REPUBLIK INDONESIA
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

SURAT PENCATATAN

CIPTAAN

Dalam rangka pelindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan	:	EC00202022783, 14 Juli 2020
Pencipta		
Nama	:	**Fathia Anggriani Pradina, Euis Meinawati dkk**
Alamat	:	Jl.Bangka IB No.2, RT 002/RW 009, Kelurahan Pela Mampang, Kecamatan Mampang Prapatan. , Jakarta Selatan, Dki Jakarta, 12720
Kewarganegaraan	:	Indonesia
Pemegang Hak Cipta		
Nama	:	**Fathia Anggriani Pradina , Euis Meinawati, , dkk**
Alamat	:	Jl.Bangka IB No.2, RT 002/RW 009, Kelurahan Pela Mampang, Kecamatan Mampang Prapatan. , Jakarta Selatan, 7, 12720
Kewarganegaraan	:	Indonesia
Jenis Ciptaan	:	**Modul**
Judul Ciptaan	:	**English Basic I**
Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia	:	14 Juli 2020, di Jakarta
Jangka waktu pelindungan	:	Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.
Nomor pencatatan	:	000194303

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.
Surat Pencatatan Hak Cipta atau produk Hak terkait ini sesuai dengan Pasal 72 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta.

a.n. MENTERI HUKUM DAN HAK ASASI MANUSIA
DIREKTUR JENDERAL KEKAYAAN INTELEKTUAL

Dr. Freddy Harris, S.H., LL.M., ACCS.
NIP. 196611181994031001

LAMPIRAN PENCIPTA

No	Nama	Alamat
1	Fathia Anggriani Pradina	Jl.Bangka IB No.2, RT 002/RW 009, Kelurahan Pela Mampang, Kecamatan Mampang Prapatan.
2	Euis Meinawati	Jl.Bahagia Blok-31 No.3-4, RT 006/RW 003, Kelurahan Abadijaya, Kecamatan Sukmajaya
3	Ninin Herlina	Jl.Buluh Gg.Achyar RT 006/RW 01 No.23, Balekambang, Kramat Jati
4	Oktariyani	Jl.Dusun Baturaja No.128 BTA, RT 003/RW 002, Kelurahan Baturaja Lama, Kecamatan Baturaja Timur

LAMPIRAN PEMEGANG

No	Nama	Alamat
1	Fathia Anggriani Pradina	Jl.Bangka IB No.2, RT 002/RW 009, Kelurahan Pela Mampang, Kecamatan Mampang Prapatan.
2	Euis Meinawati	Jl.Bahagia Blok-31 No.3-4, RT 006/RW 003, Kelurahan Abadijaya, Kecamatan Sukmajaya
3	Ninin Herlina	Jl.Buluh Gg.Achyar RT 006/RW 01 No.23, Balekambang, Kramat Jati
4	Oktariyani	Jl.Dusun Baturaja No.128 BTA, RT 003/RW 002, Kelurahan Baturaja Lama, Kecamatan Baturaja Timur

MODULE I

ENGLISH: BASIC I

Fathia Anggriani Pradina
Euis Meinawati
Ninin Herlina
Oktariyani

Table of Contents

Cover i
Table of Contents ii
Acknowledgment iii
Introduction 1
Chapter 1 Technology 3
Chapter 2 Culture 23
Chapter 3 Tourism-The World's Biggest Industry 40
Chapter 4 Introduction to Accounting 61

Acknowledgment

We thank God that we pray to the presence of Allah SWT, and thanks to His mercy and grace, the two books, *English Basic* 1 and *English Basic* 2 can be completed properly. This book was written by the English lecturer team of Trilogy University. It was created with all materials from every study program at the Trilogy University.

Thank you to all those who have contributed in so many ways enabling this book to be well-structured.

It is our sincere hope that this book can be made accessible so that both students and lecturers throughout Indonesia can take advantage of this learning resource. We hope that everyone can support this goal. We wish for our students to have an enjoyable study and be able to make the best use of this book. We realize that this book still needs to be improved therefore, any and all suggestions and criticisms are welcome.

Jakarta, February 2019

Head of Language Development and Training Institution

Introduction

We give thanks as we pray to God Almighty who has given us guidance, strength, health, and fortitude so that the preparation of these English for University Students' Teaching Materials can be completed. This teaching material is prepared with the aim of providing English learning material for English Club students according to the study programs at Trilogy University.

This book consists of two parts, which are *Basic English 1* and *Basic English 2*. *Basic English 1* is for Semester 2 and *Basic English 2* is for use in Semester 3. The total number of chapters in this book are nine (9) to be used over two (2) Semesters.

Chapter 1 covers the theme "Technology", and the goals to be achieved in this chapter are that students are able to understand reading texts about social media; students are able to write on social media, blogs, captions for photos, and in popular articles; students are able to listen to material through podcast media and students are able to speak by retelling material from podcasts. Chapter 2 covers the theme of "Education", and the goals to be achieved are for students to understand reading texts about education in other countries; students are able to write comparative and argumentative texts and students are able to listen to videos posted on YouTube. Chapter 3 deals with "Science" as its theme and in this chapter, students will study text readings about cultivation and food processing; they write about how to plant and how to process produce; listen to material about zero waste and, in speaking activities, students will learn to explain the material in front of the class. Chapter 4 focuses on "Accounting", and in this chapter students will study text readings about Taxes in Indonesia; write about identification, theme and thesis statements and listen to tax payment rules. Chapter 5 deals with the "Design" as its theme where students will learn text readings about advertisements; writing about advertisement taglines; listening to videos and speaking about the making of advertisements. Chapter 6 talks about the theme of "Agriculture" and in this chapter students will study text readings about urban farming; write text descriptions; YouTube videos on listening and speaking and make comments, critiques, and arguments. Chapter 7 covers the theme "Culture" where students will study text readings about British culture; write text narratives; listen to the BBC and speaking about the British Accent. In Chapter 8 we learn about "Tourism." In this chapter students will learn text readings about Indonesian Tourism; about writing using persuasive text; listening to tourism videos about destinations; stage-speaking and practicing drama scripts. "Literature" is the theme for Chapter 9 here students will study text readings about Shakespeare; writing about scripts; listening to drama dialogues and drama script speaking practice.

The included learning material and assignments are developed with Communicative Approach principles to integrate developing student competencies in all four language skills, namely listening, speaking, reading and writing. In addition, the material and learning tasks are integrated to develop life skills in a broad sense and increase academic insight. In this teaching material the learning material and assignments are organized into two learning cycles, specifically the oral and writing cycles. While the oral cycle emphasizes the

development of oral language skills (listening and speaking), the writing cycle develops written language skills (reading and writing).

In accordance with the principle of integration in language learning, both cycles develop four language skills in an integrated manner. Both the oral cycle and the writing cycle are composed of four types of learning activities, namely opening, exposure to the target language, explanation of linguistic elements, and practice communicating in the target language guided or freely. In addition, for enrichment and evaluation purposes, each unit is equipped with structured tasks in the form of homework and reviews.

Learning activities are developed to make students actively learn English through activities to understand and use English to express ideas and feelings naturally. In learning, lecturers are expected to act as facilitators, provide feedback, and encourage students to dare to use the target language to communicate accurately and acceptably.

The preparation of this textbook was determined with the support of various parties. Therefore, we would like to thank all those who helped complete the preparation of this book. Although we have compiled this teaching material with serious effort, because of our limitations, this book still has a number of drawbacks. In connection with this, we expect input from various parties for further improvement, especially input from lecturers and students who use this book.

1 TECHNOLOGY

Technology is the collection of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation.

Wikipedia

In this Unit, the students learn about:

- Technology for social media
- Kinds of social media
- The using of technology in daily life
- Describing the development of technology today

Learning Goals:

- The students understand the concept of technology
- The students analyze the reading about technology
- The students understand the impact of using technology
- The students understand how to use social media correctly
- The students are able to create a proper social media for positive impact

I. Reading Skill

- Before you read the text, think about the definition of *technology.* Find as much *technology* as possible around you.
- What do you think about traditional technology? Think and discuss!

1. Understanding the Main Idea

After you've read an article or essay, your teacher will probably ask, "What's the main idea?" You hear this over and over. But why is understanding the main idea so important? It's simple; the main idea is the writer's message. If the writer has not given you enough information to support his or her main idea, the writer has not done the job well. Conversely, if you are reading and don't understand the main idea, you didn't get the message. Writers often state their main ideas clearly before providing supporting ideas to strengthen their work. Other writers provide supporting details and let their readers infer the main idea. This lesson will help you to distinguish between main idea and topic, to evaluate supporting ideas, and to find main ideas even when they are not directly stated in the text.

Passage 1

Several years ago, the National Academy of Engineering set about ranking the 20th century's greatest technological achievements. A group of scientists and engineers, led by the first man to walk on the moon, Neil Armstrong, weighed in and came to a startling conclusion: The greatest achievement wasn't the Apollo program, the automobile, or the splitting of the atom. It was the electrical grid.

But while it may have been a technical wonder at the time of construction, the nation's power grid has become dangerously antiquated over the past few decades. If technology in the home is racing ahead at broadband speed, the power grid is stuck back in the days of rotary-dial phones. According to industry statistics, the dog food industry spends more on research and development than the electrical sector does. Aging technology means more frequent blackouts, a greater vulnerability to computer hackers, and, perhaps most insidious, colossal inefficiency.

1. What is the topic of the article?

   _____

2. What is the article's main idea?

   _____

Passage 2

Communication **technology** is **invading** our life more than ever before. Mobile phones are never farther than a **reach of our hands** away. Emails, **social networks**, the internet are more present than ever before. More than 60% of all internet users also communicate **via** social networks and over 85 % of all teenagers have accounts on social networks. **Psychologists** have started to define **terms** like Facebook **addiction** in their reports. Social media sites can be so **addicting** that people, **especially youngsters**, do not want to spend time with anything else, they live their relationships in a **virtual** world.

People often choose to talk to each other via mobile phone, Skype or communicate via Facebook because they may be afraid of getting to know each other, **face to face**. **However**, by doing this, they are **missing out** on their partner's **facial expressions** or the **gestures** that the other makes. **Emotions** are reduced to *Likes* or *Dislikes*, smiley faces or other **emoticons**.

Psychology experts have also **noticed** that more and more **marriages** are **breaking up**. One of the reasons may be because Facebook makes it possible to communicate with old friends from high-school or **former** boy or girl friends that you have not had contact with **in ages**.

Couples are not communicating with each other as they should in real life. They sometimes even break up over Facebook and other social networks. **Frequently**, they do not **argue** about things in the usual way, they **tend** to carry out **quarrels** in **public**. **As a result**, others comment about something that should be **solved** privately. They don't **share** with each other; they share with everyone.

It is strange to **consider** the fact that software developers and social network creators are, in real life, not really very **social**. Most of them are **shy** people who like to stick to their computers and do not create **lasting** friendships. Facebook has **defined privacy** in a new way. Many things that should be private have become public. Social media has changed the world. It has helped uprisings in Arab countries and **overthrown** governments. Facebook, Twitter and others are **omnipresent**. They are the last things we worry about when we go to bed and the first thinks we check on when we get up.

In the future more social networks may **pop up**. We may be able to not only share photos with others but also our shopping lists or **illnesses**. More and more sites on the web are telling people to **share**. The more **followers** and friends we have the more **excited** we get.

Understanding the Passages 2!

1. Which of these pictures would you use to describe the technology in the passage above?

   _____

2. What are the advantages of social media based on the passage above?

   _____

3. How are the Psychologists defining *social media addicting*?

   _____

Answer the questions:

1. What is 'Facebook' and why do people use it?
2. What do people do during the time they are using Facebook?
3. How does a couple have a life change after using social media?
4. Is social media used for real social life?
5. What do the Psychologists worry about?

1. Twitter

Twitter is a **social network** that allows users to send and **receive** short **messages**, called tweets. Tweets can be up to 140 **characters** long. You can send tweets from your computer or even from your mobile phone. While some social networking services are like Facebook or Myspace are more **complicated,** Twitter is **fairly** simple to use. To send, or **receive,** messages you just have to **create** an account on Twitter. You can only send text to twitter, **images** are not allowed.

Twitter users can follow what other people post. It makes you feel a part of someone else's life. People all over the world talk about all kinds of **topics**.

In most cases Twitter is made up of many small groups of people. Sometimes they can follow each other's **movements**. You could **post** "Hey, I'm going to the pub", and all of your friends could read it **at once**.

Your messages on Twitter can be private, meaning only your friends can read them or, you could make them **public**, meaning they can be seen by everyone.

Twitter is used for many things. You can **post** an **upcoming event**, organize group conversations or just tell the world what you're doing at the moment. You can also use twitter **instead** of sending many SMS's to different people. Just post your messages on Twitter and everyone else can see them.

Many people **update** their Twitter status very often, sometimes even a **couple** of times an hour. **Recently**, Twitter has also been used in **business**. Companies use twitter to inform people about new products or just to post something that is **on sale**. Twitter has become very **popular**. Since its birth in 2006 over one hundred million people around the world have been using it **regularly**.

Vocabulary Building:

Learn these words below! Then find some pictures or actions depicting them.

- **at once** = quickly
- **business** = trade, buying and selling of things
- **character** = letter or number
- **complicated** = difficult to use
- **couple** = a few
- **create** = sign up for, make
- **event** = something interesting or important that happens
- **fairly** = quite, pretty
- **image** = picture
- **instead of** = in something's place
- **message** = a written piece of information
- **movement** = where you go and travel to
- **on sale** = if you can buy something at a special price
- **popular** = liked by many people
- **post** = to write a message on a social networking platform
- **public** = so that everyone can see them
- **receive** = get
- **recently** = lately, not long ago
- **regular** = very often
- **social network** = a structure on the web made up of people who are connected to each other
- **topic** = theme, a subject that people talk or write about
- **upcoming** = future
- **update** = to add new information to something

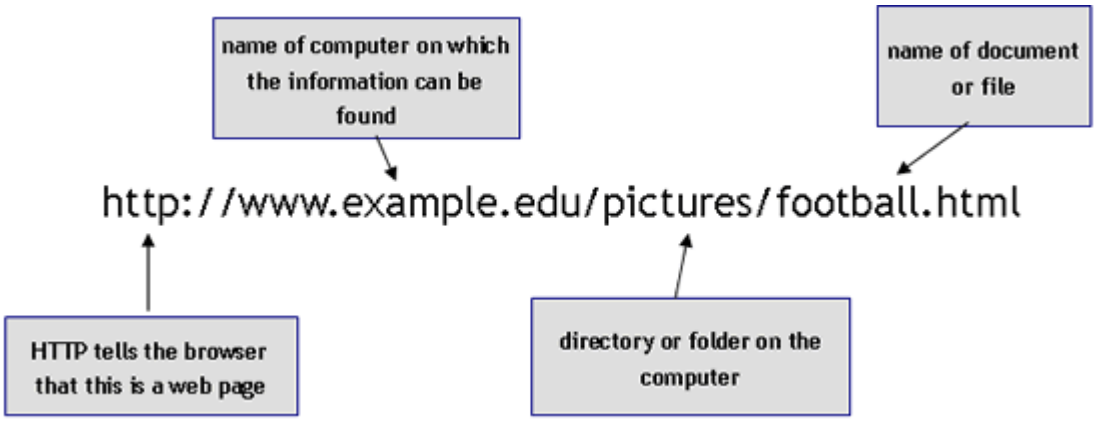
2. **Internet services**

E-Mail is the oldest and most popular **form of** communication **between computers. People send** messages **to each other using an email address. Such an address has two parts: the** user name **of a person and the name of the computer itself. These two parts are** separated **by the symbol "@".**

Structure of an email address

Newsgroups are discussion **boards** that let many people all over the world **post messages** on a **certain topic**. These **messages** are saved and people can read them over and over again. Chats are live Internet meetings in which you **type** a message into your keyboard and it **appears immediately** on the **screens** of other chatters. Groups of people meet in chat rooms where they talk about **subjects** they like.

The World Wide Web is another **popular** way of **sharing** information on the Internet. It uses a special language called HTML, which **stands for** "*Hypertext Markup Language*". A **document** on the web can have text, pictures, animations, videos and music. Hyperlinks **allow** you to move to other **documents** on the same computer or let you travel around the world to another computer on the Internet.



Finding Information

The Internet and the World Wide Web have put a world of information at our **doorstep**. But how can we find what we're looking for? **Search engines** help us find the information we need. Most of them use programs called spiders that visit as many **websites** as they can and put them into a **catalogue** or **index**.

However, Internet users must be careful. Just about anyone can put information on the web. Some of that information may be very **accurate**, but other information may be completely wrong. So, **it's up to us** to find out what's right and what's wrong.

How we use the Internet

The Internet and the World Wide Web play important **roles** in many **areas** of life:

- More and more products are sold over the net. **Companies advertise** their products on **websites** and **customers** can buy them **online** without going to a shop.
- Software can be **downloaded** from **servers**.
- **News agencies** , newspapers and TV stations bring **breaking** news stories to a **worldwide audience** . You can watch videos, listen to interviews and look at photos of **major** events whenever you want to.
- People buy **fewer** CDs in music stores. More and more songs are **downloaded** from the Internet and copied to a disc man or an **MP3 player**.
- Schools and universities use the Internet to find information. Pupils often get their homework over the Internet or send teachers **essays** and other homework. Pupils and teachers **communicate** with each other by email and in chat **sessions**.
- **Scientists** all over the world **share** information on different kinds of projects and experiments. It is even possible to make instruments, like **telescopes** or **microscopes,** work by **remote control**.
- The Internet has made travelling easier. You can book holidays and buy flight tickets on the net.

Vocabulary Building:

Learn these words below! Then find some pictures or actions depicting them.

- **Addiction**	- if you want to do something all the time
- **Argue**	- quarrel
- **as a result**	- therefore
- **break up**	- to leave each other and not live together any more
- **couple**	- a man and a woman who live together
- **emotion**	- feeling
- **especially**	- above all
- **excited**	- eager, thrilled
- **face to face**	- in person
- **facial expression**	- the feelings of a person that you can read by looking at their face
- **follower**	- here: a person who likes your personal Facebook or Twitter page and wants to continue to see what you are doing
- **gesture**	- sign, movement
- **illness**	- disease
- **in ages**	- for a long time
- **invade**	- enter
- **marriage**	- two people who are husband and wife
- **miss out on**	- to not have the chance to do something that might be good for you
- **notice**	- observe
- **omnipresent**	- always here
- **overthrow**	- bring down
- **pop up**	- emerge, show up

- **psychologist**	- person who studies the mind and how it changes the way we behave
- **public**	- not private; so that many people can see it
- qu**a**rrel	- argument, problem
- **reach of our hands**	- here: you can get something by just taking it from nearby
- **social**	- to meet people and become friends with others
- **social network**	- internet platform in which people chat, share pictures and other information with each other
- **solve**	- work out
- **technology**	- the method of doing something
- **tend to**	- probably will do something
- **term**	- phrase
- **uprising**	- revolt, rebellion
- **via**	- by way of
- **virtual**	- not real
- **young**	- a young person

2. Read the Instructions below!

How to be a safe and smart SEARCHER

SEVERAL KEYWORDS WILL HELP TO FIND BETTER RESULTS. Use more than one keyword when you are doing a search. If you want to find out about seagulls, for example, search for bird seagull and not just 'seagull' – because seagull might also be the name of just about anything else, from a hotel to a documentary film.

EXACT REFERENCES CAN HELP YOU FIND WHAT YOU'RE LOOKING FOR. If you are looking for an exact phrase or sentence, e.g. "seagulls are very clever", type it between inverted commas ("") and only exact matches will be shown. This is useful when you want to find something you've already seen but lost.

AVOID COMMON WORDS like 'a' or 'the' in a search. These aren't always helpful and are usually unnecessary.

REMOVE UNWANTED RESULTS by adding a minus symbol (-). For example, seagull -hotel -film would leave out all references to hotels and films.

CHECK YOUR SPELLING. Make sure that you spell every word in the search box correctly. The smallest typing mistakes can bring unwanted results – especially when the mistyped word exists.

HAVE A FILTER. It's a good idea to filter your online searches, especially when you are searching for pictures. Ask an adult to help you add a filtering system. There are lots of filtering software options available.

EXPERIMENT WITH DIFFERENT SEARCH ENGINES until you find the one that's best for you. Some search engines personalise the results, so check out the option of using a search engine that doesn't do this and you will get different results.

RELIABILITY IS VERY IMPORTANT WHEN YOU ARE SEARCHING ON THE INTERNET. Always ask yourself, 'Is this reliable?' Don't make the mistake of believing everything you see. Some websites are unreliable and some information is false. Check your information on other websites before accepting it.

Exercise:

How to be a safe and smart searcher

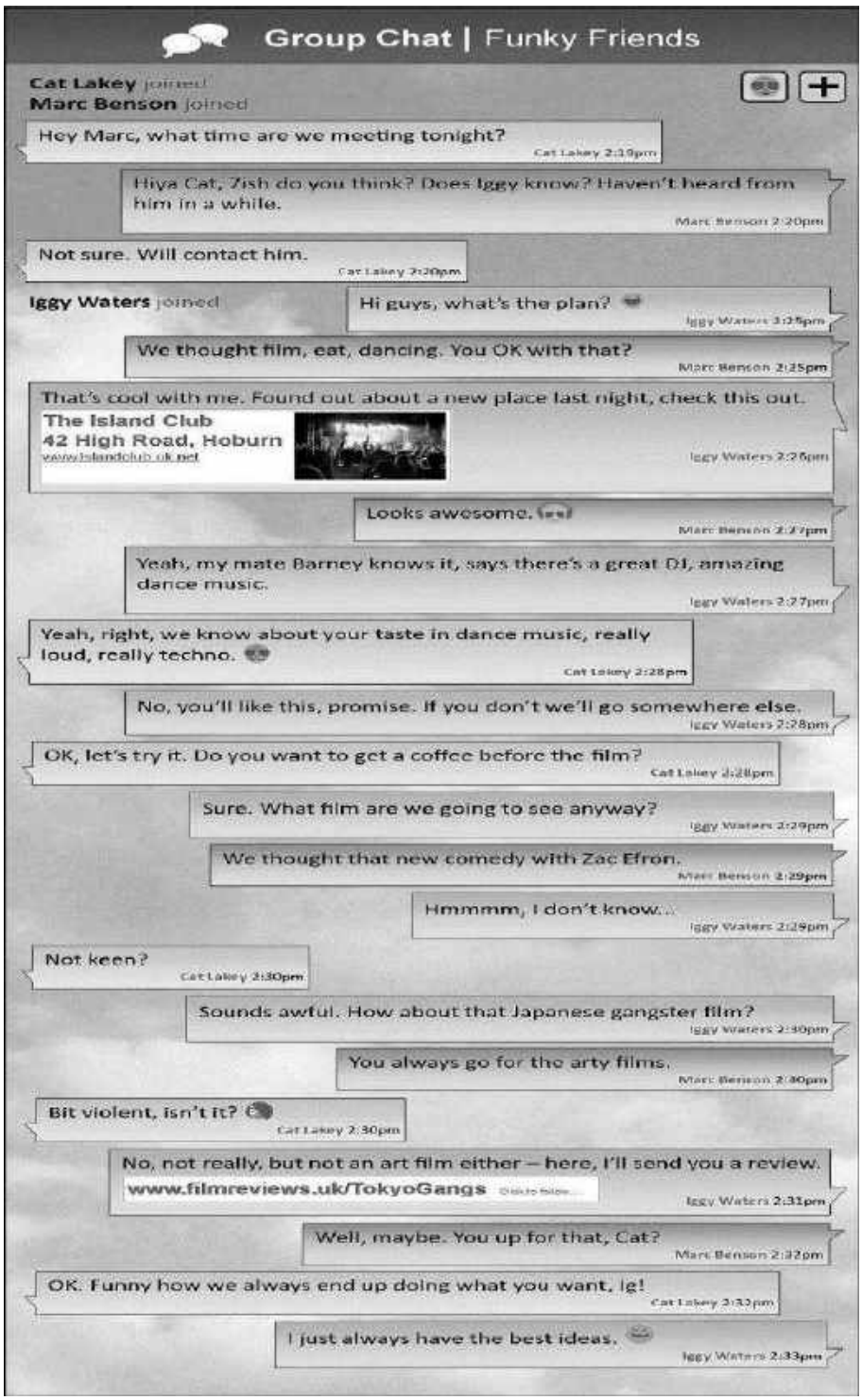
Are the sentences true or false?

No.	Statement	True	False
1.	You should only use one keyword in a single search.		
2.	Inverted commas are useful to find something you've already seen.		
3.	Words like 'an' are unhelpful in a search.		
4.	If your keyword could refer to a lot of different things, you can't avoid getting a long list of results.		
5.	Small spelling mistakes aren't important.		
6.	Filter software is especially important for image searches.		
7.	Some search engines give different results to different people		
8.	Some websites contain false information.		

Read the text about technology again. Find words or phrases which mean:

1. here: a person who likes your personal Facebook or Twitter page and wants to continue to see what you are doing.
2. internet platform on which people chat, share pictures and other information with each other.
3. to leave each other and not live together any more.
4. to not have the chance to do something that might be good for you.
5. if you want to do something all the time.
6. person who studies the mind and how it changes the way we behave.
7. if you can buy something at a special price.
8. to write a message on a social networking platform.
9. difficult to use.
10. where you go and travel to

3. Read the Phone Chat below!



Exercise:

Choose the correct option to complete the sentence.

1. Cat's worried that the film will be too ___.
   a. Loud
   b. Boring
   c. Violent

2. They're going to see a ___.
   a. gangster film
   b. comedy
   c. musical

3. ___ has been to The Island Club before.
   a. Iggy
   b. Marc
   c. Barney

4. The Island Club plays ___ music.
   a. dance
   b. rock
   c. pop

5. They're going to ___.
   a. have something to eat
   b. have a coffee
   c. go dancing before the film

6. They're meeting up at ___.
   a. 7 o'clock
   b. about 7 o'clock
   c. about 2 o'clock

Fill the gaps with the correct name from the box.

1. ☐ suggests what time to meet.
2. ☐ 's friend has recommended a good nightclub.
3. ☐ suggests having a coffee before the film.
4. ☐ likes techno.
5. ☐ comments that Iggy always has his way.

II. Writing Skill

Grammar Focus

A. Simple present WH-questions and statements

What do you do?	I'm a student, and I have a part-time job.
Where do you work?	I work at/in a restaurant.
Where do you go to school?	I go to the University of Texas.
How do you like your school?	I like it very much.
Where does Andrea work?	She works for Thomas Cook Travel
What does she do?	She's a guide. She takes people on tours.
Where does Jason go to school?	He goes to New York University.
How does he like it?	He loves it.

Time Expressions

I get up	at 7:00	In the morning	on weekdays.
I go to bed	around ten	In the evening	on weeknights.
I leave work	early	In the afternoon	on weekends.
I get home	late	at night	on Fridays.
I stay up	until midnight	on Saturdays	
I wake up	before/after noon	on Sundays.	

B. Look at these Sentences

- How did you get to your office today?
- How did you get to Singapore?
- What time did you get up yesterday?
- What time did you get breakfast yesterday?
- How did you spend your time at home yesterday?
- What transportation do you use when you go to Hongkong?
- Why do you like using a bicycle?

C. Using Did/Do/Does

- Do
- Does
- Did

Do = I, You, They, We	Did = I, You, They, We, She, He, It
Does = She, He, It	(Past Tense)

Note the past tense of the verb *to be*:

He <u>was</u> good at his job. *When <u>were</u> you in Seoul?*
She <u>wasn't</u> the CEO. *They <u>weren't</u> in the office.*

Some Irregular Verbs to help you in your writing:

Infinitive	Simple Past	Past Participle
alight	alighted, alit	alighted, alit
arise	arose	arisen
awake	awoke, awaked	awoken, awaked
be	was, were	been
bear	bore	borne, born
beat	beat	beaten, beat
become	became	become
bend	bent	bent
bereave	bereaved, bereft	bereaved, bereft
beseech	besought, beseeched	besought, beseeched
bet	bet, betted	bet, betted
bid	bade, bid	bidden, bid, bade
bide	bade, bided	bided
bind	bound	bound
bite	bit	bitten
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cleave	cleft, cleaved, clove	cleft, cleaved, cloven
cling	clung	clung
clothe	clothed, clad	clothed, clad
come	came	come
cost	cost	cost
creep	crept	crept
crow	crowed	crew, crowed
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn

dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven
dwell	dwelt, dwelled	dwelt, dwelled
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
go	went	gone
grind	ground	ground
grip	gripped, gript	gripped, gript
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
heave	heaved, hove	heaved, hove
hew	hewed	hewed, hewn
hide	hid	hidden, hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted, knit	knitted, knit
know	knew	known

Writing Practice

1. Use this Blog below as an example to create your own Blog.

Exercise:

Are the sentences true or false?

No.	Statement	True	False
1.	Lara didn't enjoy the trip to the theme park.		
2.	Lara went to the theme park with her family.		
3.	Lara's coach had an accident on the way to the theme park.		
4.	Lara thought the rides were fantastic.		
5.	The weather was perfect all day.		

2. Use this Article below as an example to Write a Popular Article.

A **for and against** essay

Reality TV shows are good entertainment

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programmes such as singing contests, cooking competitions or going to live in the jungle.

Firstly, I think that there is a lot of variety in reality TV. People at home can choose which types of programme they want to watch depending on what they are interested in. Some people like watching singing or cooking competitions while others prefer watching programmes about building houses or travelling around the world. In addition, reality TV programmes are a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programmes get jobs as a result of being on TV. Another advantage is that the people on the shows have interesting experiences and meet new people.

On the other hand, some people think that reality TV is an easy way for them to become famous. However, most successful singers, actors or chefs have worked hard all their lives and are good at their job because of their hard work. Also, sometimes the people on the shows have to do really difficult or dangerous things. The competitions are very hard and there is only one winner. Another disadvantage is that some programmes always follow the same format and this can be boring to watch.

To sum up, I think that reality TV is good entertainment. There is lots of variety which means there is something for everyone and they are interesting to watch.

Top Tips for writing

1. Start each paragraph with a word or phrase so the reader knows what to expect, for example *Firstly, On the other hand* or *To sum up.*
2. Link your sentences with these words.
3. Organise your essay in paragraphs.
   - paragraph 1 — introduction
   - paragraph 2 — arguments for the subject
   - paragraph 3 — arguments against the subject
   - paragraph 4 — conclusion

Exercise:

Put the paragraph topics from the essay in the correct order.

1. Introduction – the situation
2. Arguments against reality TV shows
3. Conclusion – writer's opinion
4. Arguments for reality TV shows

3. Use this social network site below as an example to write the exact comment.

Exercise:

Rewrite the sentences using capital letters where they are needed.

Incorrect	Corrected
- hi, i'm ram and i'm from thailand. - i live in bangkok - hello! - i'm gino and i'm italian. - i live in pisa, near the sea. - how's it going? - my name's anna. - i'm from switzerland. - i can speak german, french and italian.	

III. Listening Skill

Listen to the information and discuss the questions below:

https://youtu.be/BwX8PV2w6Qw

- What are the effects of social media?
- What are the positive things mentioned about using social media?
- What do the scientists explain about social media?
- Is a Facebook relationship like normal life?

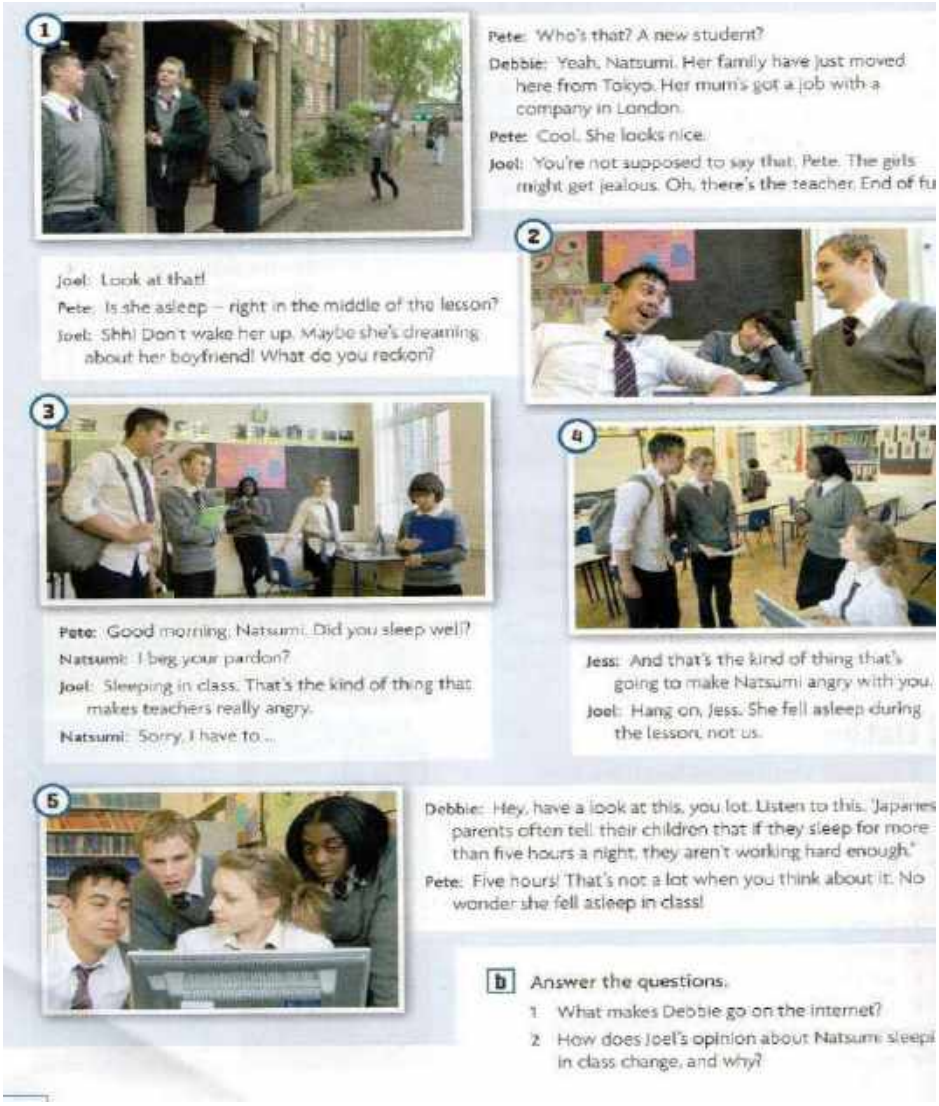
IV. Speaking Skill

- Quickly read the text about the internet. Who thinks the internet is a good idea? Who thinks it isn't a good idea?
- Who thinks social media is a good idea? Who thinks it isn't a good idea?

Speak:

Work in small groups. Ask and answer the questions!

1. What do you use the internet for in your daily life? Make a list.
2. What do people use the internet for in your town/city?
3. What do you use social media for in your daily life?
4. What do students use social media for in your daily life?
5. What do you use Facebook for?
6. Work in pairs. Which of the social medias do you prefer to use and why?
7. Compare your answers with others in your class.



1

Pete: Who's that? A new student?
Debbie: Yeah, Natsumi. Her family have just moved here from Tokyo. Her mum's got a job with a company in London.
Pete: Cool. She looks nice.
Joel: You're not supposed to say that, Pete. The girls might get jealous. Oh, there's the teacher. End of fu

2

Joel: Look at that!
Pete: Is she asleep – right in the middle of the lesson?
Joel: Shh! Don't wake her up. Maybe she's dreaming about her boyfriend! What do you reckon?

3

Pete: Good morning, Natsumi. Did you sleep well?
Natsumi: I beg your pardon?
Joel: Sleeping in class. That's the kind of thing that makes teachers really angry.
Natsumi: Sorry, I have to...

4

Jess: And that's the kind of thing that's going to make Natsumi angry with you.
Joel: Hang on, Jess. She fell asleep during the lesson, not us.

5

Debbie: Hey, have a look at this, you lot. Listen to this. 'Japanes parents often tell their children that if they sleep for more than five hours a night, they aren't working hard enough.'
Pete: Five hours! That's not a lot when you think about it. No wonder she fell asleep in class!

b Answer the questions.

1 What makes Debbie go on the internet?
2 How does Joel's opinion about Natsumi sleepi in class change, and why?

References

https://www.english-online.at/news-articles/living/social-media-networks-are-changing-relationships.htm
https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/social-network-site
https://learnenglishteens.britishcouncil.org/skills/writing
https://www.ego4u.com/en/cram-up/grammar/irregular-verbs

2 CULTURE

Source: https://www.google.co.id.picture

In this unit, the students learn about;

- British culture
- How social norm are in Britain
- Food in Britain
- British Language
- Clothing in the UK
- Music in the UK
- Architecture in the UK
- Sport in the UK

Learning Goals:

- Students know and understand British culture (social norms, food, language, clothing, music, architecture, and sport)
- Students are able to comprehend text about British culture
- Students are able to write narration text
- Students are able to practice the British accent.

I. Read and Write

A. Let's Get Ready

Do you like to read newspapers, magazines or articles posted in the internet? They may provide you with a lot of information and/or explanation about culture in other countries

This unit provides you with some explanation texts about culture in other countries. Especially the culture in Britain, so that you will be able to know about the foods, the language, the clothing, the music, the arts; etc. Besides reading the articles, you will have a chance to write your own composition to explain something which interests you the most from the challenging guide as well as free tasks in this unit.

Task 1

Here is an article entitled "What You Need to Know About British culture and social norm." Read the article and find the meaning of the words below based on the context. Use your dictionary if necessary. Then read the text again and answer the questions.

	Undoubtedly : …… Guideline : ……... Currants : ..…… the queue : …… delicious :…….. The Laverbread : …….. Guessed : …… Cornish : …… Unpredictable : …… the kilt : …… cheerful : …….	

British culture has its roots in the United Kingdom's rich history, the people and the four countries - England, Wales, Scotland and Northern Ireland — that it's made up of each with their own unique traditions and customs.

British culture and social norms are very unique. One of the most important things to know before going to any country is what their cultural and social norms are. As an international student from another country, you may be clueless. This article introduces you to everything you need to know about the British culture.

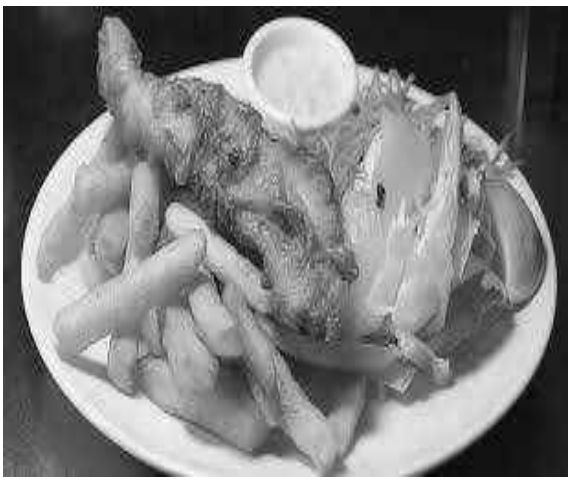
Things you need to know about the British people

- The British are punctual. Being late is odd and, in some cases, considered to be rude. If you're going to be late to something, contact those involved as soon as you know you will be late. Also, it is less rude to be late to a dinner party at someone's home than it is to be late to a public meeting (such as dinner at a restaurant).
- Never jump lines, known as "queues" in the UK. In some countries jumping the queue may be acceptable, but in the UK, people may not be very happy with you and will definitely let you know how unhappy they are about the situation. Standing patiently in the queue is a normal part of British culture.
- In the UK, it's acceptable to keep one arm's length between yourself and those you are speaking with. Any closer is assumed to be aggressive and can be uncomfortable for those native to the UK.
- Please, thank you, and sorry are normal parts of everyday conversations and interactions. Some people are simply baffled by how polite British people are. As an international student, you may not be used to this, but you will probably get used to it quickly after your arrival!
- When greeting a good friend or family member in the UK, you do not simply shake their hand. Many times, especially if one of the people that are greeting or being greeted is female, you will frequently give and/or receive a small kiss on the cheek. If you are not a close friend or family member, then the physical touch is perceived as odd or uncomfortable (you may shake hands, but often a smile and a bow of the head is acceptable enough).
- The British have a high amount of respect for older adults and the disabled. If you are on public transportation, you are expected to give up your seat if someone who is disabled or older comes onto the tram (or whatever vehicle you are in) and there is no other seat. If an older adult or someone who is disabled seems to be struggling with something, you are also expected to ask the person if they need your assistance.

- British people rarely use superlatives and are not very animated when they speak. They value privacy over everything else, so be careful what you ask because you could be prying without meaning to.
- British people often avoid extended eye contact. They find it uncomfortable and intimidating.
- If you are invited to the home of a native British person, it is normal to bring along a gift, such as chocolate, wine, or flowers to say thank you.
- If you go to a pub with your friends, it is common practice to buy a round of drinks for those who you came with.
- The person who has invited you to dinner is typically the one who pays. Do not argue about whose responsibility it is, rather, invite them out to dinner at some point and pay for them to reciprocate.

These little cultural differences will be a regular part of adapting to life in the UK, and so it's important to learn them before you even arrive. You want to make sure that you don't offend anyone as you're getting used to life in the UK.

If you don't do these things naturally, the British will definitely know that you're from out of town. This knowledge will help you get better adjusted to British norms before you start enjoying the rest of student life while attending university in the UK.



1. The British Food

British food is a blending of four different rich cultures of countries that comprise the UK. This explains why the British culinary traditions are so diverse.

Far from home one of the things you'll often miss is your native cuisine, which you're used to consuming daily. In the UK you will still feel the same, however, the British food will undoubtedly be a perfect replacement for it. Among a wide variety of dishes, you will certainly find some that suit your taste.

One of the very first things you'll encounter in a country's culture is its traditional food. To avoid a culture shock in the UK you would be grateful to have a basic guideline about British food. There is more beyond Yorkshire Pudding and Roast beef that are usually associated with the UK cuisine.

Below we bring to you some of the most common typical British foods which you wouldn't like to miss trying at least once when going to the UK.

a. Fish and chips

Perhaps the most typical British food. The history of this food in the UK's culture is so long. It is thought that once in the past an employer had to hire a doorman to control the queue of people waiting to buy Fish and chips. The plate contains a deep-fried fish and potato chips

(fries for American readers). British people prefer cod and Haddock over other sorts of fish. You can also prepare some boiled peas mixed with salt, pepper or other ingredients.

b. Sunday Roast with Yorkshire pudding

One cannot talk about the British food without mentioning the Sunday Roast with Yorkshire pudding. Usually served on Sunday afternoons, however, you can eat it during the week also. You can ask for a roast dinner with a chicken, turkey or whatever, but you definitely should not miss the Yorkshire pudding. Commonly the Yorkshire pudding is accompanied with beef.

c. Eccles cake

Delicious round small cakes containing currants. It's named after a town in Manchester with the same name. Across the UK you can find different versions of this delicious food because it's not strictly associated with a particular place.

d. Black pudding

Onions, pork fat, oatmeal and blood are mixed together to create a delicious food. Often called a superfood because it's rich in protein, potassium, calcium and magnesium. Moreover, it is almost free of carbohydrates, so it won't digress you from your diet.

e. Laverbread

The Laverbread is another British food typically found in Wales. To prepare it the seaweed is boiled then chopped and mashed, rolled in oatmeal and then fried. This food is often referred to as Welsh caviar.

f. Scotch eggs

Scotch eggs are a dish containing mixed eggs covered with sausage meat breadcrumbs and fried.

g. Shepherd pie

The Shepherd pie is usually cooked with meat (beef or lamb more often) and mashed with rind of potato. The name of this food appeared for the first time in 1877.

h. Full English breakfast

The typical English breakfast is rich with ingredients including bacon, sausages, eggs, toast, mushrooms, tomatoes and tea or coffee.

2. **British languages**

English, as you may have guessed it, is the official language and the main language spoken in the UK. From over 65 million citizens that live in the country, roughly 98% of them speak English as their first language. But, there are also other native languages spoken across the country that have evolved during the history of UK.

Other than English, in the UK these are official native languages:

- Welsh in Wales
- Gaelic and Scots in Scotland
- Irish and Ulster Scots in Northern Ireland
- Cornish in Cornwall, England

Note that each of these languages comes with their own dialects and accents all across the UK. Therefore, the linguistic diversity in the UK is pretty large.

Compared to English these languages are less widely spoken. Some of them are even at risk of slipping toward complete extinction. For example, in Wales, a long time ago, the majority of native citizens spoke Welsh, but these days the official estimation shows that only 20% of Wales citizens speak Welsh. Moreover, the number of them is continually declining. In the past, there have been many laws aiming to promote and protect this language from disappearing.

Scottish is a Celtic language mainly spoken in the North of the country. It is estimated that there are around 1.5 million Scottish speakers making it the second most spoken language in the UK. Despite being treated as a different language to English there are some who argue that the Scottish language is only a version of English.

The Cornish language is another language spoken by a still smaller group of people in the UK, mostly in England. It belongs to the Celtic branch of British languages. According to different studies, the number of Cornish fluent speakers is around 3,000. Historically, it is believed that this language was once part of the Welsh language before starting to differentiate itself centuries ago. These days, its similarities with the Welsh language are minor.

As a politically and economically strong country, the UK has always been a hub for immigration. People who come to live in the UK continue to communicate with each other in their native language. Thus, there are many other languages spoken in the UK by different smaller minorities. In London, for example, it is thought that there are around 300 languages spoken.

3. Clothing in the UK

As for the clothing, the UK's wearing trends are closely similar to fashion trends in western societies. At the same time, their sentiments for their typical clothing elements are highly expressed in their daily dressing styles.

Across the UK there are many variations depending on several factors. Young people, mainly follow the most actual global fashion trends. Their clothing contains Jeans, T-shirts, jackets, and sneakers. Those who work in an office usually wear an elegant business suit. Elders' clothing styles, mostly contain British traditional garments.

A typical element of their clothing is the tweed jacket. Although this jacket has almost identical shape and design to that of a suit jacket it is meant to be less formal and keep you warm without needing to match it with trousers.

In the UK the weather is pretty unpredictable. Depending on the weather Brits choose to dress differently. When there's winter weather they usually wear heavy overcoats or anoraks, while when it rains, Britons wear raincoats and umbrellas.

The same clothing styles are found all across the UK. Scotland is mainly known for its famous national attire, the kilt. This type is an everyday clothing and often is regarded as the highlands dress regarding the Scottish land where the Kilt has originated.

The main element of this outfit, as the name suggests, is the kilt and other garments are belt and buckle, Jacobite shirt, kilt hose and kilt pin. Nowadays there are many variations of the same Scottish national dress because people added different accessories depending on their choice

4. Music in the UK

There are many stereotypes surrounding the Brits, but they are very cheerful people and love to have fun. Not surprisingly, they gave the world a number of famous and unforgettable artists whose impact has greatly shaped this industry. Also, music concerts are a common thing in the UK. Some of the biggest music events are organized in the UK.

The music in the UK has a long and rich history. British artists have firmly impacted the European and global history of music. In medieval times the British composers gave a major contribution to continental music movements. Some of the most known British composers in classical music include Thomas Tallis, William Byrd, Henry Purcell, Hubert Parry, Edward Elgar, Frederick Delius, Ralph Vaughan Williams and Benjamin Britten.

In modern times British music is one of the most developed and most influential in the world. Probably the most famous British music band ever, the Beatles, was founded in 1960 in Liverpool and is regarded by many to be the most influential music group that ever existed. Some of the best artists of today's music industry are from the UK.

The UK is also where some of the trendiest music genres originated and today, they have mastered them. Blues-rock, heavy metal, punk rock, hard rock, British folk-rock, folk punk, acid jazz, Britpop, grime, Dubstep and many more are some of the music genres that were first performed by UK musicians or were largely influenced by them.

5. Architecture in the UK

British architecture is unique with its own styles and forms. Their architectural structure depicts specific traits from different periods of history, from the 5th century of Roman conquering, throughout the Dark Ages and Renaissance whose impact is still present in the British architectural heritage.

There are castles, monuments, and other architectural buildings all across the country and many of them are nowadays transformed into touristic attractions. These objects combine perfectly with the latest trend in modern architecture.

During the sixth century, there were many Anglo-Saxon churches built in the UK. With the invasion of the Normans, there were a large number of Norman style castles during the 11th century. There is the Carrickfergus castle built during the 12th century on the shores of Belfast Lough. In the capital of the UK, London, there is the first Romanesque building in England, Westminster Abbey.

Between the 12th and 16th century, it was time for the Gothic style to make its impact on British architecture. Although initially copied from France, the British gothic cathedrals developed their unique features. For example, there was the Canterbury Cathedral, built in 1174, followed by the Wells Cathedral and Lincoln Cathedral.

On both sides of the Anglo-Scottish border, there are still a number of stone castles left from the lasting Scottish Independence War during the 14th century. Many engineering inventions made later on in the Renaissance caused the emerging of many new artistic building styles.

Old castles share also a proportion of architectural heritage in the UK. Among many of them, some of the most beautiful and most visited by tourists are Windsor Castle, the Edinburgh Castle, Leeds Castle, Alnwick Castle, Cardiff Castle, Bodiam Castle, Stirling Castle, Caernarfon Castle, Warwick Castle, Bamburgh Castle; etc.

6. Sport in the UK

Sports are a very popular activity among Brits. Clearly, football (or soccer as it is referred to by Americans) is the British top favorite sport. This normally would be expected because the UK is where the modern football has begun.

The second most favorite sports for Brits is rugby. A long time ago this sport was associated with the elite, but later it became widespread. Today, there are two leagues of rugby in the UK.

Brits also like swimming, cricket, tennis, boxing and so on.

Did you know that although most people wrongly think that table tennis originated from Asian countries, the game was first invented in the UK?

7. Art in the UK

Art is an important part of British history and culture. Many British artists created irreplaceable artworks whose appeal influenced many artists from all around the globe.

Traces of British art development take us back to the pre-historical periods. The Stonehenge, built around 2600 BC, is clearly the oldest British artwork we know until now. The influence of Roman conquerors and other preceding historical ages are still present in the UK. Old churches and cathedrals have the same illuminated manuscripts and sculpture as when they were built centuries ago.

Throughout the history of art, the UK produced some of the greatest artists ever. Names like William Blake, J. M. W. Turner, John Constable, Samuel Palmer and so forth made a strong basis for artists that would come later.

Pre- 18th century also saw a number of brilliant British artists best represented by the names of Hans Holbein, Anthony van Dyck, Niccolas Hilliard, Robert Peake, William Larkin, William Dobson and John Michael Wright.

During the second part of the 18th century, the art movements that took place in the UK resulted in the expansion of distinguished artists like Sir Joshua Reynold, George Stubbs, Thomas Gainsborough and Joseph Wright of Derby.

Artists like Joseph Wright, James Wright, Samuel Palmer, Richard Parkes Bonnington, and so on, were some of the best during the 19th century or the Romantic period as it is known. During the 20th century artists like John Singer Sargent, Jack Butler Yeats, Sir Jacob Epstein, David Bomberg, Lawrence Atkinson, Dora Carrington and others climbed to be the elite of artists in the UK.

(Source: https://www.studying-in-uk.org/british-culture-and-social-norms/)

Task! Answer these questions carefully!

1. What are the most common typical British foods?
2. What kind of food is British food?
3. What do people avoid when interacting in Britain?
4. What kind of music is in Britain?
5. What are examples of architecture in Britain?
6. What is the favorite sport of the British?
7. Mention some of the greatest artists in the UK?
8. Mention some signs of someone using drugs.
9. What do people wear in Britain when its winter?

10. What do the following words refer to?

a. "it" in text number 1 refers to _____.
b. "them" in text number 2 refers to _____.
c. "them" in text 4 in the last paragraph refers to _____.
d. "their" in text 5 in paragraph 1 refers to _____

II. Listen and Speak

B. Let's Act

Task 2

Study the following words in the box before listening to the news -- "Food Documentary" and then complete the conversation. The listening script is in the Appendix.

	Ripped : …… Pay : …… Bumped : …… Stack up : …… packaging :…… uncover : …… truth : …… Scare : …… investigate : …… Trolly : …… upfront : …… Costomer : …… Mincemeat : ……	

Source: https://www.youtube.com/watch?v=ypnf8KfZg_I

Angela : There's a lot we don't know about the *1*……..
And the shops and the labels don't always tell you *2*……. I think they *3*……. you to buy more than you need. And that *4*……. a lot of *5*……..

Julia : Whether you're staying in or going out, you've told us you can *6*…….. by the promises made about what you *7* ……. and what you *8* ……. for it? How do you know that it's half price? Right, so what they've *9*……., they've bumped the price up. And then *10* ……..

Gloria : From claims that just don't *11*……. to secrets behind *12* …… we'll *13*……. the truth about *14* ……., so that you can be sure that you're

getting. What you expect *15*…… your food, your money; this is Rip-off Britain.

Task 3

Study the words below before you listen to a talk about sport. Then, state whether the statements are TRUE (T) or FALSE (F). The listening script is in the Appendix.

	Spotlight : …… Broadcasting : …….. Athlete : …… Healthy : …… steroids :…….. effect : …… returned : …… Grow : …… Diseases : …….. Pressure : …… Risk : ……	

Source: https://www.youtube.com/watch?v=hlZsrBpRW1M

No	Statement	T	F
1	Jap Stam was living the dream of many young people.		
2	Jap Stam was a singer		
3	He had a new job on another good football team-Lazio. But, in 2001 he took a test. The test found that he hadn't used the drug.		
4	Women have low levels of testosterone		
5	Steroids give a person a low level of testosterone		

Task 4

Let's say it right.

In the conversation between Claudin and Sam, you find the word "exhibit'.

How do you pronounce it?

Exhibit ……..

Now, practice pronouncing the following words.

1. Root ……..
2. Interactive ……
3. Kiosk ……
4. Titled …….
5. Signature ……

6. Inductees ……
7. Outside …….

Task 5

In pairs, study the dialogue below. Then, practice the dialogue with your partner.

Claudine : This Hall of Fame is amazing. There are so many exhibits on the roots of rock and roll.

Sam : And I like the interactive kiosks.

Claudine : Yes, the multimedia aspect is cool. I liked the one titled "Songs that Shaped Rock and Roll."

Sam : Next, let's go see the wall with the signatures of all the inductees.

Claudine : That sounds good. And then do you think we should try to find Mom and Dad? Last time we saw them, they were outside looking at the design of the building.

Sam : Yes, we need to bring them inside. Otherwise, they won't have time to see all of the cool stuff in here

***Now** let's review the vocabulary.*
*A **Hall of Fame** is like a museum. It houses displays and information about people from a particular sport or activity.*
*An **exhibit** (or* exhibition*) is a collection of things, such as works of art, that are put in a space for people to look at.*
***Roots** means the origins of something. Rock and roll has its roots in other genres (types) of music, such as blues.*
***Rock and roll** can also be written as* rock 'n' roll.
*When something is **interactive**, it means that it is designed to respond to the actions of* the user. For example, an interactive exhibit lets the user interact with the content of the exhibit in some way.
In the context of this conversation, a **kiosk** is a small structure that provides information, generally on a computer screen.
Multimedia means the use of different ways of giving information. Different materials are used to provide information. In this conversation, the kiosks present information using text, audio and video.
An **aspect** is a particular part of something. In the conversation, Claudine liked the multimedia part of the kiosks.
A **signature** is a person's name in his or her handwriting.

Source: https://share.america.gov/everyday-conversations-lets-talk-about-music-audio/

Task 6

In small groups, discuss the possibilities over the following issue.

1. Good communication with people from other countries.
2. Good attitude if invited by your friend from the UK.

Task 7

British Accent Practice

Listen and watch this video, and practice how the British and American Accent say the words below:

11. Water 12. Tomato 13. Adult 14. Either 15. Neither	6. Schedule 7. Mobile 8. massage 9. Fiancé 10. Herb	1. World cup 2. Defense 3. Garage 4. Mayonnaise 5. Semi	16. roots 17. zebra

Source: https://www.youtube.com/watch?v=lCYL0jOcrtQ

Task 8

Time to write

Write 2- 3 paragraphs about culture in your town

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Grammar: I have done and I did (Present Perfect and Simple Past)

His car is dirty

Source: https://www.alamy.com/boy-with-sponge-washing-the-window-of-car-vector-isolated-illustration-image

He is washing his car

Source: https://www.pinterest.co.uk/pin/382946774542282028/?autologin=true

He has washed his car (= his car is clean now)

Source: https://i.pinimg.com/originals/5a/3c/4e/5a3c4ef81afcceb6e01bbf2c508bc6f7.jpg

We use the present perfect for an action in the past with a result now:

- **I've lost** my passport. (= I can't find my passport now)
- "Where's Rebecca?" "She'**s gone** to bed." (she is in the bed now)
- We'**ve bought** a new car. (= we have a new car now)
- It's Rachel's birthday tomorrow, and I **haven't bought** her a present. (= I don't have a present for her now)
- "Bob is away on vacation." "Oh, where **has** he **gone**?' (= where is he now)
- **Have** you **met** my brother, or should I introduce you?
- I was a very slow typist at collage, but I'**ve gotten** faster.

Usually you can also use the simple past (he washed/ I lost, etc.) in these situations. So, you can say:

- "where's your key?" "I'**ve lost** it" or I lost it.
- "is Peter here?" "No, he'**s gone** home." Or "he went home"
- We'**ve bought** a new car. Or we bought a new car.

We use only the simple past (not the present perfect) with a *finished* time (yesterday, last week, etc.)

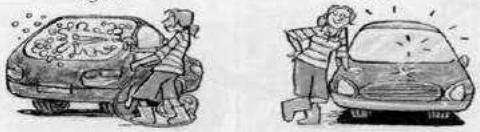
- I **lost** my key **yesterday**. (not - I have lost)
- We **bought** a new car **last week**. (not - we have bought)

Task 9

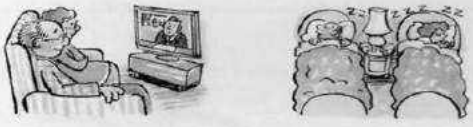
Look at the pictures. What has happened? Use the present perfect. Choose from:

go to bed ~~wash her car~~ stop raining close the door fall down take a shower

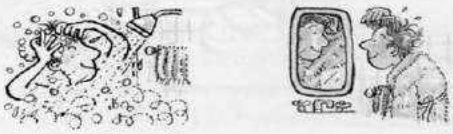
before → *now*

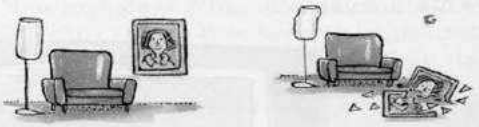
1.  *She has washed her car.*

2. He _____.

3.  They _____.

4. It _____.

5.  He _____.

6.  The _____.

Rewrite the sentences that have underlined verbs. Use the present perfect.

1. Lee Ming isn't here. He went home. *He has gone home.*
2. I don't need to call them. I wrote them a letter. _____
3. Karen's not coming to the party. She broke her arm. _____
4. My brother and his wife don't live here any more. They moved to Seattle. _____
5. I made a big mistake. _____
6. I lost my wallet. _____
   Did you see it anywhere? _____
7. Did you hear? _____
   Mark got married. _____

Now rewrite these present perfect sentences in the simple past.

8. I've done the shopping. *I did the shopping.*
9. Brian has taken my bike again without asking. _____
10. Have you told your friends the good news? _____
11. We haven't paid the electric bill. _____

Source: Murphy, Raymond. William R. Smalzer. 2011. Basic Grammar in Use

References

Murphy, Raymond. William R. Smalzer. 2011. *Basic Grammar in Use Reference and practice for students of North American English.* Singapore. Cambridge Universtity press.

Priyano, Joko. Triyani Retno Putri Sari Dewi. Yuli Yanti Rahayu. 2008. *English for Senior High School students (science and social study programme).* Pusat Perbukuan Departement Pendidikan Nasional.

Bckt Tarver, Chase. Mari Vargo. Laurire Blass. 2016. *Pathways listening and speaking, reading and writing.*Singapore: Natonal Geographic Learning.

https://www.google.co.id.picture

https://www.studying-in-uk.org/british-culture-and-social-norms/)

https://www.youtube.com/watch?v=ypnf8KfZg_I

https://www.youtube.com/watch?v=hlZsrBpRW1M

https://www.wowkeren.com/lirik/lagu/adele/hello.html

https://www.alamy.com/boy-with-sponge-washing-the-window-of-car-vector-isolated-illustration-image

https://www.pinterest.co.uk/pin/382946774542282028/?autologin=true

https://i.pinimg.com/originals/5a/3c/4e/5a3c4ef81afcceb6e01bbf2c508bc6f7.jpg

https://www.youtube.com/watch?v=lCYL0jOcrtQ

3 TOURISM – THE WORLD'S BIGGEST INDUSTRY

Source: https://www.freepressjournal.in/entertainment/world-tourism-day-2018-these-television-actors-are-giving-us-major-vacation-goals/1363422

In this unit, the students learn about;

- Jobs in tourism
- Describing job skills
- Describing job routines

Learning Goals:

- Students comprehend the concept of the tourism industry
- Students analyze the message from the audio about tourism job skills
- Students make the persuasive text about job routines
- Students create and practice tour guide role play

Take off

a) Comprehend the vocabulary below!

Pilot	Waiter
Tour guide	Resort rep
Flight attendant	Chef
Tourist information officer	Porter
Travel agent	Hotel manager
Receptionist	Airline check-in clerk

Source: http://careerfunda.info/top-5highest-paying-jobs-in-tourism/

b) Answer these questions correctly!

1. What jobs do the people in the pictures do? Choose from the list.
2. Put the other jobs into categories, for example, *travel jobs, hotel jobs.*
3. How many different categories are there? Can you think of other tourism jobs for each of the categories?
   If you don't know the name, describe or mime what the person does.
4. What is the best job in tourism in your opinion?

Reading Skill – reading for information

Exercise 1: Selections 1
Read the following text:

Travel

Travel and tourism provide services of all types for both inbound and outbound travelers, and have become one of the world's fastest growing industries. International travel and tourism are the world's largest export earner and an important factor in the balance of payments of most nations. The market is increasingly diverse, covering not only traditional sunshine tourism and business trips but also many new types of travel that have developed in recent years. Tourism has become one of the world's most important sources of employment. It covers a wide range of jobs, including all branches of the travel industry, hospitality in hotels and restaurants, entertainment and recreation, as well as the tourist attractions in a particular region. Areas of work include Tour Operators, Travel Agencies, Tourist Boards and Tourist Information Centers, Transport Companies, Tour Guides, Tourist Attractions.

Chose the correct answer based on the text!

1	a. For many countries tourism is an important source of income. b. Tourism is not an important factor in the economy of most countries. **c.** The travel and tourism industry is no longer growing.
2	a. Travel and tourism means sunshine tourism and business trips. b. Travel and tourism means more than sunshine tourism and business trips c. No new types of tourism have developed in recent years.
3	a. The travel and tourism industry provides services only for incoming travelers. b. The travel and tourism industry provides services only for travelers who want to go abroad c. Travel and tourism provide services for both of the above types of people.
4	a. There are not many jobs in travel and tourism. b. There are a lot of jobs in travel and tourism but they are always of the same kind c. There are a lot of jobs in travel and tourism and of many types.

Exercise 2: Exposed Cloze

How would you define the following types of tourism? Fill the gaps with one of these words

- Adventure
- Cultural
- Ecotourism
- Health
- Heritage
- Rural
- Language
- Sport

Example:

Doctor Capello attended an international gynaecology conference in Helsinki. [congress] tourism

1. Jeff and his wife spent a week at a farmhouse in France and rode bicycles round the countryside. [ ] tourism
2. We're interested in history and art so for our last holiday we went to Vilnius. [ ] tourism
3. More and more young people spend a month in Canada to practise their English. [ ] tourism
4. Jack and Jill went skiing in Austria last winter. [ ] tourism.
5. Last summer we went rafting and rock-climbing in Arizona. [ ] tourism
6. Robert has rheumatism and he needs to lose some weight, so he's going to a spa for a month. [ ] tourism
7. I thought the Railway Museum and Mining Museum were fascinating. [ ] tourism
8. Elena and her husband went on a trip to the Danube Delta to look at the flora and fauna. [ ]

Exercise 3: Selections

Read the following text:

Tour Operators organise hotel bookings, flights, transfer arrangements and sell the tour as a package, either direct to the public or through a travel agency. They employ Representatives or Couriers to look after tourists. The couriers make sure that the travel arrangements run smoothly and deal with problems and emergencies as they happen. An important part of this job is liaison with coach drivers, ferry staff, customs and immigration officers, and with hotel staff at stopovers about accommodation and meals. They organise social activities, suggest excursions and give commentaries when travelling. Their work is usually seasonal. Hours are long and they spend most of the trip in the company of clients.

Exercise 4: Vocabulary

Choose the expression, A or B, that is closest in meaning to the word as used in the text.

1. BOOKING
    a. Reservation
    b. accountancy
2. LIAISON
    a. a romantic relationship
    b. a railway carriage
3. COACH
    a. a bus designed for long distance travel or sightseeing
    b. a railway carriage
4. CUSTOMS
    a. the place where goods and baggage are examined on entering a country
    b. habits and traditions
5. STOPOVER
    a. any kind of interruption or break
    b. a place where somebody makes a break on a journey

Exercise 5. Multiple Choice

What do the words travel, journey, voyage or trip suggest? Choose the correct definition

1. Travelling by ship, especially to a distant place, or into space:
    a. Travel
    b. Journey
    c. Voyage
    d. Trip
2. Travelling a long distance and with a certain degree of difficulty, usually by land:
    a. Travel
    b. Journey
    c. Voyage
    d. Trip
3. Travelling somewhere for a short period, usually quite easily and for a specific purpose:
    a. Travel
    b. Journey
    c. Voyage
    d. Trip
4. The general idea or activity of travelling:
    a. Travel
    b. Journey
    c. Voyage
    d. Trip

Exercise 6. Learn the Article!

Read the following text and insert the definite article THE where it is necessary or "-" (minus sign), where it is not.

[ ]? Travel Agencies are [ ]? link between travelers and companies selling holidays, [ ]? transport and accommodation. Travel Agency Consultants advise customers, suggest [ ]? particular holidays or resorts and make booking arrangements either by [ ]? telephone or computer. They help travelers who do not want package holidays to plan [ ]? journey and then book air, rail or ferry tickets and accommodation. Their work involves [ ]? general paperwork and accepting cash, cheques or credit card payments. They also offer clients information about [ ]? passports, visas and vaccinations, and offer other services e.g. holiday insurance, travellers' cheques and foreign currency. Travel clerks are sales people and have to meet sales targets that [ ]? manager of [ ]? agency has set.

Exercise 7. True / False Statements

For each of the statements below, choose True or False
Read the following text:

Tourist Boards promote tourism in their area through marketing and publicity. They monitor the standards of accommodation and tourist attractions, keep statistical information and assess future trends. Tourist Information Centre Assistants give visitors up-to-date information about places of interest in the area. They advise on places to stay and eat, forthcoming events and local transport details. The work involves dealing with personal callers, telephone enquiries and letters. Some jobs may be seasonal. Transport Companies provide the means of transport for passengers, i.e. aircraft, coaches, ships, car hire and trains. They need a wide range of staff, e.g. drivers, stewards and stewardesses, guides, behind-the-scenes service staff, etc.

1. Part of the job of Tourist Boards is to keep a check on standards
   a. True
   b. False
2. The mission of Tourist Information Centers is to make bookings for visitors
   a. True
   b. False
3. Part of the job of Tourist Information Centers is to monitor standards
   a. True
   b. False

4. Tourist Information Centers often need extra staff during high season
   a. True
   b. False
5. Transport companies employ many different kinds of people
   a. True
   b. False

Exercise 8. Cloze
Fill in the gaps in the letter of application using only vocabulary from the previous exercise.
Read the following text:

Our client is a Tour Operator seeking a Reservations Consultant with a minimum of 12 months travel reservations experience. This well-established travel organisation specialises in holidays in Eastern Europe. Due to expansion they are now looking for friendly and professional reservations consultants with basic experience to join their professional and dynamic reservations team. The ideal Reservations Consultant will sell to the public, the travel industry and to corporate clients. If you are looking for a career move within travel and are seeking an exciting new challenge, then this is the opportunity you have been waiting for. Please note only candidates with travel industry background and experience will be considered.

Dear Sir or Madam,

I am writing with reference to your online advertisement for Travel Consultants. As you can see from my CV, I have a Diploma in Travel and Tourism. Before taking the course, I spent two years as a Customer Services Assistant for TeleComPlus. In this post I gained a good telephone [ ] ? and excellent communication [ ] ?. I have a clear speaking [ ] ? and am able to [ ] ? under pressure.

For the last year I have been working for Wanderlust Travel, a small family travel agency, where customers consider me to be friendly and [ ] ? . I enjoy [ ] ? with people and am both patient and [ ] ? . I am well organised and always try to keep myself well [ ] ? about the latest trends in the travel industry.

I am now looking to move to a larger organisation where I will be able to put my sense of responsibility and [ ] ? to greater use. I am bilingual in Hungarian and English, and also have a good [ ] ? of Romanian.

I should be grateful if you could send me further details of the post.
I look forward to hearing from you,
Yours faithfully,
Istvan Fischer.

Vocabulary

Adjectives for job skills

With a partner, look at the adjectives for describing people.

1. Find six pairs of opposite adjectives

Calm	friendly	flexible
Extrovert	Nervous	lazy
smart	shy	Disorganized
creative	confident	
hardworking	Scruffy	
practical	organized	unfriendly

2. Choose one of the jobs in *Take Off.* Say which

Language Spot

Describing job skills

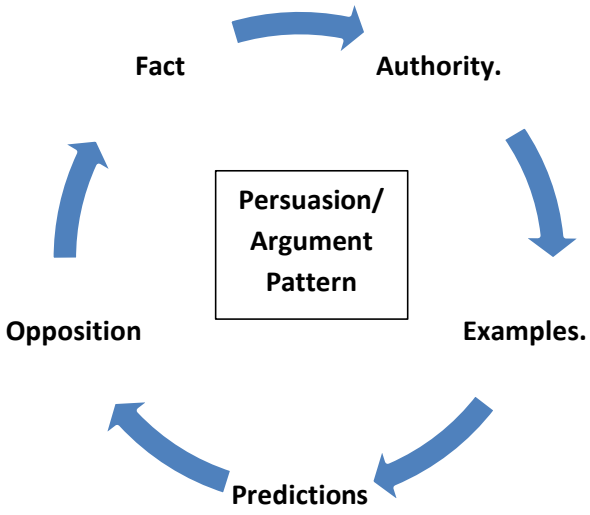
Look at the sentences for describing job skills and abilities

+ Infinitive	+ -ing or noun
I can make people relax	I enjoy meeting new people
I know how to use computers	I like working independently
I am willing to work long hours	I am good at languages
I am able to do more than one thing at the same time	I feel confident about dealing with money

Writing Skill – Persuasive Paragraphs

Paragraphs
No matter what pattern you follow (in other words, what the purpose of your paragraph is) your paragraphs will all include three main components. ***1. Topic Sentences*** • Open your paragraph by introducing your reader to the topic you'll be exploring. ***2. Support (Body) Sentences*** • Support your topic sentence with information relevant to the subject. ***3. Concluding (Closing) Sentences*** • Restate the topic and summarize any conclusions that your reader should draw from the information you've presented.

When you are writing to persuade or to argue a point, your **purpose** is to convince your reader that your opinion is the right one. There are various methods to consider when writing a persuasive paragraph or essay, and it is important to consider your audience when determining which one to use.



The strongest persuasive writing will use a combination of these techniques.

Writing the Persuasion/Argument Paragraph

As with any other paragraph pattern (and no matter which persuasive method you use) it's important to make sure that the language you choose serves your purpose.

When Answering the Opposition	**When Listing Evidence**
Some may say... but / however...	first, second, third...
Nevertheless...	another / next ...
On the other hand...	Finally...

Don't forget to draw conclusions from the evidence and arguments that you've provided!

- Therefore...
- Thus...
- Hence...
- Consequently...

Example;

Miss Brill's ritual of visiting the park every Sunday helps her to cope with loneliness. *It is clear how much enjoyment the old woman derives from the simple activity as the narrator states,* "Oh, how fascinating it was! How she enjoyed it! How she loved sitting [t]here, watching it all!" *The weekly outing provides an opportunity for Miss Brill to place herself in the company of others and to leave behind* "the little dark room" *in which she lives. Miss Brill employs the tactics of listening and watching to passively include herself in the activities of the park crowd.* She is expert at "sitting in other people's lives for just a minute" by eavesdropping. *This habit of* "listening as though she didn't listen" *helps her to feel included. Being an avid people watcher, Miss Brill pays rapt attention to those who surround her. By the same care she takes in noticing others, she hopes that* "no doubt somebody would have noticed if she hadn't been there" in attendance. *This thought allows her to feel a sense of community with the strangers at the park. Miss Brill seizes every opportunity she can to imagine herself as having some connection with the individuals she observes in attempt to garner a sense of belonging*. She even likens herself to being a part of the "family" that the band plays to. *In effect, the weekly outing provides a means to escape the isolation felt in her solitary existence for a period of time by engaging herself in the happenings at the park.* However, as Miss Brill observes and listens,

Text highlighted in yellow indicates the primary claim of the paragraph, the main idea that the writer attempts to prove in the paragraph.

Text highlighted in light yellow indicates the writer's development of the main idea that begins the paragraph, usually the writer's explanation of how the evidence she presents supports the main idea.

Text highlighted in light green indicates supporting evidence, facts that the writer uses to support the idea that begins the paragraph.

The final sentence is a transitional sentence

she prefers to view her world through a proverbial set of rose-colored glasses to protect herself from confronting the truth of her lonely existence.

that takes readers to the main idea in the next body paragraph.

Exercise 9. Writing Manuscript for Role Play "Tour Guide"

Learn the instruction of tour guide role play and practice it with your partner!

Tour of Bali Role play worksheet

You are a tour guide. Instructions: prepare your speech and then give a guided tour. Be prepared to answer the tourists' questions!

Good morning/afternoon everyone! Welcome to this tour of_____ _____(place).
By _____(transport).
My name's _____.
I'm your guide on our tour of _____.
The tour will take _____hours.
First, we'll see _____. Then we'll see_____
Next, we'll _____.
After that_____
_____
_____
_____
_____
_____
_____
_____
Finally, we'll_____
Any questions?

You are a tourist. Instructions: Prepare some questions to ask your tour guide. Asks lots of questions because you want to practice your English!

Will we visit_____ _____?
Is there a _____on the tour? _____
What time is_____ _____?

Where can I buy a _____?

Which famous people live in _____?
_____?
_____?
_____?
_____?
_____?
_____?
_____?
_____?

https://www.teachingenglish.org.uk/sites/teacheng/files/monthly_lesson_plan_Teens_London_tour_worksheet.pdf

Exercise 10. Making Language Promotion

Writing.
Look at the picture of a holiday destination. You are the marketing team for a big travel company. Choose your target customer and write an advert marketing the holiday to them. Remember the 4 Ps (Product, Place, Price and Promotion) and decide what media to advertise through. In your advert, include details of:

- suitable activities for customers to do
- facilities and services you offer
- the price (with offers/discounts)
- the length and period of the holiday (try to suit it to your customers)
- other information to attract your customers

Listening Skill Practice

1. Take a tour of London by listening to this tour guide and do the exercises to improve your listening skills.
2. Do the preparation exercise before you listen. Then do the other exercises to check your understanding.
3. Do the exercise before you listen.

Exercise 11. Match the words and pictures.

Big Ben	London Bus	London Eye
Tower of London	Oxford Street	Tower Bridge
House of Parliament	Buckingham Palace	

4. **Listen Carefully to this audio**

Exercise 12. Circle the best word to complete these sentences.

1. The tour takes 2 / 3 / 4 hours.
2. At Madame Tussaud's you can see maps of London / models of famous people / famous shops.
3. Oxford Street is a famous street for drinking tea / eating / shopping.
4. The Queen lives at Buckingham Palace / the Tower of London / Tower Bridge.
5. Big Ben is a tour guide / clock / bridge.
6. You can see great views of London from Oxford Street / the Houses of Parliament / London Eye.

Exercise 13. Answer these questions from your experience

Have you ever been to any of these places?
Where did you go? **What did you do?** **Which city would you like to take a tour in? Why?**

Exercise 14. Tour Guide Vocabulary Quiz
Part 1.

1. There are many _____ for kids including a zoo and a museum.
   - districts
   - attractions
   - conveniences

2. It is difficult to get your _____ in this city, so please carry a map at all times.
   - bearings
   - placings
   - scenery

3. The _____ will try to sell you their homemade jewelry and housewares.
   - lobby
   - location
   - locals

4. You will find a free shuttle _____ with your airline ticket.

   - voucher
   - request
   - highlight

5. In order to appreciate the _____ of the building, you really need to get off the bus and get closer to it.

   - bearings
   - architecture
   - exception

6. We'll be driving through farmland for a while, so just sit back and enjoy the _____ .

   - en route
   - scenery
   - sites

7. Please feel free to wander anywhere you like in the castle and its beautiful _____ .

   - surroundings
   - conveniences
   - customs

8. Smoking is not _____ on the bus at any time.

   - expected
   - proceeded
   - permitted

9. The _____ north tower is the only part of the castle that has been changed since the early 1900's.

   - reconstructed
   - international
   - prevalent

10. We are coming up to the waterfall I mentioned earlier, which in my opinion is the most _____ part of this tour.

- customary
- scenic
- restored

Part 2.

Whether you work in a tourist information center, as a tour guide, or just want to tell your English-speaking friend about the sights in your city, this exercise is for you! It'll help you learn and practice the most useful vocabulary relating to giving tourist information. Fill in each blank with the proper (best) response from the list below:

destroyed, **attractions**, **historic**, **capital**, **blocks**, **cheaper**, **century**, **incredible**, **concentrated**, **trap**

1. This is a very modern city. There aren't many _____ buildings.

2. Almost all of the _____ are located in the central area.

3. All the sights are _____ in this area.

4. Most of the city was _____ during the war, and rebuilt afterwards.

5. This building is from the 17th _____. It used to be a royal residence.

6. A tourist _____ is a place (restaurant, store, etc.) designed to attract travelers/tourists. These type of places are usually more expensive than places where "locals" go.

7. Wow! What an _____ view!

8. This used to be the _____ of our country.

9. We're not looking for an expensive hotel. We want something that's _____.

10. The post office? Go straight for three _____. You'll see it on your right.

Speaking Skill

Exercise 15. Practice and Make Dialogue

The man at the information kiosk has a problem with his ticket. He is talking to one of the employees behind the counter. Practice their conversation with a partner.

Man : I just bought this ticket to Ft. Wayne, but the ticket agent made a mistake.
Employee : What's the problem?
Man : I paid for a round-trip ticket, but he gave me a one-way ticket. I just saw the mistake a minute ago. What should I do?
Employee : Talk to the agent who sold you the ticket. He can give you a new one.
Man : But look at the line! If I wait in that line again, I'll miss my bus!
Employee : Hmmmmmm. Which agent helped you?
Man : The one on the left. Employee: All right. Let's talk to him.
Man : Thank you. I appreciate your help.

Now can you try the following situations? You make the dialogue with your partner!

1	A	You are waiting for the bus to Manchester. You bought your ticket, but now you can't find it. You go to the information kiosk to see if anyone found the ticket and turned it in. You ask what you should do.
	B	You are working at the bus station information kiosk. You have not seen this person's ticket. You tell the person he will have to buy a new ticket if he can't find it.
2	A	You bought a return ticket to Galway, but you have just noticed that it is a one-way ticket, although you paid for a return ticket. Try to change your ticket.
	B	A passenger has a problem with his/her ticket. Try to help them out.
3	A	You bought a ticket to Cork, but you have just realized that the ticket you have is for another city. Your bus leaves in 20 minutes. You need to change your ticket quickly
	B	You cannot change the person's ticket as the bus for Cork is already full. Try suggesting taking a different bus tomorrow morning instead.

In this part, you will play games.

1. The students are in a group and they will play the role of tour guide using the manuscript from exercise 9.
2. The students are a travel agent and customer. Here is the information.

Student A

You are a travel agent. You recently visited a hotel to write a report about it. Now, you are recommending the hotel to a customer. When the customer asks questions about the hotel, refer to your notes. If your comment is good, paraphrase it and add some positive points. If your comment is bad, try to describe the issue without discouraging the customer.
Can your partner tell when you are hiding some facts?

3. The accommodation:
   The room was really small and the bathroom wasn't very clean. The view was awful, as it was just of a building site!
4. The food:
   The food was very good. There was always local food on the menu and it was cooked really well.
5. The location:
   The hotel was miles away from anywhere and it wasn't very picturesque with just dusty fields all around. There was a bus to the town but it only came once every two hours!
6. The beach:
   It was a great beach, sandy and surrounded by trees. You could hire sunloungers and there was a small bar / café on the beach too, so you didn't have to go back to the hotel all the time.
7. The service:
   Appalling! The hotel was understaffed, so you had to wait all the time. The waiters often got our dinner order wrong.
8. The swimming pool:
   Too small, very crowded and noisy with young children and adults all crammed in together. Probably not very safe either.
9. The transport to the hotel from the airport:
   Very efficient. It only took half an hour, no waiting time and a smooth drive taking in some great scenery.
10. The prices:
    Expensive! Five pounds for an ice cream and five pounds for a lemonade! Fifteen pounds for a sunlounger for a day! The hotel also charges way too much for its rooms!

Student B

You are a customer in a travel agent's office, and you are looking for a good hotel next to the beach to stay at.

Ask the travel agent questions about the:

1. accommodation
2. food
3. location
4. beach
5. quality of service

6. swimming pool
7. transport to the hotel from the airport
8. prices

The travel agent has personal experience of the hotel and will answer your questions but he / she may not tell the whole truth all the time. Can you tell when he / she is hiding some facts?

Here are some more words connected to the Bus Station. Can you and your partner explain them to each other?

Baggage compartment (n)
To board (v)
To get off (v)
Destination (n)
To miss (a bus) (v)
To catch (a bus) (v)
Single/ One-way ticket (n)
Return/ Round-trip ticket (n)
On time (adj) Schedule (n)
Timetable (n)

References.

Walker, Robin & Keith Harding. Tourism 1. Oxford: Oxford University Press
http://www.onestopenglish.com/exams/matura/pdf-content/matura-writing-tourism-lesson-plan/553975.article
https://bowiestate.libguides.com/english_100/Paragraph_Patterns#s-lg-box-9272532
https://www2.ivcc.edu/rambo/eng1001/paragraph_development.htm
https://www.eslflow.com/wp-content/uploads/2017/10/con-tuesday-spring-2011airport-bus-hotel.pdf
https://www.eslflow.com/wp-content/uploads/2017/10/con-tuesday-spring-2011airport-bus-hotel.pdf
https://www.englishformyjob.com/english-tourist-information1.html
http://careerfunda.info/top-5highest-paying-jobs-in-tourism/
https://www.freepressjournal.in/entertainment/world-tourism-day-2018-these-television-actors-are-giving-us-major-vacation-goals/1363422
https://langschool.eu/courses/advanced-en/unit06.en.html
https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/tour-london
http://www.esb.co.uk/pdf/51342sample.pdf

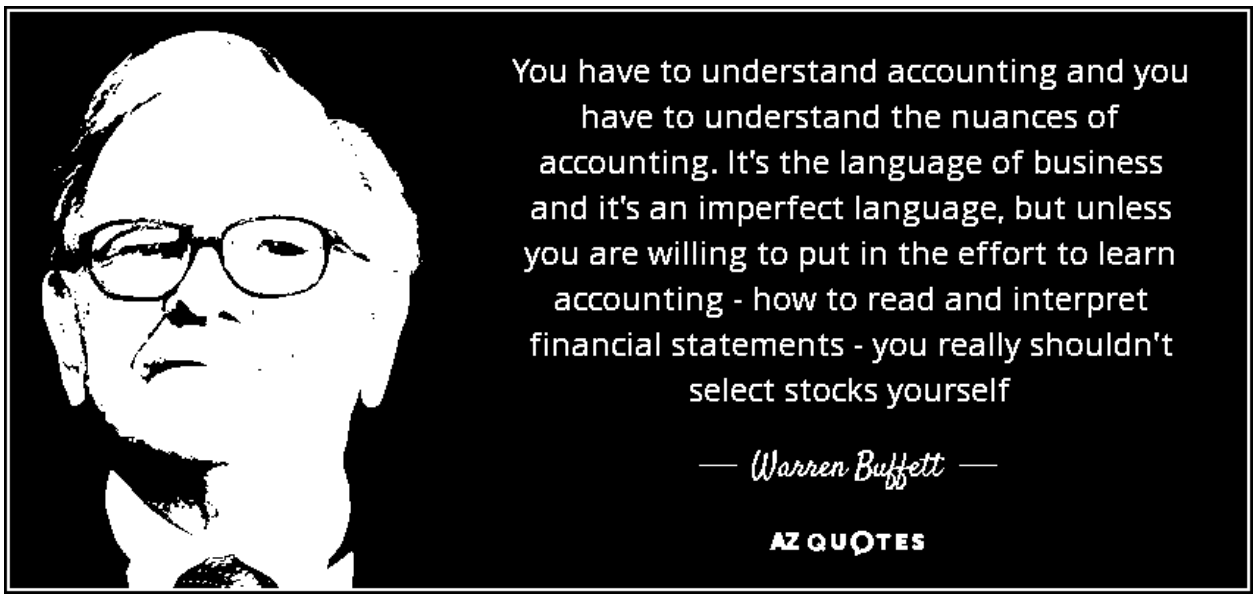
4 INTRODUCTION TO ACCOUNTING

In this Unit, the students learn about:

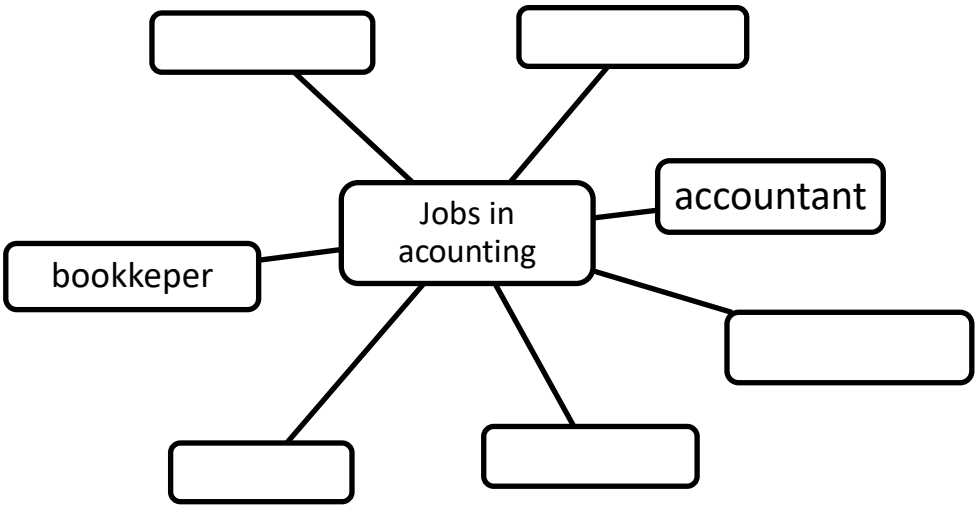
- Economy: accounting
- Jobs in accounting
- Vocabularies in accounting
- Describing the importance of tax
- Tense: Future tense

Learning Goals:

- The students understand the concept of economy: accounting
- The students analyze the reading about accounting
- The students understand the impact of paying tax
- The students understand jobs in accounting
- The students are able to map the importance of paying tax to the development of the country



1. **STARTER: Make a list of all the different types of job you know about in accounting.**



2. **Vocabulary Building**

Here are some of the vocabulary that we might find in accounting. Try to make a simple sentence by using these vocabularies.

Vocabularies	Meaning
Debit entry	an accounting entry acknowledging sums that are owing
Credit entry	an accounting entry acknowledging income or capital items
Trial balance	a balance of debits and credits in double-entry bookkeeping
Debit	an accounting entry acknowledging sums that are owing
Accounting system	a bookkeeper's chronological list of related debits and credits of a business; forms part of a ledger of accounts
Ledger	a record in which commercial accounts are recorded
Double entry	bookkeeper debits the transaction to one account and credits it to another
Posting	a sign posted in a public place as an advertisement
Income statement	a financial statement that gives operating results for a specific period
Debit side	account of payments owed
Entry	the act of going in
Bookkeeping	the activity of recording business transactions

Balance	harmonious arrangement or relation of parts within a whole
Financial statement	a document showing credits and debits
Account	a record or narrative description of past events

3. Here are some jobs and definitions. Fill in the gaps in the definitions with words from the box below.

Specializing – studying – for inspecting its accounts – processing the records – giving administrative support – to inspect its accounts

1. Trainee accountants
   Accountants who are _____ for professional examinations
2. Bookkeepers
   Administrative staff responsible for _____ of a business's financial activities
3. Tax accountant
   An accountant _____ in a company's tax affairs
4. Back-office manager
   Person in charge of the staff responsible for _____ to the Finance department
5. Internal auditors
   Employees of a company who are responsible _____
6. External auditors
   People employed by an outside firm of accountants and hired by a company

4. Choose one of the words in the below!

a - balance sheet, **b** - liquid assets, **c** - liability, **d** - net income, **e** - property,

f - payroll, **g** - equity, **h** - journal, **i** - cash flow, **j** - expense

1. A list of all employees and their wages __
2. An accounting record where all business transactions are INITIALLY entered ___
3. Money that is spent to purchase goods or services provided by someone else ___
4. A detailed summary of a person's or a company's financial condition at a specific point in time, taking into account their assets, liabilities, etc. ___
5. Something that is legally owned by a person or company ___
6. An obligation to settle a debt; money owed to someone ___
7. This word has 2 meanings: "stock (shares)" and "net worth" ___
8. The balance of cash receipts minus cash payments over a given period of time ___

9. Cash or something that is easily convertible into cash ___
10. Money remaining after all expenses and taxes have been paid ___

5. Work with a partner to practice greetings and small talk.

USEFUL PHRASES	
Meeting people	**Offering hospitality**
Hello, Mr/Mrs …, I'm … .	can I take your coat?
It's nice to meet you.	Please come in and take a seat.
--- (it's) nice to meet you, too.	Can I get you a cup of coffee/tea?
May I introduce you to … ?	would you like something to drink?

6. What do the following abbreviations mean? Check your answers in the article below.

GAAP – IFRS – IAS – IASC

International accounting

International companies can choose how they present financial information to outside parties. The rules and regulations between countries vary significantly. Accountants worldwide are familiar with the words 'Generally Accepted Accounting Principles (GAAP)'. Some of the basic principles are:

- The going concern principle
- The prudence principle
- The matching principle
- The consistency principle

The development of these principles has greatly differed between countries. For example, in most English-speaking countries it is often accepted practice to offset unrealized gains from unrealized losses, or to re-value long term assets upwards, provided sufficient proof of the current value can be shown. This means that accounts can have very different values, depending on whether the company chooses to follow local accounting standards, International Financial Reporting Standards (IFRS) – formerly the International Accounting Standards (IAS) – or U.S GAAP. Whether the company can choose it is governed by the laws of the country where it is registered. For example, the U.S.A and Japan currently allow publicly-traded companies to prepare their financial statements

using the standards of the International Accounting Standards Committee (IASC), but they must also include a reconciliation to domestic GAAP.

7. Use words from each box to make word partnerships. Then match them to the definitions below.

Outside – accepted – English-speaking – local accounting – publicly-traded – company practice – standards – parties – countries

1. A firm that sells its shares to anyone who wants to buy them
2. For example, Australia, the U.K., and the U.S.A
3. The way most people do something
4. The rules and regulations which state how accountants operate in a particular place.
5. People or groups who are not involved with the company.

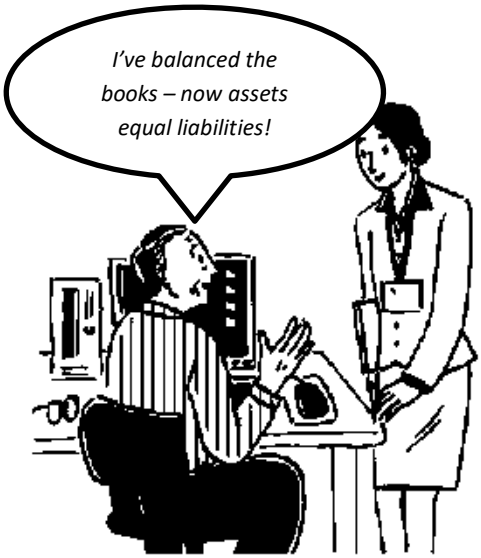
8. Read this email on creative accounting, and then decide if the statements below are true √ or false X.

Subject: Creative accounting
From: Rupert Greene <r.greene@intep.de>
To: Javier Estrada <j.estrada@intep.es>

Hi Javier
At our meeting yesterday you asked me to send you some background info on creative accounting, and in particular *off-balance-sheet accounting.*
Basically, there's quite a bit of flexibility in the way we can interpret the standards and principles of accounting. For example, we may want to report bigger profits so that we can attract investors on the capital markets. On the other hand, smaller profits may be better so that we pay less tax. The problem is that the line between truthful and misleading representation of figures is sometimes very thin, and this is where people get into trouble.
Off-balance-sheet-accounting is seen by some as one type of *creative accounting.* (People have been arguing about it for years, though!) the key point to remember is that the accounting treatment of legitimate business transactions can vary greatly. For example, many companies are involved in leasing for business reasons, and the questions for the accountants is how to present the financial implications of such leases in the accounts. In theory, the idea is that leasing an asset (instead of buying it) allows the company to exclude the liability from its accounts.

Hope this helps – give me a call if you have any more questions.
Best wishes
Rupert

1. Accountants agree that *creative accounting* is a good thing.
2. *Off –balance-sheet accounting* is one way of *creative accounting* – there are others.
3. *Creative accounting* is sometimes used to try and attract more investors.
4. Accountants are allowed some flexibility in the way they present accountants.
5. Leasing is actually illegal.
6. Big profits mean paying less tax.
7. When a company leases an asset, the accountant doesn't have to include it in the accounts.



8. Match these words with their meanings.

1. Debt	a. An agreement between two or more parties, often written
2. Lease	b. The opposite of assets
3. Gearing	c. Buying or selling something
4. Liabilities	d. Someone who owns parts of a company
5. Contrast	e. Money that is owed
6. Transaction	f. An agreement where the owner of something allows someone else to use it for specific time for a sum of money
7. Shareholder	g. The proportion of own capital to borrowed funds when buying an asset or financing a company

9. Use *liability, liabilities, debt, or debts* to complete the sentences below.

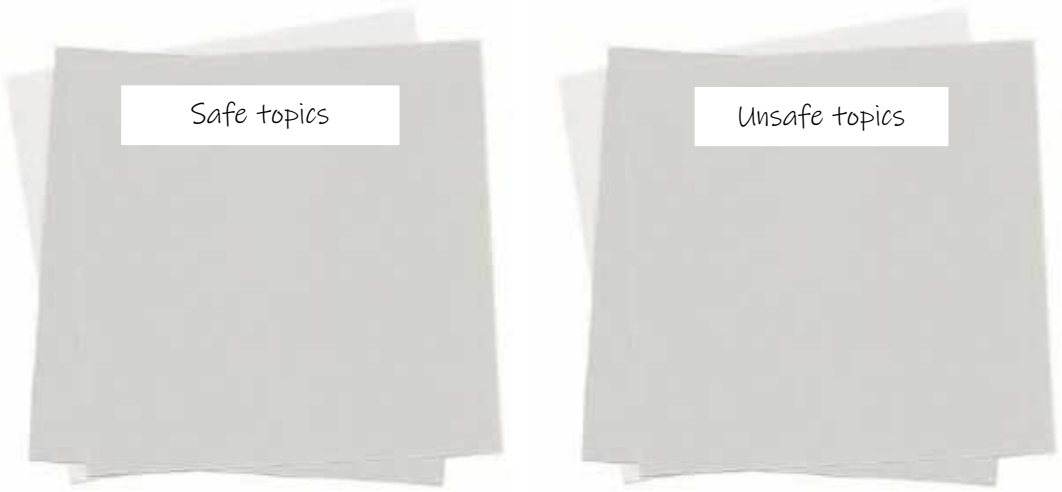
1. He'll have paid his _____ off by next year.
2. Look at the assets and _____ on the balance sheet if you want to know how the company's doing.
3. Many developing countries are burdened by heavy _____.
4. We need to look at the long-term _____ before we think about any major new purchases.
5. The partnership has limited _____ status.
6. Current _____ are those which are paid off within a year.
7. The company's in _____ to the tune of 10 million.

10. Use the expression below to respond to the following statements. Note that more than one answer is possible.

1. 'I think we should work fewer hours, I mean, almost everyone else in this company now works 35-hours, and look at us!'
   '_____'
2. 'can you come in next weekend?' 'What again?_____'
3. 'I'd like you to prepare the figures for next week's presentation. But this time could you make
4. sure that you put our current client's name on the slides.'
   '_____'
5. 'We need to finish this by next Wednesday. How about if we postpone the department party? There's no other way.'
   '_____'
6. 'Have you had a look at this? It's a disaster, a catastrophe!' 'Hang on, it can't be that bad. Ah, _____'
7. 'Look, we really need to convince the boss that some of the transactions have been wrongly booked. I don't want problems later.'
   '_____'
8. 'They want us to take a pay cut this year.' 'Are you kidding?
   _____'

11. Do you agree with the speaker? Use the phrases above to agree or disagree and continue the discussion with a partner.

12. Make two lists. In the first, write down topics which would be safe to talk about with a foreign business partner. In the second, write down unsafe topics. Compare with a partner.



13. Job Vacancy

USAID | ZAMBIA
FROM THE AMERICAN PEOPLE

ACCOUNTANT
Job Announcement No. AID – 004 -16

OPEN TO: All Interested Candidates

POSITION: Accountant

OPENING DATE: May 6, 2016

CLOSING DATE: May 27, 2016

WORK HOURS: Full-time; 40 hours/week

SALARY RANGE: ZMK 260,481.82 p.a. - ZMK 400,540.40 p.a.
Position Grade: FSN-10

BASIC FUNCTION:

This is one of the three positions located in the Accounting Team in the Controller's Office at USAID/Zambia. The primary purpose of this position is to manage USAID/Zambia program budget of approximately $270 Million and Mission's Operating Expense (OE) budget of approximately $5 Million per year. The incumbent prepares budget projections and requests based on analysis of probable and proposed project funding levels, in conjunction with the ever changing economic environment and prepares budget projections and requests based on analysis of staffing levels, proposed funding levels, recommends appropriate funding source for OE and Trust Fund expenditures and ensures that obligations and disbursements are attributed to proper accounts.

The incumbent recommends appropriate funding source(s) for various program-funding and operating expense (O.E.) requests and ensures that obligations, sub-commitments, sub-obligations, and disbursements are attributed to proper accounts. The incumbent also interprets Agency policy and other rules and regulations, and advises the Controller, Chief Accountant, Assistance Objective Team Leaders and other mission personnel on the proper application of funds and the propriety of funding requests. By means of special reports, memoranda, and personal consultation, the incumbent keeps Mission officials informed concerning existing control procedures and the financial status of the various projects and program activities in effect. The incumbent also proposes financial management improvements to ensure that USAID/Zambia mission functions are conducted in an efficient manner.

An Equal Opportunity Employer

Over to you

Describe the general rules and practices in this job vacancy above. Write down an email and a cover letter for this job vacancy. Telling that you are interest in the job.

14. Reading comprehension

Indonesia issues new tax holiday scheme

The government has issued a regulation on the expansion of the business sectors that are eligible to apply for the tax holiday scheme, which is one of the three policies outlined in its latest economic policy package.

The digital economy industry as well as manufacturing industry in agriculture, forestry or plantations are the two sectors eligible to apply for a tax holiday in Finance Ministerial Regulation No. 150/2018, which now include 18 business sectors, up from 17 sectors in the previous regulation.

With the expansion of the scheme, as many as 169 business units listed in the Indonesian Standard of Industrial Classification (KBLI) were eligible to apply for the tax holiday, up from 153 business units previously.

The government has also lowered the minimum investment required to get a tax holiday – popularly known as a "mini tax holiday", allowing a minimum investment of Rp 100 billion (US$6.97 million). Under the mini tax holiday scheme, the investor gets a 50 percent corporate income tax cut for five years.

The arrangement complements the existing scheme, which grants a full corporate income tax exemption for between five and 30 years, depending on the investment value.

Secretary to the Coordinating Economic Minister Susiwijono Moegiarso said the new tax holiday scheme was already integrated into the government's Online Single Submission (OSS) system, a web-based licensing system launched in July.

"As of today, we can make sure that the business units [included in the latest tax holiday] are already input into the OSS," said Susiwijono in Jakarta on Thursday, adding that the finance minister would also issue a regulation on tax holidays for investments in special economic zones (SEZs). (bbn)

Source: The Jakarta Post (https://www.thejakartapost.com/news/2018/11/30/indonesia-issues-new-tax-holiday-scheme.html)

Activities: From the text above, try to find:

1. The main idea of each paragraph.
2. Try to find some words that might sound unfamiliar to you. Make a list and find the meaning.
3. Discuss with your partner the reason behind the title of the text.

15. Now listen and read the text carefully!

Making a career in accounting

In these uncertain economic times it can be hard to know which career path is right for you, everywhere you look you can see job cuts and unemployment but the accounting sector is still performing well.

A recent report on the starting salaries of 2012 university graduates stated that accounting graduates' salaries are still rising with an average salary of $42,500. When you add that to the fact that in America accounting firms have almost recovered from the effects of the global crisis, you can see why accountancy is becoming an attractive prospect.

And that is not all, according to the Bureau of Labour Statistics the prediction is that in the next 8 years the number of accounting jobs will rise from 1.2 million to 1.4 million in the US.

With such positive reports a lot of young people are looking to become one of the next generation of accountants. A university education is the most common route into accounting but it is not the only way, many firms offer apprenticeships where you learn while you work. This means starting at the bottom so for the first year you are more likely to be making the tea than preparing the balance sheet, or trial balance.

Those people who have graduated with a degree in accounting can expect to jump in at the deep end and start dealing with the debits and credits that make up the foundation of accounting. Although, further training will usually be given before you are expected to work on the more complex accounting issues such as deferral.

Before applying for a job, you should consider the area that you would like to work in. Accounting is not limited to the private sector, with many accounting graduates being employed by governmental and non-profit organisations.

Public accounting is perhaps the most common choice because they employ the most CPAs. Public accounting also offers a wide variety of roles such as: corporate finance, due diligence, as well as the more traditional accounting and tax advice. Some public firms also specialise in a particular sector, such as entertainment or travel, so you can work in an area which interests you. The job of a public accountant is always changing as new laws are introduced, so you must always be learning new skills.

Public accounting may not be for everyone, and if you prefer the idea of working for the government, you would do well to apply to the Internal Revenue Service (IRS). Working for

the national agency often involves analysing a company's financial statements and attempting to reconcile the tax which has been paid on the reported earnings. It is a job with a great deal of responsibility and would best suit someone with a strong knowledge of accounting and tax affairs.

Other government organisations also make use of accounting staff so you could even end up working for the CIA, but of course you can't talk about it.

To do well in either of these areas you need to remember that whether you are dealing with a sole-trader, or a limited liability company (LLC), accounting is an exact science and every record must be precise. And if you are one of the increasing number of accountants working for a multi-national corporation, you will need to be familiar with the often-confusing rules on double taxation and be up-to-date on the exchange rate of the foreign currency you are working with.

There are even more opportunities if you continue your accounting education and get a PhD in accounting. People, who do this often end up lecturing at Universities as well as running successful practices or being CFO's of major corporations.

So, remember the economy may be in bad shape, but a career in accountancy may just be the best way to survive the crisis if you can cope with some of the challenges facing the new generation of accountants.

These challenges include long hours. New graduates, especially, are often expected to work in excess of 50 hour working weeks with many failing to meet the heavy workload placed on them. Long hours are not the only challenge of a career in accounting though. Major accounting firms are constantly raising the employment requirements with Big4 firms often only hiring MBA graduates.

Those who can meet the entry requirements and cope with the long hours, are likely to find a rewarding career which will allow them to live in a comfortable style and enjoy the finer things in life.

(Source: https://www.english4accounting.com/unit/2)

16. Exercise

1. I _____ our profits for the previous accounting period.
   a. called
   b. gathered
   c. calculated

2. Your job will be to _____ and maintain financial records.
   a. promise
   b. prepare
   c. make

3. An accounting period is a period of time over which _____ are calculated.
   a. prophets

b. profits
c. profiteering

4. Accounts _____ refers to the money that is owed to the company by its clients/customers.
   a. receivable
   b. receptive
   c. respected

5. To accrue means to accumulate or _____.
   a. decrease
   b. regret
   c. increase

6. My house has _____ (= increased in value) by 10% in the past 9 months.
   a. appreciated
   b. depreciated
   c. approximated

7. I indicated all the accrued expenses on your balance _____.
   a. sheet
   b. paper
   c. note

8. These expenses are typically _____. (=they occur regularly)
   a. pragmatic
   b. prodigal
   c. periodic

9. Another word for accounting is _____.
   a. finance
   b. bookkeeping
   c. money counting

10. A good accountant will help you keep _____of your business's finances.
    a. track
    b. trace
    c. score

Watch the video about the types of accountant. Then, discuss with your partner. Decide which one of the types that suites your personality, why? Explain in the class.

(Source: https://www.youtube.com/watch?v=fCB8WMup9Qg)

Listen to the explanation about the importance of tax. Write down some important information. Then, try to make a mind map explaining about the importance of paying taxes for our country based on your understanding from the explanation you heard.

(Source: https://www.youtube.com/watch?v=YYUC1vWhtXE)

Tense: Future Tense

Use of *will-future*

- future actions happen without the speaker's intention
  The sun will shine tomorrow.
- predictions, assumptions
  I think Sue will arrive in Paris at 6 pm.
- spontaneous actions
  Hang on! I'll have a word with you.

Form

will + infinitive

Examples

Affirmative sentences in *will-future*

Long forms	Contracted forms
I will win **the match.**	I**'ll win** the match.
You will win **the match.**	You**'ll win** the match.
He will win **the match.**	He**'ll win** the match.

Negative sentences in the *will-future*

Long forms	Contracted forms
I will not win **the match.**	I**'ll not win** the match.
	I **won't win** the match.
You will not win **the match..**	You**'ll not win** the match.
	You **won't win** the match.
He will not win **the match.**	He**'ll not win** the match.
	He **won't win** the match.

Questions in the *will-future*

Long forms	Contracted forms
Will **I** win **the match?**	not possible
Will **you** win **the match?**	
Will **he** win **the match?**	

Exercise for the future tense.

1. The train _____ at 11:45. ***(to leave)***
2. We _____ dinner at a nice restaurant on Saturday, but we haven't booked a table yet. ***(to have)***
3. My ski instructor believes it _____ in the mountains tomorrow evening. ***(to snow)***
4. On Sunday at 8 o'clock I _____ my friend. ***(to meet)***
5. They _____ to London on Friday evening at 8:15. ***(to fly)***
6. Wait! I _____ you to the station. ***(to drive)***
7. The English lesson _____ at 8:45. ***(to start)***
8. I _____ my sister in April. ***(to see)***
9. Look at the clouds - it _____ in a few minutes. ***(to rain)***
10. Listen! There's someone at the door. I _____ the door for you. ***(to open)***
11. Lisa has sold her car. She _____ a bike. ***(to buy)***
12. The museum _____ at 10 am daily. ***(to open)***
13. How old _____ in 2050? ***(Harry/to be)***
14. What time _____? ***(the show/to begin)***
15. What _____ tomorrow evening? ***(you/to do)***
16. These boxes are so heavy. _____ them for me, please? ***(you/to carry)***
17. What time _____ Gerry? ***(he/to meet)***
18. This lesson _____ at 11:30 but at 11:40. ***(not/to end)***
19. This time tomorrow we _____ to York. ***(to drive)***
20. The students _____ their essays by the end of next week. ***(to write)***

References

Frendo, Evan., Mahoney, Sean. 2007. English For Accounting. Oxford University Press.
https://www.vocabulary.com/lists/29511
https://www.english4accounting.com/unit/2/reading
The Jakarta Post (https://www.thejakartapost.com/news/2018/11/30/indonesia-issues-new-tax-holiday-scheme.html)
https://www.youtube.com/watch?v=YYUC1vWhtXE
https://www.youtube.com/watch?v=fCB8WMup9Qg