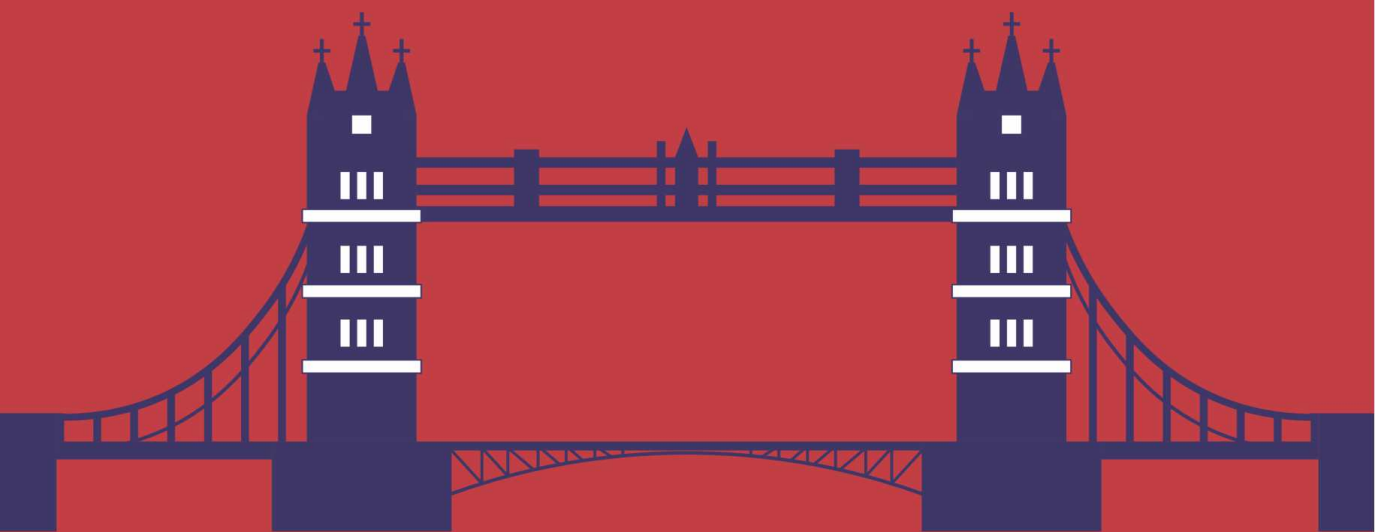




Basic and Practical English:

A Guide to Daily Communication and Effective Teaching

Tri Wintolo Apoko



Basic and Practical English:

A Guide to Daily Communication
and Effective Teaching

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Jl. Kaliurang Km. 9,3 – Yogyakarta 55581

Phone/Fax : (0274) 4533427

Website : www.penerbitdeepublish.com

www.deepublishstore.com

E-mail : cs@deepublish.co.id

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PREFACE

First of all, I would like to express my great thank to the Almighty Allah that has helped me complete this book, entitled “Basic and Practical English: A Guide to Daily Communication and Effective Teaching”. This book is initiated to provide students in the university to learn and practice basic English on grammar use designed in communicative ways and reading texts as well as practical ways on how to teach English for young learners. Thus, this book is aimed to encourage the students to be able to use their English language orally and in written ways and to develop lesson plans, learning materials, learning media, and evaluation to be applied for English teaching in the primary school.

This book contains two parts. The first part covers units 1-14, which discuss about basic English such as describing daily activities, telling experiences or stories, making plans, showing activities in progress, interesting reading texts and some common mistakes in English. The second part of the book includes units 15-25, talking about practical English such as classroom languages, positive reinforcement, introducing English songs, and games for kids as well as some English teaching techniques and learning media and assessments. To attract the students’ interests and fulfil their needs, this book offers some examples and practices to improve their English skills better. Each unit of this book presents a structured-form: instructional objectives, discussion, examples, exercises, summary, formative tests, and answers key.

The uniqueness of this book is the comprehensive discussion, combining basic and practical English. The sequential arrangement for the materials in each unit is also helpful for the readers to understand English better. Moreover, this book is integrated with digital technology by scanning the barcodes for the relevant learning videos.

In this opportunity, I would address my appreciations to those who assisted me in the process of publication such as the reviewer, editor, layout designer, and the proofreader of the *Deepublish* publisher.

Finally, I do expect this book is beneficial for all the readers and might have some constructive feedbacks and suggestions from anyone to improve the quality of this book.

Jakarta, November 2024

Tri Wintolo Apoko
The author

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PART 1

BASIC ENGLISH



UNIT 1

TELLING YOUR DAILY ACTIVITIES



Source: <https://www.freepik.com/author/chickenbugagashenka>

Learning Objectives

1. Students are able to construct sentences in the simple present tense.
2. Students are able to write a paragraph about their daily activities.
3. students are able to perform their spoken English on daily activities orally.

Simple Present Tense

The simple present tense is used to describe habitual actions, general truths, and routines. In this unit, we will focus on using the simple present tense to talk about daily activities.

Key Formula of Simple Present Tense

- For singular subjects (He/She/It): Subject + Verb I-s/es + Object/Complement
Example: She wakes up at 6 a.m.
- For plural subjects (I/You/We/They): Subject + Verb I + Object/Complement
Example: They play football every evening.
- Negative sentences: Use “do not” (don’t) or “does not” (doesn’t) + Verb I.
Example: He does not eat breakfast early.
- Questions: Start with “Do” or “Does” + Subject + Verb I?
Example: Does she go to school every day?

Adverbs of Frequency

Adverbs of frequency describe how often an action occurs. Examples include:

- Always, usually, often, sometimes, rarely, never.
Example:
I always drink coffee in the morning.
She sometimes plays badminton.
You never join the English club.



In order to understand the simple present tense better, please watch the video by scanning the available barcode.

Examples of Simple Present Tense

Example Sentences

1. I wake up at 5 a.m. every day.
2. We always study English with Mr. Tri on Monday.
3. She goes to the gym two times a week.
4. They do not watch TV during weekdays.
5. Does he work from home on Saturdays?

Example Paragraph

My Daily Activities



Source: <https://www.freepik.com/author/upklyak>

Every morning, I wake up at 5 a.m. and take a shower. Then, I have breakfast with my family. After breakfast, I go to work by bus. I usually start my work at 8 a.m. and finish at 4 p.m. In the evening, I like to read books or watch TV. Before going to bed, I prepare my schedule for the next day. I always sleep at 10 p.m.

Exercises

1. Fill in the blanks

Complete the sentences using the correct form of the verb:

1. She _____ (go) to the library every Saturday.
2. They _____ (not/play) football in the morning.
3. _____ he _____ (study) English every day?
4. I _____ (always/drink) tea before breakfast.
5. We _____ (not/work) on Sundays.

2. Writing Practice

Write a paragraph about your daily activities. Use at least five sentences and include adverbs of frequency.

3. Speaking Practice

After you write a paragraph about your daily activities, please perform it orally and post it at your social media (Instagram/TikTok/Facebook/other social media).

Summary

In this unit, you have learned how to use the simple present tense to talk about daily activities. Remember to use the correct verb forms for singular and plural subjects, include adverbs of frequency for more detail, and practice forming negative sentences and questions.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. She _____ up early every morning.
 - a. Wake
 - b. Wakes
 - c. Waking
 - d. Waken

2. They _____ to school on Sundays.
 - a. do not go
 - b. does not go
 - c. did not
 - d. is not

3. _____ he _____ from home?
 - a. Do he work
 - b. Does he work

- c. Is he work
 - d. Did she work
4. I _____ to watch movies in my free time.
- a. Am like
 - b. Like
 - c. Likes
 - d. Liked
5. We _____ our grandparents every weekend.
- a. Visit
 - b. Visits
 - c. Visited
 - d. Visiting
6. She _____ breakfast in the morning.
- a. do not eat
 - b. does not eat
 - c. is not eat
 - d. will not eat
7. _____ you _____ the bus to school?
- a. Do you take
 - b. Does you take
 - c. Did you took
 - d. Are you take
8. He _____ his mother in the kitchen.
- a. always help
 - b. always helping
 - c. always helps
 - d. always is help
9. They _____ video games during exams.
- a. do not play
 - b. does not play

- c. are not play
- d. is not play

10. _____ she _____ books every night?

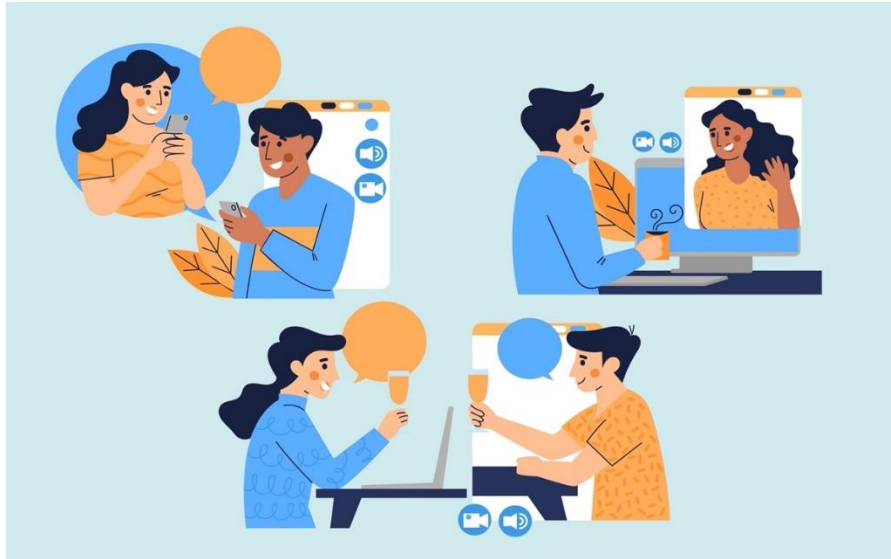
- a. Did she reading
- b. Do she read
- c. Does she read
- d. Is she read

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. a | 3. b | 4. b | 5. a |
| 6. b | 7. a | 8. c | 9. a | 10. c |

UNIT 2

TELLING YOUR EXPERIENCES



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to construct sentences in the simple past tense accurately.
2. Students are able to write a paragraph about telling experiences or stories in English within the appropriate context.
3. Students are able to perform your experiences or stories orally.

Simple Past Tense

The simple past tense is used to describe actions or events that were completed in the past. This tense is essential for telling stories and sharing past experiences.

Key Formula of Simple Past Tense

- Affirmative sentences: Subject + Verb II + Object/Complement
Example: I visited my grandparents last weekend.
- Negative sentences: Subject + Did not (didn't) + Verb I
Example: She did not go to the party.
- Questions: Did + Subject + Verb I?
Example: Did you see the movie?

Regular Verbs: Add “-ed” to the base form of the verb.

Examples: play → played, walk → walked, visit → visited

Irregular Verbs: These verbs do not follow a fixed rule. You need to memorize their past forms.

Examples: go → went, eat → ate, see → saw

Time Expressions Used in Simple Past Tense

Common time expressions used with the simple past tense include:

- Yesterday, last week, two days ago, in 2020, when I was a child.
Example:
We travelled to Bali last month.
I visited my mother last week.
The students attended the seminar two days ago.



In order to understand the simple past tense better, please watch the video by scanning the available barcode.

Examples of Simple Past Tense

Example Sentences

1. She cooked a delicious dinner for her family.
2. I saw a beautiful sunset yesterday.
3. He didn't finish his homework last night.
4. Did they visit the museum two weeks ago?
5. We stayed at a cozy hotel during our trip.

Example Paragraph

A Memorable Vacation



Source: <https://www.freepik.com/author/freepik>

Last year, my family and I went to Bali for a holiday. We stayed in a beautiful hotel near the beach. Every morning, we watched the sunrise and had breakfast by the sea. One day, we visited a famous temple and learned about its history. We also tried surfing for the first time. It was challenging but exciting. On our last evening, we enjoyed a traditional Balinese dance performance. It was an unforgettable experience!

Exercises

1. Fill in the blanks

Complete the sentences using the correct form of the verb in the simple past tense:

1. He _____ (not/buy) a new phone last week.
2. She _____ (write) a letter to her friend.
3. They _____ (not/go) to the park yesterday.
4. _____ you _____ (see) the concert last night?
5. We _____ (visit) an art gallery during our trip.

2. Writing Practice

Write a short paragraph about an interesting experience you had. Include at least five sentences and use the simple past tense.

3. Speaking Practice

After you write a paragraph about your experience, please perform it orally and post it at your social media (Instagram/TikTok/Facebook/other social media).

Summary

In this unit, you have learned how to use the simple past tense to describe actions and events that happened in the past. Mastering this tense will help you share your experiences and tell engaging stories in English.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. She _____ her grandparents last weekend.
 - a. visit
 - b. visited
 - c. visits
 - d. visiting

2. They _____ to the mall yesterday.
 - a. do not go
 - b. did not go
 - c. does not go
 - d. are not go

3. _____ he _____ the meeting last Monday?
 - a. Did he attend
 - b. Did he attended
 - c. Did he attending
 - d. Did he attends

4. I _____ a movie with my friends last night.
 - a. watching
 - b. watch
 - c. watches
 - d. watched

5. We _____ at a new restaurant last week.
 - a. eat
 - b. ate
 - c. eats
 - d. eating

6. She _____ her homework on time.
 - a. did not finish
 - b. do not finish
 - c. did not finished
 - d. is not finish

7. _____ they _____ to Japan last year?
 - a. Did they travelling
 - b. Did they travelled
 - c. Did they travel
 - d. Were they travel

8. He _____ a gift for his mother.
 - a. buy
 - b. bought
 - c. buys
 - d. buying

9. We _____ soccer yesterday.
 - a. did not play
 - b. do not play
 - c. are not play
 - d. were not play

10. _____ she _____ the Eiffel Tower?
 - a. Did she saw
 - b. Did she sees
 - c. Did she seeing
 - d. Did she see

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. b | 3. a | 4. d | 5. b |
| 6. a | 7. c | 8. b | 9. a | 10. d |

UNIT 3

DESCRIBING YOUR PLANS



Source: <https://www.freepik.com/author/iconicbestiary>

Learning Objectives

1. Students are able to construct sentences in the simple future tense accurately.
2. Students are able to write a paragraph about making plans in English within the appropriate context.

Simple Future Tense

The simple future tense is used to express actions or events that will happen in the future. It is often used when talking about willingness, plans, intentions, or predictions.

Key Formula of Simple Future Tense

- Affirmative sentences: Subject + Will + Verb I + Object/Complement
Example: I will drink the water.
- Negative sentences: Subject + Will not (Won't) + Verb I + Object/Complement
Example: She will not attend the meeting tomorrow.
- Questions: Will + Subject + Verb I?
Example: Will they join the event?

“Be Going To” for Plans

The structure “be going to” is often used for plans or intentions.

- Affirmative sentences: Subject + Be (am/is/are) + Going To + Verb I
Example: I am going to meet my friends tonight.
- Negative sentences: Subject + Be (am/is/are) + Not + Going To + Verb I
Example: They are not going to play soccer tomorrow.
- Questions: Be (am/is/are) + Subject + Going To + Verb I?
Example: Are you going to visit your parents this weekend?

Time Expressions Used in Simple Future Tense

Common time expressions used with the simple future tense include:

- Tomorrow, next week, in a few days, in 2025, later.
Example:
We will start the project next Monday.
I am going to travel to Korea next year.
They are going to eat at the restaurant tomorrow.



In order to understand the simple future tense better, please watch the video by scanning the available barcode.

Examples of Simple Future Tense

Example Sentences

1. I will study for my exam tomorrow.
2. She is going to attend a wedding next week.
3. He will call you later this evening.
4. We will not travel during the holidays.
5. Are they going to participate in the competition?

Example Paragraph

My Weekend Plans



Source: <https://www.freepik.com/author/brgfx>

This weekend, I am going to visit my grandparents in the countryside. On Saturday morning, I will take a train to their town. In the afternoon, I am going to help my grandfather with some gardening. On Sunday, my grandmother will cook a special lunch for the whole family. Later in the evening, I will return home and prepare for work on Monday. I am looking forward to spending quality time with my family.

Exercises

1. Fill in the blanks

Complete the sentences using the correct form of the simple future tense or “be going to”.

1. She _____ (travel) to Japan next year.
2. They _____ (not/attend) the conference tomorrow.
3. _____ he _____ (call) you later?
4. I _____ (be) there in a few minutes.
5. We _____ (not/watch) the movie tonight.

2. Writing Practice

Write a short paragraph about your plans for the upcoming holiday. Include at least five sentences and use the simple future tense and “be going to”.

3. Speaking Practice

After you write a paragraph about your plan, please perform it orally and post it at your social media (Instagram/TikTok/Facebook/other social media).

Summary

In this unit, you have learned how to use the simple future tense and “be going to” to describe plans and intentions. Mastering these structures will help you communicate your future activities clearly and effectively.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. I _____ my cousins next weekend.
 - a. visit
 - b. visited
 - c. am going to visit
 - d. am visit

2. She _____ start her new job tomorrow.
 - a. is going to
 - b. will
 - c. was
 - d. is

3. _____ they _____ the workshop?
 - a. Will they join
 - b. Are they join
 - c. Will they joins
 - d. Are they joined

4. We _____ the meeting.
 - a. not attend
 - b. will not attend
 - c. are not attending
 - d. are not attend

5. He _____ finish his project next week.
 - a. is
 - b. will
 - c. is going to
 - d. was

6. I _____ to the mall later.
a. not going
b. won't go
c. will not going
d. am not go
7. _____ she _____ to the party?
a. Will she come
b. Does she come
c. Will she comes
d. Did she came
8. They _____ build a new house next year.
a. will
b. are going to
c. are
d. were
9. We _____ ready on time.
a. will not
b. are not
c. will not be
d. were not
10. _____ you _____ to study abroad?
a. Will you go
b. Are you go
c. Do you go
d. Are you going

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. a | 3. a | 4. b | 5. c |
| 6. b | 7. a | 8. b | 9. a | 10. d |

UNIT 4

WHAT ARE YOU DOING?



Source: <https://www.freepik.com/author/pch-vector>

Learning Objectives

1. Students are able to construct sentences in the present progressive tense accurately.
2. Students are able to write a paragraph about activities in progress in English within the appropriate context.
3. Students are able to perform their activities in progress orally.

Present Progressive Tense

The present progressive tense, also known as the present continuous tense, is used to describe actions that are happening right now or around the present moment. It can also indicate planned future actions.

Key Formula of Present Progressive Tense

- Affirmative sentences: Subject + Be (am/is/are) + Verb-ing + Object/Complement
Example: I am reading a book.
- Negative sentences: Subject + Be (am/is/are) + Not + Verb-ing + Object/Complement
Example: She is not watching TV.
- Questions: Be (am/is/are) + Subject + Verb-ing + Object/Complement?
Example: Are they playing soccer?

Uses of Present Progressive

1. Actions happening at the moment of speaking
Example: He is writing a letter now.
2. Temporary situations
Example: I am staying with my friend for a week.
3. Future plans or arrangements:
Example: We are traveling to Paris next weekend.
4. Trends or changes happening currently:
Example: More people are using electric cars nowadays.

Signal Words

Common signal words used with the present progressive tense include:

- Now, right now, at the moment, currently, today, this week.

Example:

She is baking cookies at the moment.

I am singing a song right now.

They are currently doing their assignments.



In order to understand the present progressive tense better, please watch the video by scanning the available barcode.

Examples of Present Progressive Tense

Example Sentences

1. I am listening to music right now.
2. He is studying for his math exam.
3. We are not working on the project at the moment.
4. Are you watching the news?
5. They are planning a surprise party for their friend.

Example Paragraph

A Busy Afternoon



Source: <https://www.freepik.com/author/freepik>

Right now, I am sitting in my room and writing an email to my professor. My younger brother is playing video games in the living room, and my mother is cooking lunch in the kitchen. Outside, the neighbors are fixing their car, and the children are running around in the garden. Everyone seems busy today, but I enjoy the lively atmosphere. Later, we are going to have a family meeting to discuss our weekend plans.

Exercises

1. Fill in the blanks

Complete the sentences using the correct form of the present progressive tense:

1. She _____ (read) a book at the moment.
2. They _____ (not/play) basketball right now.
3. _____ you _____ (write) an email to your teacher?
4. I _____ (work) on my assignment currently.
5. He _____ (not/listen) to music right now.

2. Writing Practice

Write a short paragraph about what you and your family are doing right now. Include at least five sentences and use the present progressive tense.

3. Speaking Practice

After you write a paragraph about your activities in progress, please perform it orally and post it at your social media (Instagram/TikTok/Facebook/other social media).

Summary

In this unit, you have learned how to use the present progressive tense to describe actions happening now, temporary situations, and planned future activities. Understanding this tense will help you express ongoing actions clearly in English.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. I _____ a documentary on TV right now.
 - a. watch
 - b. am watching
 - c. watched
 - d. will watch

2. She _____ dinner at the moment.
 - a. is preparing
 - b. prepares
 - c. prepare
 - d. prepared

3. _____ they _____ soccer in the park?
- a. Are they playing
 - b. Do they play
 - c. Are they play
 - d. Did they playing
4. We _____ on the project at present.
- a. are not working
 - b. do not work
 - c. are not work
 - d. did not work
5. He _____ for his exam this week.
- a. study
 - b. studies
 - c. is studying
 - d. studied
6. They _____ a movie right now.
- a. are not watching
 - b. not watching
 - c. do not watching
 - d. will not watch
7. _____ you _____ an essay at the moment?
- a. Do you write
 - b. Are you writing
 - c. Writing
 - d. Were you write
8. I _____ to the store right now.
- a. am not going
 - b. not go
 - c. am not go
 - d. was not go

9. He _____ his bike in the garage now.
- a. fix
 - b. fixes
 - c. fixed
 - d. is fixing
10. We _____ for our presentation this week.
- a. are preparing
 - b. prepare
 - c. is preparing
 - d. will be prepare

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. a | 3. a | 4. a | 5. c |
| 6. a | 7. b | 8. a | 9. d | 10. a |

UNIT 5

SHOWING PLACES AND TIME



Source: <https://www.freepik.com/author/macrovector>

Learning Objectives

1. Students are able to construct sentences using prepositions of place and time accurately.
2. Students are able to write a paragraph containing prepositions of place and time in the appropriate context.

Prepositions of Place

Prepositions of place describe the location of something. Some commonly used prepositions of place include:

- **At:** Used to indicate a specific point or location.
Example: She is at the door.
- **On:** Used to indicate a surface.
Example: The keys are on the table.

- **In:** Used to indicate an enclosed space.
Example: He is in the room.
- **Under:** Used to show something below another object.
Example: The shoes are under the bed.
- **Behind:** Used to indicate something at the back of an object.
Example: The garden is behind the house.
- **Next to:** Used to show something beside another object.
Example: The school is next to the library.

Prepositions of Time

Prepositions of time describe when something happens. Common prepositions of time include:

- **At:** Used for specific times, holidays, and short periods.
Example: The train arrives at 5 p.m.
- **On:** Used for specific days and dates.
Example: She was born on Monday.
- **In:** Used for longer periods (months, years, centuries) and specific periods of the day.
Example: We visited Japan in December.
- **By:** Indicates a deadline or time limit.
Example: The project must be finished by Friday.
- **Since:** Refers to the starting point of an action or event.
Example: He has lived here since 2010.

Combining Prepositions of Place and Time

Prepositions of place and time can often be used together to provide detailed information.

Example: We will meet at the park at 3 p.m.

In order to understand the prepositions better, please watch the video by scanning the available barcode.



Examples of Prepositions of Place and Time

Example Sentences

- We will meet in the garden on Sunday.
- The books are on the shelf in the library.
- She was born on July 15th at 2 p.m.
- The flowers are next to the window in the living room.
- He has been waiting at the bus stop since 8 a.m.

Example Paragraph

My Daily Routine



Source: <https://www.freepik.com/author/macrovector>

Every morning, I wake up at 6 a.m. and have breakfast in the kitchen. After that, I sit at my desk in my room to work on my assignments. Around noon, I go for a walk in the park near my house. In the evening, my family and I usually have dinner on the balcony, enjoying the cool breeze. Before going to bed, I like to read a book in bed at 9 p.m.

Exercises

1. Fill in the blanks

Complete the sentences using the correct preposition.

1. She will arrive _____ (by/at) 8 a.m.
2. The painting is hanging _____ (on/in) the wall.

3. We will have a meeting _____ (at/on) Monday morning.
4. He has been living here _____ (since/in) 2015.
5. The children are playing _____ (under/at) the tree.

2. Writing Practice

Write a short paragraph describing your home or your daily routine. Use at least five prepositions of place and time.

Summary

In this unit, you have learned how to use prepositions of place and time to describe locations and events accurately. Mastering these prepositions will enhance your ability to communicate effectively in English, providing clarity in both written and spoken contexts.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. The keys are _____ the table.
 - a. on
 - b. in
 - c. under
 - d. at
2. We will meet _____ the restaurant at 7 p.m.
 - a. outside
 - b. at

- c. on
 - d. from
3. She has been studying here _____ 2021.
- a. by
 - b. for
 - c. since
 - d. from
4. The park is _____ the school.
- a. next to
 - b. in
 - c. at
 - d. under
5. I was born _____ June 20th.
- a. on
 - b. in
 - c. at
 - d. before
6. The books are _____ the table.
- a. under
 - b. next to
 - c. in
 - d. over
7. We arrived _____ the airport at midnight.
- a. under
 - b. at
 - c. on
 - d. over
8. He will complete the report _____ Monday.
- a. by
 - b. on

- c. at
- d. in

9. The coffee shop is _____ the library.

- a. in
- b. on
- c. behind
- d. over

10. She always reads a book _____ (at/in/on) night.

- a. in
- b. on
- c. after
- d. at

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. b | 3. c | 4. a | 5. a |
| 6. a | 7. b | 8. b | 9. c | 10. d |

UNIT 6

INTRODUCING YOURSELF AND OTHERS



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to create accurate written expressions for personal introductions.
2. Students are able to perform oral personal introductions in context.

Personal Introduction

Personal introduction is the act of presenting oneself to others in a formal or informal setting. A typical personal introduction includes the following details:

- Name: Your first and last name.
Example: “Hello, my name is Sarah Johnson.”

- **Origin/Location:** Where you are from or where you currently live.
Example: “I am from Jakarta, Indonesia.”
- **Profession/Occupation:** What you do for a living or your role.
Example: “I work as an English teacher.”
- **Hobbies/Interests:** Your personal interests or hobbies.
Example: “I enjoy reading books and playing the guitar.”
- **Additional Details:** Optional details such as family background, education, or goals.
Example: “I recently graduated from the University of Surabaya with a degree in English Literature.”

Introducing Others

When introducing others, include the following information:

- **Name of the person:** Start with the person’s name.
Example: “This is my friend, John Smith.”
- **Relationship to you:** Mention how you know the person.
Example: “He is my co-worker.”
- **Additional information:** Provide brief, relevant details about the person.
Example: “He works as a graphic designer and loves photography.”

Formal vs. Informal Introductions

- **Formal Introductions** are used in professional settings or when meeting someone for the first time in a respectful context.
Example: “Good morning, my name is Daniel Wong. It is a pleasure to meet you.”
- **Informal Introductions** are used in casual situations or with peers and friends.
Example: “Hi, I’m Alex. Nice to meet you!”



In order to understand the introduction better, please watch the video by scanning the available barcode.

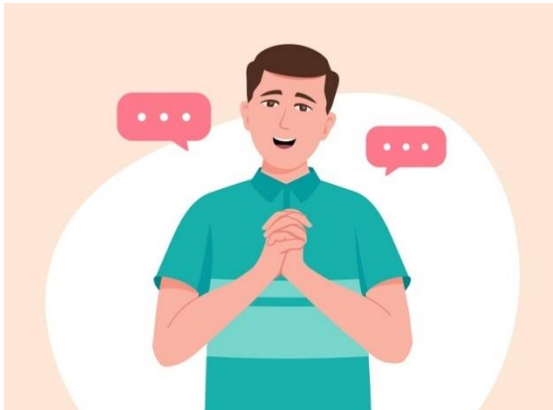
Examples of Introduction

Example Sentences

- **Introducing Yourself:**
 - “Hi, my name is Michael. I’m from Singapore, and I’m a software engineer.”
 - “Hello, I’m Anna. I enjoy traveling and cooking.”
- **Introducing Others:**
 - “This is Maria. She is my classmate, and she is from Bali.”
 - “Meet my brother, James. He works as a doctor.”

Example Paragraph

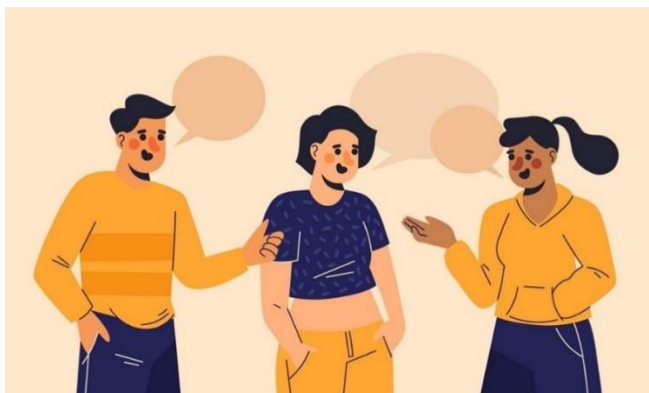
Introducing Yourself



Source: <https://www.freepik.com/author/freepik>

“Hello, my name is Lily. I am from Bandung, Indonesia. I work as an English lecturer at a local university. In my free time, I enjoy hiking and painting. Recently, I completed my master’s degree in Applied Linguistics, and I am passionate about teaching English to students from diverse backgrounds.”

Introducing Others



Source: <https://www.freepik.com/author/freepik>

“This is my colleague, Jacky. He is a marketing manager at a multinational company. Jacky has over ten years of experience in his field and is an expert in digital marketing strategies. In his free time, he enjoys playing chess and volunteering at local charities.”

Exercises

1. Fill in the blanks

Complete the sentences with appropriate words:

1. Hello, my name is _____.
2. I am from _____.
3. I work as a _____.
4. Meet my friend, Sarah. She is a _____.
5. This is my cousin, John. He loves _____.

2. Writing Practice

Write a short paragraph introducing yourself. Include your name, where you are from, what you do, and one or two hobbies.

3. Speaking Practice

In pairs, practice introducing yourself and introducing your partner. Use the examples provided as a guide. Your practice is then recorded in a video and post it in the social media (Instagram/TikTok/Facebook/other social media).

Summary

In this unit, you have learned how to introduce yourself and others in English, both formally and informally. Practicing these skills will help you communicate effectively in various social and professional contexts.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the correct way to start a formal introduction?
 - a. "Hi, I'm Ayu."
 - b. "Good evening, my name is Ayu."
 - c. "Hi, it's Ayu here."
 - d. "It's nice to see you."
2. Which sentence is appropriate for introducing someone?
 - a. "This is John. He is my brother."
 - b. "Hey, meet John."
 - c. "John is over there."
 - d. "Hi, I am your brother."
3. How do you introduce your profession in a casual context?
 - a. "I am an accountant."
 - b. "I work as an accountant."

- c. "I'm an accountant."
 - d. "I am working as an accountant."
4. "This is my friend, Maria. She _____ from Spain."
- a. is
 - b. are
 - c. am
 - d. will be
5. "Hi, my name is Ahmad, and I _____ hiking."
- a. loves
 - b. loving
 - c. am love
 - d. love
6. Which of the following is NOT part of a personal introduction?
- a. Name
 - b. Money
 - c. Hobbies
 - d. Occupation
7. "Meet my colleague, George. He _____ as a project manager."
- a. work
 - b. works
 - c. working
 - d. worked
8. "Hello, I am Amanda. I _____ recently graduated from university."
- a. has
 - b. have
 - c. am
 - d. will

9. "This is my sister, Yuko. She _____ reading books and painting."
a. enjoy
b. enjoys
c. enjoying
d. am enjoy
10. "Hi, my name is Daniel, and I'm _____ Jakarta."
a. in
b. at
c. on
d. from

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. a | 3. c | 4. a | 5. d |
| 6. b | 7. b | 8. b | 9. b | 10. d |

UNIT 7

GOOD MORNING



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to use proper greetings in English.
2. Students are able to perform greetings orally in context.

What Are Greetings?

Greetings are expressions used to acknowledge someone's presence, initiate a conversation, or show politeness in social or professional situations. There are formal and informal greetings, which depend on the context and the relationship between the speakers.

Types of Greetings

Formal Greetings:

- "Good morning."
- "Good afternoon."

- “Good evening.”
- “How do you do?”
- “It’s a pleasure to meet you.”

Informal Greetings:

- “Hi.”
- “Hello.”
- “Hey.”
- “What’s up?”
- “How’s it going?”

Responses to Greetings:

- “Good morning, how are you?”
- “I’m fine, thank you. And you?”
- “Hi, I’m doing well.”
- “Not bad, thanks for asking.”

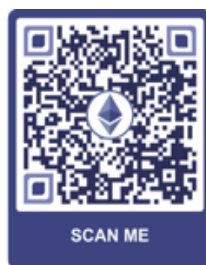
Situational Greetings:

- Morning (6:00 AM – 12:00 PM): Use “Good morning.”
- Afternoon (12:00 PM – 6:00 PM): Use “Good afternoon.”
- Evening (6:00 PM onwards): Use “Good evening.”
- Meeting New People: Use “Hello, it’s nice to meet you.”
- Casual Situations: Use “Hey” or “Hi”

Cultural Notes on Greetings

- In English-speaking cultures, a handshake often accompanies formal greetings.
- Eye contact and a smile are considered polite during greetings.

In order to understand the expressions of greetings better, please watch the video by scanning the available barcode.



Examples of Greetings

Example Sentences

- **Formal:**
 - “Good morning. How do you do?”
 - “Good afternoon. It’s a pleasure to meet you.”
- **Informal:**
 - “Hi! How’s it going?”
 - “Hey! What’s up?”
- **Responses:**
 - “I’m doing well, thank you.”
 - “Not much, just relaxing.”

Example Paragraph

Formal Setting: “Good morning, Mr. Ahmad. It’s a pleasure to meet you. My name is Fatimah, and I’m here to discuss the upcoming project. How are you doing today?”

Informal Setting: “Hi, Aisyah! What’s up? I haven’t seen you in a while. How’s everything going?”



Source: <https://www.freepik.com/author/freepik>

Exercises

Fill in the Blanks

Complete the following greetings:

1. Good _____. How do you _____?
2. _____ morning! How are you?
3. _____! What's new?
4. Good _____, sir. It's nice to meet you.
5. _____! How's it _____?

Matching Exercise

Match the greetings with their appropriate responses:

1. "Good morning."
2. "Hi, how's it going?"
3. "Good evening, Mrs. Lee."
4. "What's up?"
5. "Hello, it's nice to meet you."

Responses:

- a. "I'm doing well, thank you."
- b. "Not much, just working."
- c. "Nice to meet you, too."
- d. "Good morning."
- e. "Good evening. I'm well, thank you."

Writing Practice

Write five sentences using formal greetings and five sentences using informal greetings.

Formal greetings	Informal greetings

Speaking Practice

In pairs, practice greeting each other in the following situations and perform it in front of the class:

1. Greeting a friend at a coffee shop.
2. Meeting a teacher in the morning.
3. Introducing yourself to a colleague at work.

Summary

In this unit, you learned about formal and informal greetings and their appropriate use in various contexts. Mastering greetings will help you communicate effectively and politely in both social and professional settings.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the best greeting for a formal morning meeting?
 - a. "Hi, what's up?"
 - b. "Good morning."
 - c. "Hi there."
 - d. "How are you?"
2. Which greeting is informal?
 - a. "Hello, how are you?"
 - b. "Good evening."
 - c. "Hi!"
 - d. "Good bye."
3. "What's up?" is commonly used:
 - a. in a formal setting.
 - b. in a casual setting.
 - c. in the evening only.
 - d. in good times.

4. What is the appropriate response to “Good morning”?
- a. “Hi!”
 - b. “Good morning. How are you?”
 - c. “See you later.”
 - d. “Nice to meet you.”
5. Which of the following is NOT a greeting?
- a. “Good morning.”
 - b. “How do you do?”
 - c. “Hello.”
 - d. “I’m reading a book.”
6. “Good evening” is used:
- a. before 12 PM
 - b. after 6 PM
 - c. at midnight
 - d. in the night
7. “Hi, how’s it going?” is best suited for:
- a. a formal business meeting
 - b. talking to a friend
 - c. speaking to a higher level
 - d. introducing yourself to a professor
8. “Good afternoon, Mr. John. _____ you?”
- a. What are
 - b. How is
 - c. How are
 - d. How do
9. “Hello, it’s nice to _____ you.”
- a. meet
 - b. met
 - c. meeting
 - d. meets

10. Which greeting is best for meeting someone for the first time?
- a. "Hi, what's up?"
 - b. "Hello, it's nice to meet you."
 - c. "Hi, what's going on?"
 - d. "Good morning, see you later."

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. b | 4. b | 5. d |
| 6. b | 7. b | 8. c | 9. a | 10. b |

UNIT 8

TANA TORAJA



Source: www.dailytravelphotos.com

Learning Objectives

1. Students are able to identify general information in the text about Tana Toraja accurately.
2. Students are able to identify specific information in the text about Tana Toraja accurately.
3. Students are able to determine the main idea of the text about Tana Toraja precisely.
4. Students are able to interpret implicit meanings in the text about Tana Toraja based on the context.
5. Students are able to summarize the content of the text about Tana Toraja correctly.

About Tana Toraja

Tana Toraja is a region in South Sulawesi, Indonesia, known for its unique culture, traditional architecture, and elaborate funeral rites. The people of Tana Toraja, or the Torajan people, have preserved their rich cultural heritage, which attracts visitors from around the world.

Key Features of Tana Toraja

- *Tongkonan* Houses: Traditional houses with boat-shaped roofs that serve as the center of social and cultural activities.
- *Rambu Solo*: Elaborate funeral ceremonies that can last several days.
- Cultural Beliefs: A blend of animism, Christianity, and local traditions.
- Tourism: Popular attractions include *Lemo* (burial cliffs), *Londa* (cave graves), and *Ke'te Kesu* (traditional village).

Key Vocabulary

- Traditional: Referring to customs or beliefs handed down from generation to generation.
- Ritual: A ceremony or action performed in a customary way.
- Heritage: The cultural traditions and history of a community.
- Preserve: To maintain something in its original state.
- Ceremony: A formal event held on a special occasion.

Example Text about Tana Toraja

Tana Toraja: A Cultural Treasure

Tana Toraja is a highland region located in South Sulawesi, Indonesia. This area is famous for its breath-taking landscapes, traditional

Tongkonan houses, and unique cultural practices. The Torajan people are best known for their funeral rites, called *Rambu Solo*, which reflect their belief in the afterlife. These ceremonies are not just a way to honor the deceased but also a social event that brings families and communities together. Tourists often visit Tana Toraja to witness these fascinating rituals and explore the burial sites at *Lemo* and *Londa*.

Tongkonan houses, with their iconic boat-shaped roofs, are more than just homes. They symbolize family unity and serve as the heart of Torajan culture. *Ke'te Kesu*, a traditional village, offers visitors a glimpse into the daily life of the Torajan people. By preserving their cultural heritage, the Torajan people ensure that their traditions remain alive for future generations.

Exercises

1. Comprehension Questions

1. Where is Tana Toraja located?
2. What are *Tongkonan* houses, and what do they symbolize?
3. Why are *Rambu Solo* ceremonies important?
4. Name two burial sites that are popular tourist attractions in Tana Toraja.
5. What is *Ke'te Kesu*?

2. Vocabulary Practice

Match the words with their meanings:

- | | |
|----------------|---|
| 1. Traditional | a. To maintain something in its original state. |
| 2. Ritual | b. A formal event held on a special occasion. |
| 3. Heritage | c. Referring to customs or beliefs handed down from generation to generation. |
| 4. Preserve | d. A cultural tradition or history of a community. |
| 5. Ceremony | e. A ceremony or action performed in a customary way. |

3. Writing Practice

Write a short paragraph summarizing the unique features of Tana Toraja.

Summary

Tana Toraja is a remarkable region with a rich cultural heritage that showcases the traditions and beliefs of the Torajan people. From the iconic Tongkonan houses to the elaborate Rambu Solo ceremonies, Tana Toraja offers valuable insights into Indonesian culture. By learning about Tana Toraja, students can appreciate the importance of preserving cultural heritage.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. Tana Toraja is located in:
 - a. Central Java
 - b. South Sulawesi
 - c. Central Sulawesi
 - d. North Sumatra
2. What is a Tongkonan house?
 - a. A place for wedding party
 - b. A burial site
 - c. A traditional Torajan house
 - d. A tourist attraction

3. Rambu Solo is a ceremony related to:
 - a. Funerals
 - b. Weddings
 - c. Harvesting
 - d. Big party
4. What does Ke'te Kesu offer visitors?
 - a. A chance to explore burial caves
 - b. A tour of Tongkonan houses
 - c. A recreational place
 - d. A glimpse into Torajan daily life
5. The boat-shaped roofs of Tongkonan houses symbolize:
 - a. Wealth
 - b. Family unity
 - c. Fortune
 - d. Religious beliefs
6. Which of the following is a popular burial site in Tana Toraja?
 - a. Lemo
 - b. Mendut
 - c. Borobudur
 - d. Prambanan
7. The primary purpose of Rambu Solo is to:
 - a. Celebrate birthdays
 - b. Welcome tourists
 - c. Say farewell
 - d. Honor the deceased
8. Tourists visit Londa to:
 - a. Watch cultural dances
 - b. See cave graves
 - c. Enjoy the beauty
 - d. Explore Tongkonan houses

9. Tana Toraja is famous for its:
- a. Coastal scenery
 - b. Cultural practices
 - c. Ancient objects
 - d. Modern architecture
10. What is the significance of preserving Torajan culture?
- a. To attract tourists
 - b. To build the fame for people
 - c. To maintain traditions for future generations
 - d. To modernize the region

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. a | 4. d | 5. b |
| 6. a | 7. d | 8. b | 9. b | 10. c |

UNIT 9

THE BEAUTY OF INDONESIA



Source: <https://www.freepik.com/author/nikitabuida>

Learning Objectives

1. Students are able to identify general information in the text “The Beauty of Indonesia” accurately.
2. Students are able to identify specific information in the text “The Beauty of Indonesia” accurately.
3. Students are able to determine the main idea of the text “The Beauty of Indonesia” precisely.
4. Students are able to interpret implicit meanings in the text “The Beauty of Indonesia” based on the context.
5. Students are able to summarize the content of the text “The Beauty of Indonesia” correctly.

About Indonesia's Beauty

Indonesia, known as the largest archipelago in the world, is home to diverse landscapes, cultures, and traditions. From its pristine beaches and active volcanoes to lush rainforests and vibrant cities, Indonesia offers breath-taking beauty that captivates visitors from around the globe. With more than 300 different ethnic groups and a wide variety of languages, its cultural diversity enhances its charm and distinctiveness.

Key Highlights of Indonesia

- Natural Beauty: Stunning destinations such as Bali, Raja Ampat, and Komodo Island.
- Cultural Heritage: Traditional dances, music, and art forms, such as *batik* and *wayang kulit*.
- Historical Landmarks: Borobudur Temple, Prambanan Temple, and other UNESCO World Heritage Sites.
- Biodiversity: Rich wildlife, including the orangutan, Komodo dragon, and diverse marine species.

Key Vocabulary

- Archipelago: A group of islands.
- Pristine: In its original condition; unspoiled.
- Diversity: A range of different things.
- Heritage: Valued objects and qualities passed down from previous generations.
- Captivates: Attracts and holds the interest of.

Example Text: The Beauty of Indonesia

The Beauty of Indonesia



Source: <https://www.freepik.com/author/wirestock>

Indonesia is a country blessed with incredible cultural and natural beauty. As the world's largest archipelago, it comprises more than 17,000 islands, each offering unique experiences. Bali, known as the "Island of the Gods", is famous for its beaches, temples, and vibrant culture. Raja Ampat, located in Papua, is a paradise for divers, featuring some of the most diverse marine life on Earth. Komodo Island, home to the Komodo dragon, attracts adventurers from around the world.

Indonesia's cultural heritage is equally impressive. The traditional art of batik has been recognized by UNESCO, and shadow puppet (*wayang kulit*) performances continue to mesmerize audiences. Historical landmarks like Borobudur, the largest Buddhist temple in the world, and Prambanan, a magnificent Hindu temple complex, reflect Indonesia's rich history. Visitors leave Indonesia with unforgettable memories, inspired by the country's natural wonders and cultural treasures.

Exercises

1. Comprehension Questions

1. What makes Indonesia the largest archipelago in the world?
2. Name three popular destinations in Indonesia and their unique features.
3. What is batik, and why is it significant?
4. Describe the historical importance of Borobudur and Prambanan temples.
5. Why is Raja Ampat considered a paradise for divers?

2. Vocabulary Practice

Match the words with their meanings:

- | | |
|----------------|--|
| 1. Archipelago | a. In its original condition; unspoiled. |
| 2. Pristine | b. Attracts and holds the interest of. |
| 3. Diversity | c. A group of islands. |
| 4. Heritage | d. Valued objects and qualities passed down from previous generations. |
| 5. Captivates | e. A range of different things. |

3. Writing Practice

Write a short paragraph summarizing why Indonesia is considered a country of unparalleled beauty.

Summary

Indonesia's beauty is found in its natural beauties, cultural variety, and historical sites. Each island has its own narrative to tell, and visitors can expect to have a unique experience. Understanding and appreciating Indonesia's richness might help students realize the necessity of preserving this amazing history for future generations.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. Indonesia is the world's largest:
 - a. Archipelago
 - b. population
 - c. Continent
 - d. Peninsula
2. Bali is known as:
 - a. The Land of Smiles
 - b. The Island of the Gods
 - c. The continent of Sea
 - d. The Pearl of the Orient
3. Raja Ampat is famous for:
 - a. Volcanoes
 - b. Marine biodiversity
 - c. A hill with forests
 - d. Historical landmarks
4. What animal is native to Komodo Island?
 - a. Komodo dragon
 - b. Orangutan
 - c. Sumatran tiger
 - d. Tiger

5. Borobudur is:
 - a. A Hindu temple
 - b. A Buddhist temple
 - c. A mosque
 - d. A place for tourist
6. *Wayang kulit* is a type of:
 - a. A famous song
 - b. Traditional dance
 - c. Shadow puppet performance
 - d. Musical instrument
7. UNESCO recognized _____ as a traditional Indonesian art.
 - a. Gamelan
 - b. Batik
 - c. Kecak
 - d. Angklung
8. Which of these is NOT a popular destination in Indonesia?
 - a. Borobudur
 - b. Mount Bromo
 - c. Eiffel Tower
 - d. Komodo Island
9. What does “pristine” mean in the context of Indonesia’s nature?
 - a. Dirty and polluted
 - b. Clean and unspoiled
 - c. risky and dangerous
 - d. Crowded and busy
10. Why is it important to preserve Indonesia’s cultural heritage?
 - a. To attract tourists
 - b. To maintain traditions for future generations
 - c. To increase Indonesian tourism
 - d. To compete with other countries

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. b | 3. b | 4. a | 5. b |
| 6. c | 7. b | 8. c | 9. b | 10. b |

UNIT 10

HOTEL AND TOURISM INDUSTRY



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to identify general information in the text “Hotel and Tourism Industry” accurately.
2. Students are able to identify specific information in the text “Hotel and Tourism Industry” accurately.
3. Students are able to determine the main idea of the text “Hotel and Tourism Industry” precisely.
4. Students are able to interpret implicit meanings in the text “Hotel and Tourism Industry” based on the context.

5. Students are able to summarize the content of the text “Hotel and Tourism Industry” correctly.

The Hotel and Tourism Industry

The hotel and tourism industry is one of the largest and fastest-growing industries worldwide. It contributes significantly to economic growth by creating jobs, stimulating cultural interchange, and supporting local companies. Hotels range from inexpensive accommodations to luxury resorts, catering to a wide range of travelers, including business and leisure tourists. Tourism makes a considerable contribution to sustainable development, particularly in countries with rich natural and cultural resources.

Key Components of the Industry

- Hotels and Resorts: Provide lodging and services to travelers.
- Tourist Attractions: Natural landmarks, historical sites, and entertainment venues.
- Travel Agencies: Assist in planning and booking trips.
- Transportation: Includes airlines, buses, trains, and rental services.

Key Vocabulary

- Accommodation: A place to stay or live temporarily.
- Leisure: Free time for enjoyment and relaxation.
- Sustainable: Capable of being maintained over the long term without depleting resources.
- Revenue: Income generated from business activities.
- Hospitality: The friendly and generous reception of guests.

Example Text about Hotel and Tourism Industry

Hotel and Tourism Industry: A Gateway to Global Connectivity



Source: <https://www.freepik.com/author/wirestock>

The hotel and tourism industry is a vital sector that connects people and cultures across the globe. Hotels serve as temporary homes for travelers, offering comfort and convenience. Tourists often visit iconic landmarks, such as the Eiffel Tower in France or Borobudur Temple in Indonesia, to explore history and culture. Travel agencies make these journeys easier by providing tailored packages that suit different preferences and budgets.

In addition to promoting cultural understanding, the industry significantly impacts local economies. Hotels and tourist attractions create jobs and bring revenue to communities. Sustainable tourism initiatives, such as eco-friendly resorts and conservation-focused tours, help protect the environment while allowing tourists to experience nature responsibly. The hotel and tourism industry's continuous growth reflects its importance in creating a more connected and inclusive world.

Exercises

1. Comprehension Questions

Read the text above once, then answer the following questions.

1. What role do hotels play in the tourism industry?
2. Name two key benefits of the hotel and tourism industry for local communities.
3. What are examples of sustainable tourism initiatives?
4. How do travel agencies help travelers?
5. Why is the tourism industry considered a gateway to global connectivity?

2. Vocabulary Practice

Fill in the blanks with the correct word.

1. Tourists often seek comfortable _____ during their trips.
2. _____ tourism aims to protect the environment while promoting travel.
3. The hotel industry generates significant _____ for the economy.
4. _____ attractions like temples and landmarks draw millions of visitors annually.
5. Hospitality ensures that guests feel welcomed and _____.

3. Writing Practice

Write a short paragraph about a tourist attraction in your country, explaining its significance and how it contributes to the tourism industry.

Summary

The hotel and tourism industry is an essential driver of economic growth and cultural exchange. It provides opportunities for employment, fosters global connectivity, and supports sustainable development. Understanding this industry's dynamics enables students to appreciate its significance and the need for responsible tourism practices.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. The hotel and tourism industry primarily contributes to:
 - a. Reducing population growth
 - b. Boosting economic development
 - c. Increasing people's lives
 - d. Limiting cultural exchange
2. What is an example of accommodation?
 - a. A train
 - b. A palace
 - c. A hotel
 - d. A museum
3. Sustainable tourism focuses on:
 - a. Preserving the environment
 - b. Maximizing profit
 - c. Attracting more tourists
 - d. Expanding cities

4. Which of the following is NOT part of the tourism industry?
 - a. Airlines
 - b. Factories
 - c. Trains
 - d. Resorts
5. What do travel agencies provide?
 - a. Accommodation
 - b. Historical landmarks
 - c. Shopping lists
 - d. Tour packages
6. Why is hospitality important in the tourism industry?
 - a. It ensures visitors feel welcomed
 - b. It makes tourist worried
 - c. It reduces travel costs
 - d. It increases transportation services
7. Eco-friendly resorts are examples of:
 - a. Luxury tourism
 - b. Sustainable tourism
 - c. Developmental houses
 - d. Business tourism
8. Which of these is a tourist attraction?
 - a. A shopping mall
 - b. Drug stores
 - c. The Great Wall of China
 - d. A corporate office
9. What is the main idea of the tourism industry text?
 - a. Tourism only benefits travelers.
 - b. Tourism connects people and cultures while supporting economies.
 - c. Tourism creates people to stay in the hotel
 - d. Tourism harms the environment.

10. How does tourism support local economies?
- a. By limiting cultural exchange
 - b. By creating jobs and generating revenue
 - c. By increasing taxes for visitors
 - d. By reducing global connectivity

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. a | 4. b | 5. d |
| 6. a | 7. b | 8. c | 9. b | 10. b |

UNIT 11

EDUCATION IN INDONESIA



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to identify general information in the text “Education in Indonesia” accurately.
2. Students are able to identify specific information in the text “Education in Indonesia” accurately.
3. Students are able to determine the main idea of the text “Education in Indonesia” precisely.
4. Students are able to interpret implicit meanings in the text “Education in Indonesia” based on the context.
5. Students are able to summarize the content of the text “Education in Indonesia” correctly.

Education in Indonesia

Education in Indonesia is a key aspect of national development. Governed by the Ministry of Education, Culture, Research, and Technology, the education system consists of three levels: primary, secondary, and higher education. Compulsory education lasts for 12 years, comprising six years of primary education and six years of secondary education. The government emphasizes access, equity, and quality to ensure that every citizen receives proper education.

Challenges persist, including disparities in education quality between urban and rural areas, limited infrastructure, and teacher shortages. However, the government has implemented various initiatives, such as the “Merdeka Belajar” (Emancipated Learning) program, which aims to reform the curriculum, improve teaching quality, and enhance student-centered learning.

Key Features of the Education System

- **Primary Education:** Focuses on foundational skills such as reading, writing, and mathematics.
- **Secondary Education:** Includes junior and senior high school, preparing students for higher education or vocational training.
- **Higher Education:** Offers undergraduate, postgraduate, and doctoral programs in various fields.

Key Vocabulary

- **Curriculum:** The subjects and materials taught in schools.
- **Equity:** Fair access to education regardless of background.
- **Infrastructure:** Physical and organizational structures needed for operation.
- **Vocational Training:** Education that prepares students for specific careers or trades.
- **Reform:** Changes made to improve a system.

Example Text about Indonesian Education

Education in Indonesia: Challenges and Progress



Source: <https://www.freepik.com/author/jcomp>

Indonesia has the fourth-largest education system in the world, serving millions of students across its vast archipelago. Despite significant progress in increasing enrollment rates, challenges remain. Rural areas often face limited access to quality education due to inadequate infrastructure and teacher shortages. Urban schools, on the other hand, tend to have better resources and facilities.

The “Merdeka Belajar” initiative has brought positive changes. By prioritizing student-centered learning, flexible curriculums, and digital resources, the program seeks to bridge gaps in education quality. Vocational training is also gaining importance, equipping students with practical skills to meet workforce demands. Education remains a cornerstone of Indonesia’s development, shaping a future-ready generation.

Exercises

1. Comprehension Questions

1. What are the three levels of education in Indonesia?
2. What is the focus of primary education in Indonesia?
3. Name two challenges faced by the education system in Indonesia.
4. What is the goal of the “Merdeka Belajar” initiative?
5. How does vocational training contribute to Indonesia’s workforce?

2. Vocabulary Practice

Fill in the blanks with the correct word:

1. The government aims to ensure _____ in education for all citizens.
2. _____ training prepares students for specific jobs in industries.
3. Schools in rural areas often lack proper _____ such as buildings and teaching materials.
4. The _____ includes all the subjects taught in schools.
5. Education reforms aim to improve the overall _____ of teaching and learning.

3. Writing Practice

Write a short paragraph about how education can improve the quality of life in rural areas of Indonesia.

Summary

Education in Indonesia plays a pivotal role in shaping the nation’s future. Despite facing challenges such as inequality and infrastructure gaps, programs like “Merdeka Belajar” highlight the government’s commitment to improving education quality. Understanding the education system’s

dynamics helps students appreciate the importance of lifelong learning and active participation in national development.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. How many years of education are compulsory in Indonesia?
 - a. 3 years
 - b. 6 years
 - c. 9 years
 - d. 12 years
2. What is the focus of the “Merdeka Belajar” program?
 - a. Increasing teacher salaries
 - b. Improving curriculum flexibility and student-centered learning
 - c. Promoting students’ problems
 - d. Expanding school buildings
3. Which of the following is NOT a challenge in Indonesia’s education system?
 - a. Urban-rural disparity
 - b. Teacher shortages
 - c. Lack of interest in education among students
 - d. Adequate internet connection
4. What does vocational training provide?
 - a. Practical skills for specific careers
 - b. Progressive community services
 - c. Advanced research opportunities
 - d. Access to higher education

5. What is the main idea of the example text?
 - a. Education in Indonesia has no challenges.
 - b. Indonesia's education system is progressing despite its challenges.
 - c. The benefits of vocational schools in Indonesia
 - d. Vocational training is the only focus of Indonesia's education reforms.
6. What is one benefit of the "Merdeka Belajar" initiative?
 - a. Increased learning activities
 - b. Reduced school hours
 - c. Increased focus on rote learning
 - d. Enhanced use of digital resources
7. What does equity in education mean?
 - a. Equal access to education for all students
 - b. More qualified teachers in remote areas
 - c. Building more schools in cities
 - d. Providing free textbooks
8. What is one major difference between urban and rural schools in Indonesia?
 - a. Urban schools have fewer students.
 - b. Urban schools often have better resources and facilities.
 - c. Rural schools are provided with qualified teachers.
 - d. Rural schools have more advanced curriculums.
9. What does infrastructure in education refer to?
 - a. The quality of teachers
 - b. The teachers' salaries
 - c. Physical and organizational structures
 - d. Teaching methods

10. Why is education considered important for Indonesia's development?
- a. It increases tourism revenue.
 - b. It shapes a skilled and knowledgeable generation.
 - c. It creates more schools for people
 - d. It reduces the population size.

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. d | 2. b | 3. c | 4. a | 5. b |
| 6. d | 7. a | 8. b | 9. c | 10. b |

UNIT 12

PRIMARY SCHOOL TEACHERS



Source: <https://www.freepik.com/author/studiogstock>

Learning Objectives

1. Students are able to identify general information in the text “Primary School Teachers” accurately.
2. Students are able to identify specific information in the text “Primary School Teachers” accurately.
3. Students are able to determine the main idea of the text “Primary School Teachers” precisely.
4. Students are able to interpret implicit meanings in the text “Primary School Teachers” based on the context.
5. Students are able to summarize the content of the text “Primary School Teachers” correctly.

Primary School Teachers: Roles and Responsibilities

Primary school teachers play a vital role in the development of young learners. They are responsible for providing a solid educational foundation by teaching essential subjects like reading, writing, mathematics, and science. Beyond academics, primary school teachers also help students develop social skills, emotional intelligence, and critical thinking abilities.

In most countries, primary school teachers are required to hold a degree in education and undergo specialized training. Their role extends beyond the classroom as they plan lessons, assess students' progress, communicate with parents, and create a safe, nurturing environment for learning. Despite challenges such as managing diverse classrooms and adapting to new teaching methods, primary school teachers remain committed to shaping the next generation.

Example Text: The Role of a Primary School Teacher

The Role of a Primary School Teacher



Source: <https://www.freepik.com/author/syarifahbrit>

Primary school teachers are educators who teach children between the ages of 5 and 12. They focus on building foundational skills in subjects such as literacy, numeracy, and science. In addition to academic teaching,

primary school teachers guide students in developing moral values, teamwork, and problem-solving skills.

A typical day for a primary school teacher involves preparing lesson plans, delivering lessons, and evaluating student performance. Teachers often use creative teaching methods such as storytelling, interactive activities, and hands-on experiments to engage young learners. They also work closely with parents and school administrators to ensure each child receives the support they need to succeed.

Exercises

True or False

Decide if the following statement is True (*T*) or False (*F*):

1. Primary school teachers only teach academic subjects. (___)
2. Teachers guide students in teamwork and moral values. (___)
3. Preparing lesson plans is not part of a teacher's job. (___)
4. Teachers do not interact with parents regarding student progress. (___)

Finding Specific Information

Answer the following questions based on the text.

1. What are two academic subjects taught by primary school teachers?
2. Mention one non-academic responsibility of a primary school teacher.
3. How do teachers engage young learners in the classroom?
4. At what ages do children typically attend primary school?

Summary

Primary school teachers are essential in shaping the lives of young learners. Their roles encompass academic instruction, social development, and collaboration with parents and the community. By understanding the multifaceted responsibilities of primary school teachers, students can appreciate the critical impact these educators have on future generations.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the main focus of primary school teachers?
 - a. Teaching advanced science concepts
 - b. Developing foundational skills
 - c. Organizing school events
 - d. Preparing college-level students
2. Which subject is NOT typically taught by primary school teachers?
 - a. Mathematics
 - b. History
 - c. Rocket Science
 - d. Reading
3. Primary school teachers help students develop:
 - a. Technical expertise
 - b. Emotional intelligence
 - c. Advanced research skills
 - d. Programming skills
4. What is a common teaching method used by primary school teachers?
 - a. Storytelling
 - b. Writing dissertations
 - c. Conducting laboratory research
 - d. Reading textbooks only
5. Who do primary school teachers collaborate with?
 - a. Parents
 - b. University professors

- c. Politicians
 - d. Scientists
6. What age group do primary school teachers typically teach?
- a. 2-4 years old
 - b. 5-12 years old
 - c. 13-15 years old
 - d. 16-18 years old
7. Primary school teachers assess students by:
- a. Giving standardized tests only
 - b. Observing classroom participation
 - c. Providing homework assignments
 - d. All of the above
8. Why is lesson planning important for teachers?
- a. To ensure structured learning
 - b. To avoid teaching
 - c. To entertain students
 - d. To extend school hours
9. One of the challenges faced by primary school teachers is:
- a. Managing diverse classrooms
 - b. Working with robots
 - c. Building new schools
 - d. Training administrators
10. Primary school teachers contribute to students' future by:
- a. Shaping their academic and social skills
 - b. Limiting their creativity
 - c. Preparing them for retirement
 - d. Avoiding collaboration

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. b | 4. a | 5. a |
| 6. b | 7. d | 8. a | 9. a | 10. a |

UNIT 13

FRUIT AND VEGETABLES



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to identify general information in the text “Fruit and Vegetables” accurately.
2. Students are able to identify specific information in the text “Fruit and Vegetables” accurately.
3. Students are able to determine the main idea of the text “Fruit and Vegetables” precisely.
4. Students are able to interpret implicit meanings in the text “Fruit and Vegetables” based on the context.
5. Students are able to summarize the content of the text “Fruit and Vegetables” correctly.

Fruits and Vegetables

Fruits and vegetables are an essential part of a healthy diet. They are rich in vitamins, minerals, and fiber, which help maintain good health. Fruits typically grow on trees or bushes and have seeds, while vegetables are parts of plants that include leaves, stems, roots, and flowers. Both fruits and vegetables vary widely in taste, texture, and nutritional benefits.

Key Vocabulary

- Fruits: Apple, banana, mango, orange, watermelon, papaya.
- Vegetables: Carrot, spinach, broccoli, onion, garlic, potato.
- Nutritional Terms: Vitamins, fiber, minerals, antioxidants, calories.

Grammar Focus

When talking about fruits and vegetables, you may use the simple present tense to describe facts and habits, such as:

- *Fruits are rich in vitamins.*
- *I eat vegetables every day to stay healthy.*

Example Text: The Importance of Fruits and Vegetables

The Importance of Fruits and Vegetables



Source: <https://www.freepik.com/author/freepik>

Fruits and vegetables are important for a balanced diet. They provide essential nutrients like vitamins and minerals that the body needs to function properly. For example, oranges are rich in vitamin C, which helps boost the immune system. Spinach, a green leafy vegetable, is a great source of iron that supports blood production. Eating a variety of colorful fruits and vegetables ensures that you get a wide range of nutrients. Experts recommend eating at least five portions of fruits and vegetables daily.

Exercises

Vocabulary Practice

- a. The large fruit of a plant of the gourd family, with smooth green skin, red pulp, and watery juice.
- b. A round juicy citrus fruit with a tough bright reddish-yellow rind
- c. A long curved fruit which grows in clusters and has soft pulpy flesh and yellow skin when ripe
- d. A cultivated variety of cabbage bearing heads of green or purplish flower buds that are eaten as a vegetable.
- e. A tapering orange-coloured root eaten as a vegetable

Match the following fruits and vegetables with their descriptions above:

1. Orange: _____
2. Broccoli: _____
3. Carrot: _____
4. Watermelon: _____
5. Banana: _____

Grammar Practice

Complete the sentences:

1. Apples _____ (contain/contains) many vitamins.
2. She _____ (eat/eats) spinach every morning.
3. _____ (Do/Does) you like carrots?

Reading Comprehension

Answer the questions based on the example text:

1. What nutrient is found in oranges?
2. Why is spinach considered healthy?
3. How many portions of fruits and vegetables should you eat daily?

Summary

Fruits and vegetables play a vital role in maintaining a healthy lifestyle. By including a variety of fruits and vegetables in your meals, you can ensure proper nutrition. Regular consumption improves immunity, supports overall health, and prevents chronic diseases. Remember to eat at least five portions of fruits and vegetables each day for optimal benefits.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. Which of the following is a fruit?
 - a. Spinach
 - b. Potato
 - c. Apple
 - d. Carrot
2. Which nutrient is commonly found in green leafy vegetables?
 - a. Calcium
 - b. Vitamin C
 - c. Iron
 - d. Protein

3. How many portions of fruits and vegetables are recommended daily?
 - a. 3
 - b. 5
 - c. 7
 - d. 10
4. What is an example of a vegetable?
 - a. Carrot
 - b. Mango
 - c. Orange
 - d. Watermelon
5. What vitamin is abundant in oranges?
 - a. Vitamin A
 - b. Vitamin B
 - c. Vitamin C
 - d. Vitamin D
6. Broccoli is an example of a _____.
 - a. Fruit
 - b. Vegetable
 - c. Grain
 - d. Herb
7. Which part of the plant is a carrot?
 - a. Leaf
 - b. Root
 - c. Flower
 - d. Stem
8. What is the main benefit of eating spinach?
 - a. Provides protein
 - b. Offers fiber
 - c. Contains calcium
 - d. Contains iron

9. Which of these is a fruit?
- a. Potato
 - b. Garlic
 - c. Papaya
 - d. Onion
10. Fruits and vegetables help prevent _____.
a. Chronic diseases
b. Sleep disorders
c. Hunger
d. All of the above

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. c | 3. b | 4. a | 5. c |
| 6. b | 7. b | 8. d | 9. c | 10. a |

UNIT 14

COMMON MISTAKES IN GRAMMAR



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to identify sentences with grammatical errors in a reading text accurately.
2. Students are able to distinguish incorrect sentences from correct sentences based on a reading text with precision.
3. Students are able to correct grammatically incorrect sentences effectively.
4. Students are able to create 5 English sentences using proper grammar.

Grammatical Mistakes

Grammatical mistakes are common among English learners. These mistakes can occur in various forms, such as subject-verb agreement, verb tenses, word order, and sentence structure. Understanding and correcting these errors are essential for improving your English proficiency.

Common Types of Grammatical Mistakes

1. Subject-Verb Agreement Errors
 - Incorrect: She *go* to school every day.
 - Correct: She *goes* to school every day.
2. Verb Tense Errors
 - Incorrect: Yesterday, I *go* to the market.
 - Correct: Yesterday, I *went* to the market.
3. Word Order Errors
 - Incorrect: Beautiful very is the scenery.
 - Correct: The scenery is very beautiful.
4. Preposition errors
 - Incorrect: He is good *in* math.
 - Correct: He is good *at* math.
5. Articles Errors
 - Incorrect: She is *an* doctor.
 - Correct: She is *a* doctor.



In order to understand some mistakes in grammar better, please watch the video by scanning the available barcode.

Examples of Grammatical Mistake

Text with Grammatical Mistakes:

“Yesterday I *go* to the park with my sister. We *was* very happy because the weather *is* nice. We *play* many games and *eats* some cookies. After that, we *goes* home early.”

Corrected Text:

“Yesterday, I *went* to the park with my sister. We *were* very happy because the weather *was* nice. We *played* many games and *ate* some cookies. After that, we *went* home early.”

Exercises

Activity 1: Identify the errors, and read the sentences below and underline the grammatical errors.

1. The cat sleep on the bed every night.
2. She don't like to read books.
3. They is going to the store now.
4. He did not went to school last week.
5. I have many information about the topic.

Activity 2: Correct the Errors by rewriting the following sentences with correct grammar.

1. The cat sleep on the bed every night.
2. She don't like to read books.
3. They is going to the store now.
4. He did not went to school last week.
5. I have many information about the topic.

Activity 3: Create sentences by writing 5 sentences using proper grammar.

1. _____
2. _____
3. _____
4. _____
5. _____

Summary

Understanding and avoiding common grammatical errors is essential for clear and accurate communication in English. By identifying and correcting these errors, students can improve their writing and speaking skills. Practice regularly to master grammar and develop confidence in using English.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. Which sentence is correct?
 - a. She go to school every day.
 - b. She goes to school every day.
 - c. She going to school every day.
 - d. She gone to school every day.
2. Which of the following is correct?
 - a. He does not likes coffee.
 - b. He do not like coffee.
 - c. He does not like coffee.
 - d. He do not likes coffee.
3. Identify the correct sentence:
 - a. They was at the mall yesterday.
 - b. They is at the mall yesterday.
 - c. They been at the mall yesterday.
 - d. They were at the mall yesterday.
4. Fill in the blank: I _____ a delicious cake yesterday.
 - a. eat
 - b. ate
 - c. eats
 - d. eaten
5. Which sentence uses the correct article?
 - a. She is an teacher.
 - b. She is a teacher.
 - c. She is the teacher.
 - d. She is teacher.

6. Identify the correct sentence:
- The book is on the table.
 - The book is of the table.
 - The book is in the table.
 - The book is at the table.
7. Correct the sentence: He did not _____ to school yesterday.
- went
 - goes
 - go
 - gone
8. Choose the correct sentence:
- There are many students in the class.
 - There is many students in the class.
 - There is being many students in the class.
 - There was many students in the class.
9. Fill in the blank: She _____ her homework every day.
- do
 - does
 - done
 - doing
10. Which of the following is correct?
- I has a pen.
 - I haves a pen.
 - I have a pen.
 - I having a pen.

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. d | 4. b | 5. b |
| 6. a | 7. c | 8. a | 9. b | 10. c |



PART 2

PRACTICAL ENGLISH



UNIT 15

CLASSROOM LANGUAGE



Source: <https://www.freepik.com/author/tonodiaz>

Learning Objectives

1. Students are able to identify types of classroom language expressions correctly.
2. Students are able to pronounce the expressions of classroom language accurately.
3. Students are able to demonstrate the expressions of classroom language in a good and appropriate context.

Classroom Language

Classroom language refers to the common phrases and expressions used by teachers and students during lessons. Understanding and using classroom

language correctly helps create an effective and organized learning environment. These phrases are often used for giving instructions, asking questions, expressing opinions, and managing the classroom.

Types of Classroom Language

- a. Starting the class:
 - “Good morning, everyone.”
 - “Let’s start the lesson now.”
 - “Please settle down.”
- b. Giving instructions:
 - “Open your books to page 12.”
 - “Work in pairs to complete the exercise.”
 - “Raise your hand if you have a question.”
- c. Checking understanding:
 - “Do you understand?”
 - “Is that clear?”
 - “Can anyone explain this?”
- d. Encouraging students:
 - “Well done!”
 - “That’s correct.”
 - “Keep up the good work.”
- e. Closing the class:
 - “That’s all for today.”
 - “See you next week.”
 - “Don’t forget to do your homework.”

Pronunciation Tips

- Use a clear and steady tone, especially for instructions.
- Practice with recordings or native speakers to refine accuracy.
- Please watch the video by scanning the available barcode.



Example Expressions of Classroom Language

Example Dialogue

Teacher : “Good morning, class. How are you today?”

Students : “Good morning, Miss. We’re fine, thank you.”

Teacher : “Let’s start with a quick review. Can anyone tell me what we learned last week?”

Student A : “We learned about simple past tense.”

Teacher : “Excellent! Now, open your books to page 15 and look at exercise 3. Work in groups of three to answer the questions.”

Student B : “Miss, can you explain number 2 again?”

Teacher : “Sure. The question asks you to rewrite the sentence in the past tense. For example, ‘She walks to school’ becomes ‘She walked to school.’ Got it?”

Student B : “Yes, thank you.”

Teacher : “Great. Keep going!”



Source: <https://www.freepik.com/author/freepik>

Exercises

Matching Exercise

Match the teacher’s instructions with the correct responses:

1. “Please close your books.”
2. “Who can answer this question?”
3. “Work in pairs to discuss the topic.”
4. “Can you repeat that, please?”
5. “Listen carefully.”

Responses:

- A. “It’s okay.”
- B. “Yes, Miss.”
- C. “Alright, let’s discuss.”
- D. “Sure. The answer is...”
- E. “Okay, Miss.”
- F. “Of course, I said...”

Fill in the Blanks

Complete the sentences with the correct classroom expressions:

1. “_____ your hand if you have a question.”
2. “Let’s _____ the lesson now.”
3. “Please _____ to my instructions.”
4. “Don’t _____ to submit your assignments.”
5. “Can anyone _____ the answer?”

Dialogue Practice

Write a short dialogue between a teacher and student using at least five classroom expressions.

Teacher	:
Students	:
Teacher	:
Student	:

Summary

Classroom language is an essential part of communication in the learning environment. By mastering common expressions, students can follow instructions, participate actively, and improve their overall language skills. Consistent practice and exposure to these phrases will build confidence and fluency.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What would a teacher say to start the class?
 - a. “Goodbye, class.”
 - b. “Let’s start the lesson.”

- c. "Please go home."
 - d. "Close your books."
2. How do you ask for clarification?
 - a. "I don't know."
 - b. "Can you repeat that, please?"
 - c. "Be quiet."
 - d. "Let's work in pairs."
 3. What should a student say if they don't understand?
 - a. "I'm fine."
 - b. "I don't get it."
 - c. "What is this?"
 - d. "Please explain again."
 4. How do a teacher give an instruction to his/her students in the classroom?
 - a. "Do you understand it?"
 - b. "Have a nice work!"
 - c. "See you next meeting."
 - d. "Raise your hand if you have questions."
 5. When a student did his homework well, what should a teacher respond him?
 - a. "Let's do it honestly."
 - b. "How do you do?"
 - c. "Keep up with good work."
 - d. "Open the book on page 50."
 6. "Don't forget to do your homework" is the expression for _____.
 - a. starting the class
 - b. ending the class
 - c. motivating the students
 - d. giving instructions

7. "Work in groups to do this exercise" is used for _____.
 - a. checking the understanding
 - b. giving instruction
 - c. encouraging the students
 - d. starting the lesson

8. "Miss, would you explain number 2 please" is used by a student to _____.
 - a. check the understanding
 - b. know the answer
 - c. do the question
 - d. respond the teacher

9. How do you respond this classroom language "Who can answer this question?"
 - a. "Ok. Let's start the class."
 - b. "I think she is sick Sir."
 - c. "Sure, the answer is"
 - d. "It's alright."

10. What will you respond to "Listen to me carefully."
 - a. "Thank you Mr."
 - b. "I am sorry, Miss."
 - c. "Yes, Miss."
 - d. "I understand it."

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. b | 3. d | 4. d | 5. c |
| 6. b | 7. b | 8. a | 9. c | 10. c |

UNIT 16

POSITIVE REINFORCEMENT IN CLASSROOM



Source: <https://www.freepik.com/author/benzoix>

Learning Objectives

1. Students are able to identify the expressions of positive reinforcement correctly.
2. Students are able to pronounce the expressions of positive reinforcement accurately.
3. Students are able to demonstrate the expressions of positive reinforcement in a good and appropriate context.

Positive Reinforcement

Positive reinforcement involves using encouraging language to motivate and build confidence in students. These expressions can be verbal, non-verbal, or written. The goal of positive reinforcement is to promote desired behaviors and create a supportive learning environment.

Why Use Positive Reinforcement?

- Encouraging students to participate actively.
- Reinforcing good behavior and effort.
- Building self-esteem and confidence.
- Promoting teacher-student relationships.

Types of Positive Reinforcement

1. Verbal Reinforcement: Spoken words or phrases to encourage students.
2. Non-Verbal Reinforcement: Gestures like a thumbs-up, nodding, or smiling.
3. Written Reinforcement: Comments like “Great job!” written on assignments.

Examples of Situations for Positive Reinforcement

- Celebrating improvement: “I can see you’ve improved a lot in your writing. Keep it up!”
- Praising effort: “You worked really hard on this project!”
- Encouraging participation: “Great answer! Thank you for sharing.”

Examples of Positive Reinforcement Expressions

Simple Expressions

1. “You’re doing amazing!”
2. “Well done!”
3. “Excellent work!”
4. “That’s the way to go!”
5. “Great job!”



Encouraging Effort

1. “I appreciate how much thought you put into this.”
2. “I love how hard you worked on this.”
3. “Keep up the great effort!”
4. “You’re getting better every day.”
5. “That was a very creative answer!”

Celebrating Success

1. “That’s exactly what I was looking for. Well done!”
2. “Congratulations on finishing the assignment!”
3. “You nailed it!”
4. “I’m so proud of your progress!”
5. “You should feel really good about this achievement.”



In order to understand the positive reinforcement better, please watch the video by scanning the available barcode.

Exercises

Matching Exercise

Find the expressions of positive reinforcement to the appropriate situations.

1. Situation: A student submits his homework on time after struggling to do it.
Expression: _____
2. Situation: A student answers a difficult question correctly.
Expression: _____
3. Situation: A student shows significant improvement in his test score.
Expression: _____
4. Situation: A student helps a peer during group work.
Expression: _____
5. Situation: A student presents a creative solution to a problem.
Expression: _____

Complete the Sentences

Fill in the blanks with appropriate positive reinforcement expressions.

1. "It's wonderful to see you _____ so actively in class discussions."
2. "You did a _____ job explaining your answer!"
3. "I'm really _____ of how much effort you put into this project."
4. "That's a very _____ idea! Keep thinking like that."
5. "You should feel _____ of your improvement in speaking English."

Role-Playing

Practice these dialogues with a partner. One person acts as the teacher, and the other acts as the student.

Example Dialogue:

- Teacher: “I noticed how much effort you put into your presentation today. Excellent work!”
- Student: “Thank you!”

Summary

Positive reinforcement is a powerful tool in education. By using encouraging expressions, teachers can motivate students, boost their confidence, and reinforce good behaviors. Effective use of positive reinforcement involves being specific, genuine, and context-appropriate.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. Which of the following is a verbal positive reinforcement?
 - a. Thumbs-up gesture
 - b. “Well done!”
 - c. Writing a comment on homework
 - d. Smiling at a student
2. What is the purpose of positive reinforcement?
 - a. To reinforce good behaviors
 - b. To criticize students
 - c. To discourage participation
 - d. To punish bad behaviors
3. Which expression is suitable for celebrating effort?
 - a. “You should have done better.”
 - b. “Try harder next time.”

- c. "You've improved a lot!"
 - d. "That's not good enough."
4. How should positive reinforcement be delivered?
- a. In a sarcastic tone
 - b. Genuinely and specifically
 - c. Only for high-achieving students
 - d. Randomly, without any reason
5. What is an example of non-verbal positive reinforcement?
- a. Saying "Great job!"
 - b. Giving a thumbs-up
 - c. Writing "Excellent!" on homework
 - d. Saying "You can do better."
6. "You're doing amazing!" is an example of:
- a. negative feedback
 - b. written reinforcement
 - c. non-verbal reinforcement
 - d. verbal positive reinforcement
7. Which of the following should NOT be used as positive reinforcement?
- a. Sarcasm
 - b. Writing positive comments
 - c. Genuine praise
 - d. Smiling
8. What is an appropriate response to a student's improvement?
- a. "Finally, you're doing better."
 - b. "You're getting better every day."
 - c. "Next time, try harder."
 - d. "That's what you should have done before."

9. What is a key characteristic of effective positive reinforcement?
- a. It's delayed and infrequent
 - b. It's vague and general
 - c. It's specific and sincere
 - d. It's critical and judgmental
10. "I'm so proud of your progress" is an example of:
- a. verbal reinforcement
 - b. negative reinforcement
 - c. non-verbal reinforcement
 - d. written reinforcement

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. a | 3. c | 4. b | 5. b |
| 6. d | 7. a | 8. b | 9. c | 10. a |

UNIT 17

INTRODUCING SONGS IN ENGLISH



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to pronounce English songs for children correctly.
2. Students are able to apply English songs for children in appropriate contexts.
3. Students are able to translate English songs for children in grammatical use.

Songs

Songs are a powerful and enjoyable way to enhance language learning for students in primary schools. They combine melody, rhythm, and repetitive patterns that help them grasp pronunciation, vocabulary, and sentence structure in a natural and engaging way. By learning English songs, students are able to improve their listening, speaking, and comprehension skills while fostering a love for the language.

Benefits of Using Songs in Learning English

- **Pronunciation Practice:** Singing helps students practice the natural rhythm and intonation of the language.
- **Vocabulary Expansion:** Songs introduce new words and phrases in context.
- **Cultural Exposure:** English songs reflect cultural nuances and expressions.
- **Engagement and Motivation:** Songs make language learning interactive and enjoyable.

Examples of English Songs for Children

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.
(Scan the barcode to watch and sing the song)



Pronunciation Tips:

- Emphasize the “w” sounds in “wonder” and “what”.
- Practice the rhythm of “up above the world so high”.

Context: Use this song to introduce vocabulary related to stars, sky, and wonder.

If You're Happy and You Know It

If you're happy and you know it, clap your hands
(clap, clap).

If you're happy and you know it, clap your hands
(clap, clap).

If you're happy and you know it, then you really
wanna show it.

If you're happy and you know it, clap your hands
(clap, clap).

(Scan the barcode to watch and sing the song)



Pronunciation Tips:

- Focus on contractions like “you’re” and “it’s”.
- Practice the “h” sounds in “happy” and “hands”.

Context: This song can be used in a classroom for action-based learning and teaching emotions.

The Alphabet Song

A, B, C, D, E, F, G,

H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V,

W, X, Y, and Z.

Now I know my ABCs,

Next time won't you sing with me?

(Scan the barcode to watch and sing the song)



Pronunciation Tips:

- Focus on the correct pronunciation of “Z” (zee in American English).
- Emphasize the rhythm to help memorize the alphabet.

Context: Use this song to teach the alphabet and practice letter recognition.

Exercises

Exercise 1: Pronunciation Practice

Listen to the teacher and pronounce the lyrics. Repeat after the teacher and focus on clarity and rhythm.

Exercise 2: Fill in the Blanks

Complete the missing words in the lyrics.

1. Twinkle, twinkle, little ____, how I wonder what you ____.
2. If you're happy and you know it, clap your ____.
3. A, B, C, D, E, F, ____.

Exercise 3: Context Matching

Match each song title with its purpose on the right.

- | | |
|--------------------------------------|-------------------------|
| 1. "Twinkle, Twinkle, Little Star" | a. Teaching letters |
| 2. "If You're Happy and You Know It" | b. Playing the rain |
| 3. "The Alphabet Song" | c. Emotions and actions |
| | d. Stars and curiosity |

Exercise 4: Translation

Translate the following lyrics into Indonesian language.

1. "Up above the world so high, like a diamond in the sky."

"If you're happy and you know it, then then you really wanna show it."

Summary

Songs are an effective tool for teaching English to students in primary schools. They enhance pronunciation, expand vocabulary, and introduce cultural elements in a fun and interactive way. By integrating songs into English learning, students can develop their skills while enjoying the process.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the purpose of “Twinkle, Twinkle, Little Star”?
 - a. Playing the rains
 - b. Teaching the alphabet
 - c. Exploring emotions
 - d. Discussing stars and curiosity

2. Which word completes this lyric: “If you’re happy and you know it, clap your ____”?
 - a. hands
 - b. fingers
 - c. feet
 - d. head

3. Which song is used to teach letters?
 - a. Twinkle, Twinkle, Little Star
 - b. The Alphabet Song
 - c. Head Shoulder Knees
 - d. If You’re Happy and You Know It

4. What should you focus on when singing “Twinkle, Twinkle, Little Star”?
 - a. Pronouncing contractions
 - b. Emphasizing the “w” sounds
 - c. showing emotions
 - d. Learning actions

5. What is the American English pronunciation of “Z”?
 - a. Zei
 - b. Zed

- c. Zee
 - d. Zay
6. Which song includes clapping as an action?
 - a. The Alphabet Song
 - b. If You're Happy and You Know It
 - c. Small World After All
 - d. Twinkle, Twinkle, Little Star
 7. Which phrase is part of "The Alphabet Song"?
 - a. How I wonder what you are
 - b. Up above the world so high
 - c. Now I know my ABCs
 - d. Then you really wanna show it
 8. What does "If You're Happy and You Know It" teach?
 - a. Letters
 - b. Emotions and actions
 - c. Direction
 - d. Nature
 9. Which word completes this lyric: "Like a ____ in the sky"?
 - a. pearl
 - b. diamond
 - c. moon
 - d. star
 10. What is the rhythm of "The Alphabet Song" similar to?
 - a. "If You're Happy and You Know It"
 - b. "Old MacDonald Had a Farm"
 - c. "Apple Tree"
 - d. "Twinkle, Twinkle, Little Star"

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. d | 2. a | 3. b | 4. b | 5. c |
| 6. b | 7. c | 8. b | 9. b | 10. d |

UNIT 18

ENGLISH GAMES FOR KIDS



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to identify kinds of English games for children correctly.
2. Students are able to demonstrate English games for children in good manners.

English Games for Kids

English games for children are an engaging way to introduce language learning in a fun and interactive manner. Games help students in primary

schools develop their vocabulary, listening, speaking, and comprehension skills while fostering teamwork and creativity.

Examples of Six English Games for Children

Below are six examples of English games which are commonly used for children:

1. Simon Says

- Objective: To improve listening and comprehension skills.
- How to Play: One person is “Simon” and gives commands (e.g., “Simon says touch your nose”). Students should only follow commands preceded by “Simon says.”
- Example Commands: “Simon says jump”, “Simon says clap your hands”, etc.

2. Word Bingo

- Objective: To enhance vocabulary recognition.
- How to Play: Distribute bingo cards with words or pictures. Call out words, and students mark them on their cards. The first to complete a row wins.
- Example Words: Apple, Dog, Chair, School, Book.

3. Charades

- Objective: To practice vocabulary and non-verbal communication.
- How to Play: Students act out a word or phrase without speaking, and others guess what it is.
- Example Words/Phrases: “Eating an apple”, “Playing football”, “Reading a book”.

4. Spelling Bee

- Objective: To improve spelling accuracy.
- How to Play: Students take turns spelling given words. Incorrect answers result in elimination until one winner remains.
- Example Words: Cat, Happy, Teacher, Butterfly, Elephant.

5. Memory Game

- Objective: To build vocabulary and memory skills.
- How to Play: Place cards with matching pairs (e.g., pictures and words) face down. Players take turns flipping two cards to find a match.
- Example Cards: Images of fruits and their names.

6. Pictionary

- Objective: To practice vocabulary and drawing skills.
- How to Play: Students draw a word or phrase while their team guesses within a time limit.
- Example Words: Tree, House, Car, Sun, Cloud.

Exercises

Practice Activity 1: Match the Games with their Objectives Match each game on the left side with its main learning objective on the right column.

1. Simon Says	a. To improve spelling accuracy.
2. Word Bingo	b. To practice vocabulary and drawing skills.
3. Spelling Bee	c. To improve listening and comprehension skills.
4. Pictionary	d. To enhance vocabulary recognition.

Practice Activity 2: Create your own game and design a simple English game for children. Include objectives, rules, and materials.

Name of game: _____

Learning objective: _____

Rules/How to play:

Materials:

Practice Activity 3: Do the role-play in groups. You may demonstrate one of the games discussed.

Summary

English games for kids are an effective teaching tool that combines fun with learning. They help develop language skills, encourage teamwork, and make lessons more interactive. Teachers should select games suitable for the age and skill level of their students to maximize engagement and learning outcomes.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the main objective of “Simon Says”?
 - a. To improve spelling skills
 - b. To enhance listening and comprehension skills
 - c. To develop teamwork
 - d. To practice drawing skills
2. In “Word Bingo”, what do children do when a word is called?
 - a. They spell the word
 - b. They act out the word
 - c. They mark it on their card
 - d. They draw a picture of the word
3. Which game involves acting without speaking?
 - a. Pictionary
 - b. Memory Game
 - c. Spelling Bee
 - d. Charades

4. What materials are needed for “Memory Game”?
 - a. Flashcards
 - b. Bingo cards
 - c. Dice
 - d. Drawing boards
5. What is the main objective of “Spelling Bee”?
 - a. To practice vocabulary recognition
 - b. To enhance drawing skills
 - c. To improve spelling accuracy
 - d. To build memory skills
6. In “Pictionary”, players are required to:
 - a. Spell words
 - b. Match cards
 - c. Draw words
 - d. Follow commands
7. Which game focuses on vocabulary recognition?
 - a. Simon Says
 - b. Word Bingo
 - c. Memory Game
 - d. Spelling Bee
8. What is the main benefit of “Charades”?
 - a. To develop teamwork
 - b. To enhance spelling skills
 - c. To build memory skills
 - d. To practice non-verbal communication
9. How can teachers use “Word Bingo” effectively?
 - a. Include complex words for advanced learners
 - b. Use pictures for younger children
 - c. Both a and b
 - d. None of the above

10. What is a key factor in selecting a game for a class?
- a. The teacher's preference
 - b. The students' age and skill level
 - c. The length of the lesson
 - d. The number of students

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. d | 4. a | 5. c |
| 6. c | 7. b | 8. d | 9. c | 10. b |

UNIT 19

TEACHING TECHNIQUES FOR VOCABULARY AND PRONUNCIATION



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to analyze a teaching technique for vocabulary and pronunciation accurately.
2. Students are able to perform a teaching technique for vocabulary and pronunciation in good and effective ways.

Teaching Vocabulary and Pronunciation

Teaching vocabulary and pronunciation to primary school students is important as it forms the foundation for their English language learning.

Effective techniques help students acquire new words, understand their meanings, and pronounce them accurately, which increases their confidence and communication skills.

Key Concepts of Vocabulary and Pronunciation Teaching

- **Vocabulary Teaching:** Includes introducing new words, teaching their meanings, and using them in context.
- **Pronunciation Teaching:** Focuses on teaching the correct sounds, stress, and intonation patterns of English words.

Teaching Techniques for Vocabulary

1. **Visual Aids:** Use pictures, flashcards, and videos to represent words.
Example: Show a picture of an apple and teach the word “apple.”
2. **Games:** Use word-matching or memory games.
Example: Match words with their pictures.
3. **Contextual Learning:** Introduce vocabulary in sentences or stories.
Example: “I have an apple. It is red.”
4. **Songs and Rhymes:** Use songs with repetitive vocabulary.
Example: “Old MacDonald Had a Farm.”

Teaching Techniques for Pronunciation

1. **Modelling:** Teachers pronounce words clearly for students to imitate.
Example: Pronounce “cat” and have students repeat.
2. **Phonics:** Teach letter sounds and combinations.
Example: “C” sounds like /k/ as in “cat.”
3. **Drilling:** Use repetition to reinforce correct pronunciation.
Example: Say “dog” three times and ask students to repeat.
4. **Tongue Twisters:** Practice challenging sound combinations.
Example: “She sells seashells by the seashore.”

Integration of Vocabulary and Pronunciation

Combining vocabulary and pronunciation teaching promotes learning efficiency. For example, when introducing new words or vocabulary, always provide correct pronunciation and have students practice it.

Examples of Teaching Techniques

Example 1: Visual Flashcards

- Materials: Flashcards with pictures and words.
- Steps:
 1. Show a flashcard with a picture of a cat and the word “cat”.
 2. Say the word “cat” and have students repeat.
 3. Use the word in a sentence: “This is a cat.”



Example 2: Vocabulary Games

- Game: Word Bingo
- Materials: Bingo cards with pictures and words.
- Steps:
 1. Say a word aloud (e.g., “apple”).
 2. Students mark the word on their bingo cards.

Example 3: Phonics Practice

- Activity: Phonics Song
- Steps:
 1. Teach the sounds of letters (e.g., “A” is /eɪ/, “B” is /bi:/).
 2. Use the “ABC Song” to reinforce sounds.

Example 4: Pronunciation Drills

- Activity: Word Repetition
- Steps:
 1. Pronounce a word (e.g., “dog”).
 2. Have students repeat it three times.

In order to understand the teaching technique for vocabulary and pronunciation, please scan the barcode to watch the video.

Exercises

Vocabulary Practice

Match the words with their pictures:



Sources: <https://www.freepik.com/author/freepik>

1. Ball
2. Cat
3. Mango
4. Pencil
5. Car

Pronunciation Practice

Repeat the following words after your teacher:

1. Rat
2. Cat
3. Hat
4. Bat

Contextual Usage

Fill in the blanks with the correct words:

1. He kicks the _____ (ball).
2. I have a _____ (mango).
3. The _____ (cat) is sleeping.
4. This is my _____ (car).

Summary

Teaching vocabulary and pronunciation to primary school students requires creative and engaging methods. By combining visual aids, games, phonics, and repetition, teachers can make the learning process enjoyable and effective. Always ensure students practice both meaning and pronunciation to reinforce their skills.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the correct pronunciation of the word “cat”?
 - a. /kæt/
 - b. /kit/
 - c. /kat/
 - d. /kat/

2. Which technique uses pictures to teach vocabulary?
 - a. Drilling
 - b. Visual Aids
 - c. Role Play
 - d. Tongue Twisters

3. What is the first step in teaching pronunciation using phonics?
 - a. Showing pictures
 - b. Teaching letter sounds
 - c. Playing dices
 - d. Using flashcards

4. Which activity helps with pronunciation practice?
 - a. Word Bingo
 - b. Matching Words
 - c. Imitating Consonants
 - d. Tongue Twisters
5. What does “contextual learning” involve?
 - a. Repetition
 - b. Showing flashcards
 - c. Using words in sentences
 - d. Drilling
6. What sound does “C” make in “cat”?
 - a. /s/
 - b. /k/
 - c. /c/
 - d. /t/
7. Which game can help students learn vocabulary?
 - a. Bingo
 - b. Hide and Seek
 - c. Tag
 - d. Snake Ladder
8. What is the main focus of pronunciation teaching?
 - a. Building vocabulary
 - b. Learning new words
 - c. Correct sounds and stress
 - d. Writing sentences
9. Which activity uses music to teach pronunciation?
 - a. Drilling
 - b. Phonics Song
 - c. Playing music
 - d. Flashcards

10. What is the best way to reinforce vocabulary?

- a. Contextual Learning
- b. Writing Sentences
- c. Tongue Twisters
- d. Silent Reading

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. b | 3. b | 4. d | 5. c |
| 6. b | 7. a | 8. c | 9. b | 10. a |

UNIT 20

TEACHING TECHNIQUES FOR LISTENING AND SPEAKING SKILLS



Source: <https://www.freepik.com/author/brgfx>

Learning Objectives

1. Students are able to analyze teaching techniques for listening and speaking skills accurately.
2. Students are able to perform teaching techniques for listening and speaking skills in good and effective ways.

Teaching Listening and Speaking

Listening and speaking skills are fundamental for language acquisition, especially for primary school students. Effective teaching techniques for these skills focus on interactive, engaging, and age-appropriate activities. The primary goal is to create opportunities for active listening and meaningful speaking practices.

The Principles for Teaching Listening Skills

1. Provide Contextualized Listening Activities: Use materials related to students' daily lives, such as family, school, or hobbies.
2. Use Repetition and Paraphrasing: Repeat the audio content to ensure comprehension.
3. Encourage Active Listening: Train students to focus on key details, such as the main idea or specific information.

The Principles for Teaching Speaking Skills

1. Build Confidence: Encourage students to speak without fear of mistakes.
2. Use Real-Life Situations: Simulate real-life contexts like shopping or asking for directions.
3. Incorporate Vocabulary Practice: Teach relevant words and phrases before starting speaking tasks.

Examples of Teaching Techniques

Teaching Techniques for Listening Skills

1. Storytelling with Audio:

- Play an engaging short story with sound effects.
- Ask comprehension questions, such as:



“What is the main character’s name?”

“Where did the story take place?”

2. Picture Dictation:

- Describe an image (e.g., a house with a garden).
- Ask students to draw based on the description.

3. Guess the Sound:

- Play different sounds (e.g., animals, vehicles).
- Have students identify and match the sounds to pictures.

Teaching Techniques for Speaking Skills

1. Role-Playing Games:

- Assign roles such as “shopkeeper” and “customer.”
- Provide a dialogue script as a guide.



2. Show and Tell:

- Students bring an item from home.
- They describe the item in a few sentences (e.g., “This is my favorite toy. It is a red car.”).

3. Picture Story:

- Show students a series of pictures.
- Have them create a story by describing the pictures sequentially.

In order to understand the teaching technique for listening and speaking, please scan the barcode to watch the video.

Exercises

Listening Practice

1. Listen to a short audio of daily conversation. (provided by the lecturer)
Question 1: What is the boy asking for?
Question 2: Where does the conversation take place?
2. Listen to the teacher's description of an object. (provided by the lecturer)
 - Draw the object as described.

Speaking Practice

1. Complete the dialogue:
Teacher: "What is your favorite food?"
Student: "_____."
2. Practice introducing yourself:
 - "Hello, my name is _____. I am _____ years old. I like _____."
3. Group discussion:
Topic: "What do you like to do on the weekend?"
 - Each student shares his/her answer in a full sentence.

Summary

Teaching listening and speaking skills to primary school students requires interactive and meaningful techniques. Activities like storytelling, role-playing, and group discussions help students develop their confidence and competence. By integrating age-appropriate and fun exercises, teachers can create an engaging learning environment that fosters language acquisition.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What should a teacher do to improve students' listening skills?
 - a. He should use complex materials.
 - b. He should provide contextualized activities.
 - c. He should avoid repetition.
 - d. He should focus only on grammar.
2. Which activity helps students practice speaking?
 - a. Picture dictation.
 - b. Silent reading.
 - c. Role-playing games.
 - d. Writing paragraphs.
3. What is the purpose of "Show and Tell" activities?
 - a. To test grammar skills.
 - b. To encourage creative speaking.
 - c. To focus on pronunciation rules.
 - d. To improve reading fluency.
4. In a "the Sound" activity, students:
 - a. identify and match sounds to pictures.
 - b. write about their favorite sounds.
 - c. create their own sounds.
 - d. read a story about sounds.
5. What is the first step in teaching vocabulary for speaking?
 - a. Skipping vocabulary practice.
 - b. Creating a vocabulary quiz.
 - c. Introducing new words with context.
 - d. Asking students to write an essay.

6. Which teaching technique is suitable for listening practice?
 - a. Spelling drills.
 - b. Role-playing.
 - c. Picture dictation.
 - d. Free writing.
7. Role-playing helps students to:
 - a. improve their listening skills.
 - b. practice real-life speaking situations.
 - c. avoid speaking mistakes.
 - d. learn advanced grammar.
8. What is the goal of storytelling in listening activities?
 - a. To enhance creativity and comprehension.
 - b. To test students' memory.
 - c. To develop writing accuracy.
 - d. To improve their drawing skills.
9. Which activity involves creating a story based on images?
 - a. Role-playing games.
 - b. Listening drills.
 - c. Vocabulary tests.
 - d. Picture story.
10. How can teachers ensure students understand spoken instructions?
 - a. Provide written instructions only.
 - b. Focus only on advanced content.
 - c. Use paraphrasing and repetition.
 - d. Avoid interactive activities.

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. b | 4. a | 5. c |
| 6. c | 7. b | 8. a | 9. d | 10. c |

UNIT 21

TEACHING TECHNIQUES FOR READING AND WRITING SKILLS



Source: <https://www.freepik.com/author/felicities>

Learning Objectives

1. Students are able to analyze teaching techniques for reading and writing skills accurately.
2. Students are able to perform teaching techniques for reading and writing skills in good and effective ways.

Teaching Reading and Writing

Reading and writing are foundational skills in language learning. For primary school students, these skills need to be taught using engaging, age-appropriate, and interactive methods. Here are some key principles for teaching reading and writing skills.

Teaching Reading Skills

1. Phonics-Based Approach:
 - Focusing on teaching the relationship between letters and sounds.
 - Using flashcards, songs, and games to make phonics engaging.
2. Shared Reading:
 - The teacher reads a storybook aloud while students follow along.
 - Use big books with colorful illustrations to capture students' attention.
3. Guided Reading:
 - Dividing students into small groups based on their reading levels.
 - Providing support as students read short texts independently.
4. Interactive Reading Activities:
 - Encouraging prediction by asking, "What do you think happens next?"
 - Using comprehension questions to deepen understanding.



In order to understand the teaching technique for reading skill, please scan the barcode to watch the video.

Teaching Writing Skills

1. Pre-Writing Activities:
 - Using drawing and storytelling to help students generate ideas.
 - Teaching vocabulary related to the writing topic.
2. Model Writing:
 - Demonstrating how to write a sentence or paragraph on the board.

- Highlighting key elements such as capitalization and punctuation.
- 3. Guided Writing:
 - Providing sentence starters or templates to support beginners.
 - Offering prompts like, “Write about your favorite pet.”
- 4. Free Writing:
 - Encouraging students to express their thoughts independently.
 - Using journals or creative writing activities.

Integrating Reading and Writing

1. Using stories as prompts for writing activities.
2. After reading a story, teacher asks students to write an alternative ending or summary to one of the characters.

Examples of Teaching Techniques

Teaching Techniques for Reading

1. Picture Story Matching
 - Activity: Providing pictures and sentences from a story. Students match the pictures to the sentences.
 - Objective: Enhancing comprehension and sequencing skills.
2. Word Bingo
 - Activity: Creating bingo cards with sight words, calling out the words, and students mark them.
 - Objective: Building vocabulary and word recognition.

Teaching Techniques for Writing Skill

1. Sentence Building Game
 - Activity: Providing students with word cards to arrange into sentences.
 - Objective: Teaching sentence structure and grammar.

2. Fill-in-the-Blank Stories

- Activity: Providing a story with blanks for key words. Students fill in the blanks with appropriate words.
- Objective: Encouraging creativity and vocabulary use.

Exercises

Exercise 1: Reading Practice

Read the passage below and answer the questions:

“Once upon a time, there was a little boy named George. George loved to play in the garden. One day, he found a small, shiny key under a tree. He wondered what the key could open.”

1. Where did George find the key?
2. What did George love to do?
3. What do you think the key might open?

Exercise 2: Writing Practice

Complete the sentences below:

1. My favorite place to read is _____.
2. I love to write about _____.

Exercise 3: Combining Reading and Writing

1. Read the following story: “Sarah planted a seed in her garden. After a few days, a small plant grew. Sarah was very excited.”
2. Write a short paragraph about what you think Sarah will do next.



Summary

Teaching reading and writing to primary school students requires creativity and patience. By using interactive techniques and integrating reading with writing, teachers can make these skills enjoyable and meaningful. Regular practice, along with positive reinforcement, helps students develop confidence in their abilities.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the purpose of shared reading?
 - a. To teach grammar rules
 - b. To test students' memory
 - c. To engage students in reading together
 - d. To improve handwriting

2. Which activity is best for teaching phonics?
 - a. Writing essays
 - b. Singing songs about letter sounds
 - c. Watching movies
 - d. Drawing pictures

3. What is an example of pre-writing?
 - a. Correcting a sentence
 - b. Writing a full paragraph
 - c. Drawing a picture related to the topic
 - d. Reading silently

4. In guided writing, what does the teacher provide?
 - a. Vocabulary lists
 - b. Templates or sentence starters
 - c. Grammar rules
 - d. Full essays
5. What does interactive reading encourage?
 - a. Grammar correction
 - b. Predicting and questioning
 - c. Silent reading
 - d. Memorization of words
6. What should students do after reading a story?
 - a. They should write their own story
 - b. They should play games
 - c. They should practice handwriting
 - d. They should watch a video
7. What is the first step in teaching writing?
 - a. Pre-writing activities
 - b. Reading aloud
 - c. Free writing
 - d. Guided writing
8. Which game helps build vocabulary?
 - a. Word Bingo
 - b. Drawing competition
 - c. Hopscotch
 - d. Hide and Seek
9. Why is modelling important in teaching writing?
 - a. It shows students how to organize ideas.
 - b. It avoids grammar mistakes.
 - c. It focuses on handwriting.
 - d. It replaces students' creativity.

10. What is a good activity to integrate reading and writing?
- a. Silent reading only
 - b. Writing an alternative ending to a story
 - c. Playing outside
 - d. Memorizing grammar rules

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. b | 3. c | 4. b | 5. b |
| 6. a | 7. a | 8. a | 9. a | 10. b |

UNIT 22

HOW TO CREATE A LESSON PLAN



Source: <https://www.freepik.com/author/brgfx>

Learning Objectives

1. Students are able to analyze the components of a simple lesson of English subject for elementary school students correctly.
2. Students are able to create a good lesson plan of English subject accurately.

Lesson Plan

A lesson plan serves as a roadmap for teachers to structure their teaching process, ensuring that the objectives of the lesson are met effectively. For English lessons in primary schools, a lesson plan should be simple, clear, and engaging. The components of a standard lesson plan may include:

Components of a Lesson Plan

1. Lesson Title: The topic or focus of the lesson.
2. Grade Level: The target group (e.g., 3rd grade, 4th grade).
3. Learning Objectives: Clear and measurable goals of what students are able to achieve by the end of the lesson.
4. Materials: A list of resources required, such as textbooks, flashcards, or multimedia tools.
5. Warm-Up Activity: A brief activity to engage students and activate prior knowledge.
6. Core Activities:
 - Presentation: Introducing the topic using appropriate methods (e.g., storytelling, visuals).
 - Practice: Activities for students to practice the new language (e.g., group work, worksheets).
 - Production: Allowing students to use the language creatively and independently (e.g., role-play, writing tasks).
7. Assessment/evaluation: Methods to evaluate student understanding (e.g., quizzes, oral performance).
8. Closing: Summarizing the lesson and providing feedback.
9. Reflection: Notes on what worked well and areas for improvement (for teacher use).

Examples of Lesson Plan

Lesson Plan

Lesson Title: Colors and Shapes

Grade Level: 2nd Grade Elementary

Learning Objectives:

- Students are able to identify and name basic colors in English.
- Students are able to describe objects using color and shape adjectives.

Materials:

- Flashcards with colors and shapes
- A song about colors (e.g., “Red, Yellow, Blue”)
- Worksheets for matching and drawing

Lesson Procedure:

1. Warm-Up:
 - Greeting students and ask, “What is your favorite color?”
 - Singing the “Colors Song” together.
2. Presentation:
 - Showing flashcards of colors and say each color aloud. Ask students to repeat.
 - Introducing basic shapes (circle, square, triangle) using visual aids.
3. Practice:
 - Play a matching game: Students match color cards with objects in the classroom.
 - Pair activity: One student describes an object (e.g., “It’s a red circle”), and the other guesses.
4. Production:
 - Drawing activity: Students draw a picture of their favorite object and describe it using colors and shapes.
 - Group activity: Creating a classroom poster with colorful shapes.
5. Assessment:
 - Asking students individually to name colors and shapes shown on flashcards.
 - Using a short worksheet for matching shapes and colors.

6. Closing:

- Recapping the lesson by reviewing flashcards.
- Thanking students and encouraging them to observe colors and shapes at home.



7. Reflection (for teacher use):

- Noting student engagement and areas for improvement in the lesson delivery.

In order to understand on how to create a lesson plan, please scan the barcode to watch the video.

Exercises

Exercise 1: Analyze the following lesson plan and identify its strengths and weaknesses. (The lecturer will provide the lesson plan)

Exercise 2: Create a warm-up activity for a lesson on “Days of the Week.”

Exercise 3: Write three learning objectives for a lesson on “Animals in the Zoo.”

1.
2.
3.

Summary

Creating a lesson plan is an essential skill for teachers to ensure structured and effective teaching. A good lesson plan includes clear objectives, engaging activities, and appropriate assessments. For elementary school students, it is vital to incorporate fun and interactive methods to keep them motivated.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the first step in creating a lesson plan?
 - a. Writing the learning objectives
 - b. Planning the closure
 - c. Listing materials
 - d. Conducting an assessment
2. Which of the following is an example of a warm-up activity?
 - a. Singing a song related to the lesson
 - b. Asking students about their weekend
 - c. Reviewing the homework
 - d. All of the above
3. What should the “Production” phase of a lesson include?
 - a. Guided practice activities
 - b. Introducing new material
 - c. Independent use of the language
 - d. Assessment tasks
4. Which material is best for teaching colors?
 - a. Textbooks
 - b. Flashcards
 - c. Worksheets
 - d. Charts
5. What should a teacher do during the “Closing” phase?
 - a. He should conduct an assessment
 - b. He should present new materials
 - c. He should summarize the lesson
 - d. He should start a new topic

6. What is the main purpose of the “Reflection” section in a lesson plan?
 - a. To evaluate student performance
 - b. To evaluate the teacher’s performance
 - c. To provide homework instructions
 - d. To assess classroom materials

7. Which component ensures the lesson objectives are met?
 - a. Core activities
 - b. Warm-up
 - c. Assessment
 - d. Closure

8. What is an effective strategy for teaching vocabulary?
 - a. Providing definitions only
 - b. Using flashcards and visuals
 - c. Reading textbooks aloud
 - d. Giving long lists of words

9. Which teaching method is suitable for elementary school students?
 - a. Lectures
 - b. Group games
 - c. Complex analysis tasks
 - d. Written assignments only

10. How can a teacher make lessons engaging for young learners?
 - a. Using interactive and fun activities
 - b. Asking students to sit quietly
 - c. Reading from a textbook for the whole lesson
 - d. Assigning extra homework

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. d | 3. c | 4. b | 5. c |
| 6. b | 7. c | 8. b | 9. b | 10. a |

UNIT 23

DEVELOPING AN ENGLISH LEARNING MATERIAL



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to identify the components of an English learning material correctly.
2. Students are able to select a good learning material appropriately.
3. Students are able to create a simple English learning material based on the school grade.

Developing English Learning Materials

Developing learning materials is an essential skill for English teachers as materials should meet students' needs, align with learning objectives, and increase engagement. English learning materials may include worksheets, flashcards, storybooks, audio recordings, and interactive activities.

Components in Developing English Learning Materials

The followings are key components to consider when developing English learning materials for primary school students:

1. Relevance to Curriculum
 - Ensuring that the material is line with the curriculum and learning objectives. It should cover vocabulary, grammar use, or English skills appropriate for the students' grade level.
2. Student-Centered Design
 - Materials should be age-appropriate, visually appealing, and interactive to maintain students' interest and motivation.
3. Language Proficiency Level
 - Adapting the content to suit the students' English proficiency level, using simple words and clear instructions for younger learners.
4. Integration of Skills
 - Including activities that integrate the four English skills: listening, speaking, reading, and writing.
5. Cultural Relevance
 - Using themes and contexts familiar to students, such as animals, food, or local holidays, to make learning relatable and enjoyable.
6. Creativity and Fun
 - Incorporating games, songs, and storytelling to make learning more engaging.
7. Assessment and Feedback
 - Including exercises to assess comprehension and opportunities for feedback to help students improve.



In order to understand on how to develop a learning material, please scan the barcode to watch the video.

Examples of English Learning Material

Title: Learning Colors with Fun

Objective: Students are able to identify and name colors in English.

Material:

- Flashcards: Create colorful flashcards with a picture of an object (e.g., a yellow banana, a blue sky).
- Song: “The Color Song” (e.g., “Red, Yellow, Green, and Blue”)
- Worksheet: A matching activity where students connect color names with objects.

Example Activity:

1. Warm-Up:
 - Teacher holds up a flashcard and says the color aloud (“This is yellow”).
 - Students repeat the word and identify objects around them with the same color.
2. Song Practice:
 - Play “The Color Song” and ask students to sing along while pointing to items of the same color.
3. Worksheet Activity:
 - Students draw a line to match the word “yellow” with a picture of a yellow banana, “blue” with a blue sky, etc.
4. Follow-Up:
 - Students create their own flashcards with their favorite colors and share them with the class.

Exercises

Direction: Use the components of the learning material discussed before and create an English learning material by considering the following points.

1. A worksheet with pictures of animals labelled with incorrect spellings.
2. A song about counting numbers.
3. A short story about a trip to the zoo.

Summary

Developing English learning materials involves careful planning and creativity to ensure they are engaging, age-appropriate, and aligned with learning objectives. Teachers must consider students' proficiency levels, integrate core skills, and include assessment components. With the right materials, teachers can create a supportive and enjoyable learning environment.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. What is the most important factor when designing learning materials?
 - a. The teacher's preferences
 - b. The curriculum and learning objectives
 - c. The number of pages
 - d. The price of the materials
2. Which component ensures that materials are age-appropriate?
 - a. Relevance to curriculum
 - b. Student-centered design
 - c. Assessment and feedback
 - d. Integration of skills
3. Flashcards are an example of which type of material?
 - a. Audio material
 - b. Visual material
 - c. Interactive material
 - d. None of the above

4. What is an example of cultural relevance in learning materials?
 - a. Using complicated words
 - b. Including local holidays or traditions
 - c. Using abstract art
 - d. Creating materials in another language
5. Songs and games are helpful because they:
 - a. are easier for the teacher
 - b. make the class noisy
 - c. increase student engagement
 - d. replace assessments
6. What should you avoid when designing materials for elementary students?
 - a. Bright colors
 - b. Difficult instructions
 - c. Relatable themes
 - d. Fun activities
7. An example of integrating skills is:
 - a. teaching grammar only
 - b. using listening and speaking activities together
 - c. avoiding interactive activities
 - d. giving written tests only
8. Why is feedback important in learning materials?
 - a. To entertain students
 - b. To improve students' understanding
 - c. To avoid creating tests
 - d. To make the class longer
9. Which of the following is NOT an example of learning material?
 - a. Worksheets
 - b. Flashcards
 - c. Smartphones
 - d. Storybooks

10. Why should learning materials align with students' proficiency levels?
- a. To ensure comprehension and engagement
 - b. To meet the teacher's preferences
 - c. To make teaching easier
 - d. To reduce the amount of material

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. b | 3. b | 4. b | 5. c |
| 6. b | 7. b | 8. b | 9. c | 10. a |

UNIT 24

DEVELOPING AN ENGLISH LEARNING MEDIA



Source: <https://www.freepik.com/author/tonodiaz>

Learning Objectives

1. Students are able to identify the types of an English learning media correctly.
2. Students are able to select a good learning media appropriately.
3. Students are able to create an audio-visual media for English teaching in the primary school level.

Learning Media

Learning media is an important aspect of effective teaching, especially in primary schools where students are highly visual and interactive learners.

The use of appropriate media can make learning activities more engaging and help students understand the concepts better.

Types of Learning Media

1. Visual Media
 - Examples: Flashcards, posters, pictures, and charts.
 - Function: To enhance visual understanding and retention.
2. Audio Media
 - Examples: Songs, recorded stories, or pronunciation exercises.
 - Function: To improve listening skills and pronunciation.
3. Audio-Visual Media
 - Examples: Videos, animations, and interactive slides.
 - Function: To combine sight and sound to engage multiple senses.
4. Digital Media
 - Examples: Learning apps, educational games, and online platforms.
 - Function: To provide interactive and modern ways to learn English.
5. Physical Media
 - Examples: Puppets, role-play props, and toys.
 - Function: To encourage hands-on learning and creativity.

Criteria for Selecting Good Learning Media

1. Relevance: The media should align with the lesson objectives.
2. Engagement: It should capture and maintain students' attention.
3. Age Appropriateness: The design and content should suit primary school students.
4. Ease of Use: Teachers and students should find it easy to use.
5. Cost-effectiveness: The media should be affordable or accessible.

Creating Audio-Visual Media for English Teaching

- Step 1: Identifying the topic and learning objectives.
- Step 2: Choosing tools (e.g., PowerPoint, Canva, or video editing software).
- Step 3: Integrating engaging visuals, audio, and interactive elements.
- Step 4: Testing the media before using it in class to ensure it functions properly.

Examples of Learning Media

Example 1: Flashcards for Vocabulary

- Topic: Fruits and Vegetables
- Flashcards include pictures with names (e.g., banana, tomato) on one side and pronunciation guides on the back.

Example 2: Song for Daily Activities

- Song: “This is the Way We Brush Our Teeth.”
- Purpose: Teach vocabulary and sentence patterns related to daily routines.

Example 3: Interactive Video for Simple Sentences

- Topic: Introductions (e.g., “My name is...”)
- A video featuring animated characters greeting each other, with subtitles and repetition for practice.

Exercises

Here is a list of questions you may practice for better understanding.

1. Identify three types of learning media and give an example for each.
2. Explain why audio-visual media is effective for primary school students.

3. Design a flashcard for teaching colors. Describe its content and usage.
4. Create a short script for an educational video on greetings.
5. List three criteria for selecting good learning media and explain why they are important.

Summary

Developing effective learning media is essential for enhancing English language instruction, particularly for primary school students. By understanding the types of media and how to create and select them, teachers can foster a more engaging and effective learning environment.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. Which of the following is an example of audio-visual media?
 - a. Flashcards
 - b. Recorded story
 - c. Animation video
 - d. Puppets
2. What is the primary function of visual media?
 - a. To improve listening skills
 - b. To enhance visual understanding
 - c. To provide hands-on learning
 - d. To offer digital interaction

3. Which criterion is NOT essential when selecting learning media?
 - a. Relevance
 - b. Engagement
 - c. Popularity
 - d. Age appropriateness
4. Flashcards are best used for teaching:
 - a. Grammar rules
 - b. Vocabulary
 - c. Listening skills
 - d. Writing essays
5. A good example of audio media is:
 - a. Charts
 - b. Recorded songs
 - c. Interactive slides
 - d. Puppets
6. What is the first step in creating audio-visual media?
 - a. Test the media
 - b. Integrate visuals
 - c. Identify the topic
 - d. Choose tools
7. What is the purpose of using digital media in the classroom?
 - a. To teach grammar
 - b. To encourage hands-on learning
 - c. To provide interactive ways to learn
 - d. To improve listening skills
8. Which of these is an example of physical media?
 - a. Posters
 - b. Role-play props
 - c. Videos
 - d. Songs

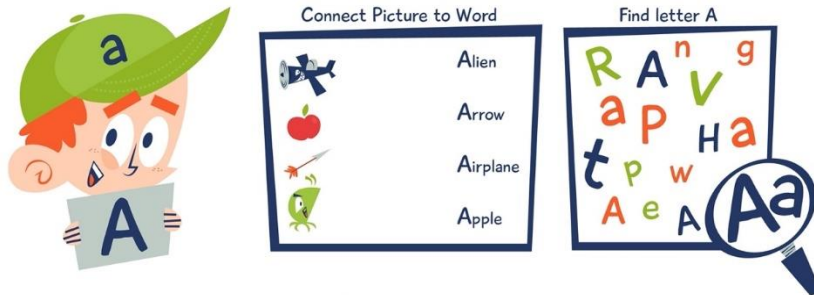
9. Why should media be age-appropriate?
- a. To align with lesson objectives
 - b. To ensure affordability
 - c. To suit students' cognitive levels
 - d. To increase digital engagement
10. Which tool can be used to create audio-visual media?
- a. Canva
 - b. Flashcards
 - c. Puppets
 - d. Charts

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. b | 3. c | 4. b | 5. b |
| 6. c | 7. c | 8. b | 9. c | 10. a |

UNIT 25

LEARNING ASSESSMENT



Source: <https://www.freepik.com/author/freepik>

Learning Objectives

1. Students are able to identify the types of learning assessments correctly.
2. Students are able to select a good learning assessment appropriately.
3. Students are able to develop a learning assessment for English subject in the primary school level.

Learning Assessment

Learning assessment refers to the systematic process of evaluating the progress of students, determining their strengths and weaknesses, and guiding the next steps in teaching. In the context of English language teaching in primary schools, assessments are vital tools for measuring how well students understand and apply the language in simple contexts and situations.

Types of Learning Assessments

There are four types of assessments used in educational settings, each serving a distinct purpose:

1. **Diagnostic Assessment:** Used before instruction begins, diagnostic assessments help to determine the students' prior knowledge and identify areas that need further development.
2. **Formative Assessment:** This assessment is conducted during the learning process to provide feedback and guide future teaching. Examples include quizzes, class participation, and assignments.
3. **Summative Assessment:** This is used at the end of an instructional period to evaluate the overall performance and achievement of the students. Examples include final exams and end-of-term projects.
4. **Dynamic Assessment:** This approach blends teaching and assessment by focusing on the potential for improvement and learning over time, often through teacher-student interactions.

The Purpose of Learning Assessments

To make sure that the students' learning objectives are achieved, English learning assessments in primary schools aim to:

- evaluate whether students have mastered the targeted learning outcomes.
- provide students with feedback to improve their language skills.
- inform teachers of the effectiveness of their English teaching methods and adjust their plans accordingly.
- monitor students' progress and decide on further educational needs.

Characteristics of a Good Learning Assessment

A good learning assessment should include:

- being aligned with the learning objectives.
- being reliable, providing consistent results.

- being valid, accurately measuring the intended skills or knowledge.
- providing actionable feedback to both students and teachers.
- offering a variety of formats (oral, written, practical) to accommodate diverse learners.

Examples of Learning Assessment

Listening Comprehension

Activity: Students listen to a short story or dialogue and answer the questions based on the information they heard.

Example

Listen to the story: “Santi is going to the park. She has a red ball. She wants to play with her friends. Santi’s friends are Tony and Lily. They are playing basketball together.”

- What color is Sarah’s ball?
 - a. Blue
 - b. Red
 - c. Pink
 - d. Yellow
- Who is playing with Sarah?
 - a. Tom and John
 - b. Anna and Lucy
 - c. Tom and John
 - d. Tony and Lily

Reading Comprehension

Activity: Provide a short reading passage followed by questions that measure the students’ understanding.

Example

Read the text: “Tony has a pet cat. The cat is black and white. It likes to sleep on the bed and play with a ball. Every day, Tony feeds the cat and takes care of it.”

- What color is Tony's cat?
 - a. Its colors are red and white
 - b. Its colors are black and white
 - c. Its colors are black and brown
 - d. Its colors are white and brown

- What does Tony do every day?
 - a. He plays with the cat
 - b. He feeds and looks after the cat
 - c. He cooks for the cat
 - d. He goes to school

Writing

Activity: Ask students to write some sentences using specific vocabulary or grammar usages.

Example: Write 5 sentences about your favorite animal. Use the following words: “fast”, “big”, “cute”, “jumps”, and “hungry”.

Exercises

Exercise 1: Vocabulary Matching

Match the words to their meanings on the right box:

1. Happy (....)
2. Delicious (....)
3. Tall (....)
4. Soft (....)
5. Clean (....)

- a. Not dirty
- b. Tastes good
- c. Looks hard
- d. Feeling good
- e. Not hard
- f. High

Exercise 2: Sentence Completion

Complete the sentences with the correct form of the verb:

1. She _____ (go) to the market every Saturday.
2. They _____ (visit) my house two days ago.
3. I _____ (play) with my dog now.
4. The students _____ (attend) a national seminar on education next week.
5. We _____ (eat) lunch at 12:00 PM.

Summary

Learning assessment is an important tool for both teachers and students. It helps identify students' strengths, areas for improvement, and the effectiveness of the teaching process. By using various types of assessments, such as diagnostic, formative, and summative assessments, English teachers in primary schools can support their students' English language development effectively. Formative assessments are especially useful in providing ongoing feedback and adjusting teaching methods to fulfil students' needs.

Formative Test

Direction: Please do this test carefully and honestly by choosing a, b, c, or d. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you pass. If not, you read the material and retake the test.

1. Which type of assessment is conducted at the end of the learning process to evaluate overall performance?
 - a. Diagnostic assessment
 - b. Summative assessment
 - c. Formative assessment
 - d. Dynamic assessment
2. What is the main purpose of diagnostic assessment?
 - a. To give feedback to students
 - b. To assess final performance
 - c. To evaluate prior knowledge and identify gaps
 - d. To measure students' behaviors
3. Which assessment type is used during the learning process to adjust teaching methods?
 - a. Diagnostic assessment
 - b. Formative assessment

- c. Summative assessment
 - d. Dynamic assessment
4. What does a good assessment provide?
- a. A final grade only
 - b. Feedback and suggestions for improvement
 - c. An analysis of students' behaviors
 - d. A predetermined teaching method
5. What should a teacher do after conducting formative assessments?
- a. Ignore the results
 - b. Use the results to inform future teaching plans
 - c. Give students their final grade
 - d. Conduct a new assessment immediately
6. Which of the following is a summative assessment example?
- a. A pop quiz in the middle of a lesson
 - b. A final exam at the end of the semester
 - c. A class discussion
 - d. A group project presentation
7. What is the primary goal of a formative assessment?
- a. To give students their final grade
 - b. To evaluate students' behaviors in class
 - c. To provide feedback to improve learning
 - d. To assign homework
8. Which of the following assessments helps identify students' needs before starting a lesson?
- a. Summative assessment
 - b. Diagnostic assessment
 - c. Process assessment
 - d. Formative assessment

9. What kind of assessment is most useful for improving student learning during the lesson?
- a. Summative assessment
 - b. Process assessment
 - c. Diagnostic assessment
 - d. Formative assessment
10. In which type of assessment are students usually evaluated at the end of a learning period?
- a. Summative assessment
 - b. Process assessment
 - c. Diagnostic assessment
 - d. Formative assessment

Answers key:

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. b | 4. b | 5. b |
| 6. b | 7. c | 8. b | 9. d | 10. a |

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ABOUT AUTHOR



Tri Wintolo Apoko, an Associate Professor in English Language Education at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. Dr. Hamka. He earned his undergraduate program of English Education Department from Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia. He continued his study for Master Program of Language Education

at Jakarta State University, Indonesia supported by scholarships from the Indonesian Ministry of Higher Education. He received his Doctoral Program of Language Education from Jakarta State University in 2010 under the Graduate Program Scholarships of Indonesian Ministry of Higher Education. His research interests include EFL curriculum development, teacher professional development, English language teaching, and ICT in TEFL. He can be reached at triwin_apoko@uhamka.ac.id. His research papers also can be accessed at <https://orcid.org/0000-0003-3315-1369>

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