software. Third, protect your personal information. The last, review bank and credit card statements regularly. **To sum up, these are**

## 6.4 Review

### Project 1: Writing a Review “Cool Stuff”

1. Find a partner for this project.
2. Choose two things that you want evaluate (review).
3. Find related information about the things that you have selected.
4. You may use printed or online articles.
5. Then, create your own sentences using at least 4 words from Activity 5.
6. Your review must consist of:
  9. Title
  10. Introduction (brief statement about the two things): introductory and topic sentences
  11. Critical review: supporting sentences
  12. Final remark: concluding sentence
7. Type your task in A4 papers and print them.
8. Submit it to your teacher.

“Cool Stuff”

## Project 2: Making Comment Column “Choice of the Week”

1. Find a partner for this project.
2. Choose two things that you want to compare and contrast.
3. Find related information about the things that you have selected.
4. You may use printed or online articles.
5. Then, create your own sentences using at least 4 words from Activity 5.
6. Your review must consist of:
  - a. Title
  - b. Introduction (brief statement about the two things): introductory and topic sentences
  - c. Plus and minus: supporting sentences
  - d. Final choice: concluding sentence
7. Type your task in A4 papers and print them.
8. Submit it to your teacher.

<b>“Choice of the Week”</b>



## Evaluation of Unit 6

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_  
 Selected Project : \_\_\_\_\_

### Writing Skills:

Aspects	Score (1-4)
Neatness of Project Result (smart choice of font; has spaces between words)	
Mechanics and Spelling	
Sentence fluency	
Construction of Ideas (clear and easy to follow)	
Overall Task Completion	
Mechanics and Spelling	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

**\* You may copy/cut/tear this page.**

### 6.5 Intermezzo: Editing a Text

**Good grammar reflects on good writing. You must reduce grammatical errors in your writing. Remember S-V agreement is very important. Identify the errors in the text below. Write down the correction near them. Ask your teacher to check your answers.**

#### Future Technology

Imagine you are in a super sophisticated realm. You open doors and automatically, the

lamp switches  
lamps switch

**lamps switches** on. You greet your neighbor, Ms. Predari. She sit on her porch reading a

book that can talk. Then, you see her friend, Ms. Florita come by to her house. Ms.

Florita bring out a tiny laptop from her purse. Then, she begin to type using hologram

keyboard and send a message via her Facebook account. At the same time, they talks for

a while via Skype to their friends, Ms. Retno in America. A robot that resemble a human

come from inside bringing a tray of food. They drinks juices and eats cookies. Ms.

Predari spot you looking from your window. She wave and call out your name. Finally,

you decides to join them chatting with many people from around the globe.

## Unit 7 Modern Technology



### In this unit, you will learn:

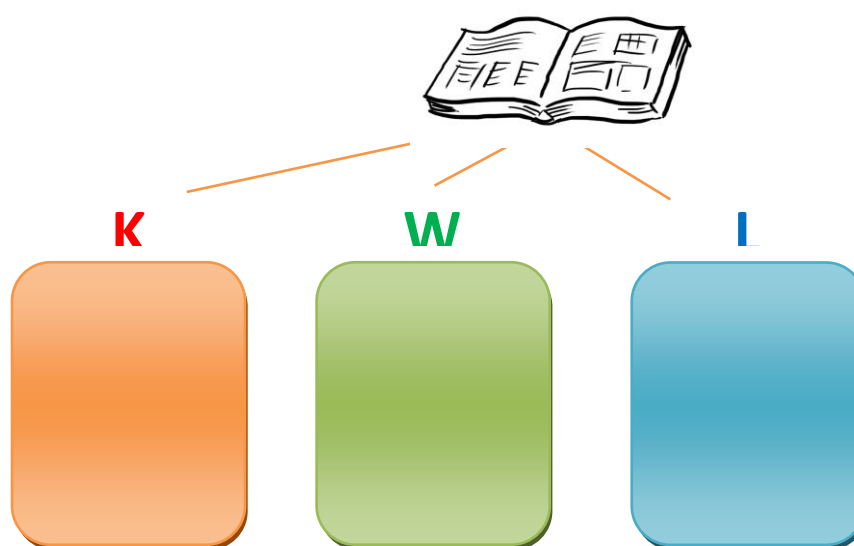
1. Brainstorming for ideas
2. Models of Basic Academic Text
3. Writing Time

### 7.1 Brainstorming for Ideas

#### Activity 1: Reading to Get Ideas

Some of you may choose to read to get ideas for your writing. For some people, reading can be a passive activity that leads to boredom. One thing that you can do to make your mind “up” for reading is applying K-W-L strategy. Study the graphic organizer below. Then list the ideas that you get from the text.

The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating your background knowledge, it improves comprehension of reading text.



You will experience KWL reading strategy. Do the before activity first, then continue to the after reading. With a partner, list down information what you know, what you want to learn more, and what you have learned about “the impact of technology on our lives.” Share your opinion with the class.

Before Reading		After Reading
<b>K</b> What do you already KNOW about “the impact of technology on our lives”?	<b>W</b> What do you WANT to learn more about “the impact of technology on our lives”?	<b>L</b> What have you LEARNED about “the impact of technology on our lives” from the text?
<b>Before reading</b>  Share your opinion: I think...	<b>Before reading</b>	<b>After reading</b>

As you read the text, discover the meaning of the following words and phrases:

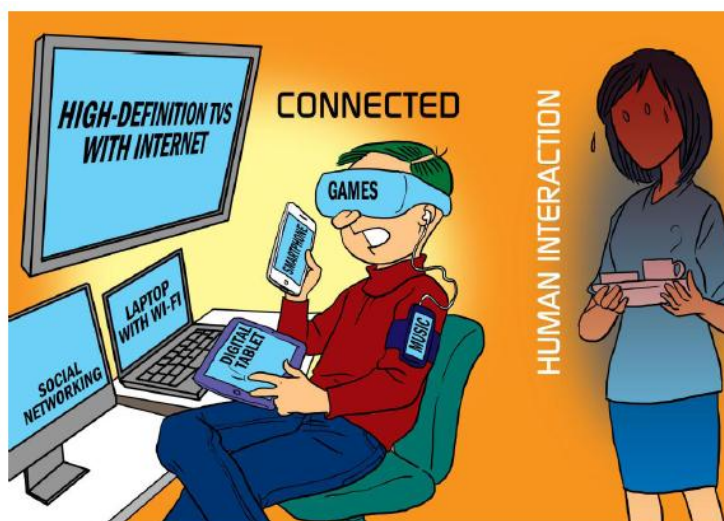
Words/Phrases	Intended Meanings and Examples of Usages
Highly restricted	
Sedentary lifestyle	
Worked wonders	
Magic in waiting	
Boon to society	
Taken its toll	
Lose its charm	
Pricey luxuries	
Priceless joys	

## “Under Contradictions Lies Similarities” (Modified from Oak, 2012)

*A benefit of communication technology not often talked about is the technology’s ability to give disabled people the ability to communicate. Communication technology, like electronic communication boards and specialized computer software, helps to give a voice to individuals who’ve previously gone unheard.*

(Anonymous, 2012)

Despite the notion above, think of the days when there were no computers and no modern means of transport. Our life was **highly restricted** due to the unavailability of technological applications. Daily life involved a lot of physical activity. Life of the common man was not as luxurious as that of modern times, but we were more active. Exercise was integrated into routine physical activities. It was contrary to the **sedentary lifestyle** of today, which leaves no time for exercise and fills days with inactivity and laze. Today we don't want to, and thanks to technology, don't even need to, walk, move around or exert physically to get things done. We have the world at our fingertips.



Think of the days when there were no online messengers, no emails and no cell phones. Indeed cellular technology made it possible for us to communicate over wireless media. Web communication facilities have **worked wonders** in speeding long-distance communication. On the other hand, they have **deprived** mankind of the warmth of personal contact. Emails replaced handwritten letters and communication lost its personal touch. With the means of communication so easily accessible, that **magic in waiting** to reach someone and the excitement that followed have vanished.

We think of technology as a **boon to society** for the Internet has bred many unethical practices like hacking, spamming and phishing. Internet crime is on the rise. The Internet, being an open platform lacks regulation. There is no regulation on the content displayed on websites. Overexposure to the Internet has **taken its toll**. In this virtual world, you can be who you are not, you can be virtually living even after you die. Isn't this weird? Children are spending all their time playing online and less or almost no time playing on the ground. Youngsters are spending most of their time social networking, missing on the joys of real social life.

The impact of technology on society is deep. It is both positive and negative. Technology has largely influenced every aspect of living. It has made life easy, but so easy that it may **lose its charm** one day. One can cherish an accomplishment only if it comes after effort. But everything has become so easily available due to technology that it has lost its value. There is a certain kind of enjoyment in achieving things after striving for them. But with everything a few clicks away, there is no striving, there's only striking. With the developments in technology, we may be able to enjoy all the **pricey luxuries** in life but at the cost of losing its **priceless joys**.

**Questions for discussion:**

1. What does the text mainly discuss? It focuses on \_\_\_\_\_.
2. According to the author, what are the good effects of technology to our society?  
He stated that \_\_\_\_\_.
3. According to the author, what are the bad effects of technology to our society?  
He mentioned that \_\_\_\_\_.
4. Which part of the text do you like? I really like \_\_\_\_\_.

**Some ideas that I could use for my writing are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Activity 2: Listening to Get Ideas

Those who doesn't like reading, listening to text is another option to get ideas to write. Listen to a conversation between Simon and Todd share what they feeling about using phone. Then, answer the following questions to help you understand the text. Then list the ideas that you get from the text.



1. How does Todd feel about his phone? He \_\_\_\_\_.
2. What does Todd refer to his cellular phone? He calls it \_\_\_\_\_.
3. What does Simon call his cellular phone? He calls it \_\_\_\_\_.
4. How does Todd feel when somebody calls him and he is unable to return his/her call? He feels \_\_\_\_\_.
5. What did he do with his phone when he does not want to call people? He usually \_\_\_\_\_.
6. Instead of liking his phone, what kind of technology does Todd prefer to use? He likes to use \_\_\_\_\_.
7. What is the meaning of Simon's expression "agree to disagree"? It means that \_\_\_\_\_.

How many terms did you catch from the listening text referring to phone? Write the terms down:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Questions for discussion:**

1. Who do you agree with concerning using a phone, Todd or Simon? I agree with \_\_\_\_\_.
2. What do you think about using phone? I think \_\_\_\_\_.
3. When do you think a phone is really essential device in your life? Probably, it's when \_\_\_\_\_.
4. In what situation do you think a phone is not really necessary? I believe when \_\_\_\_\_.

**Some ideas that I could use for my writing are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Activity 3: Watching to Get Ideas**

For many people, watching is another choice to get ideas for writing. Watch a video on the latest high-tech gadget. Discover information listed below as you watch the video. Then list the ideas that you get from the text.



1. The name of the gadget is \_\_\_\_\_.
2. Its main functions are \_\_\_\_\_.
3. The gadget costs around \_\_\_\_\_.



4. The gadget was produced by a company named \_\_\_\_\_.
5. Daniel's favorite gadget is \_\_\_\_\_.
6. Natalie's favorite gadget is \_\_\_\_\_.
7. I think the kind of people who will likely buy the gadget are \_\_\_\_\_.
8. If someone gives me the gadget, I would \_\_\_\_\_.

**Some ideas that I could use for my writing are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Activity 4: Deciding on a Topic**

After experiencing three ways to get ideas for your writing, it's time to DECIDE a topic. If you are still confused, try to do the following steps:

1. Think of



2. Create a list of possible topics that interest you.
3. Visit the library or search online articles to help you build background knowledge.
4. Discuss with your friends or consult your teacher.
5. Set your limit carefully.
6. Then, finally, after deep and long consideration, the topic for my writing is \_\_\_\_\_.
7. Start your first draft.

## 7.2 Models of Basic Academic Texts

### Activity 5: Exploring Academic Texts for Good Models

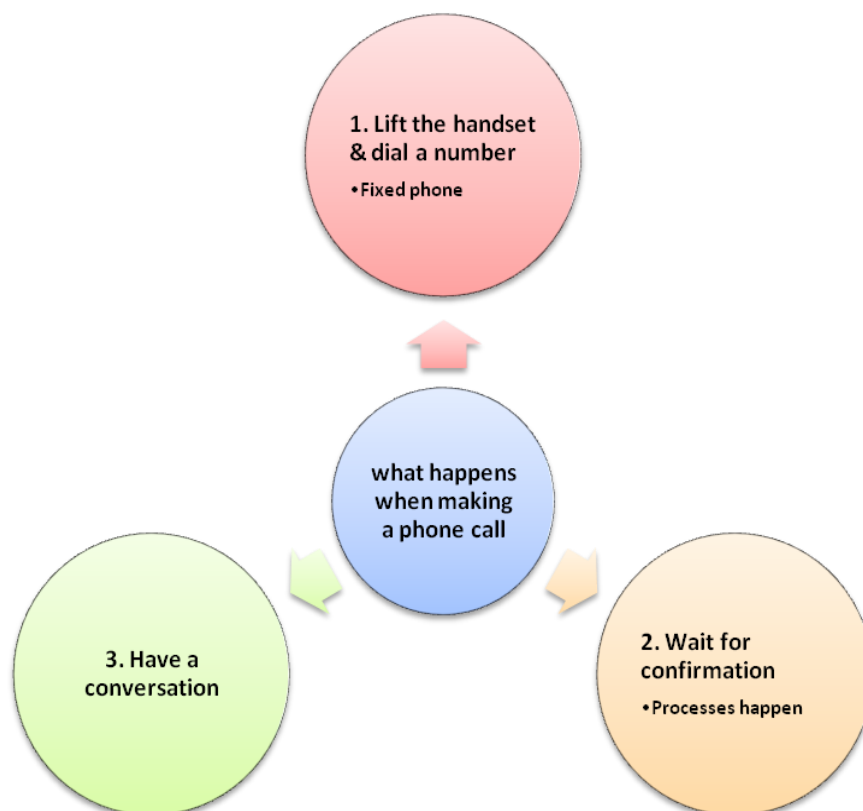
If you are still confused on how to start, explore this activity. There are many kinds of academic texts. One of them is paragraph or essay. If you refer to Unit 6, you will discover that you can start writing a paragraph before you write an essay. Study the following texts in the form of paragraph to give you some ideas on how to organize your own writing.

#### Text #1

**Topic: what happens when making a phone call**

#### Brainstorming for ideas:

- a. Making outline (mind mapping)
- b. Listing related actions and events
- c. Choosing related words
- d. Stringing words into sentences
- e. Writing the first draft



**The draft:**

The advancement of technology including telephone has eased people to stay connected. **Here is important information on what happens when you make a phone call.** The first step that you do is lift the handset and dial a number. If you are using fixed phone at home, you lift the handset from the cradle and then dial a number. The second step is that you have to wait. As you wait, you will hear a dial tone. This dial tone confirms the connection. Then, the switch rises and the telephone are connected to the routing network. Finally, you can have a conversation. **These are the steps and processes of making a phone call.**

**Notes:**

Introductory sentence: amazing fact

Topic sentence: sequence

Supporting sentences: 3 procedures and 3 processes

Concluding sentence: summarizing the supporting sentences

Total of sentences: 10 sentences

**If you want to give a title to this text, what would your title be?**

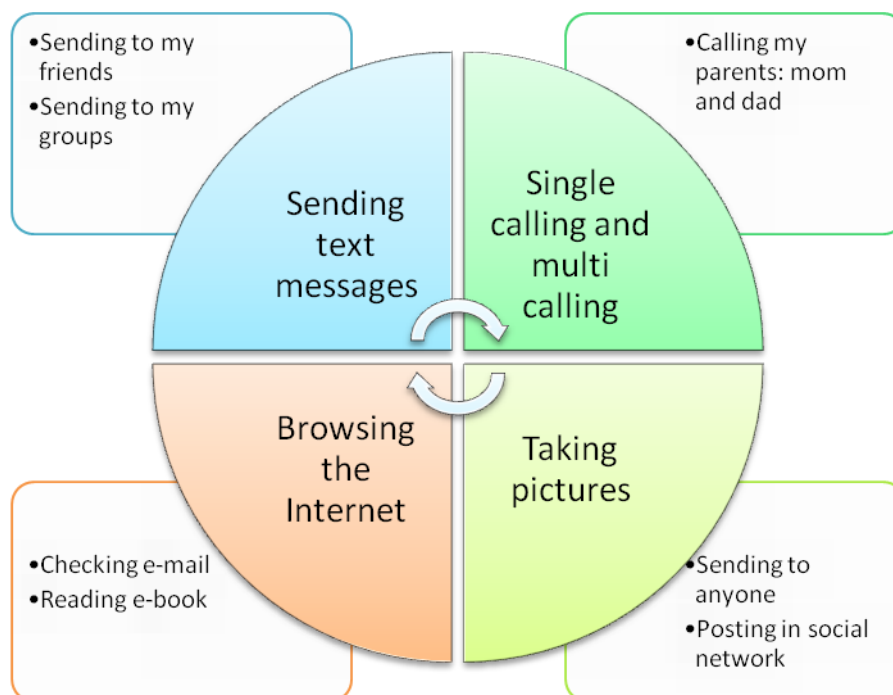
---

## Text#2

### Topic: i-Phone 4's features

#### Brainstorming for ideas:

- a. Making outline (mind mapping)
- b. Listing related features:
  - i. what i-phone 4 can do
  - ii. what features are useful to me
- c. Choosing related words: actions = verbs; parallelism
- d. Stringing phrases into sentences
- e. Writing the first draft



i-Phone 4's features

**The draft:**

People around the world own different kinds of cell phones that fit their bills and their needs. **My choice is iPhone 4 and there are many activities that I can do using my phone.** For example, I can send text messages to my friend or forward the text to my groups. The second feature is single-calling and multi-calling. I can call my mother and my father at the same time, and then, we would have a family conversation. The third feature is sending pictures. I can take a picture and send it to whoever I want. I even can post it in my social network. The fourth feature is browsing the Internet. When you find a wi-fi spot, you can surf the Internet for free. You can check your email and read e-book. **All in all, my iPhone 4 makes my life easier.**

**Notes:**

Introductory sentence: fact

Topic sentence: description: listing

Supporting sentences: 4 major details and 6 minor details

Concluding sentence: giving opinion

Total of sentences: 12 sentences

**If you want to give a title to this text, what would your title be?**

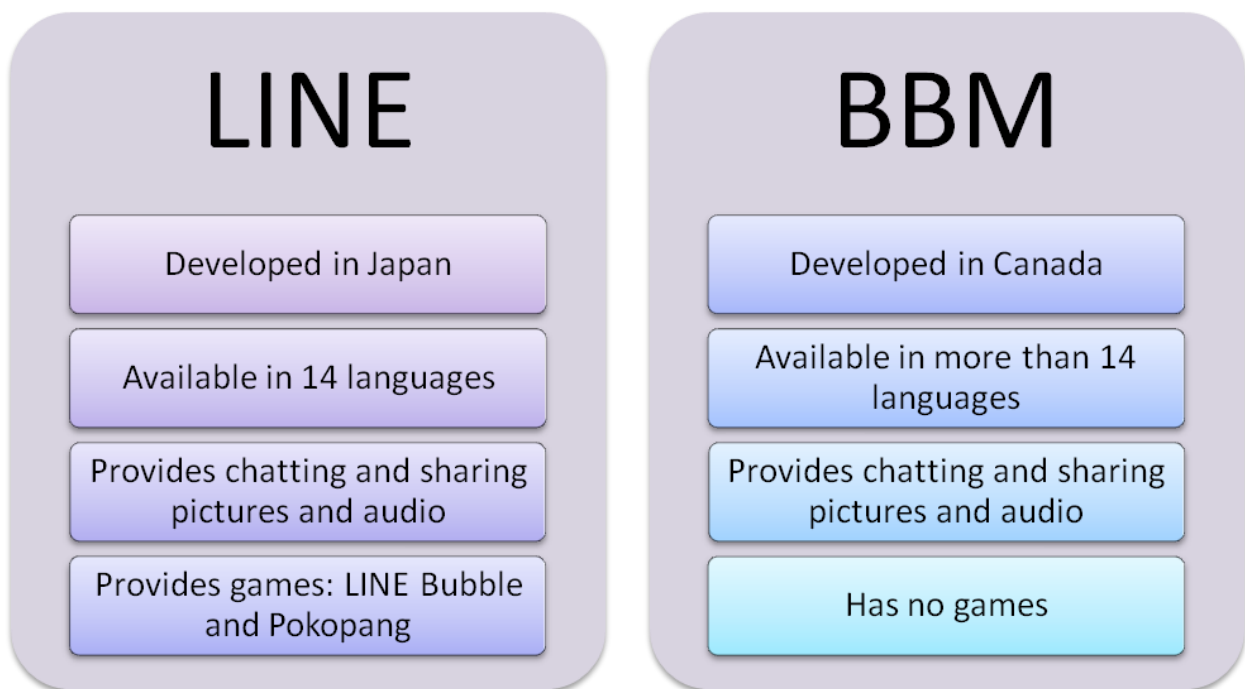
---

### Text#3

#### Topic: LINE and BBM

##### Brainstorming for ideas:

- a. Making outline (mind mapping)
- b. Listing similarities and differences
- c. Choosing related words and transition signals
- d. Stringing phrases into sentences
- e. Writing the first draft



**The draft:**

Instant Messaging or in short, it is called IM has become a vital demand for individuals including university students because it connects them no matter how much the distance is. **Two most popular IM apps: LINE and Black Berry Messenger known as BBM share similarities and differences.** Related to their developers, LINE was developed by LINE Corporation in Japan, whilst BBM was developed by Black Berry in Canada. LINE can only be used using about fourteen languages. On the other hand, BBM can be used in multilingual more than in LINE. In addition to chatting, both provide services to share pictures and audio. You can play LINE bubble or LINE Pokopang, but you cannot play any game in BBM. **Now, if you are looking for a fun app, then LINE is the best choice for you.**

**Notes:**

Introductory sentence: fact

Topic sentence: compare and contrast

Supporting sentences: 4 major details and 1 minor details

Concluding sentence: giving opinion or suggestion

Total of sentences: 8 sentences

**If you want to give a title to this text, what would your title be?**

---

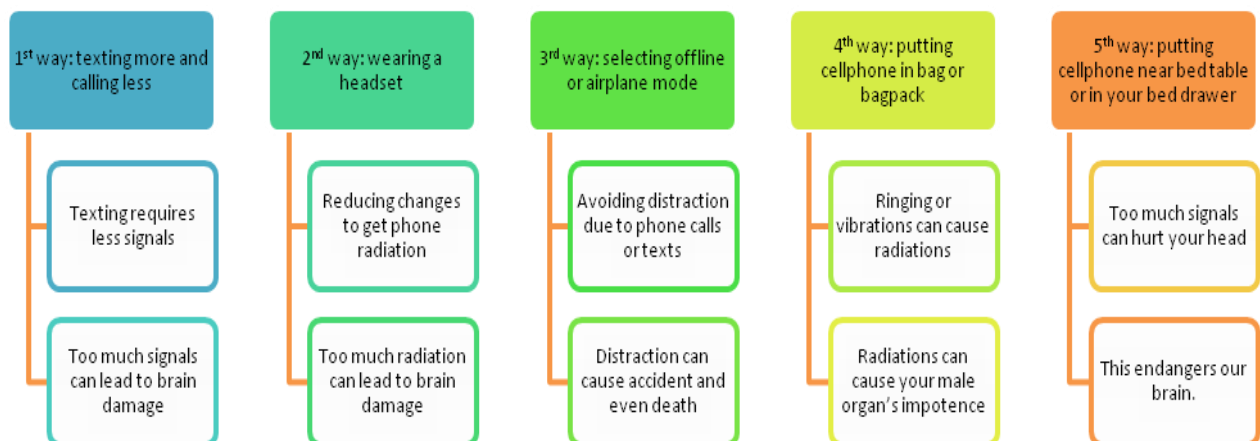
## Text#4

### Topic: Ways to protect us from cellphone radiation and keep ourselves healthy

#### Brainstorming for ideas:

- a. Making outline (mind mapping)
- b. Listing ways: add details for causes and effects
- c. Choosing related words and transition signals
- d. Stringing words and phrases into sentences
- e. Writing the first draft

### Ways to protect us from cellphone radiation and keep ourselves healthy





### The draft:

Similar to behavior such as compulsive shopping, cellphone use can become addictive too. This leads to a dangerous radiation that can cause a serious disease, for instance cancer. **There are several ways to protect us from cellphone radiation and keep ourselves healthy.**

Let's contrast calling and texting. You might not realize that sending text is safer than calling. I suggest you to text more and call less. This is because texting requires less signal power than calling or receiving calls on your phone. When your ear receives too much signals, this can lead to brain damage. It seems like a conservative option, but if you really want to avoid unnecessary radiation exposure, texting or instant messaging is the best option.

The next aspect is the use of headset. Wearing a headset, such as EMF proof headset also reduces the chances to get phone radiation because it works like a stethoscope and filters potential harms of cellphone transmission into our ears. When you put your cellphone close to your ears for too long, for example, one hour in a day, of course, this leads to brain damage. If you don't really like wearing headset, then at least switch to speaker mode in your phone and keep your phone at 5 feet away from you, as far as you can hear clearly.

The next aspect is what kind of phone mode suitable when you are driving car or motorcycle. Many of you usually have selected driving mode available in your smart phones. This is actually not a good choice because you can still receive phone calls or texts. Most likely, the phone calls or the texts distract you. When you are distracted or lose concentration, a car accident can happen. This can cause death. I think it would be best if you select offline or airplane mode. This way you can focus on your driving and stay away from any accidents.

The fourth aspect is where you keep your phone, especially when you go out. Putting your phone on your pockets is not a good option, especially for males. This is because the phone can send radiation when it rings or vibrates. Remember, cell phones are miniature antennas that constantly send and receive information. In the long term, this can cause your male organ's impotence. To avoid this, you can always put your cellphone in your bag or bagback. Or if you feel more comfortable putting it inside your pocket, don't forget to select offline or airplane mode.

## Continue...

The last aspect is the perfect position of your cellphone when you're asleep. Many of us often fall asleep with our cellphone laying next to us. This is dangerous because the phone mode is on. Remember, phones are miniature antennas that constantly send and receive information. Even when you sleep, our brain is still active. Thus, when the phone mode is on and it is near our head, it endangers our brain. You can get headache, easily forget things, and often lose concentration. Just make sure, before you fall asleep, put your cellphone a little bit far away, about 5 feet from your head. You can put it on your bed table or in your bed drawer. This way you can sleep peacefully.

Now you know that cellphone radiation is dangerous to our health. **However, you can protect your health by following my suggestions.**

### Notes:

#### Introductory Paragraph

Introductory sentence: amazing fact

Thesis statement: cause and effect

#### Body#1:

Topic sentence: major detail 1: stating a way ⇒ explaining why

Supporting sentences: 4 minor details

Concluding sentence: giving opinion or suggestion

#### Body#2:

Topic sentence: major detail 2: stating a way ⇒ explaining why

Supporting sentences: 2 minor details

Concluding sentence: giving opinion or suggestion

#### Body#3:

Topic sentence: major detail 3: stating a way ⇒ explaining why

Supporting sentences: 4 minor details

Concluding sentence: giving opinion or suggestion

#### Body#4:

Topic sentence: major detail 4: stating a way ⇒ explaining why

Supporting sentences: 4 minor details

Concluding sentence: giving opinion or suggestion

**Body#5:**

Topic sentence: major detail 5: stating a way ⇒ explaining why

Supporting sentences: 7 minor details

Concluding sentence: giving opinion or suggestion

**Concluding paragraph:**

Concluding sentence: giving opinion or suggestion

Total: 5 paragraphs

**If you want to give a title to this text, what would your title be?**

---

**7.3 Writing Time**

**Activity 6: Completing Paragraph**

Now you know the text structures in academic writing. To experience a good writing process, select one of the paragraphs below. With your group, complete the paragraph. Show your completed paragraph to the class. Ask your teacher to check your paragraph.

**Text Type #1**

Today, the Internet has become the most ever powerful tool for man throughout the world. However, like every single innovation in science and technology, the Internet has its own advantages and disadvantages. Surely internet \_\_\_\_\_.

The Internet also \_\_\_\_\_. On the other hand, The Internet \_\_\_\_\_. In addition, the Internet \_\_\_\_\_.

Though, the Internet can create \_\_\_\_\_, its advantages \_\_\_\_\_.

---

**Text structure:** \_\_\_\_\_

**Text Type#2**

Everyone can access the Internet and savor the benefits that it offers. Connecting to the Internet can cost you less money when you follow these simple steps. First of all, \_\_\_\_\_ . Next step, \_\_\_\_\_ . Finally, \_\_\_\_\_ . Knowing these three easy steps, \_\_\_\_\_ .

---

**Text structure:** \_\_\_\_\_

**Text Type#3**

The Internet was originally designed to facilitate communication and research activities. However, the dramatic increase in the use of the Internet in recent years has led to internet addiction. For example, \_\_\_\_\_ . Another case is \_\_\_\_\_ . The worst is \_\_\_\_\_ . Knowing these three cases, \_\_\_\_\_ .

---

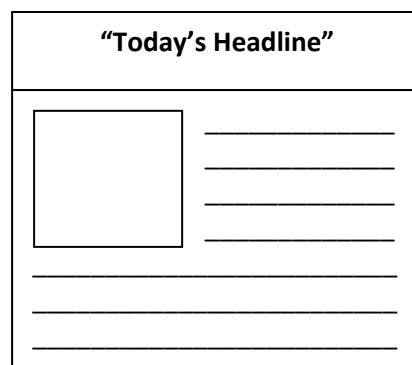
(modified from Fazio et.al., 1990)

**Text structure:** \_\_\_\_\_

## 7.4 Review

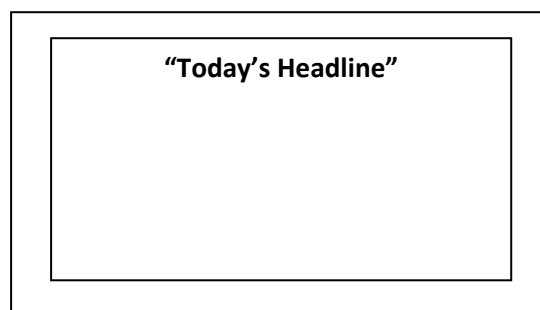
### Project 1: Creating Mini Magazine

1. Form a group consisting 6-10 people.
2. Decide on one main topic (umbrella topic).
3. Then, each of the member decide on their own topic based on the main topic.
4. Each of you should conduct library research and online research for articles to help you build background knowledge.
5. Each of you should brainstorm for ideas.
6. Each of you must create an outline or mind mapping. See the examples in this unit to help you.
7. Each of you must write a paragraph. Your paragraph must consist of:
  - a. Introductory sentence (optional): 1 sentence
  - b. Topic sentence (obligatory): 1 sentence
  - c. Supporting sentences (obligatory): 5-10 sentences
  - d. Concluding sentence (obligatory): 1 sentence
8. Each of you must interesting and relevant pictures based on your paragraph
9. With your group, use application such as Microsoft Publisher atau Corel Draw atau Adobe Photoshop to create an amazing mini magazine.
10. Submit your mini magazine to your teacher.
  - a. You may submit printed or soft file of your mini magazine

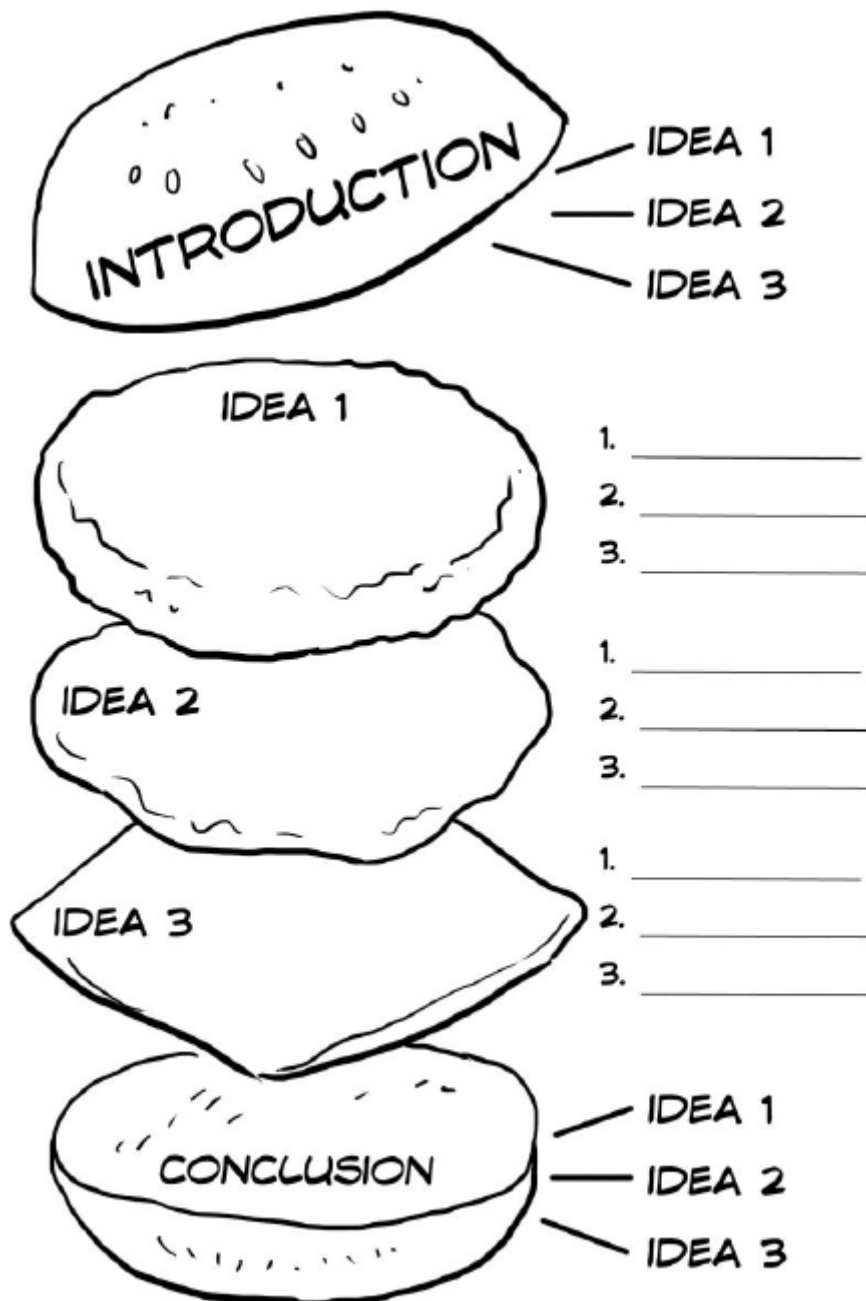


## Project 2: Creating Digital Mini Magazine

1. Form a group consisting 6-10 people.
2. Decide on one main topic (umbrella topic).
3. Then, each of the member decide on their own topic based on the main topic.
4. Each of you should conduct library research and online research for articles to help you build background knowledge.
5. Each of you must brainstorm for ideas.
6. Each of you must create an outline or mind mapping. See the examples in this unit to help you.
7. Each of you must write a paragraph. Your paragraph must consist of:
  - a. Introductory sentence (optional): 1 sentence
  - b. Topic sentence (obligatory): 1 sentence
  - c. Supporting sentences (obligatory): 5-10 sentences
  - d. Concluding sentence (obligatory): 1 sentence
8. Each of you must add interesting and relevant pictures based on your paragraph
9. With your group, use application such as Windows Movie Maker or Multimedia Flash or Adobe Captivate to create an amazing digital mini magazine.
10. Submit your digital mini magazine to your teacher.
  - a. You may save the digital mini magazine into a CD-ROM or create a link in YouTube.



## Outline: Mind mapping



## Evaluation of Unit 7

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_  
 Selected Project : \_\_\_\_\_

### Writing Skills:

Aspects	Score (1-4)
Neatness of Project Result (smart choice of font; has spaces between words)	
Mechanics and Spelling	
Word use	
Sentence fluency	
Organization (use transition signals effectively)	
FOCUS (topic writing is clear, stay on topic, provide interesting and relevant details)	
Construction of Ideas (clear and easy to follow)	
Style and voice (show personality)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

### Mini Magazine:

Aspects	Score (1-4)
Organization (head title, authors, table of content)	
Lay out (easy to follow, contrast color, and clear picture, not crowded page)	
Reference (pictures and related articles)	
Fonts (readable)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

**\* You may copy/cut/tear this page.**



### 7.5 Intermezzo: Prepositions

Prepositions are a group of words that indicate relationships such as time, place, position, direction, comparison, contrast, reason, manner, and possession. Part of learning prepositions involves memorizing combinations of verbs and prepositions that go together. Study the list of prepositions below. Try to do the exercise.

aboard	about	above	across
after	against	along	among
around	as	at	before
behind	below	beneath	beside
besides	between	beyond	but
by	concerning	despite	down
during	except	for	from
in	inside	into	like
near	of	off	on
onto	opposite	out	outside
over	past	since	through
throughout	till	to	toward
under	underneath	until	up
upon	with	within	without

Fill in the blanks with correct prepositions. Check your answers with your teacher.

- Moreover, there are no scratches \_\_\_\_\_ the screen.
- The application buttons or icons are located \_\_\_\_\_ the surface of the screen.
- We can send pictures from our image gallery or picture taken \_\_\_\_\_ our phone camera.
- When the third step is done and the processes happen, you are connected \_\_\_\_\_ the person \_\_\_\_\_ the other line
- To avoid radiation, you can always put your cellphone \_\_\_\_\_ your bag or bagback.

Here are several combinations of verbs and prepositions that should help you with your writing. Ask your teacher to show you examples when to use them.

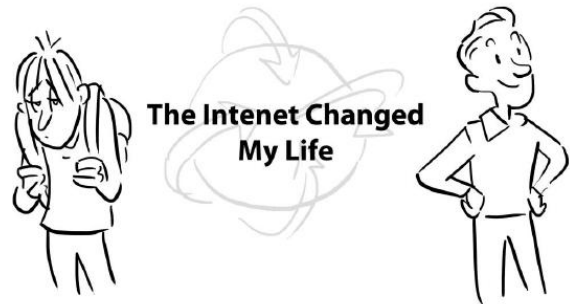
according to  
a critic of  
afraid of  
agreed to  
angry at  
apologize for  
approval of  
ask about  
ask for  
attributed to  
awareness of  
awareness of  
aware of  
belief in  
belong to  
blame on  
bring up  
capable of  
care for  
careless about

complain about  
concern for  
conform to  
confusion about  
consist of  
desire for  
disintegrates into  
evolved from  
familiar with  
far from  
find out  
fondness for  
fond of  
give up  
grasp of  
grow up  
happy about  
hatred of  
hope for  
impressed with

in a world where  
inconsistent with  
interested in  
interest in  
jealous of  
look for  
look forward to  
look up  
love of  
made of  
make up  
married to  
necessary to  
need for  
originating in  
participation in  
pay for  
planning to  
popular with  
prepare for

preoccupied with  
protested against  
proud of  
provide for  
reason for  
regarded as  
respect for  
similar to  
sorry for  
study for  
success in  
sure of  
talk about  
think about  
tired of  
trust in  
understanding of  
work for  
worried about  
worry about

## Unit 8 Downside of Technology



### In this unit, you will learn:

1. Intonation in English Language
2. Registers in academic presentation
3. Elements of presentation
4. Language device for opening presentation

### 8.1 Intonations in English Language

#### Activity 1: Being Aware of Rising and Falling Intonation

Now, we move on to a specific speaking skill, that is presentation. Besides word stress, you must also learn intonation. Basically, there are two kinds of intonation in English: rising and falling. Intonation indicates what kind of response that a person wish to have. Study the explanation below.

Intonation is the use of changing vocal pitch to convey grammatical information or personal attitude.

There are two kinds of intonation in English language



- a. Rising  
i.e. You like using chatting app.
- b. Falling  
i.e. You like using chatting app?

#### Remember:

Declarative	I need you to follow my instructions.	Falling
Imperative	Follow my instructions.	Falling
Exclamatory	My instructions are easy to follow, right!	Rising
Interrogative	Aren't my instructions easy to follow?	Rising

When you apply rising intonation, it sounds like a question. It means you request someone that you talk to respond to your statement. But if your intonation falls, it sounds more like a statement that doesn't require a real answer.

However, pay attention to the following expressions:

1. Do you like using chatting app? 
2. Which chatting app do you like? 

There is certain case in which a question applies falling intonation, but it requires an answer.

### **Activity 2: Pronouncing Sentences with Right Intonation**

**Apply the proper intonation to the following expressions. Add the intonation arrow for rising or falling intonation. Pay attention to your teacher. Repeat after your teacher. Practice with a partner.**

1. If you were brainstorming for some superb technological tools, what would you write down?
2. When you have to choose between two game apps for your cellular phone, which one will you choose?
3. Now, technology continues to develop, can you keep up?

## 8.2 Registers in Academic Presentation

### Activity 3: Getting Familiar with Registers

There are at least four types of register in English language. Most of the time, as a student, you are often confused between the use of casual or informal and academic or formal register in your academic texts. You do not want to sound too serious but, you also do not expect your audience to take you for granted. Study the following registers

1. **Informal register** is intended usually for family and friends. You can use slang or shortened phrases.

For example: "Okay, so let see here."

"I'm gonna tell you about my i-Phone."

"This is like the best phone ever, you know, besides i-Phone 5 that is."

**Okay, so let see here. I'm gonna tell you about my iPhone 4. It's not really new. But, you see here, the casing is still smooth and clear. And, there are no scratches on the screen. This is like the best phone ever, you know, besides iPhone 5 that is.**

2. **Popular register** is commonly used for magazine articles. You do not use slang and there are no shortened words, but you can use some English idioms.

For example: "Here is the condition of a used iPhone 4. It is in mint condition."

"This phone is a notch above other smart phones because it has video call."

"Indeed, it is the next best thing after iPhone 5."

**Here is the condition of a used iPhone 4. It is in mint condition. The casing is smooth and clear. There are no scratches on the screen. This phone is a notch above other smart phones because it has video call. Indeed, it is the next best thing after iPhone 5.**

3. **Conventional register** is used for academic context. However, sometimes, conventional and popular registers use similar words or phrases.

For example: “Let me begin with describing its conditions.”

“First of all, my iPhone 4 is not new, but it’s in mint condition.”

**Let me begin with describing its conditions. First of all, my iPhone 4 is not new, but it’s in mint condition. The casing is still smooth and clear. Moreover, there are no scratches on the screen. This phone is a notch above other smart phones because it has video call. For sure, it’s the next best thing after iPhone 5.**

4. **Abstract register** is also for academic context. However, the choices of words tend to be more serious.

For example: “This is a second-hand iPhone 4.”

“The condition is not brand new, nonetheless, it functions well.”

“This phone is certainly the finest due to the video call.”

“Indeed, it is the preeminent of today’s smartphone.”

**This is a second-hand iPhone 4. The condition is not brand new, nonetheless, it functions well. The casing is rather smooth and clear. Moreover, there are no scratches on the screen. This phone is certainly the finest due to the video call. Indeed, it is the preeminent of today’s smartphone.**

**Activity 4: Phrasal Verbs in Academic English**

Although phrasal verbs occur most frequently in more informal spoken and written English, academia also use them too. Study the following phrasal verbs and one-word synonyms. Ask your teacher to give you more examples.

Phrasal Verbs	Synonym	Example
Be made up	Consist of	An i-phone <b>is made up</b> variety of components. An i-phone <b>consists of</b> variety of components.
Carry out ... (an experiment/research)	Conduct	My colleague and I <b>carried out</b> an experiment. My colleague and I <b>conducted</b> an experiment.
Go into	Discuss	Now, I'd like to <b>go into</b> the favorite features. Now, I'd like to <b>discuss</b> the favorite features. <i>*you never add "about" after the verb discuss</i>
Go/look back over	Revise, review	I need to <b>go back over</b> the first chapter one more time. I need to <b>review</b> the first chapter one more time.
Go through	Check	You must <b>go through</b> the calculation of your data. You must <b>check</b> the calculation of your data.
Make up	Constitute	Teenagers <b>make up</b> nearly half of the cellular phone selling. Teenagers <b>constitute</b> nearly half of the cellular phone selling.
Point out	Observe	Mr. Dadang <b>points out</b> that it is necessary to manage our priority. Mr. Dadang <b>observes</b> that it is necessary to manage our priority
Point up	Highlight	There are three aspects that we will <b>point up</b> : the components, their positions, and their functions. There are three aspects that we will <b>highlight</b> : the components, their positions, and their functions.
Put forward ... (an idea, opinion, plan)	Present, address	There are three elements that I'd like to <b>put forward</b> : developers, main functions, and features. There are three elements that I'd like to <b>address</b> : developers, main functions, and features.
Set out ... (to do something)	Aim	This research is <b>set out</b> to discover the best product. This research is <b>aimed</b> to discover the best product.
Set out	Describe	I'm going to <b>set out</b> my i-phone 4 I'm going to <b>describe</b> my i-phone 4

### Activity 5: Using Proper Phrasal Verbs

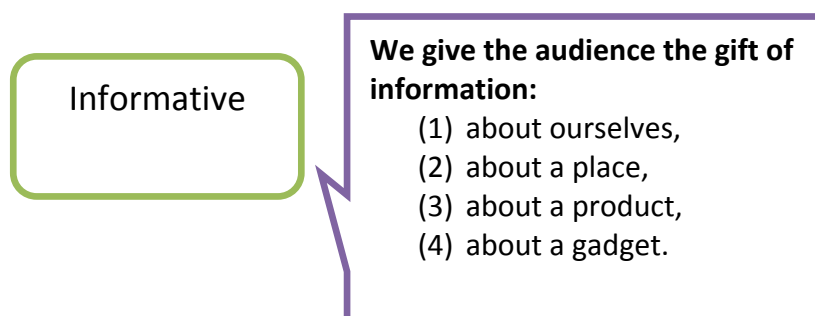
Rewrite the sentences replacing the underlined word in each sentence with a phrasal verb. Study the information in Activity 4 to help you. Discuss your answers with the class.

1. We conducted a series of research to discover the best way to reduce radiation of cellular phones.  
\_\_\_\_\_.
2. Ms. Aisya and Ms. Lisa present some fascinating theories on the development of language use in social networks.  
\_\_\_\_\_.
3. An article titled “future technology” aims to prove that creating technology made of soil is possible.  
\_\_\_\_\_.
4. Ms. Ima discusses the ways we can get great ideas for our writing from watching movies.  
\_\_\_\_\_.
5. Mr. Azis highlighted the importance of bringing style and voice into our writing.  
\_\_\_\_\_.

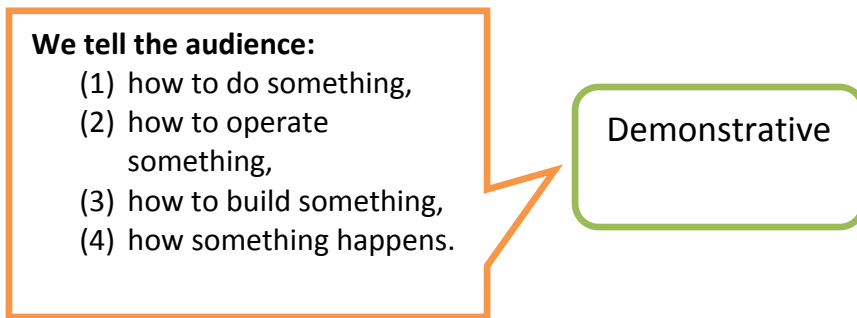
### 8.3 Elements of Presentation

#### Activity 6: Getting Familiar with Types of Academic Presentation

Before you decide on designing and creating a presentation, unlike writing, based on the purposes, Harlington and Lebeau (n.d.) categorized a presentation into three types. Study the information below.







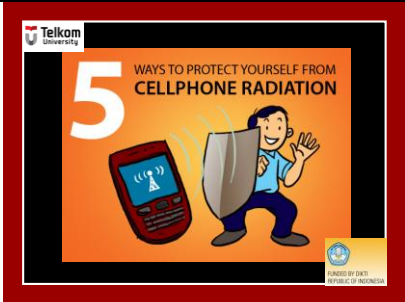
However, the elements of a presentation are similar to a good paragraph. Study the following information.



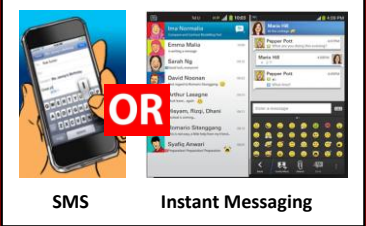
Paragraph		Presentation
Introductory Sentence + Topic Sentence	⇒	Hook + Introduction
Supporting Sentences: Major and Minor Details	⇒	Body: Major and Minor Details
Concluding Sentence	⇒	Closing Remark




Essay		Presentation
Introductory Paragraph + Thesis Statement	⇒	Hook + Introduction
Supporting Paragraphs: Major and Minor Details	⇒	Body: Major and Minor Details
Concluding Paragraph	⇒	Closing Remark

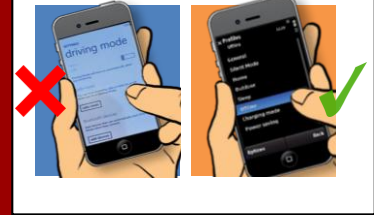



Now, check your paragraph, which kind of presentation will you perform?





In addition, a presentation also involves **body language** and **effective visuals**. Study the following example.

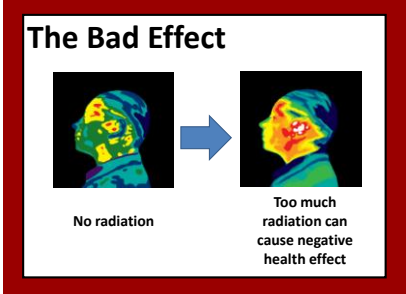

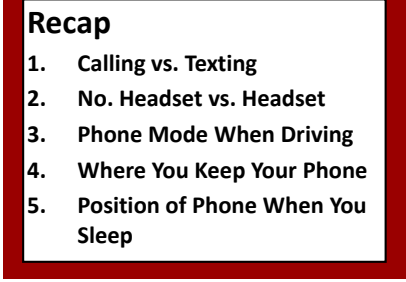

Organization of the Text	Rhetorical Functions	Speech	Visual & Text
Introduction	Signposting: Greeting	Good morning, ladies and gentlemen.	
	Making self-introduction	My name's Ditha Maryani. I'm Industrial Engineering student of Telkom University.	
	Introducing the topic	Similar to behavior such as compulsive shopping, cellphone use can become addictive too. This leads to a dangerous radiation that can cause a serious disease, for instance cancer.	
	Stating purpose	Today, I'd like to share with you several ways to protect us from cellphone radiation and keep ourselves healthy.	
	Outlining	There are five aspects that I'm going to underline: calling vs. texting, no headset vs. headset, phone mode when driving, where you keep your phone, and position of phone when you sleep	<p><b>Outline</b></p> <ol style="list-style-type: none"> <li>1. <b>Calling vs. Texting</b></li> <li>2. <b>No. Headset vs. Headset</b></li> <li>3. <b>Phone Mode When Driving</b></li> <li>4. <b>Where You Keep Your Phone</b></li> <li>5. <b>Position of Phone When You Sleep</b></li> </ol>

<p>Body 1 Body 1</p>	<p>Signposting: Entering the first detail</p>	<p>Let me begin by contrasting calling and texting.</p>	<p style="text-align: center;"><b>Calling vs. Texting</b></p>
	<p>Stating information</p>	<p>You might not realize that sending text is safer than calling. I suggest you to text more and call less.</p>	<p><b>Texting vs. Calling</b></p> 
	<p>Stating cause</p>	<p>This is because texting requires less signal power than calling or receiving calls on your phone.</p>	<p><b>The Bad Effect</b></p>  <p><b>Send more radiations</b></p>
	<p>Stating effect</p>	<p>When your ear receives too much signals, this can lead to brain damage.</p>	
	<p>Stating suggestion</p>	<p>It seems like a conservative option, but if you really want to avoid unnecessary radiation exposure, texting or instant messaging is the best option.</p>	<p><b>Solutions</b></p>  <p>SMS      Instant Messaging</p>
<p>Body 2</p>	<p>Signposting: Transition to the next information</p>	<p>The next aspect is the use of headset.</p>	<p style="text-align: center;"><b>Headset vs. No Headset</b></p>

	<p>Stating cause</p>	<p>Wearing a headset, such as EMF proof headset also reduces the chances to get phone radiation because it works like a stethoscope and filters potential harms of cellphone transmission into our ears.</p>	<p><b>No. Headset vs. Headset</b></p> 
	<p>Stating effect</p>	<p>When you put your cellphone close to your ears for too long, for example, one hour in a day, of course, this leads to brain damage.</p>	<p><b>The Bad Effect</b></p>  <p><b>Send more radiations</b></p>
	<p>Stating suggestion</p>	<p>If you don't really like wearing headset, then at least switch to speaker mode in your phone and keep your phone at 5 feet away from you, as far as you can hear clearly.</p>	<p><b>Solutions</b></p>  <p>Headset      Speaker mode</p>
<p>Body 3</p>	<p>Signposting: Transition to the next information</p>	<p>The next aspect is what kind of phone mode suitable when you are driving car or motorcycle.</p>	<p><b>Phone Mode When Driving</b></p>

	<p>Stating cause</p>	<p>Many of you usually have selected driving mode available in your smart phones. This is actually not a good choice because you can still receive phone calls or texts.</p>	<p><b>Phone Mode</b></p> 
	<p>Stating effect</p>	<p>Most likely, the phone calls or the texts distract you. When you are distracted or lose concentration, a car accident can happen. This can cause death.</p>	<p><b>The Bad Effect</b></p>  <p><b>Car accident</b></p>
	<p>Stating suggestion</p>	<p>I think it would be best if you select offline or airplane mode. This way you can focus on your driving and stay away from any accidents.</p>	<p><b>Solutions</b></p> 
<p>Body 4</p>	<p>Signposting: Transition to the next information</p>	<p>Now, the fourth aspect is where you keep your phone, especially when you go out.</p>	<p><b>Where You Keep Your Phone</b></p>
	<p>Stating cause</p>	<p>Putting your phone on your pockets is not a good option, especially for males. This is because the phone can send radiation when it rings or vibrates.</p>	<p><b>Where You Keep Your Phone</b></p>  <p><b>Pocket</b>      <b>Bag</b></p>

	<p>Stating effect</p>	<p>Remember, cell phones are miniature antennas that constantly send and receive information. In the long term, this can cause your male organ's impotence.</p>	
	<p>Stating suggestion</p>	<p>To avoid this, you can always put your cellphone in your bag or bagback. Or if you feel more comfortable putting it inside your pocket, don't forget to select offline or airplane mode.</p>	
<p>Body 5</p>	<p>Signposting: Transition to the next information</p>	<p>The last aspect is the perfect position of your cellphone when you're asleep.</p>	
	<p>Stating cause</p>	<p>Many of us often fall asleep with our cellphone laying next to us. This is dangerous because the phone mode is on. Remember, phones are miniature antennas that constantly send and receive information.</p>	

	<p>Stating effect</p>	<p>Even when you sleep, our brain is still active. Thus, when the phone mode is on and it is near our head, it endangers our brain. You can get headache, easily forget things, and often lose concentration.</p>	
	<p>Stating suggestion</p>	<p>Just make sure, before you fall asleep, put your cellphone a little bit far away, about 5 feet from your head. You can put it on your bed table or in your bed drawer. This way you can sleep peacefully.</p>	
<p>Conclusion</p>	<p>Summarizing the body</p>	<p>Well, ladies and gentlemen, now you know that cellphone radiation is dangerous to our health. However, you can protect your health by following my suggestions.</p>	
	<p>Signposting: Closing</p>	<p>This is the end of my presentation.</p>	
	<p>Signposting: Thanking the audience</p>	<p>Thank you for your attention.</p>	

## 8.4 Language Device for Opening Presentation

### Activity 6: Recognizing Elements of Opening

The first ONE minute determines whether the audiences would like to continue paying attention to you or not. Study the sequence of expressions when making an introduction. You may practice with a friend. Ask your teacher to give you a feedback.

The signpostings in introduction are:

1. Greeting & Making Self-Introduction
2. Introducing the Topic
3. Stating Purpose & Outlining

Aspects	Fairly Formal	More Friendly
<b>Pre-greeting</b>	Erm, perhaps we should begin.	OK, let's get started.
<b>Greeting</b>	Good morning, ladies and gentlemen.	Morning, everyone.
<b>Opening techniques</b>	a. Question b. Amazing Fact	a. Question b. Amazing Fact c. Story
<b>Thanking</b>	On behalf of . . . , I welcome all of you to . . .	Thanks for coming.
<b>Introducing one's self</b>	My name's . . .	I'm . . .
<b>Stating task</b>	I'm responsible for . . .	I'm in charge of . . .
<b>Stating purpose</b>	This morning I'd like to discuss/report/present	What I want to do this morning is to talk to /tell/show you about ...
<b>Warning for questions or comments</b>	As I explain, if you have any questions you'd like to ask, I'll be happy to answer them.  Perhaps we can leave any questions you have until the end of the presentation.	Feel free to ask any questions you like as we go along.  And don't worry, there'll be plenty of time left over for questions at the end.



Here is an example of an opening technique using “question”.

**Question technique:**

Good morning.

**Everyone here knows the Internet, right? How many of you use the Internet to help you with your study?** Okay, today, I'd like to share with you, SEVERAL ACTIVITIES that STUDENTS like us can do with the INTERNET. My name's Ima Kusmayanti. I'm responsible for explaining INTERNET ACTIVITIES FOR STUDENTS. Please hold your questions until the end of my presentation.

Try to act out the opening technique in front of the class applying correct word stress and intonation.

Here are language devices that you can use for the opening technique. Ask your teacher to give you more examples.

**Language Device: Making effective opening**

**a. Questions Technique**

1. “**Suppose** . . . How would you . . . ?”
2. “Have **you** ever **wondered** why it is that . . .? If you **have**, well, if I could **show** you . . . would you be **interested**?”
3. “How many **people** here this **morning/afternoon/Evening** ... ? Well, **imagine** . . . Do you **think** that's possible?”

**b. Amazing Facts Technique**

1. “Did you **know** that . . . ?”
2. “According to the **latest** study. . .”
3. “Statistics **show** that . . .”
4. “I **read** somewhere the **other** day that. . .”

**c. Story Technique**

1. “You **know**, . . .”
2. “When I **think** about . . .”
3. “I'm **reminded** of . . .”
4. “Have you ever **been** in the situation where . . .?”
5. “I **remember** when . . .”
6. “It **turned** out . . .”

## 8.5 Review

### Task 1: Making Jokes

1. Read the text below.
2. Prepare an introduction based on the story in the text.
3. Use one of the techniques for opening.
4. Perform 1-3 minutes in front of the class or in front of your teacher.

#### A joke:

There were three worms having a race in the afternoon. All of them put their best efforts to reach the end line. Worm A said “I see two worms in front of me, I must slide faster.” Worm B said “hmm, the two worms are still behind me, I will win this race.” But Worm C said “hey, how come I don’t see Worm A or Worm B. Where in the world are they?”

Now, who do you think tell a lie here? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

#### Alternative:

**Find other jokes or funny stories that you really like. Create an opening to the joke. Perform all together in front of your friends. Notice their reactions.**

## Task 2: Making Respond to “What would you do if...?”

1. Read the letter below.
2. Find out what happens and put yourself in the writer’s shoes.
3. Create an opening before you are re-telling what happens based on the letter.
4. Use one of the techniques for opening.
5. Perform 1-3 minutes in front of the class or in front of your teacher.

Bandung, September 17<sup>th</sup>, 2012

Dear Robbie,

Hi Robbie, with this letter I want to give know you. I WANT TO CUT CONNECTION US. I have think this very cook cook. I know my love only clap one hand. Correctly, I have seen you go with a woman entertainment at town with my eyes and head myself. You always ask for apology back back times. Your eyes drop tears crocodile. You are really a man crocodile land. My friend speak you play fire. Now I know you correct correct play fire. So, I break connection and pull my body from this love triangle. I know this result I pick is very correct, because you love she very big from me. But I still will not go far far from here. I don't want you play play with my liver. I have been crying night night until no more eye water thinking about your body. I don't want to sick my liver for two times. Safe walk, Robbie.

Girl friend of your liver,  
Sri

PS: This river, I forgive you. Next river, I will kill you.

(modified from Nugroho, 2012)

## Evaluation of Unit 8

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_  
 Selected Task : \_\_\_\_\_

### Speaking Skills:

Aspects	Score (1-4)
Pronunciation	
Flow of Speech (less fillers and pauses)	
Proper use of Opening Technique	
Word use	
Proper Use of Expressions	
Essential body language	
Artistic features (creativity)	
Overall Task Completion	
Feedbacks from your teacher:          Your English Teacher's Signature: _____	

**\*You may copy/cut/tear this page.**

## 8.6 Intermezzo: Essential Body Language

When you start your presentation with an effective opening. Sometimes, it is obvious that your symptoms of stage fright can be shown through your body language. **PHYSICAL MESSAGE is NON-VERBAL LANGUAGE.** Study the information about the aspects of physical messages. Hopefully, you will be able to control your body movements during presentation.

There are four aspects of physical messages:

1. Eye contact
2. Posture
3. Gesture
4. Voice

1. Eye contact connects you with your audience. Bad eye contact disconnects you with your audience. **AVOID** the following **BAD EYE CONTACTS**:



Looking down to the floor



Looking at the laptop screen for too long

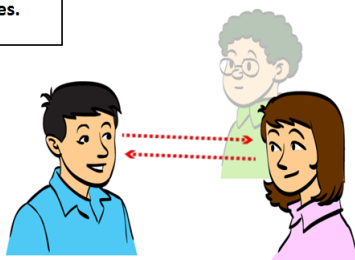


Looking at the LCD screen for too long

**Good eye contact is a three-step process.**

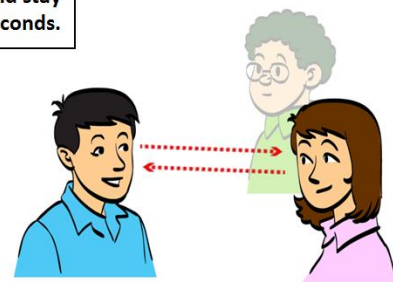
Step 1

Catch someone's eyes.



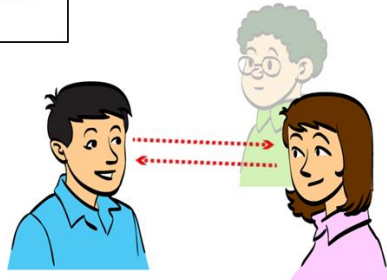
Step 2

Hold eye contact and stay for about couple seconds.



Step 3

Release and move to the next person's eyes.



Practice this eye-contact exercise: catch, hold, release.

2. Posture conveys your confidence and readiness. Bad posture conveys nervousness and discomfort. AVOID the following BAD POSTURES:



Sitting down



Standing behind the table

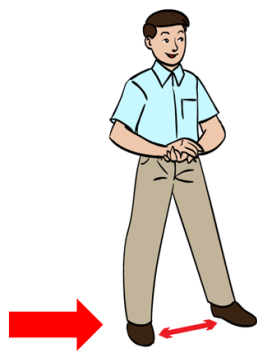


Slouching or leaning

There are four simple steps to have a good posture for your presentation.

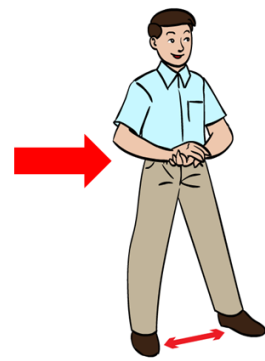
Step 1

Set your feet and shoulder width apart.



Step 2

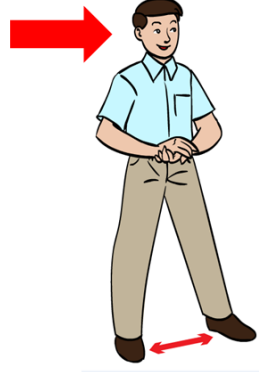
Set your hands. Clasp hands lightly together about waist high.



Practice these four steps:

**Step 3**

Look at your audience.



**Step 4**

Begin with a loud voice.



1. set your feet,
2. set your hands,
3. look at your audience,
4. begin with a loud voice!

**3.** Often, we make unnecessary movements with our hands and body. Here are several bad gestures that you must avoid or try to reduce them. **AVOID** the following **BAD GESTURES**:



Washing your hands.



Moving hands constantly without purpose.



Rubbing your hand on your nose.



Rubbing your hand on your eyebrow or forehead.



Fixing your hair/scarf (females).



Putting your hands on the pants' pockets.



Wiping your hands on your pants or skirts.



Putting your hands on your waist/hip.



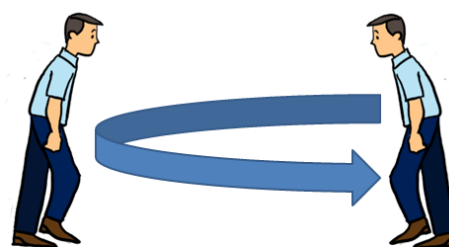
Folding your hands on your chest.



Putting your hands on your back.



Covering mouth with hands.



Walking back and fourth.

Remember, you must avoid or try to reduce doing these bad gestures.

**4.** Word stress, intonation, and sentence stress can help you with voices. **AVOID** the following VOICES:

1. Too much THROAT CLEARING
2. Speaking too SOFTLY
3. MUMBLING
4. Speaking too RAPIDLY (sounds breathless)
5. No INFLECTION (pitch, word stress, intonation, and pausing varieties)
6. Insering fillers: hmm...um...eu....

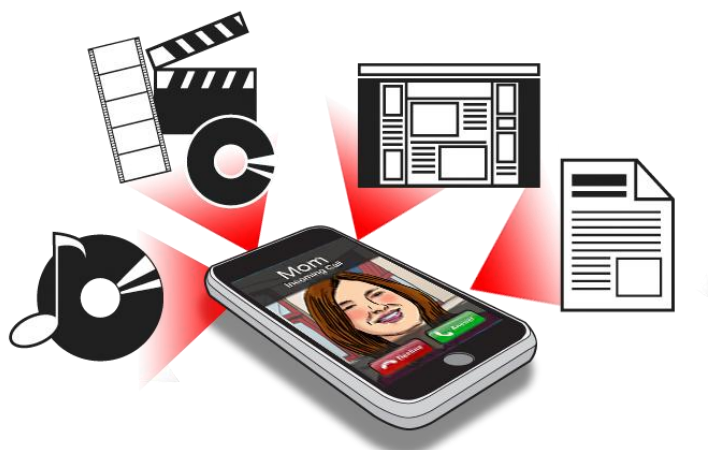
**Practice saying this expression with the right voice.**

She  
FELT very  
HAPpy when she  
LEFT the  
STORE, she had  
NEver  
BOUGHT a com  
PUTer beFORE





## Unit 9 Benefits of Technology



### In this unit, you will learn:

1. Sentence stress in English Language
2. Language device for connecting one point to the others
3. Language device for closing presentation

### Activity 1: Understanding Sentence Stress in English

**9.1 Sentence stress is rhythm or "beat" on certain words within a sentence. In English you put stress not only on a syllable of a word, but also on certain words in a sentence. Study the explanation below about content words and structure words.**

In terms of sentence stress, you must familiarize yourself with two kinds of words: content words and structure words. Study the explanation below.

**Structure words** are small, simple words that make a sentence **grammatically correct**.

Structure Words	Examples
Pronouns	my,
Prepositions	of, in, for, to
Articles	a, the
Conjunctions	or, that, and, but, because
Auxiliaries	can, is, would

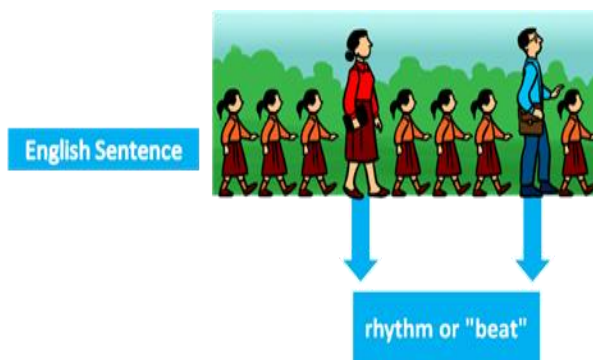
**Content words** are the **key words** of a sentence. They are the important words that carry the meaning.

Content Words	Examples
Main verbs	describe, do, take, enjoy,
Nouns	phone, feature, screen
Adjectives	different, three, many
Adverbs	really, clearly, very
Negative auxiliaries	is not, are no

There are **four** very important rules about sentence stress:

Rule#1	Rule#2	Rule#3	Rule#4
<ul style="list-style-type: none"> <li>At the beginning of a conversation, the last content word in a clause or a sentence is usually the focus word.</li> <li>i.e. I'm here to tell you a <u>news</u>.</li> </ul>	<ul style="list-style-type: none"> <li>After a conversation begins, the new thought in each sentence is the focus word.</li> <li>A: What are you <u>doing</u>?</li> <li>B: I'm <u>studying</u>.</li> </ul>	<ul style="list-style-type: none"> <li>When there is a disagreement or correction, the word that corrects the information from previous statement is the new focus word.</li> <li>A: Is English <u>difficult</u>?</li> <li>B: No, it's <u>easy</u>.</li> </ul>	<ul style="list-style-type: none"> <li>When a speaker feels strongly or wants to correct something that was said before, a structure word may be emphasized.</li> <li>A: We're <u>done</u>. Why aren't <u>you</u>?</li> <li>B: But, I <u>am</u> done.</li> </ul>

When you read a sentence aloud, visualize that the content words are “the teachers”—it means you must put stress on the words, and the structure words are “the students”—it means you do not stress the words.



## Activity 2: Applying Sentence Stress

Apply the proper sentence stress to the following expressions. Pay attention to your teacher. Repeat after your teacher. Practice with a partner.

**For example:**  
There are **three** **information** that I want  
to share with you: the **conditions**, the  
**features** of my **phone**, and my **favorite**  
**features**.

In this **opportunity**, I'd like to share with you  
**information** on what happens when you make a  
**phone call**?

Try reading aloud these texts with correct sentence stress and intonation:

Hello, my friends. My name's Florita Diana Sari. This is my friend, Ima Kusmayanti. Nowadays, people cannot live without their gadget. It's an important development in the information, communication, and technology era. Today, we are going to describe a telecommunication device: i-phone 4. There are three aspects that we will highlight: the components, their positions, and their functions.

Good afternoon, my friends and my teacher. My name's Aim Abdurrohimi. I am a student of Industrial Engineering, class of 2012. Instant Messaging or in short, it is called IM, is quick online text-based communication. IM has become a vital demand for individuals including university students because it connects them no matter how much the distance is. In this opportunity, I'd like to compare and contrast two most popular IM apps: LINE and Black Berry Messenger known as BBM. Then I will tell you which one is the best choice for you. There are three elements that I'd like to address: developers, main functions, and features.

## 9.2 Language Device for Connecting one Point to Another

### Activity 3: Exploring Signpostings for Details

Use the language devices of connecting gone point to another to create effective and organized presentation. These devices are also known as signposting. Study the language devices below.

**Signpost expressions give signs for your story message's organization. Here are several ways that transition signals are used in a presentation**

- a. Begin a Section
- b. Explain the First Detail
- c. Continue by the Next Person
- d. Moving from One Section to Another
- e. Explain the Second Detail
- f. Continuing the Detail
- g. Adding the Detail
- h. Explain Significant Detail

### **Language Device: Connecting One Point to Another**

#### **a. Directing the Audience to Another Information or Segment (Transition)**

1. "Ok, let's **start** with ...."
2. "Ok, **now** let's **have a look** in **more** details on..."
3. "So, **first** of all, let's **look** at ..."
4. "**Now**, let's **have a look** at ..."
5. "Let's **turn** now towards ..."
6. "Ok, let's **move** to ...."
7. "Ok, now let's **move on** to the next point, which is ..."

#### **b. Directing the Audience Back to the Topic Being Discussed**

1. **OK**, then.
2. **Ok**,
3. **Anyway**,
4. Getting **back** to....
5. **As** I was **saying** before.....
6. Returning to **what** we were **talking** about **before** ...
7. Let's **get back** to **what** we were **talking** about **before** ...

You can also use transition signals in the previous units as your signposting in your presentation.

Here is an example of using signposting to connect one point to another:

**Ok, let's start with** communicate with international students. As you know **students** can use Facebook, Twitter, Yahoo Chat Messenger, and Skype. So, **they** can add friends in **their** Facebook accounts. When **they** find our international Facebook friends online, **they** can chat with **these friends**.

...**As I was saying before** that **they** can use Facebook, **they** are not only talking about simple matters, but also discussing important and crucial issues happening in the world, like economy, politics. Then, **they** can see whether **they** share similar point of view or not.

Notice that the pronoun “**they**” is changed into “**we**” to indicate that a presenter involves himself/herself with the experiences. This will create a special bond (connection) between the presenter and the audiences.

**Ok, let's start with** communicate with international students. As you know **we** can use Facebook, Twitter, Yahoo Chat Messenger, and Skype. So, **we** can add friends in **our** Facebook. When **we** find our international Facebook friends online, **we** can chat with them.

...**As I was saying before** that we can use Facebook, **we** are not only talking about simple matters, but also discussing important and crucial issues happening in the world, like economy, politics. Then, **we** can see whether **we** share similar point of view or not.

Try to read aloud the text applying correct sentence stress and intonation. Ask your teacher to give you feedback.

#### Activity 4: Using Signposting Properly

Read the text below. This is the body part of a presentation script. Add proper signposting from Activity 3 or transition signals from the previous units. Write your answers on the space provided. Ask your teacher to check your answers.

(1) \_\_\_\_\_ with their developers. These two messaging or chat apps were developed in two different countries. LINE was developed by LINE Corporation in Japan. It is compatible for all kinds of phones with variety of operating systems or OS. (2) \_\_\_\_\_, BBM was developed by Black Berry in Canada.

(3) \_\_\_\_\_ Initially, BBM was only intended for Black Berry phone. But, now, it is available for all kinds of phones and all kinds of operating system. LINE can only be used using about fourteen languages. (4) \_\_\_\_\_, BBM can be used in multilingual. The number of languages in BBM is more than in LINE.

Related to their main functions, they share similarities. They both functions as messaging apps using the mobile phone network. (5) \_\_\_\_\_, we need our phone's Internet connection. We can use LINE and BBM for sending messages to a single person or we can do multi-person chats. LINE does not require any password. But for BBM, it requires a PIN-like a password so that only a certain person can make a connection with us.

(6) \_\_\_\_\_ chatting, we even can share pictures and audio too. We can send pictures from our image gallery or picture taken by our phone camera. The third element is feature. LINE provides different colorful bright themes. The themes can be famous cartoons and the like. BBM also provides different colorful themes, but with darker colors. LINE also has many stickers to represent our messages. These stickers come with many different characters. You can express feelings, activities, and many more.

(7) \_\_\_\_\_ LINE, BBM only provides emoticons. There are less choices for us to represent our messages. Emoticons only related to our emotions or feelings. Another feature from LINE is game. You can play LINE bubble or LINE Pokopang and many other fun games. This is the only feature that BBM does not have. You cannot play any game in BBM.

### 9.3 Language Device for Closing Presentation

#### Activity 5: Exploring Signposting for Closing

Just like the concluding sentence, the closing indicates that you are about to finish your presentation and you will say your **FINAL REMARK** to the audience. Study the following useful expressions for closing before ending your presentation.

The signpostings in closing are:

1. Summarizing
2. Closing
3. Thanking Audience

A good closing may follow one of these forms:

1. Repeat the topic sentence in different sentence structure or words
2. Summarize the supporting sentences
3. Give an opinion
4. Give advice
5. Offer hope
6. Make prediction

#### **Language Device: Summarizing the Presentation**

1. "So we've **discussed** ... **One** ..., **Two** ..., **Three**, ..., and **finally**..."
2. "OK, so that **completes** my **presentation** on ....
3. "Ok, so under the **heading** of ..., we've **looked** at **four** main areas. **Firstly**, .... **Secondly**, .....**thirdly** ..... And **finally** ....."

#### **Language Device: Closing the Presentation**

1. "We've **come** to an end."
2. "So, that's all I **have** to say for the **moment**."
3. "That's **all** then."
4. "Ok, I **think** that's **everything** about ..."
5. "Ok, **those** are **brief** explanations"



Here are several useful expressions at almost the end of your presentation. You may use these expression when you are provided time for discussions. The discussions cover questions and comments from your audiences.

### **Language Device**

#### **a. Thanking the Audience**

1. "Thank you **very** much for your **attention**."
2. "Thanks so **much** for **being** here."
3. "I **appreciate** your **attention**."

#### **b. Inviting Questions**

1. "Do you **have** any **questions**?"
2. "Now, you **may** ask **questions**."
3. "If you **have** any **questions**, I'd be **glad** to answer **them** now."
4. "If you see **clouds** above your **heads**, feel **free** to **make** them **go** away by asking **questions**."

#### **c. Answering Questions**

1. "I **apologize** for **not** answering your **question**"
2. "I've **no idea** right now, but I **can find** the **answers** for you."
3. "Did I **answer** your **question**?"
4. "Is that **OK**?"
5. "I **hope** that **answer** your **question**."

Here is an example of using signposting to close a presentation:

**Summarize the supporting sentences:**

**So, we have discussed FOUR MAJOR INTERNET ACTIVITIES FOR STUDENTS:** communicate with international students, share knowledge and experiences, use chat rooms for discussion, and access limitless information. **That's all I have to say for the moment.**

### Activity 6: Making an Ending

**Read the introduction and the body part of a presentation. Create an effective ending. Write your version on the space provided. Then, try to practice presenting the whole presentation in front of the class.**

Good evening, everyone. My name's Hisyam. Cellular phone or cell phone is a type of sophisticated telecommunication device. People around the world own different kinds of cell phones that fit their bills and their needs. This evening, I'm going to describe my i-phone 4. There are three information that I want to share with you: the conditions, the features of my phone and my favorite features.

Let me begin with describing its conditions. First of all, my iPhone 4 is not new, but it's in mint condition. The casing is still smooth and clear. Moreover, there are no scratches on the screen. This phone is a notch above other smart phones because it has video call. For sure, it's the next best thing after iPhone 5.

Now, let's move on to the many features. I can do many activities using my phone. For example, the feature is texting. I can send text messages to my friend or forward the text to my groups. The second feature is single-calling and multi-calling. I can call my mother and my father at the same time. Then, we would have a family conversation.

The third feature is sending pictures. I can take a picture, then send it to whoever I want. I even can post it in my social network. The fourth feature is browsing the Internet. When you find a wi-fi spot, you can surf the Internet for free. You can check your email and read e-book.

Now, there are basically two features that I love the most: camera and speaker. What I really enjoy are the camera lens and camera flash because they can capture pictures clearly. I usually save the pictures in my gallery. Most importantly, the speaker is very useful. When you connect headset to the headset jack, the speaker produces loud sound. This is good for listening to music.

---

---

---

## 9.4 Review

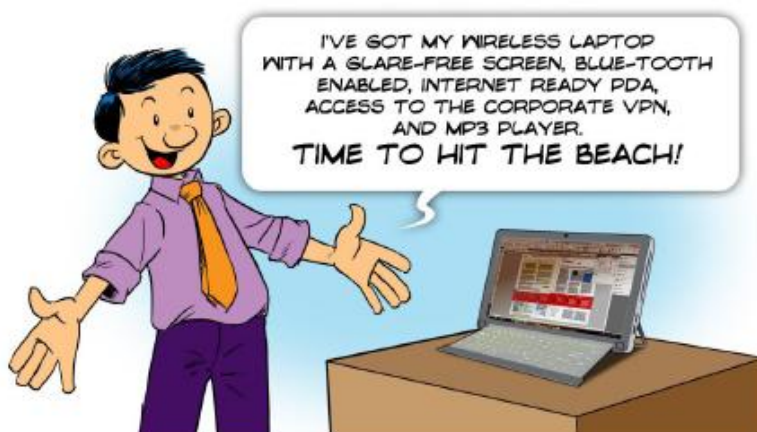
### Task 1: Story Telling 1

5. Study the pictures below.
6. Choose one of the pictures.
7. Prepare a story based on the picture.
8. Use one of the techniques for opening, signposting to connect one information to another, and a closing technique.
9. Perform 2-5 minutes in front of the class or in front of your teacher.
- 10.

Picture 1



Picture 2



Picture 3

## Task 2: Story Telling 2: What a Bad Day

1. Read the story below.
2. Prepare your own story similar to this story.
3. You may write a draft.
4. Use one of the techniques for opening, signposting to connect one information to another, and a closing technique.
5. Perform 2-5 minutes in front of the class or in front of your teacher.

**My first day in college was a disaster. Since I was online all night long, few incidents happened.** First, I went to the wrong classroom for math. I was sitting in the class, surrounded by people taking notes and paying attention to how to do equations, which would have been okay if I was supposed to be in an calculus. In reality, I was supposed to be in mathematics for engineering, and when I discovered my error, I had already missed the first twenty minutes of a one-hour class. When I got to the correct class, all twenty-five students turned and looked at me as the teacher said, "You're late." That would have been bad enough, but in my next class my English teacher spoke so fast I could not follow most of what she said. The only thing I did hear was that we were having a quiz tomorrow over today's lecture. My day seemed to be going better during programming class, that is, until we visited the lab. I had a sneezing fit because of one of the equipments in the lab and had to leave the room. When I finally finished my classes for the day, I discovered that my roommate took my motorcycle and had to wait for my roommate to come and pick me up. **My first day of school was so bad that I know the rest will have to be better.**



## Evaluation of Unit 9

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Lecturer's Code : \_\_\_\_\_

### Speaking Skills:

Aspects	Score (1-4)
Pronunciation	
Flow of Speech (less fillers and pauses)	
Proper use of Opening Technique	
Word use	
Proper Use of Expressions	
Essential body language	
Artistic features (creativity)	
Overall Task Completion	
Feedbacks from your teacher:	
Your English Teacher's Signature: _____	

**\*You may copy/cut/tear this page.**

## 9.5 Intermezzo: Effective Visuals

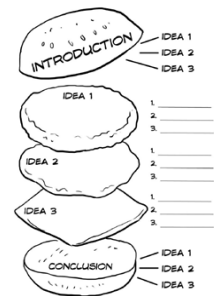
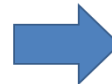
Effective slideshows help your audience to understand your story message. It's true that people pay attention more to visual information. Here are the three steps to create effective slideshows:



1 Gather  
**Information**



### 1.1 Transforming your writing into outline



Outline

### 1.2 Finding relevant pictures



### 1.3 Citing sources



Source: Nurwanto, R. (2013). *Personal Images*. Retrieved from <http://www.lac.telkomuniversity.ac.id>





2 Organize



2.1 Matching the pictures with the outline

Outline

1. Components of my phone
2. Positions of each component
3. Functions of each component



2.2 Choosing contrast colors & readable fonts

Complementary	Blue and yellow
Not complementary	Red and orange



2.3 Keeping all slides short and simple (KISS)

Locating Information





3 Present



3.1 Showing one idea per slide



Practice and apply these steps to create effective slideshows.

Presentation Helper



Text  
**7%**



Visual  
**55%**



Vocal  
**38%**

**But, remember, “never, ever hand out copies of your slides, and certainly not before your presentation. That is the kiss of death.”  
(Rose cited in Reynolds, 2008)**



## Unit 10

### ICT Engineers



#### In this unit, you will learn:

1. Essential words related to career in ICT
2. Model CV and Resume for ICT Engineers
3. Model interview for ICT job position

#### 10.1 Essential Words Related to Careers in ICT

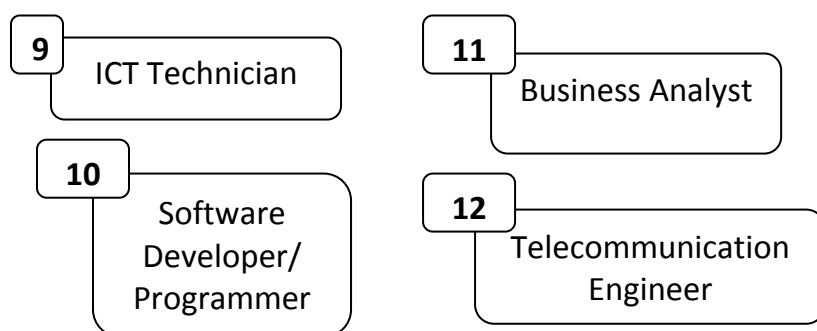
##### Activity 1: Vocabulary Exploration

Now, let's learn English in professional setting. Study the ICT career choices. Discuss with a partner and match the career choice with the job description. Write your answer in the blank provided. Then, use the table to complete what the job title may create or develop in ICT career.

#### Career Choices

- 1 Game Developer
- 2 System Engineer
- 3 IT Support (Helpdesk)
- 4 ICT Consultant

- 5 Web Developer/ Programmer/Designer
- 6 Multimedia Designer
- 7 Project Manager
- 8 Network Administrator



### Job Descriptions:

- a. I **play a part in** consulting, development, design, construction, maintenance, fault management, programming, approval and analysis. I **monitor** systems and **respond to** events - things like an alarm or a fault or any information that is sent to us.
- b. We **build** interactive educational courses that can be completed online. I **work closely with** a programmer, an administrator and a technical person, who make sure everything works.
- c. I **write** the story which is the 'backbone' of the game, and I also **design** the gameplay.
- d. Within IBM I **service** their Westpac account, **taking calls** from Westpac employees and **trying to solve** their software and hardware problems.
- e. I **take care of** all the company hardware and software, **maintaining** it, **trouble shooting** and **sorting out** any issues that may arise. I also **manage** our IP telephony system.
- f. I **talk to** our clients about solutions for their companies. With a technical focus in Security, I **mainly service** universities and government departments, **protecting** companies from Internet or internal attacks.
- g. My work **is pretty varied**, but I **mostly do coding** for websites and **create** animations and web banners, as well as **offering** IT support to the team.

- h. I **install** and **help maintain** an organization's network environment. I **get to work with heaps** of different technologies - things like frame relay, infrared, microwave, DSL technology and all the computer network hardware whether it be Cisco, Nortel and so on.
- i. A good part of my day is **spent programming**. At present I'm **converting** the company's financial and inventory system to Windows, which is a great challenge. I also **spend a lot of time talking with** other staff members - **finding out** their needs and **helping them out** with any of their computer queries.
- j. I **work closely with** our clients **analyzing** their businesses and **understanding** what they need from their IT systems. I also **develop** training materials so our clients are ready to use their new systems.
- k. Most of my work **revolves around** project management - which involves **leading** a team to get a particular job done, on time, within budget and with minimal risk.
- l. I **do** a wide range of consultancy work, from **meeting clients** and **working out** their ICT needs, to **helping them develop** high-level IT strategies, to **building** entirely new IT systems for them.

**Correct Answers are:**

- |   |       |   |       |    |       |
|---|-------|---|-------|----|-------|
| 1 | _____ | 5 | _____ | 9  | _____ |
| 2 | _____ | 6 | _____ | 10 | _____ |
| 3 | _____ | 7 | _____ | 11 | _____ |
| 4 | _____ | 8 | _____ | 12 | _____ |

<b>Job title</b>	<b>She/he may create or develop ...</b>
Game developer	

**Activity 2: Pronunciation Time**

Practice pronouncing the following words. Pay attention the examples given by your teacher.

Words	Syllables	Pronunciation
Administrator	ad·min·is·tra·tor	[ədˌmɪnɪˈstreɪtə]
Analyst	an·a·lyst	[ˈæŋəlɪst]
Business (Person)	busi·ness	[ˈbʌznɪs]
Client	cli·ent	[ˈklaɪənt]
Consultant	con·sul·tant	[kənˈsʌltənt]
Designer	de·sign·er	[dɪˈzaɪnə]
Developer	de·vel·op·er	[dɪˈvɛləpə]
Employee	em·ploy·ee	[emˈplɔɪi]
Engineer	en·gi·neer	[ˈendʒɪniə]
Manager	man·ag·er	[ˈmændʒə]
Programmer	pro·gram·mer	[ˈpɒgræmə]

### Activity 3: Reading Time

Read the dialogue in the next page. Play a role with a partner. Pay attention to the underlined words. Perform the dialogue in front of the class.

- A : Hi Tony, how's it going?  
 B : Not bad, Andi. I just registered for the new semester.  
 A : **A penny for your thought**. What do you think about getting a dream job? Is it possible?  
 B : Sure. My dream job would be a Web developer or game creator.  
 A : Wow, that's a very competitive job. You need to be among **the cream of the crops**.  
 B : I know it's difficult to get **a plum job**. That's why I'll study hard so that I won't **play second fiddle** or even become **a back-room boy**.  
 A : You need to prepare yourself from now. I heard from my uncle that during the job interview, all companies will **separate the sheep from the goat**.  
 B : I'll definitely find some experiences during *Geladi*-job training. I don't mind if I'm **paid peanuts**. It should be a good way to **learn the ropes** so that I'll know all **the tricks of the trade**.  
 A : Good for you. Now, let's do this Engineering Math task.  
 Students like us are **duty bound** to do homework.

### Activity 4: Vocabulary Exploration and Reading Time

Go back to Activity 2. Discuss the intended meaning of the underlined idioms. Then, answer the questions.

No.	Idioms	Intended Meanings
1	A penny for your thought	
2	The cream of the crops	
3	A plum job	
4	Play second fiddle	
5	A back-room boy	
6	Separate the sheep from the goats	
7	Paid peanuts	
8	Learn the ropes	
9	The trick of the trades	
10	Duty bound	

1. What's Andi's dream job? He wants to become \_\_\_\_\_  
\_\_\_\_\_.
2. What's Tony's opinion on Andi's dream job? He thinks that \_\_\_\_  
\_\_\_\_\_.
3. How will Andi prepare himself to achieve his dream job? He will  
\_\_\_\_\_.

**EXTRA:**

**Tell your teacher about your dream job. Write them in a separate piece of paper. Then, record your voice describing your dream job. Send your description to your teacher in the next meeting.**

## 10.2 Model CV and Resume for ICT Engineers

### Activity 5: Reading Time

**Check out a job vacancy below. Answer the questions. Check your answers with your teacher.**

**CAREER OPPORTUNITY** InfoDevelopers Pvt. Ltd

InfoDevelopers Pvt. Ltd an ICT company having client base more than 400 is looking for professionals with following skills. Interested candidates are requested to apply before **June 30<sup>th</sup>, 2014** with application and Bio-Data.

**.Net Software Engineer (4)**

- Qualification: Bachelor degree in IT Discipline
- Experience: 1+year
- Requirements:
  - Sound knowledge of .Net Framework 3.5 or above
  - Development of web applications using C# or VB .Net, SQL, Java Script, Ajax, CSS
  - Knowledge of accounting and banking system will be an added advantage.

**PHP Software Engineer (4)**

- Qualification: Bachelor degree in IT Discipline
- Experience: 1+year
- Requirements:
  - Good command on PHP language with experience on any of the popular PHP Frameworks, SQL, Java Script, Ajax, CSS
  - Expert in web programming using PHP and Java Script
  - Knowledge of accounting and banking system will be an added advantage.

**VB 6 Programmer (2)**

- Qualification: Bachelor degree in IT Discipline
- Experience: 1+year
- Requirements:
  - Experience of Developing Database driven application in .Net platform, SQL server programming
  - Good SQL knowledge
  - Knowledge of accounting and banking system will be an added advantage

**Benefits:** Industry Standard Salary, Professional Training, Provident Fund, Accidental & Medical Insurance.

Please send your resume to:  
**[vacancy@infodev.com.np](mailto:vacancy@infodev.com.np)**

(modified from <http://www.jagire.com/scans/05-2012/2-05-2012-9.jpg>)

1. What is the name of the company offering the job vacancy?  
It's \_\_\_\_\_.
2. How many types of career are being offered by the company?  
There are \_\_\_\_\_.
3. What compensation will the new employee receive when being hired in the company? He or she will get \_\_\_\_\_  
\_\_\_\_\_.

### Activity 6: Reading Time

**Curriculum Vitae (CV) and resume are the requirements that a new employee must submit along with the letter of application. Study the explanation below. Write a summary of the differences between them (CV vs. Resume). Check your answers with the class.**

#### CV vs. Resume

The primary differences between a resume and curriculum vitae (CV) are the length, what is included, and what each is used for. A resume is a one or two page summary of your skills, experience and education. While a resume is brief and concise - no more than a page or two, a curriculum vitae is a longer (at least two pages) and more detailed synopsis.

A curriculum vita includes a summary of your personal data, educational and academic backgrounds, teaching and research experience (job experience), publications (patented works), presentations, awards and honors, affiliations, and other details related to your expertise. You may even include your interests. In Europe, the Middle East, Africa, or Asia, employers may expect to receive curriculum vitae.

In the United States, a curriculum vita is used primarily when applying for academic, education, scientific or research positions. It is also applicable when applying for fellowships or grants. Thus, for job application, resume is preferable. A resume consists of contact information, objective that matches the position you are applying for, detailed information on your education (GPA, specialization, and relevant coursework), technical skills, professional experiences, collegiate activities, and references.

(modified from Doyle, 2013)



Documents	The length	What are included	What it is used for
CV			
Resume			

List several unfamiliar terms for you on the space provided below. Ask your teacher to help you understand them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**EXTRA:**

Read other sources. Print out an example of CV and Resume that you think are useful for you. Show it your teacher in the next meeting.

### Activity 7: Writing Time

**Read an example of an application letter below. Follow the organization of the letter to create your version of application letter based on the job vacancy the previous activity. Write your letter on a separate piece of paper and submit it to your teacher.**

Ms. Ima Kusmayanti  
ABC Software Dev.  
Jl. Suryalaya No. 15  
Bandung, West Java

July 22<sup>nd</sup>, 2013

Dear Ms. Kusmayanti

I am interested in applying for the post of Software Tester and enclose my CV for your consideration.

I have a degree in Information Systems Management and an Intermediate Certificate in Software Testing. In addition, I have experience of testing different phases in the software lifecycle and in creating testing strategies for a wide range of software products. My current day-to-day responsibilities include reporting problems, fixing bugs and writing and testing software language.

While I am a logical and organized individual, I have excellent communications skills and excel in giving presentations to technical and non-technical people alike. I understand the commercial needs of the client and the importance of review meetings, at which I can contribute effectively. I am proficient in planning the stages that are needed to meet the client's requirements and communicate the milestones accordingly.

I would be excited to participate in the work of ABC Company and to contribute to its success. I am eager to discuss my qualifications and experience at interview and can be contacted on (022-61559350) or at (sofalianafasha@yahoo.com).

I look forward to hearing from you.

Yours sincerely

Sofaliana Fasha

### 10.3 Model Interview for ICT Job Position

#### Activity 8: Listening Time

Listen to a phone conversation. Fill in the blanks with proper verbs. These verbs are related to job interview. Discuss your answers with your teacher. Then, watch the video to check your answers.



- A : Hello, \_\_\_\_ this Mr. Agger?  
B : Yes. That would \_\_\_\_ me. Who am I \_\_\_\_\_ to?  
A : Yes. I'm Silva from Microsoft. And congratulation, Sir. We gladly \_\_\_\_\_ your proposal and you'll be \_\_\_\_\_ on Wednesday at 10:00. How about that, Sir?  
B : I \_\_\_\_\_. Wednesday at 10:00. Thank you very much Mr. Silva.  
A : You're welcome, Sir. Please \_\_\_\_\_ on time.  
B : \_\_\_\_\_, Sir. Thank you, Sir. Good bye. Yeah!

### Activity 9: Watching Time

Watch a video about a job Interview in ICT Company. Complete the missing words with proper forms of verbs. The first alphabet of the words is given to you. Then, answer the questions. Check your answers with the class.



- A : Mr. Agger. Please, come in.
- B : Good morning, Mr...
- A : Good morning Mr. Angger. Please, have a seat. Okay. So, tell me about yourself, Mr. Agger.
- B : Okay. Hmm. I love m\_\_\_\_\_ storyboard. I always have unique yet interesting stories that can be fit in my games. I also don't mind w\_\_\_\_\_ in a team. It makes me happy to work with everyone.
- A : Hmm, Okay. Here, I have read your CV. Here you said that you were in the Dream Cup in 2022 in Jakarta. Tell me about what you really do in your team!
- B : It was sure a great time. I w\_\_\_\_\_ as the designer and system analyst at that time. I w\_\_\_\_\_ the story which was the backbone in my games. I also m\_\_\_\_\_ a thing about how the data's flow will be. I then t\_\_\_\_\_ the most easiest way so that our programmers could understand. And after our game was f\_\_\_\_\_, I g\_\_\_\_\_ it to the tester as the beta version of it. And then, I w\_\_\_\_\_ a report so I can fix any errors in it.
- A : I see. Now, Mr. Agger, I'd like you to tell me what your greatest strengths and weaknesses are. And how will your strengths h\_\_\_\_\_ you work in this division?
- B : My greatest strength is my ability to work with many different people. I enjoy l\_\_\_\_\_ everyone I meet, and in this position I believe that I will e\_\_\_\_\_ my ability to perform on my team. I also like to m\_\_\_\_\_ sure that my work is perfect. So, I t\_\_\_\_\_ to perhaps s\_\_\_\_\_ a little too much time checking it. However, I've come to a good balance by s\_\_\_\_\_ up a system to ensure everything is done correctly the first time.

- A : Ok. So, what do you expect to see yourself five years from now?
- B : Within five years, I'd like to be r\_\_\_\_\_ as a CFO and VP. And I also like to make countless successful games.
- A : Oh, countless games, eh? Hmm, alright, Mr. Agger, your interview is over. Thank you for your time.
- B : Thank you very much, Mr. Varmelin. I'm looking forward for the result.
- A : Ok.

**Questions for discussion:**

1. What is the possible job position being offered to Mr. Agger?  
It's the position of \_\_\_\_\_.
2. What were his responsibilities in his Dream Cup team? He was \_\_\_\_\_.
3. What are his strengths? He believes that he \_\_\_\_\_.
4. How does he see himself in five years? He'd like to be \_\_\_\_\_.
5. What do you think about the way Mr. Agger answer every interview's question?  
He seems \_\_\_\_\_.

**Activity 10: Writing and Speaking Time**

**Create your own CV or Resume. You use job vacancy in this unit or you can find other job vacancy from other sources based on your dream job. Then, write a letter of application for the job that you want. Submit all these three to your teacher in the next meeting. Then, explain to your teacher about the job that you select and reasons why.**

## Evaluation of Unit 10

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_

### Writing Skills:

Aspects	Score (1-5)
Content of CV or Resume	
Creative Display	
Language Elements	
Reference(s)	
Feedbacks:	
Your English Teacher's Signature: _____	

### Speaking Skills:

Aspects	Score (1-4)
Pronunciation	
Grammar and Vocabulary	
Flow of Speech	
Task Completion	
Feedbacks:	
Your English Teacher's Signature: _____	

### 10.4 Intermezzo

#### Activity 11: Types of Employment

Whether you are a recruiter or a job applicant, among the wide variety of people at the workplace, there are three main types of individuals in terms of their commitment to performance excellence. Watch a video about the three types of employment. Complete the information. Discuss with your friends, which type of worker are you?



Type of Employment	Characters	Goals	Prospective
The Freeloader			
The Hardworking			
The Entrepreneur			

I'm a typical \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Activity 12: Learning Strategy**

Besides acknowledging your type of worker, you must know several steps to face a job interview successfully. Read other sources and summary important tips and tricks to land your dream job.

#### **1. Check Out the Company**



#### **2. Dress for Interview Success**



#### **3. Improve Your Interview Technique**





#### 4. Prepare for a Phone Interview



#### 5. Practice Interviewing



#### 6. Use Your Contacts



## 7. Avoid Common Interview Mistakes



## 8. Take the Time to Say Thank You



**Remember, the key interview questions in a job interview are:**

- 1. Describe yourself!**
- 2. Why should we hire you?**

**Activity 13: Watching Time**

Watch a short clip about a lady interviewing many people about their dream job. Complete the table with the information from the interview. An example has been done for you. Write down your answers on a separate piece of paper. Check your answers with your teacher.

The Interviewees	Their Current Jobs	Their Dream Jobs
Nona	Customer service	Someone who makes differences in the world.
Diane		Pilot
Jennifer	Hair dresser	
Mike		Professional beach volleyball player
Jeanette	Project manager	
Tony		Football player
Nita	Lawyer	
Gail (1)		Someone who helps people living a healthy lifestyle
Josh	Salesman in marketing	
Richard		Hamburger joint owner
Ryan	Park ranger	
Najla		Permanent volunteer
Sandy	Tour guide	
Angelina		Entrepreneur
Jesus	Teacher	
Gail (2)		Journalist

## UNIT 11

### ICT COMPANY



#### In this unit, you will learn:

1. Essential words related to ICT company structure
2. Language device in describing ICT company business activity
3. Model of ICT company profile
4. Essential words related to ICT company working hours

#### 11.1 Essential Words Related to ICT Company Structure

##### Activity 1: Vocabulary Exploration

Watch a video describing a common structure of public traded companies. Complete the information. Check your answers with your friends.

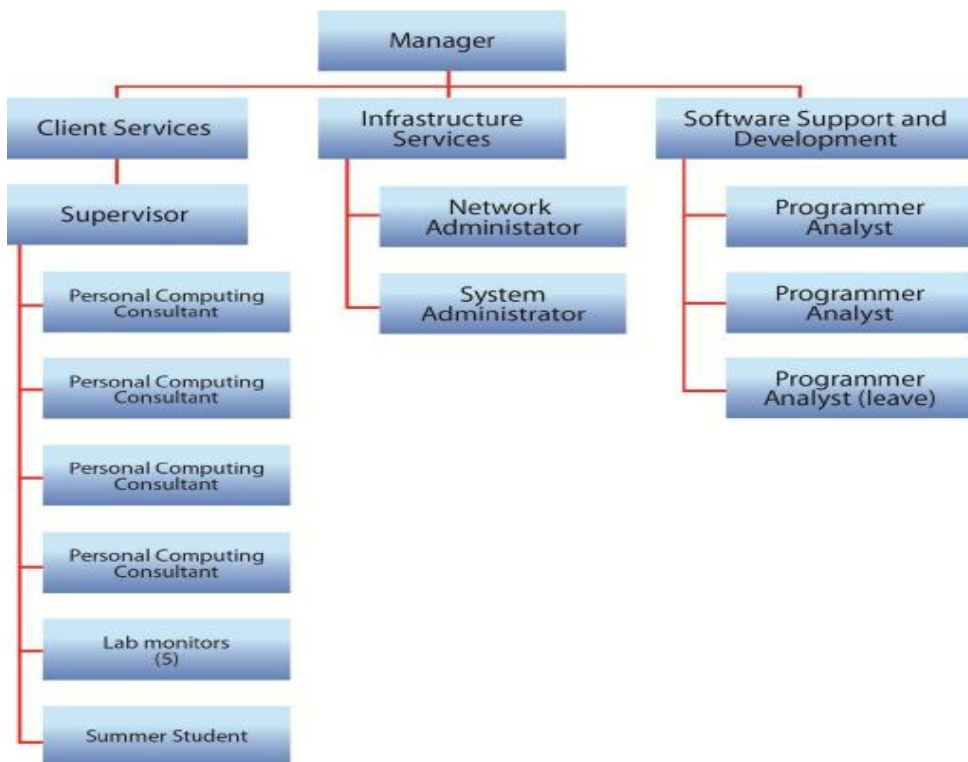


1. For example, the name of the company is \_\_\_\_\_
2. Shareholders are \_\_\_\_\_
3. CEO stands for \_\_\_\_\_

4. COO stands for \_\_\_\_\_
5. CFO stands for \_\_\_\_\_
6. Managers and employees are responsible for \_\_\_\_\_  
\_\_\_\_\_
7. Board of Directors consist of \_\_\_\_\_ and \_\_\_\_\_
8. The Board of Directors is responsible for \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_

**Activity 2: Grammar Time**

Study a company organizational chart and expressions that you can use to describe a company. With a partner, create an organizational chart for your dream company. Show it to your teacher in the next meeting. Be careful with the use of noun phrase and compound noun.



## Describing your department

### 1 Describing the activity of a department

*My department deals with / is responsible for marketing / administration, etc.  
We organize tests / studies / research.  
We work with customers / suppliers / subsidiaries / other companies in the group.*

### 2 Describing the staffing of a department

*There are ... people in the department.  
Pierre Ducros is in charge of the department.  
I am one of the managers / technicians / secretaries / engineers.*

### 3 Describing the equipment / premises of a department

*We have a large office / three laboratories / a small building.  
We use computers / fax / e-mail a lot.  
We have a well-equipped laboratory / a lot of technical equipment.*

#### **For example:**

My company **deals with** ICT products. I **work in** Software Support and Development Division. There are five people in the department. I am one of software developer. We are **responsible for** creating and developing software to support the management of our company.

## 11.2 Language Devices in Company Business Activity

### Activity 3: Reading and Writing Time

Study the following expressions to describe business activity of a company and people's typical work day. Read Linda Jo's schedule. Write her daily schedule as example shown below.

#### About your company

##### Questions:

What are the main business activities of your company?

What does your company do?

##### Answers:

My company focuses on production, distribution, and sales of telephone sets.

My company **hires** designers to create blueprints of telephone sets, **contacts** suppliers for production materials, **contracts** workers, **monitors** working process, and **reports** the end result.

First, we **do** market research. Then, we **design** new pieces of telephone sets. After that, the supplier **manufactures** the new telephone sets. Then, the supplier **sends** the new telephone sets to the store. The customers **buy** the telephone set. Finally, the customers **assemble** the telephone set in their own home.

#### About you

##### Questions

What is your typical day at work?

What is your day at work like?

Describe your working activities?

Ms. Ima's Work Schedule	
08:30 a.m.	Teach English 1
10:30 a.m.	Academic consultation
12:30 p.m.	Lunch break and social activity
14:30 p.m.	Teach English 2
16:30 p.m.	Teach English 3
20:00 p.m.	Email and Blog

**Answers:**

**First**, I check my mail. **Then**, I phone the sales managers. **After that**, I sign all letters. **Then**, I have lunch. **Later**, I visit one of the branches in my department. **Finally**, I leave work.

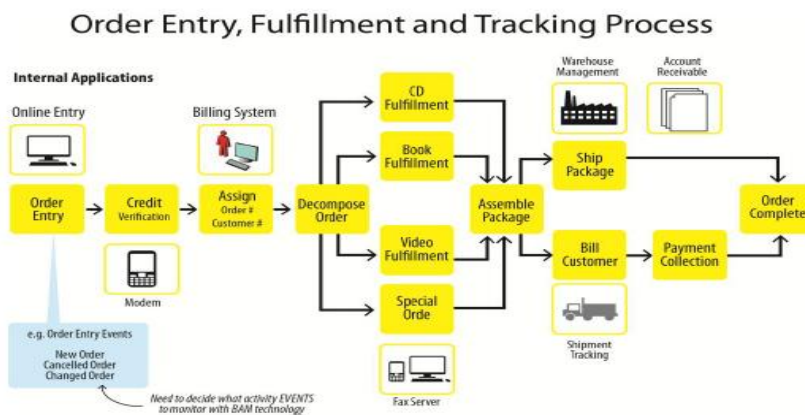
**At 8 o'clock**, I call my secretary to check for messages. **Around 9:30**, I visit the logistic department. **Exactly at 12 noon**, I go to cafeteria to have lunch. **At 3 p.m.**, I have a daily meeting with my staffs to check today's sales. I go home at **5 in the evening**.

**EXTRA:**

**Check your own daily schedule. Create a similar work/study schedule. Write your daily schedule on a separate piece of paper. Submit your writing to your teacher in the next meeting.**

**Activity 4: Vocabulary Exploration**

**Observe the business activity below. Fill in the blanks with correct words based on the picture to complete the process. Check your answers with the class.**



This is how a business activity is done in my company. First, a customer enters an (1) \_\_\_\_\_ through online system. The system (2) \_\_\_\_\_ the credit. Then, the (3) \_\_\_\_\_ is assigned. Then the system sends the order based on four fulfillments: (4) \_\_\_\_\_, (5) \_\_\_\_\_, (6) \_\_\_\_\_, and special ones. Once the order is in the correct fulfillment, it is (7) \_\_\_\_\_. The (8) \_\_\_\_\_ is sent to the customer. The (9) \_\_\_\_\_ is collected. Finally, the customer receives the (10) \_\_\_\_\_ and the process is completed.



## 11.3 Model of ICT Company Profile

### Activity 5: Reading Time

Read the company profile of October ICT. Answer the following questions. Check your answers with the class.



## Executive Summary

October ICT is a fully fledged ICT solutions provider, Founded in 2010. We offer ICT consultancy services always keeping our clients abreast with the current trends and helping in realizing all available ICT opportunities for business growth and stability.

Our approaches are business oriented and our core goal is to provide sustainable ICT solutions to the business society.

### *Our Vision*

Combining leading business strategy and ICT knowledge, to develop efficient and effective solutions that keep businesses one-step ahead.

### *Our Mission*

Make technology an asset for businesses not a problem. We strive to make technology integrate seamlessly with your business so that it can grow. As your technology partner, when your business grows ours grows too, therefore, we will work hand in hand with you to support your growth.

### *Our Values*

We believe in customer satisfaction and our values help us maintain a friendly environment while keeping alive a fast and secure working platform.

- **Integrity** - *We embrace the highest standards of ethical behavior in every aspect of our business to yield a company that is trusted by its clients and stakeholders.*
- **Teamwork** - *Our culture of teamwork allows us to combine the quality and expertise of our professional staff to deliver optimum solutions to our clients.*
- **Excellence** - *Our commitment to professional excellence ensures that our clients receive the highest quality service.*
- **Innovation** - *We thrive on creativity and ingenuity. In today's fast-paced technological climate, innovative ideas, concepts, and processes are essential to the continued success and growth of a company.*
- **Communication** - *We ensure that we communicate openly, accurately and in a timely manner with our stakeholders.*

## What we do

### Web Design and Development

We are involved in designing and developing websites. Our Niche is dynamic websites using the latest content management systems.

A website is your online billboard where you can reach over 70% of your prospects anytime, anywhere – use it wisely!!

Below are some of the projects we have worked on...

- [www.kavalukuadventures.com](http://www.kavalukuadventures.com)
- [www.creditbank.co.ke](http://www.creditbank.co.ke)
- [www.wyldeinternational.com](http://www.wyldeinternational.com)
- [www.greenandgold.co.ke](http://www.greenandgold.co.ke)
- [www.icskkenya.co.ke](http://www.icskkenya.co.ke)
- [www.lymackholdings.com](http://www.lymackholdings.com)
- [www.blessedmedicaltourism.com](http://www.blessedmedicaltourism.com)
- [www.ernestandmartin.com](http://www.ernestandmartin.com)
- [www.muraguri.me.ke](http://www.muraguri.me.ke)
- [www.onradesigns.com](http://www.onradesigns.com)
- [www.saranacleanzit.co.ke](http://www.saranacleanzit.co.ke)

### Our Clients

- Credit Bank Ltd – ([www.creditbank.co.ke](http://www.creditbank.co.ke))
- InnscorKenya – ([www.dialadeliverykenya.co.ke](http://www.dialadeliverykenya.co.ke))
- Wylde International ([www.wyldeinternational.com](http://www.wyldeinternational.com))
- [www.Kavalukuadventures.com](http://www.Kavalukuadventures.com) Ref: Mr. Ngatia 0721453790
- [www.ernestandmartin.com](http://www.ernestandmartin.com) Ref Mr. Ngunjiri 0724824435
- [www.onradesigns.com](http://www.onradesigns.com) Ref: Ms Sandra 0721953166



### Our Contacts

October ICT Endeavors to render you seamless ICT services and we look forward to a mutually beneficial relationship.

No 3 Westlands Service Road  
After Symphony Place Next to Palm Court  
Phone: +254726937792  
E-mail: [info@OctoberICT.com](mailto:info@OctoberICT.com)  
Website: [www.OctoberICT.com](http://www.OctoberICT.com)

1. What kind of company is October ICT? It's a \_\_\_\_\_  
\_\_\_\_\_.
2. What products/services does October ICT offer? The company offers  
\_\_\_\_\_.
3. What message do you get from the company vision? It shows that  
\_\_\_\_\_.
4. What are the company's missions? They are \_\_\_\_\_  
\_\_\_\_\_.
5. Who are their clients? Some of them are \_\_\_\_\_  
\_\_\_\_\_.

#### 11.4 Essential Vocabulary in ICT Company Working Hours

##### Activity 6: Speaking Time

Read how these two people describe their work routine and their views on their situations. Which working hours do you prefer? Have a brief discussion with a partner. Share your thoughts with the class.



Donald Train, Graphic Designer, Age 36

"It takes me about an hour to get to work. Our company introduced a system of flexible hours. We say the time we want to start and to finish. We still work a thirty-five hour week, of course, but we can get in as late as 10 a.m. and leave as early as 4 p.m. It makes things a lot better for everyone."

Carla Dominez, Company worker, Age 30

“I have to get to work by 8:30 a.m. We have a fifteen-minute break at 10:15 a.m. Lunch is at 12:00 p.m. The afternoon usually goes very slowly, and when I hear the factory bell at 4:45 p.m., I’m first through the door. Some of the workers work overtime if they can, in the evenings or on weekends to get extra money.”



I prefer \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Activity 7: Vocabulary Exploration

Study the following conversation at the workplace and identify the meaning of the underlined expressions. Check your answers with the class.

**Tim** : “So, you know, we're talking a little bit about jobs. I know you like to work in a blue chip company. I'm kind of curious. Do you prefer working in a group or do you prefer working alone?”

**Jeff** : “That's a tough question.”

**Tim** : “It definitely is because there are good things about both.”

**Jeff** : “That's right. So, I guess I'm good at working by myself because I am self-motivated. If I am doing something I like, I would break my back. I can get it done quickly I like to do it by myself. I like to learn the rope.”

**Tim** : “Okay.”

**Jeff** : “But if I'm working with a good team, a fun team, people who work hard- real eager beavers. They all want to do a good job and get the job done well.”

**Tim** : “So, how about a working schedule? Would you prefer? Working a flexible schedule with like flex time, or would you prefer set hours: come at this time, finish at this time.”

**Jeff** : “Definitely, definitely flex hours. I think that a nine-to-five job is difficult to do. If you want to take some holidays, be with your family, or go on a vacation, or if the surfs up and it's a nice day you can go and just grab your board and go for surf but if you're on a nine-to-five job, you have no flexibility so definitely flex hours.”

**Tim** : “So we are talking a little bit about hours. Do you prefer being paid by the hour or do you prefer a salary?”

**Jeff** : “I think salary maybe is a better way to go because then I have all my eggs in one basket.”

**Tim** : “Yeah, that's understandable.”

No.	Idioms	Intended meaning
1.	...a blue chip company	
2.	...break my back	
3.	...learn the rope	
4.	...real eager beaver	
5.	...flex time	
6.	...have all eggs in one basket	

**Activity 8: Listening Time**

Listen to Tim’s work options. Complete the information on the table. Fill in your own information. Then, ask a friend and fill in his/her information. Share them with the class.



No.	Choices	Tim’s Choice	Tim’s Reasons	Your choice and reason	Your friend’s choice and reason
1	Working in a group of working alone?				
2	Wearing uniform or not?				
3	Working schedule: flex time or set time?				
4	Getting paid by the hour or salary?				

### Activity 9: Writing and Speaking Time

Create a company profile for your dream company. This company can be one of the existing and well-known companies or it's a "made-up" company. Be creative. Submit your company profile to your teacher in the next meeting. Then, tell your teacher about the company.

### Evaluation of Unit 11

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_

#### Writing Skills:

Aspects	Score (1-5)
Content of the Company Profile	
Creative Display	
Language Elements	
Reference(s)	
Feedbacks:	
Your English Teacher's Signature: _____	

#### Speaking Skills:

Aspects	Score (1-4)
Pronunciation	
Grammar and Vocabulary	
Flow of Speech	
Task Completion	
Feedbacks:	
Your English Teacher's Signature: _____	

## 11.5 Intermezzo

### Activity 10: Cross Cultural Misunderstanding

Watch a video about a manager struggling as she tries to understand her employees and their culture, as she fails to understand the manager role in communication and diversity. Her employees only make matters worse by hiding important information, without the proper communication skills for a multicultural organization. Discuss the two questions below with a partner.



1. Who is the head of the project? His name is \_\_\_\_\_  
\_\_\_\_\_.
2. Who is the name of the manager? Her name is \_\_\_\_\_  
\_\_\_\_\_.
3. What was the conflict happening between them? There was \_\_\_\_\_  
\_\_\_\_\_.
4. What is the name of one of the employees? He is \_\_\_\_\_
5. Why was the manager a little bit angry at him? \_\_\_\_\_  
\_\_\_\_\_.
6. What did she ask him to do? She wanted him to \_\_\_\_\_  
\_\_\_\_\_.
7. What was his decision? He decided to \_\_\_\_\_  
\_\_\_\_\_.



8. In Latin American countries, to get through customs (getting imported equipment), employees must have good contacts (good friends). Otherwise, it will be very difficult to get the imported equipment. What are the procedures to get imported goods from custom in your country?

\_\_\_\_\_  
\_\_\_\_\_.

9. In some countries, there is a corruption especially in getting permits. What are the procedures to get, say a permit to get a custom clearance in your country?

\_\_\_\_\_  
\_\_\_\_\_.

10. What kind of corruptions might happen in the process?

\_\_\_\_\_  
\_\_\_\_\_.

### Activity 11: Watching Time

Watch a video about the job description of a computer and information system manager. Then, answer the following questions.



1. The main job for a computer and information system manager is

\_\_\_\_\_  
\_\_\_\_\_.

2. Information system managers sometimes are known as or refer to

\_\_\_\_\_.

3. What makes IT managers to be in a high stress working condition?

\_\_\_\_\_

\_\_\_\_\_.

4. What are the working hours of IT managers? \_\_\_\_\_

\_\_\_\_\_.

5. What are the requirements of educational background needed to become IT managers? \_\_\_\_\_

\_\_\_\_\_.

## UNIT 12

### ICT PRODUCTS AND SERVICES



In this unit, you will learn:

1. Essential words and expressions for describing ICT products
2. Essential words and expressions for describing ICT services

#### 12.1 Essential words and expressions for Describing ICT Products

##### Activity 1: Pronunciation Time and Vocabulary Exploration

Study the following words related to marketing. Practice pronouncing the words with your teacher. Define the words using a good dictionary. Then, watch a video to understand the best definition and how to use these words.

mar•ket•ing

| 'märkitiŋ |



noun [u]



##### Pronunciation Practice:

Words related to marketing	Syllable	Pronunciation
Marketing	mar·ket·ing	[ˈmɑːktɪŋ]
Direct Marketing	di·rect ...	[dɪrɛkt daɪ-]
Targeted Marketing	tar·get ...	[ˈtɑːɡɪt]
Viral Marketing	vi·ral ...	[ˈvaɪrəl]

Marketing Plan	... plan	[plæn]
Marketing Mix	... mix	[mɪks]
Marketing Manager	... man·ag·er	[ˈmænɪdʒə]
Advertising	ad·ver·tis·ing	[ˈædvətɪzaɪzɪŋ]
Brand	brand	[brænd]
Launch	launch	(lɒntʃ, lɑntʃ)
Consumer	con·sum·er	[kənˈsjuːnə]
Market Research	... re·search	[rɪˈsɜːtʃ ˈriːsɜːtʃ]
Brand Identity	... i·den·ti·ty	[aɪˈdentɪti]
Public Relation	pub·lic re·la·tion	[ˈpʌblɪk ˈrɪleɪʃən]
Campaign	cam·pa·ign	[kæmˈpeɪn]
Position	po·si·tion	[pəˈzɪʃən]

**Vocabulary Exploration:**

Words related to marketing	Definition	How the words are used
Marketing		
Direct Marketing		
Targeted Marketing		
Viral Marketing		
Marketing Plan		
Marketing Mix		
Marketing Manager		
Advertising		
Brand		
Launch		
Consumer		
Market Research		
Brand Identity		
Public Relation		
Campaign		
Position		

Which are the top 5 words (phrases) that you are most familiar with?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Activity 2: Grammar Time

Study the following expressions to describe products and services.

### Questions:

1. What can you tell me about this product/service?
2. Can you give me some information/details about this product/service?
3. What is special/unique about this product/service?
4. What are the specifications of this product/service?

### Requests:

1. Tell me about this product/service!
2. Tell me what I can get from this service!
3. Describe this product/service, please!
4. Show me how to use this product!

### Note:

You can change “this product” into the name or the brand of the product that you describe. Also, you can change “this service” into the name of the service that you describe.

### Answers:

#### Describing:

Let me tell you about...

This is our newest product.

This is one of our latest designs.

This particular model is brand new.



#### Components:

It is made of...

It consists of...

This has/contains . . .

This one features . . .

This comes with . . .

This is equipped with . . .

#### Purposes/Benefits:

It can be used for...

You can use it to...

It's perfect for...

It's fit into...

You can . . . with it

**Prices:**

This is priced at . . .

This costs . . .

The price of this product is...

The total cost of this service is...

**Activity 3: Grammar Time**

**Fill in the missing words with the proper choices from the box. Then, answer the questions. Check your answers with the class.**

can	included	fit into
perfect for	compact	



It's (1) \_\_\_\_\_ business people who are out of the office a lot. It's light and (2) \_\_\_\_\_, and will easily (3) \_\_\_\_\_ your attaché case, handbag, or pocket. It (4) \_\_\_\_\_ connect with all major international telephone networks. Batteries are (5) \_\_\_\_\_.

1. What is the name of the product? It's called \_\_\_\_\_
2. Who are the people likely using this product? They are probably \_\_\_\_\_

### Activity 3: Grammar Time

Match the questions below with the correct answers. Check your answers with your teacher.



#### Column A

- a. What's it made of?
- b. Who's it designed for?
- c. How big is it?
- d. How much is it?
- e. What can it do?
- f. Does it have any special features?

#### Column B

- 1. It has a unique cartridge replacement system.
- 2. It's not as much bigger than a briefcase.
- 3. It can make high-quality copies.
- 4. It's inexpensive.
- 5. Small businesses are the main customers.
- 6. Plastic, mainly.

### Activity 4: Vocabulary Exploration

Read the following dialogue. Play a role with a partner. Pay attention to the underlined words. Guess the intended meaning of the words. Check your answers with your teacher.



- A : Hi, Amin. What's that you're holding?  
 B : It's my I-Pad, my new **creature comfort**. It **comes in handy**.  
 A : Really? What happens to your laptop?  
 B : Umm, my brother accidentally broke it. Anyway, this gadget surely **fits the bill** and **fits for purpose**. I can use it all day. It's **a top notch**. But, we have to postpone our trip to Bali this month because I just used all my savings to buy this I-Pad.  
 A : What? I know this I-Pad of yours **comes at a price**. You'd better start saving again this month.

No.	Idioms	Intended Meaning
1	...creature comfort	
2	...comes in handy	
3	...fits the bill/fits for purpose	
4	...a top notch	
5	...comes at a price	



## 12.2 Essential Words and Expressions for Describing ICT Services

### Activity 5: Watching Time

Watch two videos about phone service providers in Indonesia. Answer the questions. Discuss which commercial will probably attract more viewers. Share your reasons with the class.



Video	Who is the main star?	What is the main message?	What are the promises stated?
Video 1			
Video 2			

I like \_\_\_\_\_ better because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activity 6: Grammar Time**

When it comes to services in ICT, sometimes we face problems such as bad connections. When we describe the problems, we mix personal and impersonal sentences (no natural subject) sentences. Study the following information.

**1. Personal and Active**

For example:

The lecturers explained varieties of English sentences to their students via Skype.

**2. Impersonal and Active**

For example:

The varieties of English sentences were explained to the students via Skype.

**3. Impersonal and Passive**

For example:

It was discovered that varieties of English sentences were explained to the students via Skype.

Besides these three sentence structures, you will find that impersonal sentences start with the word “it” or the word “there”. Here are some examples.

**1. Impersonal “it”**

When to use it	Examples
Talking about weather	It's raining. It's cold. It was sunny yesterday.
Identifying something	“Who is it?” “It's me.” “What is it?” “It's a cellular phone.”
Talking about time	“What time is it?” “It's five o'clock.” “What day is it?” “It's Thursday.”
Talking about distance	“How far is it to Jakarta?” “It's 4000 kilometers.”

## 2. Impersonal “there”

Impersonal “there” is used to say that something exists in a particular place:

**Singular** There is a laptop on the table.

**Plural** There are three PDAs in the car.

(retrieved from *University of Victoria English Language Center*, 2008)

### Activity 7: Reading Time

**Read the text below for the latest communication regarding the internet problems currently being experienced in a school. Underlined impersonal sentences. An example has been done for you. Check your answers with your teacher.**

I would like to apologize for the recent outages on the 1C1N network. The last couple of weeks have been the most difficult in the two years since we launched 1C1N. I know that the intermittent web access issues have been extremely damaging as it interferes with lessons and the sound running of your school. I would like to express my sincere apologies for this and reassure you that my team and our network suppliers Capita have been doing everything we can to restore normal services.

As part of the investigations into the issue we have identified two areas of concern in our infrastructure. They were addressed yesterday which should alleviate the issues you are experiencing. Further work will continue until every part of our solution has been checked and, wherever necessary, improved. The calls to the service desk have noticeably reduced since yesterday but we would encourage any school that is still experiencing any connectivity issues to log a fresh call as soon possible. We have a team of our most experienced engineers working exclusively on this issue and will continue to work on it until every call is closed.

I understand that your internet service underpins so much in school and that confidence in the service is crucial to the delivery of your school objectives. We will work as hard as possible to regain that trust in the 1C1N service and would sincerely like to thank you for your patience and understanding during this period.

### Bayu Saputra

Service Director (ICT)

ICT Services

Environment and Resources Department

### Activity 8: Speaking Time

Find other commercial video of your choice. The video can be ICT products or services. The duration of the video should not exceed five (5) minutes. Submit the video to your teacher in the next meeting. Show the video to the class and perform a brief presentation explaining the video.

Title of the video:	
Duration:	
Reasons why choosing the video:	

### Evaluation of Unit 12

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_

### Project

Aspects	Score (1-4)
Clarity of the video (voice/sound and picture quality)	
Duration of the video	
Reference(s)	
Feedbacks:  Your English Teacher's Signature: _____	

### Speaking Skills

Aspects	Score (1-4)
Pronunciation	
Grammar and Vocabulary	
Flow of Speech	
Task Completion	
Feedbacks:  Your English Teacher's Signature: _____	

### 12.3 Intermezzo

#### Activity 9: Translating the Mistranslated Signs or Slogans

English translation can be very tricky. This is because how written English grammatical structures are different from *Bahasa Indonesia* or any other foreign languages. Check out misspelled signs below and edit the sentences. Check your answers with your teacher.



My translated version is: \_\_\_\_\_



My translated version is: \_\_\_\_\_



My translated version is: \_\_\_\_\_

---



My translated version is: \_\_\_\_\_

---

**Activity 10: Speaking Time**

There is the list of the top ten brands in the world on the next page. Interview one of your classmates. Compare your answers and share them with the class.

No.	Questions	Your answer	Your friend's answer
1	Which sectors of products that you use daily?		
2	What are the brands that you're using now?		
3	What are your considerations when choosing a brand?		
4	When you like a brand, will you suggest this brand to others?		

Rank	Previous Rank	Brand	Country of Origin	Sector	Brand Value (\$m)	Change in Brand Value
1	1		United States	Beverages	70,452	2%
2	2		United States	Business Services	64,727	7%
3	3		United States	Computer Software	60,895	7%
4	7		United States	Internet Services	43,557	36%
5	4		United States	Diversified	42,808	-10%
6	6		United States	Restaurants	33,578	4%
7	9		United States	Electronics	32,015	4%
8	5		Finland	Electronics	29,495	-15%
9	10		United States	Media	28,731	1%
10	11		United States	Electronics	26,867	12%

(retrieved from <http://www.webguild.org/wp-content/uploads/best-global-brands-600x431.jpg>)

## UNIT 13

### MEETINGS IN ICT COMPANY



#### In this unit, you will learn:

1. Language devices for making appointment
2. Language devices for taking and leaving messages
3. Language devices for business meetings and negotiations

#### 13.1 Language Devices for Making Appointment

##### Activity 1: Vocabulary Exploration

Select the proper words to complete the following phone call expressions. Discuss your answers with the class. An example has been done for you.

1. The number you have called is no longer in *operation/service*.
2. We apologize for the *delay/wait*.
3. *Select/Choose* one of the following options.
4. For more information, *push/press* one.
5. All our operators are busy at the moment, please *wait/hold*.
6. To *hear/repeat* the message, press four.
7. Dial *nine/none* for an outside line.
8. *Speak/talk* after the tone.
9. Sorry, we are *unable/unwilling* to take your call at the moment.
10. Please *call/try* again later.

Now, complete the phone call expressions below with proper verbs. Make sure you pay attention to the verb forms. Discuss your answers with the class. An example has been done for you.



deal	run	walk	bring
look	ring	work	connect
talk	answer		

1. Bear with me, I'm **looking** for a pen.
2. Just a second! Mr. Imam is \_\_\_\_\_ into the room now.
3. He might be \_\_\_\_\_ on the second floor today.
4. Hang on a moment, I'm \_\_\_\_\_ you now.
5. My other phone is \_\_\_\_\_, can I just put you on hold for a moment?
6. She's not \_\_\_\_\_ her phone at the moment, can you call back?
7. My battery is \_\_\_\_\_ out, can you wait while I connect it to the power point?
8. Just a moment, I'm \_\_\_\_\_ up the documents on the screen now.
9. Can you give me a minute? I was just \_\_\_\_\_ with my manager.
10. I'm just \_\_\_\_\_ with somebody, I won't be a moment.



**Study the common phrasal verbs (idioms) related to phones. Match the phrasal verbs in Column A with the correct meanings in Column B. Discuss your answers with the class. An example has been done for you.**

1. Could you **hang on** and I'll transfer you.
2. Can you **put me through** to Mr. Ahmad Tri Hanuranto, please?
3. I've been trying to **get through** to Mrs. Endang Budiasih all morning.
4. Could you get Mr. Suwandi to **call me back** when he returns?
5. I'll just **read the note back** to you.
6. I haven't had time to **get back** to Mr. Hendratno yet regarding the order.
7. I was talking to Mr. Heroe Wijanto, but we were **cut off**.
8. Please **switch off** all phones, the plane is about to leave.
9. I can't hear you on this line. Please **hang up** and I'll call you right back.
10. I can't hear you very well, can you please **speak up**?
11. I'm afraid I'm a bit **tied up** at the moment, can I talk to you later?

Column A	Column B
1. Hold on/hang on!	a. Succeed in contacting
2. Put someone through	b. To be busy
3. Get through to	c. To disconnect the phone
4. Call someone back	d. Return someone's call
5. Read something back	e. To be disconnected
6. Get back to someone	f. To talk a little more loudly
7. Cut off	g. Repeat information
8. Switch off	h. To put the phone down and end the call
9. Hang up	i. Connect
10. Speak up	j. Contact someone later
11. Be tied up	k. Wait a moment

### Activity 2: Discovering Spelling System for Telephoning

Study the common ways to spell and pronounce words when making phone calls.

**Saying vowels:**

- 'a' is pronounced as in 'may'
- 'e' is pronounced as in 'email' or 'he'
- 'i' is pronounced as in 'I' or 'eye'
- 'o' is pronounced as in 'no'
- 'u' is pronounced as 'you'

**Saying consonants:**

- 'g' is pronounced like the 'j' in 'jeans'
- 'j' is pronounced as in 'DJ' or 'Jane'
- 'w' is pronounced 'double you'
- 'x' is pronounced 'ex'
- 'y' is pronounced 'why'
- 'z' is pronounced 'zed' (rhymes with 'bed' in British English), or 'zee' (rhymes with 'sea' in American English).

**Here is the list of the alphabets:**

<b>A</b>	Alpha
<b>B</b>	Bravo
<b>C</b>	Charlie
<b>D</b>	Delta
<b>E</b>	Echo
<b>F</b>	Foxtrot
<b>G</b>	Golf
<b>H</b>	Hotel
<b>I</b>	India
<b>J</b>	Juliet
<b>K</b>	Kilo
<b>L</b>	Lima
<b>M</b>	Mike

<b>N</b>	November
<b>O</b>	Oscar
<b>P</b>	Papa
<b>Q</b>	Quebec
<b>R</b>	Romeo
<b>S</b>	Sierra
<b>T</b>	Tango
<b>U</b>	Uniform
<b>V</b>	Victor
<b>W</b>	Whisky
<b>X</b>	X-ray
<b>Y</b>	Yankee
<b>Z</b>	Zulu

**Giving numbers**

Here's a phone number: 0171 222 3344

And here's how to say it:

"Oh-one-seven-one, triple two, double three, double four."

**OR**

"Zero-one-seven-one, triple two, double three, double four."

**Pausing**

When you say a seven digit number, separate the number into two blocks of three and four, pausing after each block.

Each digit is spoken separately, unless it's a double or triple. If the second part of the number was '5555', you'll probably find it easier to say 'double five – double five'.

### Saying email addresses

@ is pronounced 'at'. caimin@clara.net is "caimin, at, clara, dot, net".

/ is "forward slash".

- is called a "hyphen" or a "dash".

\_ is an "underscore".

### Activity 3: Grammar Time

Study the following common expressions used in phone conversations. Ask your teacher to give examples.

<p><b>Answering the phone</b></p>	<ul style="list-style-type: none"> <li>• Hello? (informal)</li> <li>• Thank you for calling IT Telkom Marketing Division. Jody's speaking. How can I help you?</li> <li>• Marketing Manager's office.</li> </ul>
<p><b>Introducing yourself</b></p>	<ul style="list-style-type: none"> <li>• Hi, it's Gerry from the Telkom Office here.</li> <li>• Hello, this is Julie Madison.</li> <li>• This is she.*</li> <li>• Speaking.*</li> <li>• Hey George. It's Lisa calling. (informal)*</li> <li>• Hello, this is Julie Madison calling.*</li> </ul> <p>*The person answering says this if the caller does not recognize their voice. These expressions are commonly used in United Kingdom or European countries.</p>
<p><b>Asking to speak with someone</b></p>	<ul style="list-style-type: none"> <li>• Is Fred in? (informal)</li> <li>• Is Jackson there, please? (informal)</li> <li>• Can I talk to your sister? (informal)</li> <li>• May I speak with Mr. Green, please?</li> <li>• Would the manager be in/available?</li> </ul>
<p><b>Connecting someone</b></p>	<ul style="list-style-type: none"> <li>• Just a sec. I'll get him. (informal)</li> <li>• Hang on one second. (informal)</li> <li>• Please hold and I'll put you through to his office.</li> <li>• One moment please.</li> <li>• All of our operators are busy at this time. Please hold for the next available person.</li> </ul>

<p><b>Making special requests</b></p>	<ul style="list-style-type: none"> <li>• Could you please repeat that?</li> <li>• Would you mind spelling that for me?</li> <li>• Could you speak up a little please?</li> <li>• Can you speak a little slower please. My English isn't very good.</li> <li>• Can you call me back? I think we have a bad connection.</li> <li>• Can you please hold for a minute? I have another call.</li> </ul>
<p><b>Finishing a conversation</b></p>	<ul style="list-style-type: none"> <li>• Well, I guess I better get going. Talk to you soon.</li> <li>• Thanks for calling. Bye for now.</li> <li>• I have to let you go now.</li> <li>• I have another call coming through. I better run.</li> <li>• I'm afraid that's my other line.</li> <li>• I'll talk to you again soon. Bye.</li> </ul>

#### Activity 4: Watching Time

Watch a video of a person making an appointment. Pay attention to the missing words, especially related to the spelling system when making a phone call. Fill in the missing words with correct words. Check your answers with the class.



- A : Good morning. This is Yeskia \_\_\_\_\_. How can I help you?
- B : My name's Skrutle from Microsoft. I would like to make an appointment with your boss, Mr. Reina. R for \_\_\_\_\_, E for \_\_\_\_\_, I for \_\_\_\_\_, N for \_\_\_\_\_, and A for \_\_\_\_\_. Mr. Reina. OK? And the topic is about to make a mobile version of our game.
- A : I see. How about \_\_\_\_\_ at 10:00?
- B : OK. It's settled then.
- A : OK. Is there anything I can do for you?
- B : No. that's all.
- A : OK, Mr. Skrutle, thank you for calling and have a nice day.

### Activity 5: Listening Time

Watch a video consisting several phone conversations about wrong numbers. Fill in the blanks with proper expressions. Discuss the answers with your teacher.

#### Dialogue 1

- A : "Western Werrick. How may I help you?"  
B : "Oh, isn't this Office Max?"  
A : "No. I'm sorry. \_\_\_\_\_."  
B : "\_\_\_\_\_  
A : "No problem."

#### Dialogue 2

- A : "Hello!"  
B : "Hi! May speak with Robbie Robertson?"  
A : "I think \_\_\_\_\_ number."  
B : "Oh. \_\_\_\_\_ you."  
A : "It's all right."

#### Dialogue 3

- A : "Hello. Doctor's office. \_\_\_\_\_?"  
B : "Hello. I'm calling for Jane Heller."  
A : "Who?"  
B : "Uhh, Jane Heller."  
A : "I'm sorry, \_\_\_\_\_ Jane Heller that works here."  
B : "Is this 798-\_\_\_\_\_"  
A : "No, this is 798--\_\_\_\_\_"  
B : "Oh, \_\_\_\_\_."  
A : "That's okay."



### Activity 6: Grammar Time

Study the following expressions to make, change, and cancel appointments.

<p><b>Asking for an appointment</b></p>	<p>(formal situations)                  * I would like to arrange an appointment to discuss....                  * Please would you indicate a suitable time and place to meet?</p> <p>(neutral)                  * Would it be possible to meet on (date) at your offices to discuss...?</p> <p>(informal)                  * Can we meet (up) to talk about...?</p>
<p><b>Suggesting a time</b></p>	<p>(neutral)                  * Would Tuesday suit you?                  * Would you be available on Tuesday?</p> <p>(informal)                  * What about...?                  * Let's say...</p>
<p><b>Agreeing to an appointment</b></p>	<p>(formal)                  * Thank you for your email. I would be available to discuss.... on (date) at (time and place)</p> <p>(neutral / informal)                  * Tuesday sounds fine. Shall we say around (time) at (place)?</p>
<p><b>Saying a time is not convenient</b></p>	<p>(formal)                  * Unfortunately, I will be away on business during the week of July 6 – 11, so I will be unable to meet you then. However, if you were available in the following week, I would be glad to arrange a meeting with you.</p> <p>* I will be out of the office on Wednesday and Thursday, but I will be available on Friday afternoon.</p>
<p><b>Cancelling an appointment</b></p>	<p>(formal)                  * Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.</p>

	<p>* Would it be possible to arrange another time later in the week?</p> <p>(neutral)</p> <p>* I'm afraid that I have to cancel our meeting on Wednesday, as something unexpected has come up.</p> <p>* Would you be free to meet early next week?</p>
<b>Apologizing</b>	<p>(formal)</p> <p>* I apologize for any inconvenience.</p> <p>(informal)</p> <p>* I'm sorry about cancelling.</p>
<b>Asking for confirmation</b>	<p>(neutral)</p> <p>* Please confirm if this date and time is suitable / convenient for you.</p> <p>(informal)</p> <p>* Can you let me know if this is OK for you?</p>

### Activity 7: Watching Time

Watch a video about making appointments between two colleagues. Complete the missing expressions. Then, answer the following questions. Discuss your answers with the class.



Greg : Greg Smith speaking.  
 Stefan : Hello Greg. \_\_\_\_\_?  
 Greg : Yes, hello Stefan. How are you?  
 Stefan : Not too bad. I have a slight cold. Last week, it was very bad. But now, it's getting better.  
 Greg : Yes, well, I'm glad to hear that. \_\_\_\_\_,  
 Stefan?



Stefan : I'm in London next week and perhaps we could meet.  
Greg : Ah yes that would be very nice. When will you be here?  
Stefan : I will arrive on \_\_\_\_\_. My flight arrives at half nine. So I would be at your office at 10.  
Greg : Are sure \_\_\_\_\_? It will take you about an hour to get to London from Heathrow.  
Stefan : Yes I know. Like I said I'll arrive at 8:30 so that gives me one and half hour to be at your office at 10.  
Greg : I'm sorry. I \_\_\_\_\_ you. I thought you said you'll arrive at 9:30.  
Stefan : Oh no. 8:30.  
Greg : Oh sorry. Of course. Let me \_\_\_\_\_. I'm sorry Stefan, but I have an appointment at 10. Why don't we meet at lunch time?  
Stefan : Well, let me see. I have a date at 12. But I should be finished at 13:30. It's near that sushi place we went to. We could meet there just after 13:30. \_\_\_\_\_?  
Greg : I'm sorry 13:30 is what time?  
Stefan : It's half past one o'clock p.m.  
Greg : OK. It's half past one it is then.  
Stefan : Great. I'll send you \_\_\_\_\_. I'm looking forward to seeing you.  
Greg : I'm looking forward to see you too Stefan.  
Stefan : Bye.  
Greg : Bye.

1. What is the difference between "how do you do?" and "how are you?"

\_\_\_\_\_

2. How did Greg understand the phrase "half nine"?

\_\_\_\_\_

3. How did Greg understand the phrase "13:30"?

\_\_\_\_\_

## 13.2 Language Device for Taking and Leaving Messages

### Activity 8: Grammar Time

Study the common expressions used in taking and leaving messages.

<p><b>Taking a message for someone</b></p>	<ul style="list-style-type: none"> <li>• Mefty's not in. Who's this? (informal)</li> <li>• I'm sorry, Sofa's not here at the moment. Can I ask who's calling?</li> <li>• I'm afraid he's stepped out. Would you like to leave a message?</li> <li>• Mr. Maman's on lunch right now. Who's calling please?</li> <li>• He's busy right now. Can you call again later?</li> <li>• I'll let him know you called.</li> <li>• I'll make sure he gets the message.</li> </ul>
<p><b>Listening to an answering machine</b></p>	<ul style="list-style-type: none"> <li>• Hello. You've reached 756-4108. Please leave a detailed message after the beep. Thank you.</li> <li>• Hi, this is Ima. I'm sorry I'm not available to take your call at this time. Leave me a message and I'll get back to you as soon as I can.</li> <li>• Thank you for calling Mr. Budhi's office. Our office hours are 9 a.m.-5 p.m., Monday-Friday. Please call back during these hours, or leave a message after the tone. If this is an emergency please call the main office at 756-5934.</li> </ul>
<p><b>Leaving a message with someone</b></p>	<ul style="list-style-type: none"> <li>• Yes, can you tell him his friend called, please.</li> <li>• No, that's okay, I'll call back later.</li> <li>• Yes, it's Sri from Zynergy, here. When do you expect her back in the office?</li> <li>• Thanks, could you ask him to call Anwar when he gets in?</li> <li>• Do you have a pen handy? I don't think he has my number.</li> <li>• Thanks. My number is 756-4108, extension 2181.</li> </ul>
<p><b>Confirming information</b></p>	<ul style="list-style-type: none"> <li>• Okay, I've got it all down.</li> <li>• Let me repeat that just to make sure.</li> <li>• Did you say Telecommunication Street Number 1?</li> <li>• You said your name was Yeyen Hamidah, right?</li> <li>• I'll make sure she gets the message.</li> </ul>
<p><b>Leaving a message on an answering machine</b></p>	<ul style="list-style-type: none"> <li>• Hey Sri. It's Sofa. Call me! (informal)</li> <li>• Hello, this is Imam calling for Budhi. Could you please return my call as soon as possible. My number is 212-5678. Thank you.</li> <li>• Hello Anistya. This is Astri from the IT Telkom language center calling. I just wanted to let you know that you're due for a meeting this month. Please give us a ring/buzz whenever it's convenient.</li> </ul>

### Activity 9: Watching Time

Watch a video consisting phone conversation about taking and leaving messages. Complete the missing expressions. Discuss your answers with the class.

#### Dialogue 1

- A : "TNH, \_\_\_\_\_?"  
B : "Yes, I'd like to speak to Ray Johnson, please."  
A : "I'm sorry, \_\_\_\_\_. Would you like to leave a message?"  
B : "Yes, would you \_\_\_\_\_ Harry Donald at \_\_\_\_\_ (phone number)."  
A : "Sure, no problem."  
B : "Thank you."

What is the message? \_\_\_\_\_

#### Dialogue 2

- A : "Nourman Electric. This is Jack. \_\_\_\_\_?"  
B : "Hi. May I speak with Janice Jones?"  
A : "\_\_\_\_\_. She'll be back in about an hour."  
B : "\_\_\_\_\_"  
A : "Sure."  
B : "Please tell her that Sue Grant called. Could you have her call me back at home?"  
A : "Does she have your number?"  
B : "Yes."  
A : "Okay, \_\_\_\_\_."  
B : "Thank you."  
A : "No problem."

What is the message? \_\_\_\_\_



### Dialogue 3

- A : "Dr. Jackson's office."  
B : "Yes, this is Tony Reynolds. May I speak with Dr. Jackson, please."  
A : "I'm sorry Mr. Reynolds. \_\_\_\_\_."  
B : " \_\_\_\_\_ ?"  
A : "Sure,"  
B : "Please tell him that my wife's fever is gone and that she feels much better now."  
A : "Okay. Anything else?"  
B : "Yes. \_\_\_\_\_ when he gets the chance."  
A : "Sure. What's your number?"  
B : "It's \_\_\_\_\_ (phone number)."  
A : "Okay, \_\_\_\_\_."  
B : "Thanks."  
A : "Sure."  
B : "Okay."

What is the message? \_\_\_\_\_

### Dialogue 4

- A : "Hello, Liberty Stock. \_\_\_\_\_ ?"  
B : "Yes, this is Harrison Brown calling for Mr. Kline."  
A : "Mr. Kline is \_\_\_\_\_."  
B : " \_\_\_\_\_ ?"  
A : "Once again, this is Harrison Brown. I want him to sell 50% as soon as possible. And could you have him call me at the office?"  
B : " \_\_\_\_\_ ?"  
A : "Yes he does."  
B : "Okay, \_\_\_\_\_."  
A : "Thank you."

What is the message? \_\_\_\_\_

### 13.3 Language Device for Business Meetings and Negotiations

#### Activity 10: Grammar Time

Study the following expressions to ask and give opinions. Ask your teacher to give examples.

#### Asking for Opinions

What's your opinion?

What do you think?

What are your ideas?

Do you have any thoughts on that?

How do you feel about that?

#### Giving Opinions

**I think** we should always prepare our progress report a week before.

**In my opinion,** Smart iPad is the gadget that our staffs need.

**I believe (that)** what we offer in our brochure is what people will see.

**I feel that** it's the right thing to do to send our staffs abroad.

**I don't think** we need a new printer in this office.

**I don't believe (that)** raising the prices will drive our customers away.

**I don't feel that** it's such a good idea to create new products, let's brainstorm again.

### Activity 11: Vocabulary Exploration

Expand your vocabulary related to making opinions. Do the following exercises.

No.	Phrases ( <i>using verb "Say"</i> )	Meaning of the Phrases
1	There is something to be said for.	A. I totally agree with you.
2	When all is said and done.	B. Despite this.
3	You can say that again!	C. It has some advantages.
4	Needless to say.	D. It is in fact even more important than I have just said.
5	Having said that . . . .	E. After everything else; remember this.
6	That is to say.	F. This is to be totally expected.
7	Have a say.	G. In other words.
8	To say the least.	H. Be involved in making a decision.

**Cross out the odd word in each group in Column B that does not share similar meaning to those in Column A.**

No.	A	B
0	communicate	a. contact b. correspond c. <del>indicate</del> d. interact
1	conclude	a. close b. summarize c. recap d. recall
2	explain	a. clarify b. define c. express d. illustrate
3	mean	a. indicate b. intend c. signify d. stutter
4	meaning	a. conjecture b. connotation c. significance d. sense
5	say	a. demonstrate b. express c. speak d. verbalize
6	suggest	a. imply b. denote c. propose d. state
7	tell	a. gesture b. narrate c. recount d. relate
8	understand	a. appreciate b. comprehend c. contradict d. follow
9	report	a. study b. review c. investigation d. demonstration
10	introduce	a. present b. give c. initiate d. launch

### Activity 12: Watching Time

Watch the first part of a video about situations related to meetings. Answer the following questions.

1. What did the man ask his secretary to do?  
He asked her to \_\_\_\_\_
2. What are some benefits that she can get from the meeting?  
She can \_\_\_\_\_

Watch the second part of the video. Complete the missing expressions. Discuss your answers with the class.

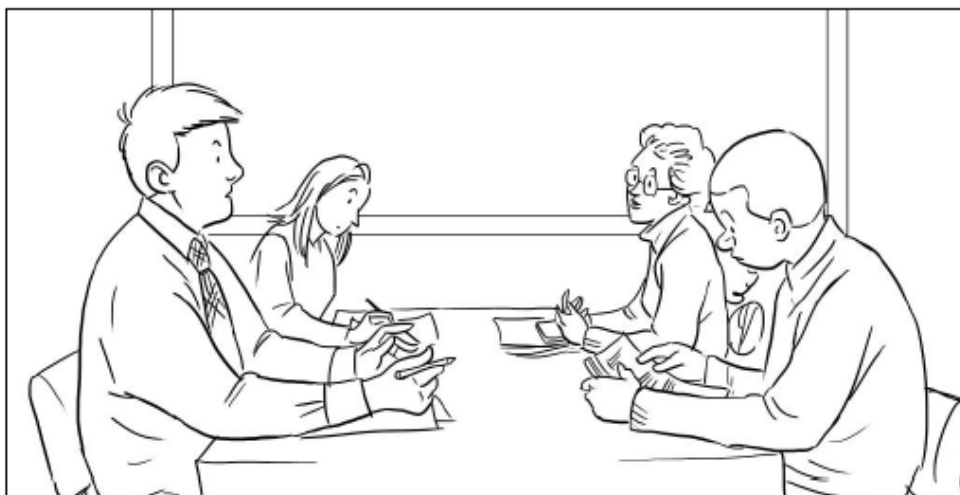
- A : Hello everybody!  
B : Is this your first meeting with us?  
A : Yes, it is.  
C : Uh, \_\_\_\_\_ ?  
A : No, I don't think so.  
D : It's a pleasure to meet you. I'm the \_\_\_\_\_ .  
A : Jane. It's \_\_\_\_\_ too.

Watch the third and the fourth parts of the video. Answer the following questions.

1. What is the agenda for today's meeting?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. What was the complaint from an upset customer about?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Who was the customer that complained? He's \_\_\_\_\_
4. What did Jane suggest to do with the filing cabinets? She suggested that \_\_\_\_\_

**Activity 12: Watching Time**

Watch the video about a meeting between representatives from two companies. These people negotiate to reach upon agreement Answer the following questions. Check your answers with the class.



1. What are they talking about? They discuss \_\_\_\_\_.
2. Why did John complain to Mr. Smith? Because he thinks that \_\_\_\_\_.
3. What are the three things that Mr. Smith highlights in his offer?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. How did the meeting end? Mr. Smith decided to give \_\_\_\_\_.



### Activity 13: Speaking Time

Find a partner to create a simple dialogue. You can choose one or two of the following situations:

1. Making appointment
2. Taking or leaving messages
3. Having a business meeting
4. Making a negotiation

Submit your dialogue to your teacher in the next meeting. Perform the dialogue in front of your teacher. Ask your teacher to give you feedback.

### Evaluation of Unit 13

Date : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Student ID No. : \_\_\_\_\_  
 Class : \_\_\_\_\_

#### Speaking Skills:

Aspects	Score (1-4)
Pronunciation	
Grammar and Vocabulary	
Flow of Speech (interaction)	
Task Completion	
Feedbacks:          Your English Teacher's Signature: _____	

### 13.4 Intermezzo

#### Activity 14: Greetings from around the World

When you have business with people from around the world, you need to know different ways of greetings. With a partner, try to find which country these greeting come from. You may do an Internet search to find the answers. Read other sources and make a summary. Submit your summary to your teacher in the next meeting.

Way of Greeting
1. Bang the other party with a hand on either the head or shoulders.
2. The "salaam." Begin by pronouncing "salaamu alaykum" (Peace by upon you), accompanied by sweeping your right hand up to your heart.
3. Stretch out your hands and touch fingertips with the other person. Then bring your hands to your heart, signifying, "I greet you from my heart." Men can only use this gesture with other men and women may only use the gesture with other women.
4. Rub noses. Some press noses together while closing their eyes
5. Relatives press a face to a cheek of the other and sniff deeply

#### Activity 15: Discussion Time

In a meeting, you see people do different activities. Sometimes they do not pay full attention to the meeting. According to Jarrow (2013), below are the ten bad behaviors that we must avoid in a meeting. Which of the followings that you agree? Share your opinion with the class.

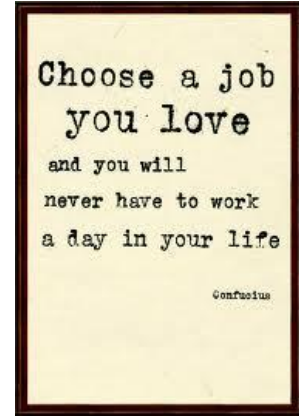
#### Here are 10 Bad Meeting Behaviors to Stop Tolerating:

1. **Working During the Meeting** - If you are going to work during the meeting, then why did you come to the meeting?
2. **Eating in the Meeting** - When did it become acceptable to have a feast during the meeting? You need to check the timing and duration of the meeting.
3. **Cell Phone/Tablet** – Some think they will go under the radar, or under the table, if they use their phone or tablet to do other things in the meeting. Think no one will notice? Think again.

4. **Not Participating** - Every meeting has one. Someone who is there, but not really there. There could be important reasons why they are distracted. However, if their mind is somewhere else, they probably should be, too. If they have urgent business to attend to, that is good. If they just don't want to be there, that is a performance issue.
5. **Taking Phone Calls** – Someone not only interrupts the meeting with a ringing phone, but then actually answers the call in the meeting. At a minimum, have the courtesy to step out of the room and excuse yourself.
6. **Texting** –You are not making eye contact if you are staring at your phone screen, nor are you paying attention.
7. **The Filibuster** - You know, the one that likes to talk. Once they get the mic, they don't yield. Be firm, and don't let your meeting get hijacked.
8. **Fighting** –Don't permit these attacks. These acts are inexcusable and more hurtful than most realize. To be honest, often these are HR issues in disguise. Eject those that mistreat or attack others.
9. **Arriving Late** – Don't let those that are more than 5 minutes late join the meeting. Ask them to catch up with one of the participants later. Showing up 25 minutes in an hour meeting is disrespectful to everyone that was there on time.
10. **No Show No Excuse** – How many times have you sat in a meeting and everyone is sitting around a table going, "Is Alan coming?" "I don't know." Empower your team members with the "Right to Decline" meetings. However, not showing without declining is unacceptable.

**Activity 16: Playing a Role**

Make a small group consists of 3-4 people. Create a role play to have a meeting. Perform the meeting scenario in front of your teacher.



The director :  
The manager :  
The staff :  
The agenda : a. \_\_\_\_\_  
                  b. \_\_\_\_\_

The reports :  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The plans :  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## References

### Learning Materials

Abidi, H. (2013). *How to Write a Good Paragraph*. Retrieved on June 20, 2013 from [http://www.writing.com/main/view\\_item/item\\_id/927399-How-To-Write-A-Good-Paragraph](http://www.writing.com/main/view_item/item_id/927399-How-To-Write-A-Good-Paragraph)

ACTEWAGL. 2012. *The History of the Internet*. Retrieved on July 18, 2012 from <http://www.actewagl.com.au/Education/communications/Internet/historyOfTheInternet/boomtime.aspx>

Ball, Bill et al. (2009). *Basic Written English*. Retrieved on June 12, 2013 from [http://queens-english-society.com/guide\\_6.html](http://queens-english-society.com/guide_6.html)

Benner, Margaret L. (2012). *Kinds of Sentences and Their Punctuation*. Retrieved on July 20, 2012 from <http://www.towson.edu/ows/index.htm>

Barnard, R. and Cady, J. (1993). *Business Venture 2*. Oxford: Oxford University Press.

Barnard, R. and Cady, J. (1992). *Business Venture 1*. Oxford: Oxford University Press.

Bos, C.S. & Vaughn, S. (2002). *Strategies for Teaching Students with Learning and Behavior Problems*. Retrieved on July 28, 2012 from [https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn\\_Serv\\_Proj\\_KWL.html](https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html)

CCC Foundation. 2004. *Avoiding Primer Language*. Retrieved on June 20, 2013 from <http://grammar.ccc.commnet.edu/grammar/primer.htm>

College Writing Center (CWC). 2005. *Topic Sentence/Paragraph*. Retrieved on June 20, 2013 from [http://www.stlcc.edu/Student\\_Resources/Academic\\_Resources/Writing\\_Resources/Writing\\_Handouts/topic\\_sentence\\_parag.pdf](http://www.stlcc.edu/Student_Resources/Academic_Resources/Writing_Resources/Writing_Handouts/topic_sentence_parag.pdf)

CourseHero.com. (2012). *Reading Methods - SQ3R and KWL*. Retrieved on July 28, 2012 from <http://www.coursehero.com/study-skills/reading-strategies-and-skills/reading-methods-sq3r-and-kwl/>

Delk, Cheryl L. (2006). *College Oral Communication: English for Academic Success*. Australia: Thomson Heinle.

DeMeo, M. & Silverman, P. (2010). *24 Things You Might Be Saying Wrong*. Retrieved on June 18, 2013 from <http://www.rd.com/advice/relationships/24-things-you-might-be-saying-wrong/>

Doyle, A. (2013). *Curriculum Vitae Vs. Resume?* Retrieved on July 10, 2013 from <http://jobsearch.about.com/cs/curriculumvitae/f/cvresume.htm>

Fau, Augustine. (2010). *How a Cell Phone Call Work*. Retrieved on July 28, 2012 from [http://www.augustinefou.com/2010\\_05\\_02\\_archive.html](http://www.augustinefou.com/2010_05_02_archive.html)

Fazio, Gene et al. (1990). *Practicing Paragraphs*. Chicago: Hold, Rinehart, and Winston, Inc.

Harlington, David and LeBaeu, Charles. (n.d.). *Speaking of Speech*. Japan: MacMillan House. Video: Effective Visuals

Heard, James. (n.d.). *Lesson Plan: Describing Things*. Retrieved on June 10, 2012 from <http://www.yadayadaenglish.com/describethings.htm>

HowStuffWorks. (2012). *IPhone Features*. Retrieved on July 30, 2012 from <http://electronics.howstuffworks.com/iphone4.htm>

HowStuffWorks. (2012). *How Satellite Internet Works*. Retrieved on June 12, 2013 from <http://computer.howstuffworks.com/question606.htm>

iCover. 2013. *An Example of Application Letter*. Retrieved on July 10, 2013 from <http://icover.org.uk/software-tester-cover-letter-example/>

Kusmayanti, Ima N. (2010). *English for ICT Engineering Students: Presentation Skills*. Bandung: Alfabeta.

McCarthy, M. and O'Dell, F. (2013). *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.

Microsoft. 2003. *Connect to the Internet*. Retrieved on July 18, 2012 from <http://windows.microsoft.com/en-US/windows-vista/Connect-to-the-Internet>

Microsoft® Encarta® 2006 [DVD]. Redmond, WA: Microsoft Corporation, 2005. All right reserved.

Nichols, Mark. (2013). *The 20 Rules about S-V Agreement*. Retrieved on June 20, 2013 from <http://www.dailywritingtips.com/20-rules-about-subject-verb-agreement/>

Nugroho, Budi A. (2012). *Sri's Love Letter*. Retrieved on July 11, 2011 from <http://dir.groups.yahoo.com/group/dastanbooks/message/3795>

Oak, Manali. (2012). *What is the Impact of Technology on Our Society*. Retrieved on July 10, 2012 from <http://www.buzzle.com/articles/what-is-the-impact-of-technology-on-our-society.html>

Pearson Education. (1995). *Paragraphs: Internet*. Retrieved on June 20, 2013 from [http://wps.pearsoncustom.com/pcp\\_longman\\_ez\\_2/32/8419/2155349.cw/index.html](http://wps.pearsoncustom.com/pcp_longman_ez_2/32/8419/2155349.cw/index.html)

Przybyla, Daria. (2009). *Example of an Expository Paragraph: Definitions and Examples of Different Kind of Paragraphs*. Retrieved on July 18, 2012 from <http://suite101.com/article/example-of-an-expository-paragraph-a106749>

Rachmawati, Annisa et.al. (2012). *English for Business*. Bandung: IT Telkom

Reynolds, Garr. (2008). *Presentationzen: Simple Ideas on Presentation Design and Delivery*. California: New Riders.

SGS. (2011). *The SQ3R Reading Methods*. Retrieved on July 28, 2012 from <http://www.studygs.net/texred2.htm>

Sheerpoetry.co.uk. (2012). *Hints on Pronunciation for Foreigners*. Retrieved on July 14, 2011 from <http://www.sheerpoetry.co.uk/junior/junior-poetry-library/in-the-classroom-part-two/hints-on-pronunciation-for-foreigners>

Stewart, Bill. (2000). *The Internet*. Retrieved on July 18, 2012 from <http://www.livinginternet.com/i/i.htm>

Student Development Center The University of Western Ontario. (2009). *Transition Signals*. Retrieved on July 21, 2012 from <http://www.sdc.uwo.ca/writing/handouts/Transition%20Signals.pdf>

The Times of India. (2010). *Five Dangerous Websites for Kids*. Retrieved on July 18, 2012 from <http://timesofindia.indiatimes.com/tech/itslideshow/6730339.cm>

Walters, F. Scott. (2000). *Basic Paragraph Structure*. Retrieved on June 5, 2012 from <http://lrs.ed.uiuc.edu/students/fwalters/para.html#topic>

YourDictionary. 2013. *What are the Different Parts of a Sentence*. Retrieved on June 18, 2013 <http://grammar.yourdictionary.com/sentences/different-parts-sentence.html>

YourMainDomainInc. (2008). *Effects of Internet on Our Daily Lives*. Retrieved on July 18, 2012 from <http://www.yourmaindomain.com/web-articles/effect-of-internet-on-our-daily-lives.asp>

Yahoo!Answers. (2013). *A Paragraph on the Internet*. Retrieved on June 5, 2013 from <http://in.answers.yahoo.com/question/index?qid=20081021005730AAKkisY>

\_\_\_\_\_ (2013). *Internet*. Retrieved on June 20, 2013 from <http://collegiatebd.blogspot.com/2013/02/internet.html>

\_\_\_\_\_ October.2013. *Company Profile*. Retrieved on July 10, 2013 from <http://www.octoberict.com/October%20ICT%20Company%20Profile.pdf>

## Audio and Video

Audio: *84 Favorite Gadget*. Retrieved on April 4, 2011 from <http://www.ello.org/english/Mixer076/T084-Gadget.htm>

Audio: *429 Phone*. Retrieved on July 28, 2012 from <http://www.ello.org/english/0401/429-Simon-Phone.htm>

Audio: *What Happens When You Make a Phone Call?* Retrieved from Microsoft® Encarta® 2006 [DVD]. Redmond, WA: Microsoft Corporation, 2005. All right reserved.

Video: *The Latest Hi-Tech Gadgets*. Retrieved on July 28, 2012 from <http://www.youtube.com/watch?v=HSNdlqCb8PA>

Audio: *396 Classroom Technology*. Retrieved on July 28, 2012 from <http://www.ello.org/english/0351/396-Joel-Technology.htm>

Reynolds, Garr. (2005). *Top Ten Slide Tips*. Retrieved on July 16, 2012 from <http://www.garreynolds.com/Presentation/slides.html>

Video: *Three Basic Types of Employee*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=nn6LOW8JMb0>

Video: *Dream Job*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=wL3CFtW8WE0>

Video: *Ed's Company*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=3AIZglt38NA>

Video: *Computer and System Manager Job Description*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=A9qBcdoEx00>

Video: *Tim's Work Options*. Retrieved on July 10, 2012 from <http://www.elllo.org/english/0751/T751-Tim-JobOptions.htm>

Video: *Cross-Cultural Understanding*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=BrJTf97Ev8o>

\_\_\_\_ (2012). *Poorly Translated Sign*. Retrieved on June 10, 2012 from <http://www.chacha.com/gallery/2054/lost-in-translation-poorly-worded-signs>

\_\_\_\_ (2012). *Poorly Translated Sign*. Retrieved on June 10, 2012 from <http://nest-expressed.com/wp-content/uploads/2012/06/Inclement-Weather-Sign.jpg>

\_\_\_\_ (no date). *Top Brands*. Retrieved on June 10, 2012 from <http://www.webguild.org/wp-content/uploads/best-global-brands-600x431.jpg>

Video: *Marketing Terms*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=qLn1rAuZuVA&feature=relmfu>

Video: *Flexi's Froid Commercial*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=izLTUNsskas>

Video: *ESIA Commercial*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=cSZctMn20aw&NR=1&feature=endscreen>

Video: *Wrong Numbers*. Retrieved on July 10, 2012 from [http://www.youtube.com/watch?v=l3Qa1\\_MJog](http://www.youtube.com/watch?v=l3Qa1_MJog)

Video: *Taking and Leaving Messages Part 1*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=WC-VJUKh8ec>

Video: *Taking and Leaving Messages Part 2*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=nIV4VR8mNYI>



Video: *Making Appointment with Bussiness Relation*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=zmuRyKBn12w&feature=related>

Video: *Meeting 1*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=fDiUAYvgiTs&feature=relmfu>

Video: *Meeting 2*. Retrieved on July 10, 2012 from <http://www.youtube.com/watch?v=kc-fF18I9zA&feature=relmfu>





