

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
Past	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.
Present	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.
Future	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
use	use	used	used	used
see	saw	seen	seen	seen
grow	grow	grew	grown	grown
increase	increase	increased	increased	increased
rise	rise	rose	risen	risen
decline	decline	declined	declined	declined
decrease	decrease	decreased	decreased	decreased
drop	drop	dropped	dropped	dropped
fall	fall	fell	fallen	fallen
fluctuate	fluctuate	fluctuated	fluctuated	fluctuated
level	level	leveled	leveled	leveled
reach	reach	reached	reached	reached

Actitiy 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.

/t/ voiceless	Example	/d/ voiced	Example	/id/ voiced	Example
c	raced	g	damaged	t	fluctuated
ch	reached	l	leveled	d	needed
gh	laughed	m	seemed		
k	booked	n	declined		
p	dropped	r	offered		
sh	smashed	s	used		
ss	missed	v	waved		
th	breathed	w	borrowed		
x	fixed	y	enjoyed		
		z	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;">Percentage of Telkom University Students</p>	<p>This is pie chart to show percentages (%).</p>																						
<p style="text-align: center;">Leading Activities of Internet Users in 2013</p> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Activity</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr><td>Use a search engine to find information</td><td>85%</td></tr> <tr><td>Look up news</td><td>77%</td></tr> <tr><td>Use online banking</td><td>55%</td></tr> <tr><td>Look up weather forecasts</td><td>40%</td></tr> <tr><td>Visit a brand or product website</td><td>78%</td></tr> <tr><td>Pay bills online</td><td>24%</td></tr> <tr><td>Watch video clips</td><td>80%</td></tr> <tr><td>Listen to an audio clip</td><td>88%</td></tr> <tr><td>Writing email</td><td>65%</td></tr> <tr><td>Updating social status</td><td>79%</td></tr> </tbody> </table>	Activity	Percentage (%)	Use a search engine to find information	85%	Look up news	77%	Use online banking	55%	Look up weather forecasts	40%	Visit a brand or product website	78%	Pay bills online	24%	Watch video clips	80%	Listen to an audio clip	88%	Writing email	65%	Updating social status	79%	<p>This is vertical bar chart to show changes in quantity over time.</p>
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Use a search engine to find information	85%																						
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<p style="text-align: center;">Female Students at Telkom University</p> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Category</th> <th>Series2</th> <th>Series1</th> </tr> </thead> <tbody> <tr><td>1</td><td>4500</td><td>2013</td></tr> <tr><td>2</td><td>3800</td><td>2010</td></tr> <tr><td>3</td><td>2100</td><td>2000</td></tr> <tr><td>4</td><td>1500</td><td>1995</td></tr> <tr><td>5</td><td>780</td><td>1990</td></tr> </tbody> </table>	Category	Series2	Series1	1	4500	2013	2	3800	2010	3	2100	2000	4	1500	1995	5	780	1990	<p>This is horizontal bar chart to compare quantity.</p>				
Category	Series2	Series1																					
1	4500	2013																					
2	3800	2010																					
3	2100	2000																					
4	1500	1995																					
5	780	1990																					
<p style="text-align: center;">Students Studying Engineering</p> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Year</th> <th>Series1</th> <th>Series2</th> </tr> </thead> <tbody> <tr><td>1990</td><td>780</td><td>1990</td></tr> <tr><td>1995</td><td>1500</td><td>1995</td></tr> <tr><td>2000</td><td>2100</td><td>2000</td></tr> <tr><td>2010</td><td>3800</td><td>2010</td></tr> </tbody> </table>	Year	Series1	Series2	1990	780	1990	1995	1500	1995	2000	2100	2000	2010	3800	2010	<p>This is line chart to demonstrate trends.</p>							
Year	Series1	Series2																					
1990	780	1990																					
1995	1500	1995																					
2000	2100	2000																					
2010	3800	2010																					

For example:

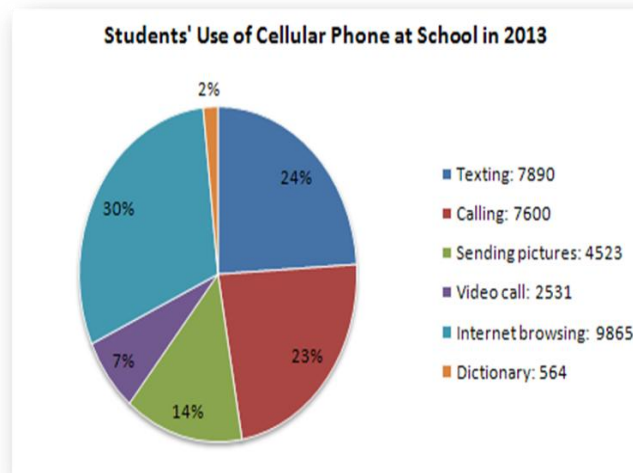


Chart 1: Students' Use of Cellular Phone at School in 2013

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.

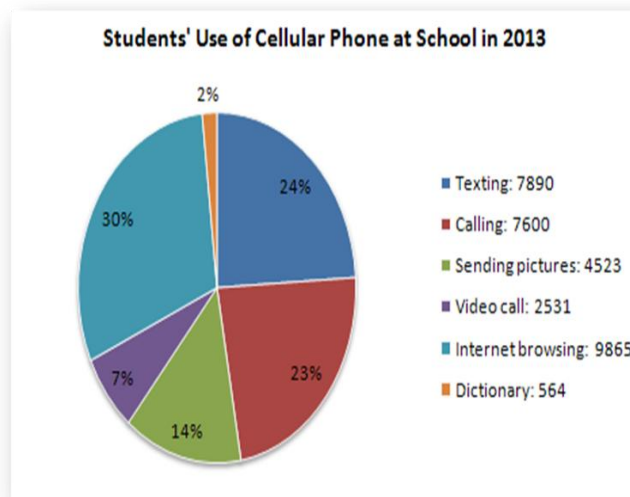


Chart 1: Students' Use of Cellular Phone at School in 2013

For example:

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

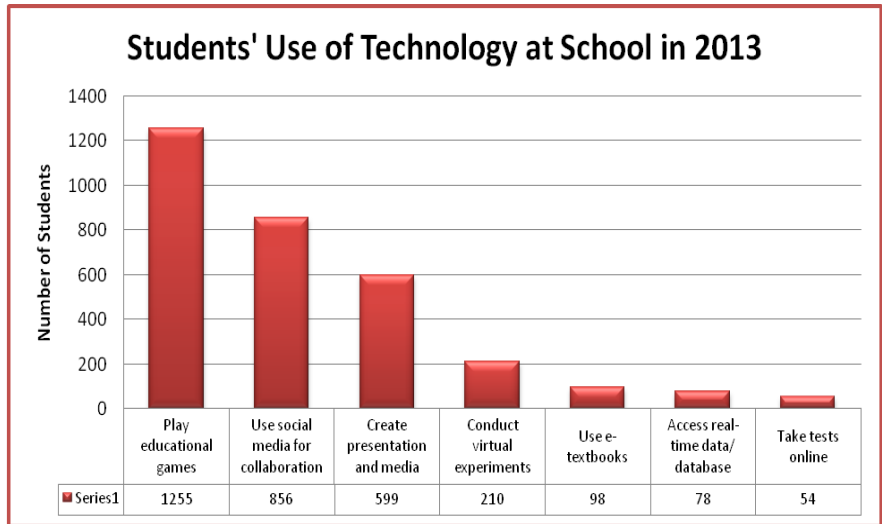
Expressions:

- In 2013, there _____ 4523 students using cellular phone for sending pictures (be).
- 564 students _____ their cellular phones for dictionary in the year of 2013. (use)
- 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:

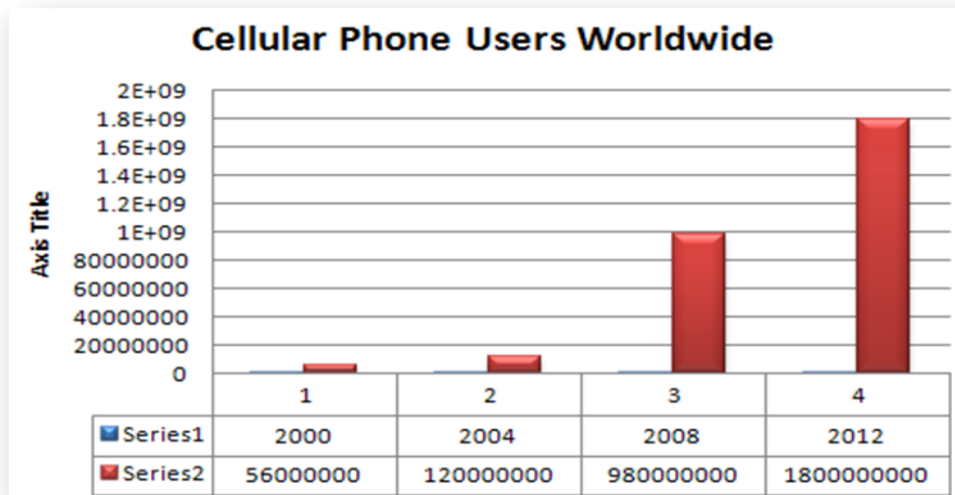
The graph shows that, there were 599 students using computer to create presentation and media or it was around 19.02% in 2013.

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:

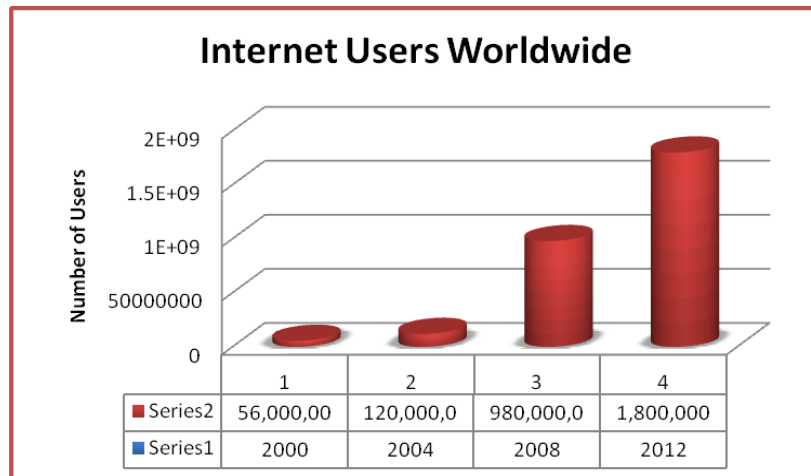
1. There was a gradual fluctuation of _____ from _____ (year) to _____ (year).
2. There was a rise and fall of _____ from _____ (year) to _____ (year).

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.

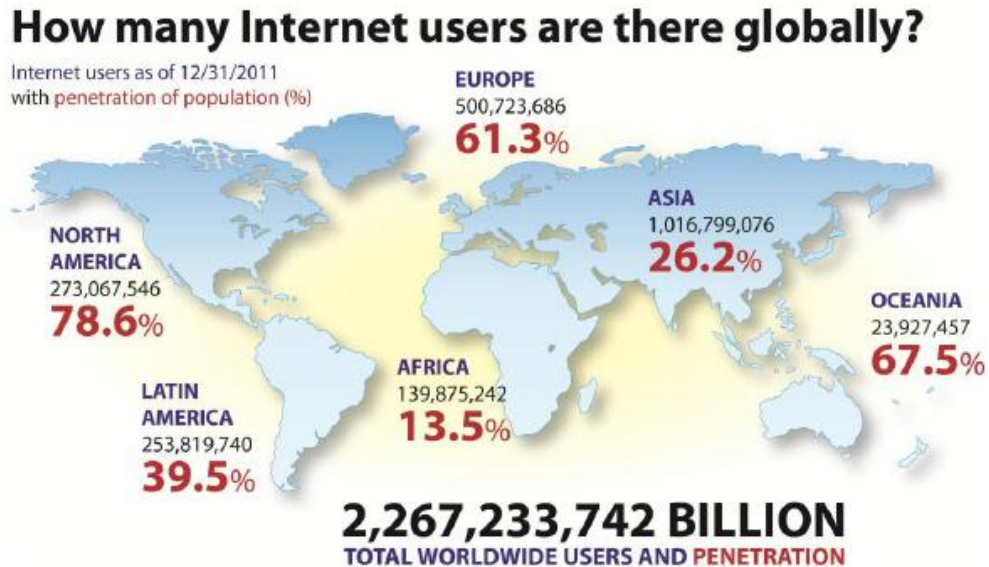
Your expressions:

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:

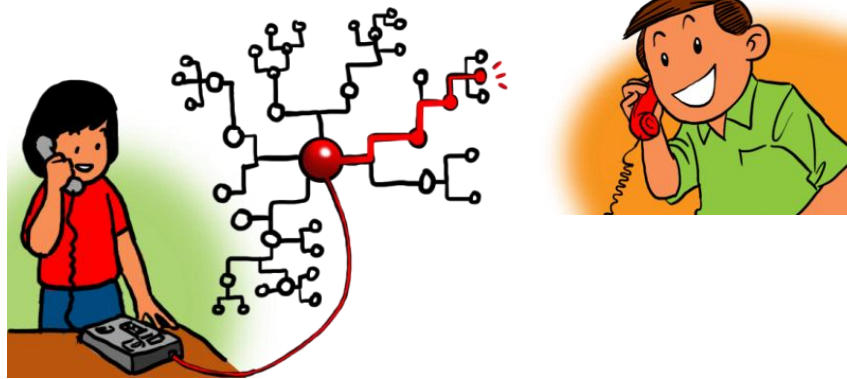
1. Could you help me?
2. Could you assist me?

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.

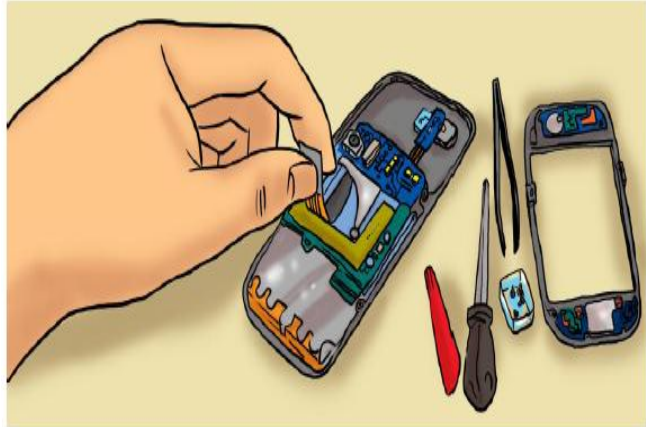
A : Can I have a look? Hmm..., here you go. Follow my instructions. First, turn off your phone. Then, open the back casing and take out the battery and the SIM card or take out the SIM card. We let it in an open air for a while, about one minute.

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.

- a. If you get a chance, _____ when you arrive in Bandung.
- b. Hello Yuyun, we _____, where have you been?
- c. Once you arrived in Bali, _____. I want to know every details of what's going on in your life.
- d. 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.

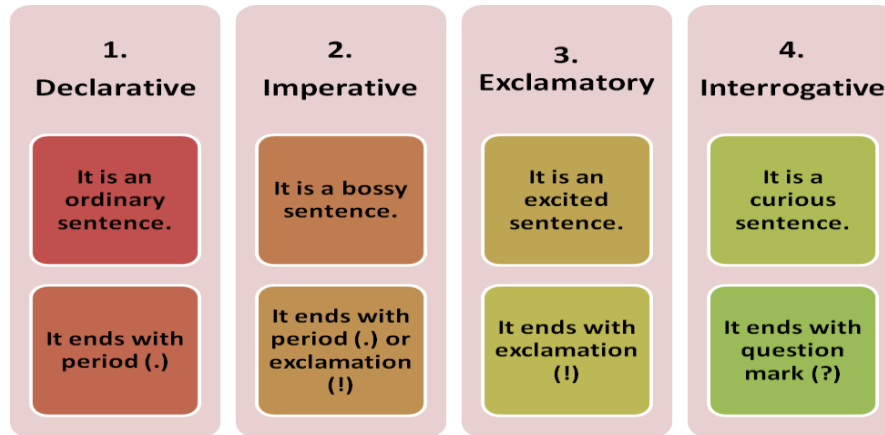
When you finish dialing a number, **at the same time**, the satellite recognizes your signal and send it to the destination number.

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”.

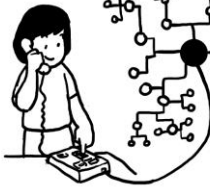
Activity 11: Identifying Procedures and Process

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.



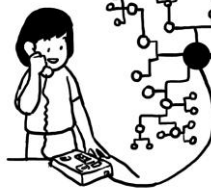
2

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.*

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

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

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.

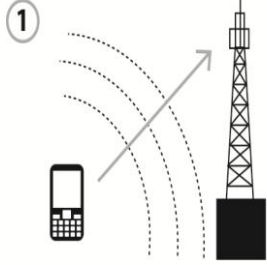
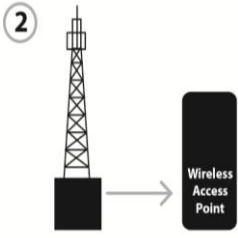
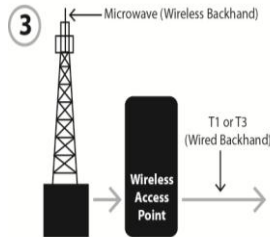
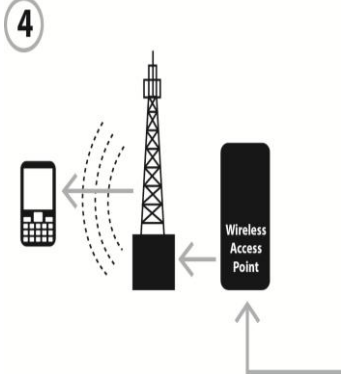
Activity 13: Identifying Procedures and Process

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?



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:

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.

Less polite!

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

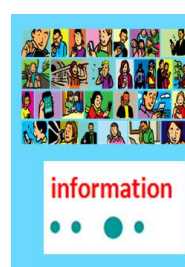
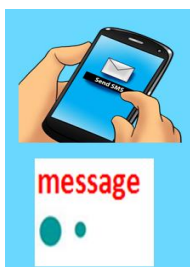
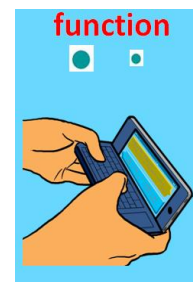
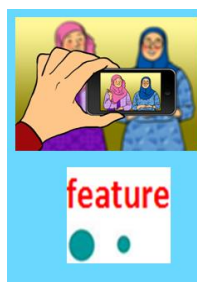
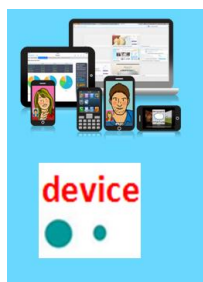
Rule#3

- For words that end in *-ic*, *-ical*, the stressed syllable come just before the ending
- i.e. public, 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
 Aki/Japan	Her favorite gadget is _____. _____	She always connects to the Internet to do emailing, domestic and international skyping, and online shopping.
 Lindsay/United States	My favorite gadget is _____. _____	She can contact her friends, use it as a dictionary and take pictures.
 Shalini/Canada	She has _____ _____	It is really handy and saves all of her documents
 Lori/Canada	Although she's not a gadget-person, her favorite gadget is her _____.	She is excited because her phone is years ahead in technology.
 Tom/United States	He really loves _____ _____	It helps him to feel relaxed.

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

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, <u>domestic</u> and international skyping, and online shopping.	
2.	It is really <u>handy</u> and saves all of her documents.	
3.	She's not a <u>gadget-person</u> .	
4.	She is excited because her phone is <u>years ahead in technology</u> .	

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 <u>fit their bills and their needs.</u>	
2.	It was not new, but it's <u>in mint condition.</u>	
3.	This phone is <u>a notch above</u> other smart phones since it has video call.	
4.	I guess it's <u>the next best thing</u> 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:

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



Subject = Singular noun

verb



Activity 12: Recognizing Subject and Verb

Study the following sentences. Identify the subject and the verb in the sentences. Underline 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"> • She owns different kinds of cellphones. • It presents many features. • I have a cell phone. • You use my cellphone to call your friend.
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"> • Everyone owns different kinds of cellphones. • Somebody has a smartphone. • None of us has a smartphone. • None of us have a smartphone.
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"> • My glasses are near my iPhone 4. • A pair of my glasses is near my iPhone 4.
Rule#4	Some words end in -s and appear to be plural but are really singular.	<ul style="list-style-type: none"> • The news about the development of cellular phone is good.
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"> • <u>Two-fifths of the Black Berry ownership</u> was offered to individuals in 2012. • <u>Two-fifths of the total Black Berry phones</u> were sold last year. • <u>Forty percent of the students</u> are in favor of buying iPhone4. • <u>Forty percent of the student body</u> is in favor of buying Samsung Galaxy Note 3.
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"> • <u>There</u> are two apps for chatting: LINE and BBM. • <u>Here</u> is a famous chatting app: LINE.
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"> • Neither of the two smartphone is working. • Either smartphone is fine with me. <p>Spoken English:</p> <ul style="list-style-type: none"> • "Have either of you own a smartphone?" • "Are either of you taking the dangerous of phone radiation seriously?"

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"> • Either my friend or <u>my classmates</u> are going to buy a new smartphone. • Neither my friends nor <u>my classmate</u> is going to buy a new smartphone
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"> • The <u>app along with its features</u> of iPhone 4 is excellent. • The <u>app and its features</u> are excellent.
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"> • Cellular phone, which has been developed into many versions, is finally released to the public.

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

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.



Similar expressions:

1. Excuse me,
2. _____
3. _____



Similar expressions:

1. I've no idea
2. _____
3. _____



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

1. Give me a moment.
2. _____
3. _____



Similar expressions:

1. I see.
2. _____
3. _____



Similar expressions:

1. I know what it is.
2. _____
3. _____



Similar expressions:

1. Seriously?
2. _____
3. _____