

BASIC ENGLISH

Technological, Pedagogical. Content and Knowledge (TPACK)

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Hak Cipta Pada Penulis

Tidak boleh diproduksi sebagian atau keseluruhannya dalam bentuk apapun tanpa izin tertulis dari penulis. Kutipan Pasal 9 Ayat (3) dan Pasal 10 UU No 28 tahun 2014 Tentang Hak Cipta.

1. Pasal 9 Ayat (3) : Setiap orang yang tanpa izin pencipta atau pemegang hak cipta dilarang melakukan penggandaan dan/atau penggunaan secara komersial ciptaan”.
2. Pasal 10 : Pengelola tempat perdagangan dilarang membiarkan penjualan dan/atau penggandaan barang basil pelanggaran Hak Cipta dan/atau Hak Terkait di tempat perdagangan yang dikelolannya”



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PREFACE

As the same as the title of this book "Basic English Technological, Pedagogical, and Content Knowledge". This book is addressed for the freshmen students of English education department of institute for islamic studies. Because it is for the basic learner, this book explain the basic english which is integrating the use of technology to the context of the learning materials.

Collaborating English learning materials with islamic context, it is not only a reading book. The use of technology become the instructional materials also. Besides, it implicates some materials included to the basic skills of English. Those are, speaking, reading, writing, listening, and grammar. It is complemented with exercise.

This book is experimented in order to get the feedback from the reader. Therefore, this book is far from perfections. Valuable criticisms and suggestions are very needed to make it perfect.

TABLE OF CONTENT

PREFACE	v
TABLE OF CONTENT.....	vi

Chapter 1 My Family

A. The Objectives of the Study	1
B. Ayat Al-Qur'an.....	1
C. Grammar Focus.....	2
1. Pronoun	2
2. Exercises	5
D. Writing.....	6
1. The Definition of Writing	6
2. Exercises	10
E. Reading.....	11
1. Text	11
2. Exercises	11
F. Listening.....	14
G. Speaking.....	15

Chapter 2 Restaurant

A. The Objectives of the Study	17
B. Ayat Al-Qur'an.....	18
C. Grammar Focus.....	18
1. Verb	18
2. Exercises	19
D. Writing.....	21
1. Simple Sentence	21
2. Exercises	22
E. Reading.....	24
1. Text	24

2. Exercises	26
F. Listening	27
G. Speaking.....	27
1. Some Expression.....	27
Asking and giving suggestion	

Chapter 3 Restaurant 29

A. The Objectives of the Study	29
B. Ayat Al-Qur'an.....	30
C. Grammar Focus.....	30
D. Writing.....	38
1. Compound Sentence	38
2. Exercises	40
E. Reading.....	40
1. Video	40
2. Reading Comprehension	40
F. Listening	43
G. Make a Conversation.....	43

Chapter 4 Organising a Group of Project 45

A. The Objectives of the Study	45
B. Ayat Al-Qur'an.....	46
C. Grammar Focus.....	46
1. Adverb.....	46
2. Exercises	49
D. Writing.....	50
1. Complex Sentence	51
E. Reading.....	53
F. Listening	53
1. Video	53
G. Make a Conversation	53

Chapter 5 The First English Class	57
A. The Objectives of the Study.....	57
B. Ayat Al-Qur'an.....	58
C. Grammar Focus.....	58
1. Adjectives	58
2. Exercises	61
D. Writing.....	62
E. Reading.....	71
F. Listening	76
G. Make a Conversation.....	77
 Bibliografi	 77

FAMILY



A. The Objectives of the study

After learning this topic, the students can :

1. Understanding about pronouns
2. Using an appropriate pronouns in writing
3. Speaking practice using an appropriate vocabulary and pronouns
4. Comprehend the reading text
5. Understand the importance of family in the Qur'an

B. Ayat Al Qur'an

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا
مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

O you who believe, protect yourselves and your families from a Fire whose fuel is people and stones, and is overseen by rigorous and stern angels, who never disobey whatever Allah commands and do whatever they are commanded.(QS. At-Tahrim:6)

C. Grammar focus

1. Pronoun

Pronoun refers to small words which are used as the replacement of noun to avoid repetition. (Anilrana, n.d.). It takes place of a common noun (Seaton & Mew, 2007). Pronoun consists of 5 types. Every type has different functions. Those are

a. Personal pronoun

The full range of grammatical person is covered by personal pronoun. It makes the different form whether the subject or object (Anilrana, n.d.) Personal pronoun takes place as the subject or object of verb in a sentence (Seaton & Mew, 2007). It is divided according to the singular and plural, and according to the first, second, and third person. (Galderen, 2010). Singular is the subject that consist of one noun and plural is when the subject consist more than one noun. The explanation of personal pronoun is shown by the table below

Singular		Subjective Pronoun	Objective Pronoun
	1 st	I	Me
	2 nd	You	You
	3 rd	He, She, It	Him, Her, It
Plural	1 st	We	Us
	2 nd	You	You
	3 rd	They	Them

Subject

I see Tom

You know Jerry

They like Suny

Object

Tom sees **me**

Jerry knows **you**

Suny likes **them**

We send a letter for teacher

She bakes a cake

He runs in the morning

It tastes good

Teacher sends a letter for **us**

He runs in the morning with **her**

She bakes a cake for **him**

I want to taste **it**

b. Possessive pronoun and possessive determiner

Possessive pronoun stands as a replacement for the noun (Anilrana, n.d.) which is placed as the object of a sentence. Meanwhile, possessive determiner describes a noun. It means that is needed a noun to make it meaningful. In other words, both of possessive pronoun and determiner stand instead to explain about possession.

No	Subjective Pronoun	Possessive Pronoun	Possessive Determiner
1.	I	Mine	My
2.	You	Yours	Your
3.	She	Hers	Her
4.	He	His	His
5.	It	Its	Its
6.	We	Ours	Our
7.	They	Theirs	Their

Possessive pronoun

The book is **mine**

Is it **yours**?

He doesn't bring umbrella,

She gives him **hers**

The car is **his**

She borrows a mop,

and we give **ours**

We cannot ask theirs

Possessive Determiner

My mother cooks in the kitchen

Kitten sleeps on **your** bed

She hangs **her** bag in a hanger

His motorcycle is in the garage

Our teacher comes on time

Every mother picks **their** children up

c. Reflexive pronoun

Reflexive pronoun is included by the words myself, yourself/yourself, himself, herself, itself, ourselves and themselves. They refers to the a subject of the verb (Seaton & Mew, 2007)

I go on vacation by **myself**

You may not hurt **yourself**

Sandra talks to **herself**

My little brother button the cloth by **himself**

We make our bed by **ourselves**

Tania and Ciko look **at themselves** in a mirror

d. Interrogative pronoun

Interrogative pronoun is used to ask a question (Seaton & Mew, 2007). It includes who, whom, whose, what, which.

Who takes my wallet?

Whom are you playing with?

Whose glove it is?

Which is your favorite food?

What is your cat's name?

e. Demonstrative pronoun

Demonstrative pronoun is similar with determiners which has distinct singular and plural. When singular it is "this and that", but when it is plural, it is changed to be "these and those" grammar spoken English.

This key is brown

These keys are brown

That giraffe grabs some food

Those giraffes grab some food

2. Exercise

A. Circle the correct answer

1. Every people have them /their own business.
2. What does she/her bring for her nephew?
3. Carla doesn't want her father help her/him.
4. I/me take off my shoes in front of my house.
5. They/them are feeling not good today

B. Choose the correct answer

1. I find this wallet in toilet? Is it?
a. My b. Yours c. Their
2. She wants to cut
a. Herself b. Himself c. Its hand
3. Every house has a bell, and Is mine.
a. Those b. She c. This
4. Don't sit on bench! We never know whoose bench it is.
a. That b. I c. Mine
5. We should respect parents
a. Their b. Our c. His

C. Presentation

- a. Please make a group, every group consist of 4 students
- b. Every group must make a resume about "Pronouns"
- c. In a resume consist of 8 pages
- d. Present your resume by using ppt in front of the class

D. Writing

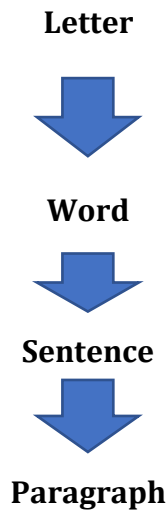
1. The Definition of Writing

Based on Albeshar (2016:11) the writing is emphasis on composed product rather than the composing process; the analysis of discourse into words, sentences and paragraph; the strong concern with usage syntax, spelling, Elhabiri (2013:19) writing is an act of communication, it is considered as a skill that needs study and practice to developed. Troia (2014:30) writing is a ways to affords the students extended opportunities to think about,

manipulate, and transform ideas and reflect on their existing knowledge, beliefs and confusions in written form.

From the definition above. It can be explained that writing is one of the skills to communicate that must be developed. Writing is not just about arranging letters into words, words into sentences and sentences into paragraph. However, writing itself is about expressing ideas, knowledge and others with full meaning in accordance with the applicable rules of writing procedures, using punctuation, capital letter and correct spelling so that the writing can be accepted by the reader.

There is a relationship between letters, words, sentences and paragraphs, letters can be arranged into a word that has meaning, and also words can be arranged into sentences while the sentence itself can be arranged into paragraph. The following illustrates the relationship between letters, words, sentence and paragraphs:



a. Letter

According to Kamus Besar Bahasa Indonesia (KBBI) the letters/hu:ruf/ n signs in the writing system are members of the alphabet that symbolize the sound of the language;

Letters are used to form words so that they have meaning and can represent something to be conveyed. Here are some types of letters based on their sound.

a. Vowel

Vowels are sounds or speech utterances produces by the speech apparatus if the air flow out of the lungs is not obstructed. In Indonesian, the letters that represent vowels are a,e,i,o and u.

b. Consonants

Consonants are sound or speech sounds that occurs because their air coming out of the lungs gets blocked, the letters that represent consonants consist of b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y, and z.

b. Word

A word is a speech sound or a combination of sounds, or its representation in writing, that symbolizes and communicates a meaning and may consist of a single morpheme or a combination of morphemes.

"[A word is the] smallest unit of grammar that can stand alone as a complete utterance, separated by spaces in written language and potentially by pauses in speech."(David Crystal, *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 2003)

The branch of linguistics that studies word structures is called *morphology*. The branch of linguistics that studies word meanings is called lexical semantics.

c. Sentence

A **sentence** is the largest unit of any language. In English, it begins with a capital letter and ends with a full-stop, or a question mark, or an exclamation mark.

The **sentence** is generally defined as a word or a group of words that expresses a thorough idea by giving a statement/order, or asking a question, or exclaiming.

Example:

He is a good boy (statement), Is he a good boy? (question), What a nice weather! (exclaiming).

Ideally, a sentence requires at least one subject and one verb. Sometimes the subject of a sentence can be hidden, but the verb must be visible and present in the sentence. Verb is called the heart of a sentence.

Example:

Do it. (In this sentence, a subject 'you' is hidden but verb 'do' is visible)

"[A sentence is] a group of words, usually containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written." - (Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press.)

A sentence is a part of language that begins with a capital letter and ends with a full stop at the end of the sentence. A sentence must have a clear meaning and can be accepted by the reader. Sentences can be in the form of

questions, opinions and request. Sentences in English at least consist of a subject and verb. Basically there are four types of sentences in English namely :

1. Simple sentence
2. Compound sentence
3. Complex sentence
4. Compound complex sentence

d. Paragraph

A paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme. A good body paragraph will have the following: Topic Sentence, Supporting Sentences, Concluding Sentence.

A topic sentence is the first sentence of the body paragraph. Simply put, the topic sentence introduces the topic of the paragraph. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.

The supporting sentences of a paragraph are the sentences between the topic sentence and the concluding sentence. The supporting sentences “support” the topic sentence. That is, they explain and elaborate the point of the paragraph.

The concluding sentence is the last sentence in the paragraph. It should succinctly end the paragraph and transition to the next paragraph, if appropriate.

Every writer must have a clear purpose, some of the purposes of writing are to provide information to the reader, invite the reader to think and reason, make the reader have an opinion, make the reader understand. Thus the purpose of writing is so that the reader is able to understand the writing and understand the values contained in the writing so that the

reader can think and do something related to the content of the writing.

2. Exercises

I. Mechanics Capital letters at the beginning of sentences and for names. Periods at the end of sentences.

Each new sentence begins with a capital letter and ends with a period (.) This is a good sentence, this is not correct Names begin with capital letters, too: Ernie Anderson Bob and Marsha Kovacik

Copy the sentences, and make all the corrections that are necessary.

1. i am ernie Anderson
2. i am from the united states
3. we are square dancers
4. dancing is our hobby
5. it is an american dance
6. bob and marsha are our friends
7. henry and eileen are another couple
8. a couple is a man and a woman
9. hazel is my wife
10. we are in the front of the picture

II. Grammar Subject pronouns

Study the pronouns below. Then rewrite each sentence and substitute the appropriate pronoun for each name.

- a. **I** (the speaker)
- b. **we** (the speaker and others)
- c. **you** (the second person) you (plural)
- d. **he** (masculine)
- e. **she** (feminine)

- f. **it** (things and animals)
- g. **they** (plural for men, women, things, or animals
(Patricia : 2)

III. Please make a paragraph about “family”. Use capital letter and punctuation appropriately and grammar correctly.

E. Reading

a. Text

THE IMPORTANCE OF FAMILY TIES IN THE QURAN ** FAITH & VALUES

By Fatima Kermalli and Special to The Morning Call - Freelance
The Morning Call
Jul 26, 2008 at 12:00 am

Summer is for play, relaxation and taking vacations. With schools closed, families get together with relatives; whether far or near, children spend time with grandparents, aunts, uncles and cousins.

In Islam, the importance of maintaining family relations is paramount. The Holy Quran says, "And be careful of [your duty to] God in whose name you demand [your rights] from one another, and [to] the ties of relationship; surely God is ever watchful over you!" (4:1)

The descendent and successor of Prophet Muhammad, Imam Jafar As-Sadiq was asked about this verse. He said "It means the family relationship. Surely God the most high has ordered it to be regarded and has magnified it. Do you not observe that He has mentioned it with Himself."

Maintaining the bonds of kinship is called silat ur-rahm in Arabic. The exact meaning of the word rahm is "womb." It is derived from the Arabic root word raheem which means "to have mercy on."

Two out of the 99 names for God in Islam are Ar-Rahmaan and Ar-Raheem, which are derived from the same root word.

There is a saying in which the Almighty, says: "I am the Lord! I am ar-Rahman [the Beneficent]! I created 'rahm' [the womb, relationship] and derived its name from Mine. So, whoever observed it [i.e., observed kinship], I would observe him and whoever severed it, I would sever him." And so the act of maintaining family ties is an obligation in the Islamic faith. This is having good relations with one's relatives, to love, respect and help them.

Safeguarding the relationship with relatives is so encouraged that relatives have been mentioned 23 times in the Holy Quran along with some valuable rulings relating to them. "And give to the kindred his due." (17: 26)

"And Worship God and join none with Him in worship, and do good to parents, kinsfolk." (4:36)

Again in this verse, parents and relatives are mentioned right after God mentions himself. Also, connecting with relatives despite negative behavior toward you is the Islamic philosophy of turning the other cheek. The Holy Prophet said "Do not ever sever your relationship with a member of your family even if he severs his relationship with you."

Islam views that keeping relations with family members prolongs one's life and increases one's sustenance. The Holy Prophet said: "He who wishes that his

sustenance be increased for him and his death day be delayed, then he should pay attention to his kinsfolk."

The opposite, severing family ties (qata-ur-rahm), is intolerable. Two places in the Quran, The Almighty cursed the one severing family ties without legitimate reasons that are acceptable in Islam.

Everyone has rights over each other, and the rights of family members with each other are acknowledged by the great-grandson of the Prophet, Imam Sajjad who is the fourth successor after him.

In his Treatise on Rights he says, "The rights of your womb relatives are many; they are connected to you in the measure of the connection of the womb relationship.

"The most incumbent upon you is the right of your mother, then the right of your father, then the right of your child, then the right of your brother, then the next nearest, then the next nearest -- the most worthy, then the next most worthy."

2. Exercises

Please visit this link address

<https://www.liveworksheets.com/id/qx746vg>

F. Listening

Please watch and listen the video below !



<https://basicenglishspeaking.com/family/>

G. Speaking

Using some expressions in conversation

Some expression to introduction

Introducing yourself:

Here are expressions to introduce yourself:

- My name is ...
- I'm ...
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...



Introducing others:

Here are expressions to introduce others:

- Jack, please meet Nicolas.
- Jack, have you met Nicolas?
- I'd like you to meet Liza.
- I'd like to introduce you to Betty.
- Leila, this is Barbara. Barbara this is Leila.

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

<https://www.myenglishpages.com/english/communication-lesson-introducing-people.php>

Instruction :

- a. Please make a video conversation with the theme
“Introduction my self and family”
- b. Please use some expression to introduction
- c. Choose one of your friend as a partner
- d. Submit your video conversation via google classroom

H. Socrative

In this chapter use Socrative as an application to conduct test.

RESTAURANT



Gambar 2. At the Restaurant
Sumber (Dokumentasi Pribadi)

A. The Objectives Of the Study

After learning this topic, the students can :

1. Understanding about Verbs
2. Using a verbs in writing correctly
3. Speaking practice using an appropriate vocabulary and Verbs
4. Comprehend the reading text
5. Understand Islamic rules about eating and drinking

B. Ayat Al Qur'an

مُبَيِّنٌ عَدُوَّكُمْ إِنَّهُ الشَّيْطَانُ خُطُوتٍ تَتَّبِعُوا ۖ وَلَا طَيِّبًا خَلًّا الْأَرْضِ فِي مِمَّا كُلُّوا النَّاسُ يَا أَيُّهَا
١٦٨

"Wahai manusia! Makanlah dari (makanan) yang halal dan baik yang terdapat di bumi, dan janganlah kamu mengikuti langkah-langkah setan. Sungguh, setan itu musuh yang nyata bagimu." (QS : Al-Baqarah ayat 168)

C. Grammar focus

1. Verbs

A verb is the word that performs the action in a sentence. It denotes the Subject's action in a sentence. Examine the significance of the words in bold in the following proverbs. A flock of birds of a feather flocks together.

Verbs are words that express action or being. Verbs work with nouns and pronouns to form the basic structure of all sentences. Consider for example these basic sentences: Fish swim. She disagrees. The telephone rang. We can analyse these sentences thus:

NOUN/PRONOUN	VERB
Fish (noun)	Swim
She (pronoun)	disagrees.
(The) telephone (noun)	rang.

Verbs in the present tense form their third person singular forms by adding s or es. (Eunson, May (2020).)

Intransitive and transitive verbs

Subject Intransitive verb

A coach stopped.

Subject Transitive verb Object

The detective arrested the thief.

Linking verbs

Subject	Verb	Complement
<i>The thief</i>	<i>was</i>	<i>rather unlucky</i>
<i>The detective</i>	<i>became</i>	<i>an inspector.</i>

Subject	Verb	Adverbial
<i>The coat</i>	<i>was</i>	<i>over his arm.</i>
<i>The conference</i>	<i>is</i>	<i>every year.</i>

2. Exercise

A. Choose the correct answer a, b, c or d

1. Yesterday, my wife _____ to USA to buy clothes and lipstick.
 - a. Go
 - b. Goes
 - c. Going
 - d. Went
2. Does she _____ this meal? In my opinion, this meal ___ so delicious.
 - a. Cook, is
 - b. Cooks, is
 - c. Cooking, are
 - d. Cooked, are
3. He and she _____ through this path yesterday.
 - a. Walking
 - b. Walk
 - c. Walked
 - d. Walks
4. My cat ___ a male.
 - a. Are
 - b. Is
 - c. Like
 - d. Loves
5. Two days ago, my boyfriend _____ a red rose to me.
 - a. Buying
 - b. Buys
 - c. Buy
 - d. Bought

6. ____ She angry with you yesterday?
a. Was c. Are
b. Were d. Is
7. Justin Bieber went to Indonesia yesterday and he will _____ around Asia tomorrow.
a. Traveled c. Travels
b. Travel d. Traveling
8. Anissa is _____ her teeth.
a. Brushes c. Brushing
b. Brush d. Brushed
9. My grandmother like to _____ Muse's song such as Starlight and Madness.
a. Listens c. Listened
b. Listen d. Listening
10. Sule is always humorous, lovable, and _____.
a. Kind c. Kind full
b. Kind less d. Kindly

B. Exercise:

1. Please make a group, every group consist of 4 students
2. Every group must make a resume about “verbs”
3. In a resume consist of 8 pages
4. Present your resume by using ppt in front of the class

D. Writing

Simple Sentence

1. The Definition

According to Byrd and Benson (2001: 37-53) a simple sentence is a sentence that must have at least a subject and a verb with complete thought.

A simple sentence can also be referred to as an **independent clause**. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

A sentence is an expression of a complete thought and contains a subject, verb, and ending punctuation.

In general, a sentence names something (a subject) and then states something about that subject. The part of the sentence that "talks" about the subject is the predicate (at least a verb and possibly more words that help describe the subject). A sentence also must have ending punctuation.

The subject is a noun or pronoun that identifies the person, place, or thing the sentence is about. The subject does the action of an action verb or comes before a linking verb in a statement. A sentence may contain a compound subject. For example

Mary and Alice went to the store.

London and New York City are both large cities.

The verb is an action word that tells what the subject is doing. A sentence may also contain compound verbs, such as:

Bill watches TV and reads every night before going to sleep.

Japan manufactures and exports many consumer products.

Some verbs are not action verbs but linking verb. A linking verb is a verb that connects (or "links") a subject to a word or words that name or describe it. It indicates a state of being. The

most commonly used linking verbs are be, become, seem, appear, look, feel, grow, smell, and taste.

Review the paragraph below. (the subjects are in blue and the verbs are in red) Jerry and Jenny Chen are students at the Shanghai International School. They are two of the over five-hundred foreign students there. Their father owns and manages a big chemical company. After completing high school Jerry and Jenny hope to study business at university so they can join their father's business. They know they will need to learn English well so they can help the business grow internationally.

Compound Subjects When two or more nouns are used as the subject of a sentence, the sentence has a compound sentence.

2. Exercises

1. Underline the subjects with one line. Underline the verbs with two lines. Write S (for Subject) or V (for Verb) above each underlined words. Then, write the formula for each sentence in the numbered spaces.

My Grandfather

(1) My grandfather may be old but still young in spirit. (2) He swims a mile and works in his garden every day. (3) My grandmother and him have four children and ten grandchildren. (4) My grandfather loves parties and invites our entire family to his house for a big dinner on his birthday. (5) We all eat and tell stories half the night. (6) He never gets tired and is always the last to go to bed. (7) My brothers and I gave him a present on his last birthday. (8) We saved some of our money together and bought him a video game. (9) Now he likes to invite us to his house every weekend to play video games with him. (10) My grandpa will always seem young to me.

- a. SV
- b. —
- c. —
- d. —
- e. —
- f. —
- g. —
- h. —
- i. —
- j. —

2. Read the following paragraph and circle the subject(s) and underline the verb(s) in each sentence.

Jenhua is a high school student at the Tongnae women's college. She lives in Pusan, but she was born in a small town near Daegu. She lives with her father and mother. She has one brother and one sister. Her brother is a doctor, and her sister studies English literature at Pusan University of Foreign Languages. Jenhua wants to go to Korea University. She enjoys studying, and she also likes working out at the gym.

3. Rewrite each sentence to make the subject compound. Change all the necessary words.

Example: Akiko is a student.

Akiko and Maria are students.

- a. My brother lives in an apartment in Paris.
- b. My mother speaks six languages.
- c. English is my favorite subject.

4. Please make 10 simple sentence

E. Reading

1. Text

Islamic Rules About Eating and Drinking

Like many religions, Islam prescribes a set of dietary guidelines for its believers to follow: In general, Islamic dietary law distinguishes between food and drink that are allowed (*halal*) and those that are prohibited (*haram*). These rules serve to bond followers together as part of a cohesive group and, according to some scholars, they also serve to establish a unique Islamic identity. For Muslims, the dietary rules of allowed and forbidden foods are fairly straightforward to follow. The rules for how allowed food animals are killed are more complicated. Islam shares much in common with Judaism in regards to dietary rules, even though in many other areas, Quranic law is focused on establishing distinctions between Jews and Muslims. The similarity in dietary laws is likely a legacy of the similar ethnic backgrounds of these Abrahamic religious groups.

Halal: Food and Drink that Are Allowed

Muslims are allowed to eat what is "good" (Quran 2:168)—that is, food and drink identified as pure, clean, wholesome, nourishing and pleasing to the taste. In general, everything is allowed (*halal*) except what has been specifically forbidden. Under certain circumstances, even prohibited food and drink can be consumed without the consumption being considered a sin. For Islam, a "law of necessity" allows for prohibited acts to occur if no viable alternative exists. For example, in an instance of possible starvation, it would be considered non-sinful to consume otherwise forbidden food or drink if no halal were available.

Haram: Forbidden Food and Drinks

Muslims are enjoined by their religion to abstain from eating certain foods. This is said to be in the interest of health and cleanliness, and in obedience to the Allah's rules. In the Quran (2:173, 5:3, 5:90-91, 6:145, 16:115), the following foods and drinks are strictly prohibited (*haram*):

- Dead meat (i.e. the carcass of an already-dead animal—one that was not slaughtered by the proper method).
- Blood.
- The flesh of swine (pork).
- Intoxicating drinks. For observant Muslims, this even includes sauces or food-preparation liquids that might include alcohol, such as soy sauce.
- The meat of an animal that has been sacrificed to idols.
- The meat of an animal that died from electrocution, strangulation or blunt force.
 - Meat from which wild animals have already eaten.

Correct Slaughtering of Animals

In Islam, much attention is given to the manner in which animals' lives are taken in order to provide food, because in the Islamic tradition, life is sacred and one must kill only with God's permission, to meet one's lawful need for food.

Muslims slaughter their livestock by slitting the animal's throat in a swift and merciful manner, reciting "In the name of God, God is Most Great" (Quran 6:118–121). The animal should not suffer in any way, and should not see the blade before slaughter. The knife must be razor sharp and free from any blood of a previous slaughter. All of the animal's blood must be drained before consumption. Meat prepared in this manner is called *zabihah*, or simply, *halal meat*.

These rules do not apply to fish or other aquatic meat sources, which are all regarded as *halal*. Unlike Jewish dietary

laws, in which only aquatic life with fins and scales are regarded as kosher, Islamic dietary law views any and all forms of aquatic life as halal.

Commercially Prepared Meats

Some Muslims will abstain from eating meat if they are uncertain of how it was slaughtered, without knowing that the animal was killed in a humane fashion. They also place importance on the animal having been bled properly, as otherwise it would not be considered healthy to eat.

However, some Muslims living in predominantly-Christian countries hold the opinion that one may eat commercial meat (apart from pork, of course), and simply pronounce God's name at the time of eating it. This opinion is based on the Quranic verse (5:5), which states that the food of Christians and Jews is lawful food for Muslims to consume.

Increasingly, major commercial meat packers have been establishing certification processes for assuring that their foods comply with Islamic dietary rules. In much the same way that Jewish consumers can identify kosher foods at the grocer, Islamic consumers can find properly slaughtered meats labeled "halal certified." With the halal food market occupying a 16 percent share of the entire world's food supply and expected to grow, it is certain that halal certification from commercial food producers will become a more standard practice with time.

2. Exercises

Directions:

Please visit this link address below:

https://learnenglishteens.britishcouncil.org/sites/teens/files/food_and_restaurants_-_exercises.pdf

F. Listening

Directions :

- a. Please visit link address below, then watch and listen carefully the video
- b. After watch and listen the video then answer these questions.
<https://basicenglishspeaking.com/restaurant/>

G. Speaking

Using some expressions in conversation

1. Asking and giving suggestion

ASKING FOR SUGGESTION/ADVICE (MEMINTA SARAN/NASIHAT)

- a. I have a problem. I need your advice.
- b. What do you suggest?
- c. Do you have any suggestions?
- d. What should I do?
- e. If you were me, what would you do?
- f. What's your advice?
- g. Please tell me what to do.
- h. What ought I to do?

GIVING SUGGESTION/ADVICE (MEMBERI SARAN/NASIHAT)

- a. I would like to suggest you that ...
- b. It's better for you to ...
- c. My advice is ...
- d. My suggestion is ...
- e. You should + verb 1
- f. If I were you, I would ...
- g. You had better + verb 1
- h. Why don't you + verb 1 ... ?
- i. How about + verb-ing ...?
- j. I think you should ...

- k. I advise you to ...
- l. Try to ...
- m. You ought to + verb 1

ACCEPTING SUGGESTION/ADVICE (MENERIMA SARAN/NASIHAT)

- a. That's good idea. I will do it.
- b. I'll try. Thank you.
- c. Sure, I can do it.
- d. Yeah, you're right.
- e. Why didn't I think of that?
- f. That's the best one, I'll try that.

REFUSING SUGGESTION/ADVICE (MENOLAK SARAN/NASIHAT)

- a. I can't do that.
- b. I'm afraid I can't.
- c. Could you give me another way?
- d. I think it can't solve my problem.
- e. I'm not sure.
- f. How about other suggestions?
- g. I don't think I can.

2. Exercises

Instruction :

- a. Please make a video conversation with the theme "At The Restaurant"
- b. Please use some expression about Asking and giving suggestion
- c. Choose one of your friend as a partner
- d. Submit your video conversation via google classroom

H. Socrative

In this chapter use Socrative as an application to conduct test.

TRAVEL



Gambar 3. Travel
Sumber (Dokumentasi Pribadi)

A. The Objectives

After learning this topic, the students can :

1. Understanding about Nouns
2. Using nouns in writing correctly
3. Speaking practice using an appropriate vocabulary and nouns
4. Comprehend the reading text
5. Understand about travel guide

B. Ayat Al Qur'an

النَّشُورُ وَإِلَيْهِ رَرْقَةٌ مِّنْ أَوْكُلُو مَنَّاكِهَا فِي فَامَشُوا دَلُولَا الْأَرْضَ لَكُمْ جَعَلَ الَّذِي هُوَ

"Dialah yang menjadikan bumi untuk kamu yang mudah dijelajahi, maka jelajahilah di segala penjurunya dan makanlah sebagian dari rezeki-Nya. Dan hanya kepada-Nyalah kamu (kembali setelah) dibangkitkan." (QS. Al-Mulk Ayat 15)

C. Grammar focus

Nouns

A. Definition of Noun

Noun can be described as the word that stands for place (Lampung, Metro, and Sumatra), person (people's names), thing (table, book, cloth, etc.) or idea (wisdom, democracy, liberalism, etc.). the function is to identify an object or thing. (F. R. Agustina 2021). Some of nouns can be perceived by our sense. It can be heard, touched, smelled, tasted and seen. But sometimes, noun is an abstract word. It means that cannot be perceived by our sense. The example is marriage. (Altenberg and Vago 2010)

B. Types of Noun

Noun can be divided into several types. It is qualified into 4. Those are

1. Concrete Noun

It is a form of noun that has been explained above. The objects that can be known by sense. It is tangible. The example of concrete noun is; book, cupboard, gold, ring, nose, eye, mirror, cake, etc. (H. N. Agustina 2015)

2. Abstract noun

An abstract noun is the opposite of concrete noun. It tells about the thought of human, idea or concept that is

existed in mind. It cannot be known by sense. But it can be felt. (Ekawati 2012). The example of abstract noun is; happiness, sadness, beauty, charity, justice, etc.

3. Proper Noun

Proper noun is the word that shows the particular name of person, city, day, special event, holidays, month, school, company, mount, sea, river and other names of place. Proper noun is written by capital letter for every first letter (Mujahidah et al. 2020). If the noun consists of more than one word that is connected by preposition, so it should not be written in capital letter. The examples of proper noun are; Ana (name of person), Metro (name of city), Indonesia (name of country), University of Indonesia (name of school), Tunas Harapan (name of company), Monday (name of day), March (name of month), Independence Day (special event), New Year's Day (holidays), Mount Fuji (mount), Musi River (river), etc.

4. Common Noun

Common noun refers to the word that stands for people, animals, places or things (Seaton and Mew 2007). This is the general word that we can meet in our daily life. It is diverge by proper noun. People here is explained as like as the background or job of them. The examples of common noun are;

People	Animals	Places	Things
Actor	Eagle	Airport	Basket
Actress	Frog	Station	Drum
Aunt	Duck	Park	Bed
Mother	Zebra	Mosque	Cake
Baby	Deer	Church	Blanket
Dentist	Bird	Hospital	Gate
Doctor	Bear	Hotel	Door
Lawyer	Crocodile	Library	Picture
Teacher	Penguin	Island	Television
Singer	Cow	Mall	Egg
Dancer	Sheep	Market	Watch
Soldier	Mouse	Mountain	Motorcycle
Police	Shark	Playground	Car
Judge	Goose	Restaurant	Kite
Man	Fish	School	Lamp
Boy	Wolf	Seashore	Radio
Girl	Tiger	Temple	Can
Woman	Cat	Supermarket	Box
Astronaut	Parrot	Zoo	Bag
etc	Etc	etc	etc

C. Number of Noun

1. Singular Noun

Singular noun describes noun that consist only for the one thing. It means that it just one and only. The thing is singular. In a sentence, singular noun must use article of “a” or “an”(Center 2015). To make it is easy to be understood. The example is; an apple, a university, a pen, an umbrella, a wallet, a pocket, etc.

2. Plural

Plural noun is when the word of noun consists of more than one. It is usually added by *s/es/ies* (Ekawati 2012). Nevertheless it is not all word can be added by *s/es/ies*. There some criteria

- a. The word that can be added by “s” when the word is ended by *ce, ge, se, ze, n, c*

Mathematic-mathematics

- b. Noun with ending *o* or *ch, sh, ss, x*, for the plural they will be added by “es”

Branch-branches

Glass-glasses

But some of the words below that is ended by *o*, it should be added “s”

Dynamo-dynamos

Photo-photos

Piano-pianos

Kimono-kimonos

Kilo-kilos

- c. A word of noun that is ended by *y* should be put “ies” at the of the word

Baby-babies

Fly-flies

Lady-ladies

Country-countries

But, except some of the words below. The words is added by “s”

Boy-boys

Toy-toys

Day-days

Guy-guys

Donkey-donkeys

- d. Beside “s/es/ies”, there are twelve nouns that can be plural when the end of the word f, fe. So the end of the word is changed by “ves”

Loaf-loaves

Sheaf-sheaves

Leaf-leaves

Knife-knives

Wolf-wolves

Calf-calves

Half-halves

Wife-wives

Thief-thieves

- e. Some of nouns have the same form on plural. Those are

Fish

Squid

Salmon

Pike

Plaice

Cod

Mackerel

Turbot

Carp

Deer

Trout

Species

Sheep

Offspring

Glasses

Pants

- f. Some of nouns below are not added by s/es/ies. But it has change for the letter of the noun

Foot-feet

Woman-women

Mouse-mice

Man-men

Goose-geese

Louse-lice

Tooth-teeth

3. Calculation of Noun

a. Countable Noun

Countable noun refers to the thing or people that can be counted. (Idaryani 2015) It is usually indicated

by the number before the noun (Ekawati 2012). The examples are; key, family, letter, chair, table, banana, etc.

b. Uncountable Noun

This is the opposite of countable noun. The thing is cannot be calculated by number (Mujahidah et al. 2020). But it can be measure by measurement, gauge, etc. the examples are; sugar, coffee, powder, hair, rice, milk, water, oil, etc.

c. Collective noun

Collective noun is the group of people, animals or thing.(Seaton and Mew 2007). It can be; audience, family, jury, crew, government, orchestra, press, public, etc.

Collective noun can be used with singular or plural (Seaton and Mew 2007). Some of the words that indicate as collective nouns are

A team of players
A class of students
A pack of wolves
A collection of clothes
A gang of robbers
A set of chairs
Etc.

Exercise 1

Please underline and identify the proper nouns and common nouns in the sentences bellow!

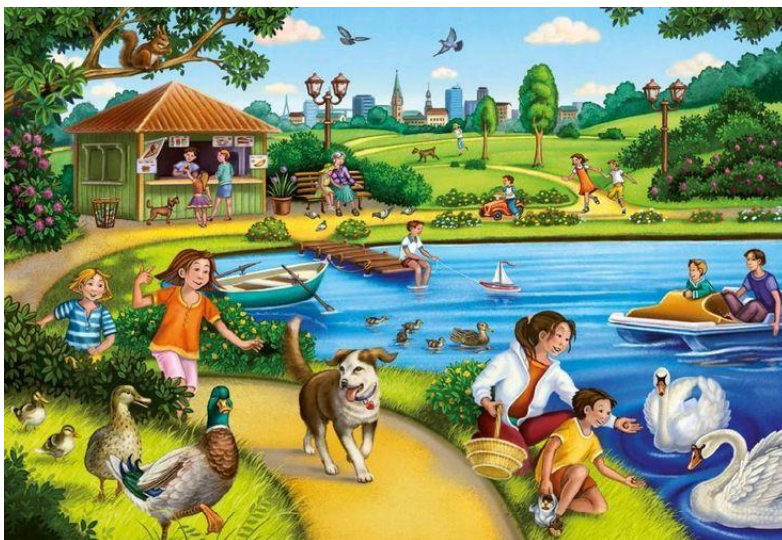
1. I have plan to go to Labuhan Bajo next month.
2. June is my birthday.
3. My school will celebrate Mother's Day.
4. I study in Elementary School of Muhammadiyah of Metro
5. Musi is the longest river.
6. I want to be a doctor.
7. Someone turn off the lamp.
8. My mother invites me to eat in a restaurant.
9. Lion is the king of jungle.
10. The ball is inside the box.

Exercise 2

Change this singular noun into plural

1. City =
2. Comb =
3. Taxi =
4. Computer =
5. Castle =
6. Bus =
7. Sandwich =
8. Party =
9. Puppy =
10. Key =

Exercise 3



Complete the sentences related to the picture above. Fill the blank word by the words below!

Geese

Gaggle

Seller

Boy

A

Bucket

People

Birds

1. of ducks swim in the
2. Mom and son feed
3. Little girls chase Dog
4. A play small boat.
5. Two ride the boat
6. fly
7. A in the shop.
8. A of rubbish inside the shop

D. Writing

1. Compound Sentence

Compound contains more than one sentence. At least one sentence consists of 2 clauses. They are subject and verb.(Altenberg and Vago 2010) Compound sentence is connected by coordinating conjunction. That can be "fanboys". For, and, nor, boy, or, yet, so.(Andersen 2014)

Example

1. I pull the table **and** he moves the chair
2. I can't fasten the zipper, **for** it is broken.
3. They get the highest score, **but** their parents don't appreciate it
4. He wants to go for working, **yet** he is under the weather
5. I am not one of smart student, **so** I have to study hard

Compound Sentences with Coordinating Conjunctions

Many compound sentences are made using coordinating conjunctions. To remember all the coordinating conjunctions, use the mnemonic **FANBOYS** (for, and, nor, but, or, yet, so). In this case, the sentence must contain a **comma** before the conjunction for correct punctuation. For example:

- a. She did not cheat on the test, for it was the wrong thing to do.
- b. I really need to go to work, but I am too sick to drive.
- c. I am counting my calories, yet I really want dessert.
- d. He ran out of money, so he had to stop playing poker.
- e. They got there early, and they got really good seats.
- f. They had no ice cream left at home, nor did they have money to go to the store.
- g. Everyone was busy, so I went to the movie alone.

- h. I thought the promotion was mine, but my attendance wasn't good enough.
- i. Should we start class now, or wait for everyone to get here?
- j. It was getting dark, and we weren't near the cabin yet.
- k. Cats are good pets, for they are clean and are not noisy.
- l. We have never been to Asia, nor have we visited Africa.
- m. He didn't want to go to the dentist, yet he went anyway.

Compound Sentences With a Semicolon

You can also combine two sentences into one without a conjunction. In this case, you must use a semicolon to join your two independent clauses.

Examples of compound sentences with semicolons include:

- a. The sky is clear; the stars are twinkling.
- b. Joe made the sugar cookies; Susan decorated them.
- c. The waves were crashing on the shore; it was a lovely sight.
- d. Check back tomorrow; I will see if the book has arrived.
- e. I am happy to take your donation; any amount will be greatly appreciated.
- f. Malls are great places to shop; I can find everything I need under one roof.
- g. Italy is my favorite country; I plan to spend two weeks there next year.
- h. He turned in the research paper on Friday; he would have not passed the class otherwise.
- i. She bought a cheeseburger for her friend; she forgot the fries.
- j. He loved the dog; he gave it many treats.

Compound Sentences With Semicolons and Conjunctive Adverbs

To smooth the transition between clauses, use conjunctive adverbs (however, besides, therefore, meanwhile). Place these after the semicolon, and add a comma after the conjunctive adverb. Examples include:

- a. It was a difficult assignment; however, Kelly was up to the challenge.
- b. There were white-out conditions in the town; therefore, the roads were impassable.
- c. He said he was not there yesterday; however, many people saw him there.
- d. She only paints with bold colors; indeed, she does not like pastels at all.
- e. She works two jobs to make ends meet; at least, that was her reason for not having time to join us.
- f. You need to pack the appropriate things for camping; for example, a sleeping bag will keep you warm.
- g. I have paid my dues; as a result, I expect to receive all the privileges listed in the bylaws.
- h. He ate seven sandwiches for lunch; afterward, he felt ill.
- i. Her knees ached from jogging; moreover, her shoes were starting to wear out.
- j. His friends canceled dinner plans that night; on the other hand, he didn't really want to go in the first place.

2. Exercises

Please make 10 sentences about compound sentence

E. Reading

1. <https://learnenglish.britishcouncil.org/skills/reading/b1-reading/a-travel-guide>

2. Exercises

a. Before Reading

A travel guide Read

a travel guide about Bangkok to practise and improve your reading skills. Before reading Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

Definition

- | | |
|---------------------|--|
| 1. polluted | a. real or normal for a place, not specially for tourists |
| 2. noodles | b. dirty from traffic or chemicals |
| 3. alternative | c. fast |
| 4. authentic | d. another way to do something |
| 5. express | e. a table where food or other things are sold in a market |
| 6. a stand | f. a long, thin food made from flour, water and eggs |

b. After Reading

Tasks

Task 1 Match the Bangkok landmarks and places with the descriptions

Wat Pho	Khao San Road	Phra Kanong
	Sukhumvit	
Yaowarat Street	Phra Kanong	Chao Phraya

1. a place that you might see in the film The Beach
2. a place where local Thai people go
3. an alternative route through the city
4. a place to go for shopping and bars
5.a place to go for food
6.an important sightseeing spot

Task 2

Are the sentences true or false?

	Answer	
1. One night is enough time to see Bangkok.	True	False
2. Khao San Road is an authentic Thai area of the city.	True	False
3. Phra Kanong is further away from the main tourist sites than Khao San Road is.	True	False
4. The river boat taxis often get stuck in traffic too.	True	False
5. Taking the Skytrain is a faster way to see the city than going by taxi.	True	False
7. You need to choose where to eat carefully, as not everywhere is good.	True	False

Discussion

Would you like to visit Bangkok? Why or why not?

F. Listening

<https://basicenglishspeaking.com/travel/>

G. Make a conversation

Asking and giving direction

1. Key Grammar Points to Remember

Imperative form: You should use the imperative form when providing directions. The imperative form is comprised of only the verb without any subject, and it tells someone directly what to do. Here are some examples of the imperative from the dialogue.

- a. Take the blue line.
- b. Continue going straight.
- c. Change to the grayline.

While you would not use the imperative form in normal polite speech as it is considered too abrupt, it is appropriate when providing asked-for guidance.

Asking questions using how: How combines with many adjectives to ask information about details. Here are some common questions with how:

- a. How long? Used to ask about the length of time
- b. How much or many? Used to ask about price and quantity
- c. How often? Used to ask about repetition

2. Key Vocabulary Words and Phrases Related to Directions

There are a few important grammar and vocabulary points to remember when asking for and giving directions.

- a. Take a right/left
- b. Got it
- c. I understand
- d. Do you understand?
- e. Go straight

- f. Opposite
- g. Take the first / second / third / right
- h. Go right / left / straight at the light / corner / stop sign
- i. Continue straight on
- j. Turn right / left at the light / corner / stop sign
- k. Get on the bus / subway at 12th Ave. / Whitman Street / Yellow Lane
- l. Follow the signs for the museum / exhibition center / exit

3. Common Questions When Asking for Directions

- a. Is it far? / Is it close?
- b. How far is it? / How close is it?
- c. Could you please give me directions?
- d. Where is the nearest bank / supermarket / gas station?
- e. Where can I find a bookstore / restaurant / bus stop / restroom?
- f. Is the museum / bank / department store near here?

<https://www.thoughtco.com/dialogue-giving-directions-1211300>

Instruction :

- a. Please make a video conversation with the theme “At the bus station”
- b. Please use some expression about Asking and giving direction
- b. Choose one of your friend as a partner
- c. Submit your video conversation via google classroom

ORGANISING A GROUP PROJECT



Gambar 4. Organising a project group
Sumber (Dokumentasi Humas IAIN Metro)

A. The Objectives

After learning this topic, the students can :

1. Understanding about Adverbs
2. Using adverbs in writing correctly
3. Speaking practice using an appropriate vocabulary and adverbs
4. Comprehend the reading text
5. Understand about organising a group project

B. Ayat Al Qur'an

الْعِقَابِ شَدِيدُ اللَّهِ إِنَّ اللَّهَ مُّؤْتَفِقُوا وَالْعُدُوَانِ لِأَنَّهُ عَلَى تَعَاوُنًا وَلَا

"Saling Menolonglah kamu dalam melakukan kebajikan dan taqwa. Dan jangan saling menolong pada perbuatan yang dosa dan permusuhan. Bertakwalah kepada Allah SWT. Sebenarnya siksaan Allah SWT sangatlah pedih." (Qs. Al Maidah Ayat 2)

C. Grammar focus

1. Adverb

Adverb can be described as a word that is used to modify or changing several types of words includes adjective, verb, clause or some types of words except adjective that directly change nouns. The function is used to modify verbs. It is a summary of how, where, when, in what manner and degree something is happen or done. (Wilson & Barlow, 2020). Adverbs consist of several types, they are

a. Adverb of manner

Adverb of manner is a combination of adjective and morpheme "ly". The function of adverb of manner is modifying a verb in a sentence. It describes something done or happens. Even though, not all adjective can be added by "ly". There are some words that have connected meaning to adverb of manner. Those are "hard, well and fast". Frequently, it is positioned in the end of a sentence.

Adjective + ly

Calmly

She eats **calmly**

Perfectly

A ballerina shows her ability

perfectly

Carefully

She carries a baby **carefully**

Beautifully

They play guitar **beautifully**

Arrogantly

The models walk **arrogantly**

Loudly

My teacher ask me to speak **loudly**

Softly

My mom stroke my head **softly**

b. Adverb of place

Adverb of place helps where the action happen is. It is connected to the verb of the sentence. It can be direction, position and distance. Those include; there, here, near, far, close, north, south, west, east, up, down, around, and the other prepositions.

She puts her sock **here**

I cannot find my piggybank **anywhere**

My grandparents will spend the Ied Adha day **in** Mekah

Lampung is located in the **end** of Sumatra Island.

Mia's house is **close** to our school

That kitten walks **around** me

c. Adverb of frequency

Adverb of frequency has a function to give an explanation of how often something happen. It emphasizes the time of the actions done frequently. Adverb of frequency has 2 classes. That is indefinite and definite frequency. Indefinite is placed after or before main verb of sentence. On the other hand, definite frequency is commonly put at the end of the sentence. The indefinite itself has percentage for every word that is included. The percentage will help to approximate the frequency of the time when the action done. The percentage will be shown in the table below.

Never	0%
Rarely	5%
Seldom	10%
Occasionally	30%
Sometimes	50%
Frequently	70%
Usually	90%
Always	100%

My neighbor **always** screams loudly in the morning

I **never** buy a useless thing

The fisherman **usually** goes to sail when the weather is warm

Sasa **seldom** comb her hair

The definite frequency can be seen by the example below

The newspaper comes **daily**

A debt collector offer loan **monthly**

d. Adverb time

Adverb of time is close to adverb of frequency which inform us about the time when anything happen. Time adverb usually put at the end of a sentence.

I memorize 1000 vocabulary **today**

Juno didn't attend a prom night **2 days ago**

She wants me to accompany her **now**

The zoo doesn't open **this year**

Tomorrow our ministry will announce the ied fitr **day**

e. Adverb of purpose

Adverb of purpose is described as a word that explain a reason why something is happen. It comes from the words because, so, so that, hence, but also, for that, so to.

I am sick, **so that** I don't go to school today

Because the bakery guarantee the taste of their cake, I want to grab all of the cakes

Thief always disturbs people, **so** the police take him to the jail.

2. EXERCISE

Read some words of adverb below and complete the sentence

- | | | | |
|--------------|-----------|--------------|------------|
| a. Fluently | b. Neatly | c. Politely | d. Clearly |
| e. Patiently | f. Gently | g. Correctly | h. Easily |

1. Diana takes care of her old mother.....
2. I make my bed.....
3. The students should act.....
4. I must fill the answer.....
5. Lala can speak English
6. I rob my cat
7. The presenter report the news.....
8. I can imitate the dance of K-pop.....

Complete the sentence by the words:

Beside	Two days later	Because
Never	Everywhere	

1. I cannot paint again, My hand is sprained
2. The cable hang the pole
3. Our president..... visit our village
4. We will do an examination.....

5. The fire spread

D. Writing

1. Complex Sentence

Complex sentence is a combination of two or more clauses those are dependent clause and one independent clause. Independent clause is the main clause of the sentence. This is the subpart that needs other information. Complex sentence put subordinate conjunction between the independent and dependent clause (University 2020). The conjunctions can be “when, where, which, however, consequently, although, even though, in fact, because.

When the dependent clause is located in the first sentence, it should be given *coma* after the sentence.

Example:

1. **Although** she is smart, she never show her skill
2. She takes care of her sister **when** her parents go outside.
3. I hate sugar; **however** I like cookies.
4. I can't find my wallet **where** I put yesterday
5. **Even though** I can't make my dream come true, my parents still love me.

How to Write Complex Sentences: Structure and Rules

They have “complex” right in their name, but don't worry – forming complex sentences isn't as hard as it sounds. Complex sentences vary your sentence style and length, making your writing more interesting for readers. Keep reading to learn the structure and rules for writing complex sentences.

Parts of a Complex Sentence

Complex sentences contain an independent clause and at least one dependent clause (sometimes called a subordinate clause). Unlike compound sentences, which connect two independent clauses, at least half of a complex sentence can't stand alone as its own complete thought. Take a closer look at each part of a complex sentence.

Independent Clause

The independent clause in a complex sentence contains a subject and a verb. It can stand by itself without additional parts of a sentence. Examples of independent clauses would be:

- a. Dinner was very tasty.
- b. She returned the earrings.
- c. John didn't buy coffee.

You get the general idea of what is happening in each sentence. However, they aren't very interesting by themselves. They need a bit more detail to engage the reader.

Dependent Clause

Dependent clauses, also known as subordinate clauses, are incomplete thoughts. They provide more details to a sentence but can't stand alone as their own sentences. Some examples of dependent clauses include:

- a. Because Mateo is a wonderful cook
- b. After noticing they were scratched
- c. When he realized he had no money

These clauses contain interesting details, but without the context of an independent clause, they don't make much sense.

Complex sentences can have one or more dependent clauses joined by subordinate conjunctions.

Subordinate Conjunctions

Conjunctions are connecting words between two clauses, phrases, or words. Subordinating conjunctions join independent clauses to dependent clauses. They establish relationships between these clauses, such as time, place, purpose, condition, or cause.

Some examples of subordinating conjunctions include:

- a. after
- b. although
- c. as
- d. because
- e. before
- f. even though
- g. now that
- h. though
- i. unless
- j. when
- k. where
- l. while

You've probably been taught that you can't start sentences with these words. That's true if you're trying to make a dependent clause work as a complete sentence. However, if you're writing a complex sentence that ends with an independent clause, you can start sentences with because, unless, while, after, or any other subordinating conjunction.

2. Please make 10 sentences about complex sentence

E. Reading

<https://learnenglish.britishcouncil.org/skills/reading/b1-reading/planning-an-event>

F. Listening

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/organising-a-group-project>

G. Make a conversation

Commonly Used Expressions/Phrases in a Group Discussion

Stay generous with courtesies. Making a fish-market during a discussion is a sheer waste of effort and a sure-shot sign of mass elimination. Do not barge other people's space. Do not hold the ball too long, neither keep cutting other people short. This will reflect your unrequired dominance.

On the other hand, guard your space and chance well. Submissiveness will not be appreciated either. It's your sole responsibility to make your way in and not get over-ruled and over-powered by the dominant participants.

1. Handling Interruptions: Stay assertive and let not people cut you short every time you begin to raise a point. Assertively yet politely state:
 - a. Let me finish first.
 - b. I have not completed yet. Let me complete my point.
 - c. Thank you for bringing the attention to the point I raised earlier(if you raised the point earlier and grabbed attention)
2. Stating your own opinion
 - a. In my opinion.....
 - b. Personally I think that...
 - c. My own view of the matter/issue is that...

- d. It seems to me that...
- 3. Agreeing with an opinion
 - a. Yes, I agree (absolutely).
 - b. I couldn't agree more to what you just said.
 - c. That matches exactly my own view.
 - d. Yes, that is just how I see it.
 - e. I absolutely hold the same view.
 - f. We both share the same point of view.
- 4. Partly agreeing with an opinion
 - a. I see what you mean, but...
 - b. There is certainly some truth in your words, but you fail to notice that...
 - c. I don't entirely agree with you.
 - d. I understand your reasons; however, I see some aspects a bit differently.

Disagreeing with an opinion

- a. I'm afraid I can't accept...
- b. I simply don't agree with you.
- c. I fail to see the logic behind any of your arguments.
- d. Your arguments are not convincing at all!
- e. Excuse me, but I have to contradict you quite strongly here.
- f. I couldn't disagree more with what you just said.
- 5. Interrupting assertively
 - a. I'm sorry to interrupt here, but...
 - b. Excuse for breaking in here right now, but...
 - c. Can I stop you there for a moment?
 - d. Hold on a second. (Informal)
 - e. Pardon me, but I think this just leads the debate astray.

6. Focusing/Structuring

- a. I think we should focus on the main aspects now.
- b. Let's now consider another important aspect of today's debate.
- c. I think we have exchanged our opinions on that point now and should move on...
- d. You all highlighted crucial aspects, but have we really discussed ... in depth?
- e. Thank you for your honest/thought-provoking views, but we should also pay attention to...

7. Assertively Handling deviations

- a. Friends, let's remember that we are discussing recession and not FDI
- b. Let's not deviate from the topic and understand that we are discussing Modi Government and not Demonetization.
- c. Friends, in my view rather than insisting on our own views, let's approach them more objectively and logically.

8. Getting other people in

- a. I feel it would be appropriate if we listen to some of our friends who have kept quiet so far.
- b. Let's see how our friends sitting in the corner perceive this phenomenon.
- c. Let's find out what Mr. X has to say about this.

Instructions :

- a. Please make a video conversation with the theme "making a project"
- b. Please use Commonly Used Expressions/Phrases in a Group Discussion
- b. This conversation consists of 4 students
- c. Submit your video conversation via google classroom

THE FIRST ENGLISH CLASS



Gambar 5. In the class
Sumber (Dokumentasi Pribadi)

A. The Objectives Of the Study

After learning this topic, the students can :

1. Understanding about Adjectives
2. Using adjectives in writing correctly
3. Speaking practice using an appropriate vocabulary and adjectives
4. Comprehend the reading text
5. Tell about experience

B. Ayat Al Qur'an

قِيلَ وَإِذَا ۖ لَكُمْ اللَّهُ يَفْسَحْ فَأَفْسَحُوا الْمَجْلِسَ فِي تَفَسَّحُوا لَكُمْ قِيلَ إِذَا ءَامَنُوا الَّذِينَ يَأْتِيهَا
تَعْمَلُونَ بِمَا وَاللَّهُ ۖ دَرَجَتِ الْعِلْمِ أُوتُوا وَالَّذِينَ مِنْكُمْ ءَامَنُوا الَّذِينَ اللَّهُ يَرْفَعِ فَاَنْشُرُوا أَنْشُرُوا
خَيْرٌ

Hai orang-orang yang beriman apabila dikatakan kepadamu :”Berlapang lapanglah dalam majelis”, maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan: “ Berdirilah kamu”, maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah maha mengetahui apa yang kamu kerjakan.” (QS.AL Mujadalah ayat: 11).

C. Grammar focus

1. Adjectives

Adjective refers to the word that used to modify a noun or quantifying individuals and unique things (Wilson & Barlow, 2020). The quality of an adjective is appropriate to the noun (Galderen, 2010). It usually tells about people or thing that can go before verbs or nouns(Swan & Walter, 2016). Adjective is followed by several types in the table below

No	Name	Types	Example
1.	Article	a, an and the	I have an apple
2.	Possessive adjective	My, your, his, her, its, our, their	Her brother asks me to take a course in other city.

3.	Demonstrative adjective	This, that, these, those	Those painting belongs to me
4.	Numbers adjective	All number (one, two, three, four, etc)	He drink 3 bottles of soda every weekend
5.	Coordinate adjective	And	The traffic light has green, yellow and red color
6.	Interrogative adjective	Which, what, whose	Which color do you choose?
7.	Indefinite adjective	Some, several, many, no, few, any	Do you have any recommendation for next trip?
8.	Attributive adjective	<ul style="list-style-type: none"> - Character : <i>kind, arrogant, naughty, neat, amazing, beautiful, handsome, cruel, tough, happy</i> - Quality : <i>soft, rough, healthy, good, bad, thick, thin, slim, fat</i> - Size : <i>big, small, tiny, large, wide, broad, huge,</i> 	<ul style="list-style-type: none"> - Banana is a small yellow fruit - She is a fifteen-year-old Javanese girl. - This ancient watch is rough - A big dark doll is on the thick big book

		<i>massive</i> - Age : <i>old, young, newborn, ancient, classic, youngest, oldest, eldest, classic, traditional</i> - Shape : <i>circle, round, rectangle, oval, narrow, square, triangle</i> - Color : <i>blue, red, green, grey, brown, dark, silver, greyish, greenish</i> - Nationality : <i>American, Indonesian, Asian, Javanese, Chinese</i>	
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Note: the arrangement of the sentence that use attributive adjective is arranged by the types of the adjective start from the character until the nationality. To make it easy, it can be memorized as “**Cha Qu Si A Sha Co Na**”

It can be said also adjective is a word that helps to describe a noun. So it comes before the noun

Adjective + Noun

Incorrect	Correct
Eyes blue	Blue eyes
Food Italian	Italian food
Language foreign	Foreign language
Flower yellow beautiful	Beautiful yellow flower

The next, an adjective can describe a noun after meet verb be “is, am, are” or some verbs like “sound, taste, look, smell, feel”, especially describe the subject

- **This weather is very cold**
(**cold** is modify the **weather**)
- **They are look happy**
(**happy** is modify **they**)
- **You smell bad**
(**bad** is modify the **smell** of subject “**you**”)

2. Exercise

A. Choose the correct answer

1. They live in the house
 - a. Small tiny
 - b. Indonesian small
 - c. Huge classic
2. My mom has Hair
 - a. Large black and shine
 - b. Dark short and blue
 - c. Shine long and black
3. The weather is Today
 - a. Nice
 - b. Crazy
 - c. Busy
4. Please be quite, we still have examination
 - a. The
 - b. a
 - c. an

5. You work as an actress make up. Do you meet People?

- a. Famous b. Thin c. a

B. Arrange this jumble sentence below to be the correct one

1. Live-beautiful-in-pink-house-we-the =.....
2. Very-the-performance's-is-singer-amazing =.....
3. You-do-horror-like-movie? =.....
4. Interesting-really-it-sound =.....
5. Have-trip-we-wonderful-Sunday =.....

D. Writing

Compound Complex Sentence

Compound complex sentence is a sentence that consisting of at least two main clauses (independent clause) and one or more subordinate clause (dependent clause) (Center, n.d.). It can be said as the combination of compound and complex sentence (Rahma and Rosa 2021)

Example:

1. When I lock the door, I see a man stand up in front of my house and I directly go to my bed.
2. My mother teaches me how to cook, but I am very lazy to do it because I get fever.
3. We went for walk this weekend and we rode bicycle although we are afraid.

Compound-complex sentences are surprisingly common. You probably see them a lot in books that you read for school, and even in books that you read for fun. Here are some examples to help you understand what makes a sentence a compound-complex sentence.

Example 1

Kate doesn't like cartoons because they are loud, so she doesn't watch them.

This sentence has two **independent clauses** and one **dependent clause**. The dependent clause “because they are loud” cannot stand on its own as a complete sentence; it is dependent. As you’ve probably figured out, the independent clauses “Kate doesn’t like cartoons” and “she doesn’t watch them” *can* be complete sentences on their own.

Example 2

The dog started barking so the cat ran away and I couldn't keep up, so I stopped.

Now we’re dealing with more clauses, but they still follow the same rules. The **independent clauses** are complete sentences, while the **dependent clause** cannot stand on its own.

Both of these examples contain little **words** called conjunctions that link up the clauses

Parts of a Compound-Complex Sentence

If you know how to look for the separate parts of a **complex-compound sentence**, you can understand their structure more easily. We already know the basic rules: there must be at least two independent clauses and at least one dependent clause. There are a few more things to know and then you’ll be ready to write beautiful and grammatically correct compound-complex sentences!

a. Independent Clause

An **independent clause** can always stand on its own as a complete sentence. That means it has a **subject** and a **predicate**. The **subject** will be a noun-**phrase** and the **predicate** will be a

verb-phrase and describe the subject or what the subject is doing.

The independent clauses in a compound-complex sentence are called **coordinate clauses**. Because they are coordinated (by a coordinating conjunction) to work together on equal terms within the same sentence, such as in: “I came, I saw, and I conquered.”

Here are a few examples of independent clauses in compound-complex sentences, with the **independent clauses highlighted in green**. You can see that they’re related to each other, on more or less equal terms, that they can be complete sentences, and that they are put together using the coordinating conjunctions *but* and *and*, like some of the complex-compound sentence you are reading now:

- a. *Even though she was tired, Abby knew she had to finish the race and she ran to meet her team.*
- b. *Usually I take a walk every day while the sun sets, but it was raining today.*
- c. *She likes to sleep in but she can get up early if she has work.*

The parts of these sentences that are not green are either dependent clauses or coordinating conjunctions. We’ll learn more about conjunctions soon, and dependent clauses even sooner!

b. Dependent Clause

The **dependent clauses** in compound-complex sentences will not be complete sentences on their own. They are *dependent* on the other clauses of the sentence, because they don’t fully make sense without them. Even though dependent clauses have a subject and a predicate like independent clauses, dependent clauses do not express a complete thought, usually because they are introduced by words like *while*,

if, and *because*, that don't make sense without some words that are not part of the dependent clause.

We'll use the same examples from earlier to show you **dependent clauses**. In general, dependent clauses are a good way to add more information to any sentence.

Example 1

Even though she was tired, Abby knew she had to finish the race and she ran to meet her team.

In this sentence, the dependent clause "Even though she was tired" tells us *why* Abby was having trouble finishing the race. It doesn't make sense without the independent clause it depends on. The clause is also introduced by "Even though," which is a subordinating conjunction (you'll learn about this in the next section). For now, let's take a closer look at the second example sentence to see how dependent clauses give us more information.

Example 2

Usually I take a walk every day while the sun sets, but it was raining today.

As before, the **independent clauses are green** and the **dependent clause is orange**. If we take out "while the sun sets" we can see that it isn't a complete sentence. But it does give us some interesting information about when I take walks! It answers the question of when, and it is introduced by the subordinating word "while." Even though we could take out the whole phrase and still have a correct sentence, we would have less information and a less interesting sentence.

c. Conjunctions

Conjunctions are those little connecting words that can put different phrases and clauses together in to larger more complex sentences. In compound-complex sentences, we use conjunctions to string together most of our independent and dependent clauses. The most common conjunctions are *and*, *or*, and *but*.

There are different types of conjunctions that do different things, and there are more kinds of conjunctions than those covered here, but these are the important ones for compound-complex sentences.

Coordinating conjunctions

Coordinating conjunctions connect independent clauses and other short phrases. There are seven coordinating conjunctions, and you can remember them using the acronym FANBOYS.

F – for

A – and

N – nor

B – but

O – or

Y – yet

S – so

Simple enough, right? You'll use the FANBOYS to connect two or more independent clauses in compound-complex sentences. Here's an example from our earlier sentences.

Example 1

She likes to sleep in but she can get up early if she has work.

We've got a big, purple **but** in there: that's our conjunction! It links the **two independent clauses in green** so that we know they're coordinate clauses and belong in the same sentence.

Subordinating conjunction

A subordinating conjunction introduces a dependent clause, so you can see how these would be useful in compound-complex sentences. There are a lot of subordinating conjunctions, but some common ones are *if*, *while*, and *though*. Let's use the same example as above.

Example 1

*She likes to sleep in but she can get up early **if** she has work.*

In this example our conjunction is **if**. It introduces the dependent clause *if she has work* and it is part of the clause too. It subordinates the clause making it dependent. The point being that it establishes a relationship in which the meaning of the dependent clause depends on an independent clause, in this case, *she can get up early*.

Writing Compound-Complex Sentences

Sentence formation is one of the key ingredients to good writing. There are several forms of sentences you can use in your writing — simple, compound, complex and compound-complex — and knowing how to use all of them will allow you to express your ideas with clarity and in great detail. You'll also be able to add variety to your work to keep the reader interested. Of all sentence constructions, compound-complex sentences are typically the longest and most involved. This is because they combine two different types of sentences into one long sentence. To be specific, a compound-complex sentence unites a compound sentence with a complex sentence.

Understanding the Clause

Before you start writing compound-complex sentences, you'll need to understand the two types of clauses in a sentence. A clause is any portion of a sentence that includes a subject and a verb.

The word "clause" itself does not necessarily describe a complete sentence. However, simple sentences are made of an **independent clause**, which can stand alone as a complete sentence. For example:

- a. Erin loves her brother.
- b. The dog ran off.
- c. I am tall.

Each of the sentences above has a subject and verb, and it stands by itself as a complete idea. This is an independent clause or a complete simple sentence.

The other kind of clause is a **dependent clause**. These are not complete sentences, but they do contain a noun and a verb. For example:

- a. **When** I come home
- b. **If** you sell the most cookies
- c. **Because** she is so smart

Notice that each of these clauses begins with a **relative pronoun**. This is the word that turns an independent clause into a dependent clause that must be attached to another independent clause. It cannot stand alone. You need more information to complete the thought.

Compound Sentences

Compound sentences are formed by combining two independent clauses. For example:

- a. Erin loves her brother, **and** he loves her too.
- b. The dog ran off, **but** I didn't care.
- c. I am tall, **yet** she is short.

Note that when independent clauses are joined, they need a coordinating conjunction between them. Coordinating conjunctions include the following words: for, and, nor, but, or, yet, so.

When you write a compound sentence, you need to use a comma before the coordinating conjunction to punctuate your sentence correctly.

Complex Sentences

When a dependent clause is joined to an independent clause, it forms a complex sentence. The dependent clause can come either at the beginning or the end of the sentence. For example:

- a. When I come home, I will eat dinner.
- b. If you sell the most cookies, you will win the prize.
- c. The college gave her a scholarship because she is so smart.

Note that when you place the dependent clause at the beginning of the sentence, you need to put a comma after it. When the dependent clause is at the end of the sentence, no comma is required.

Compound-Complex Sentences

As the name suggests, a compound-complex sentence brings both of these sentence forms together. That is, it contains at least two independent clauses (like a compound sentence) and at least one dependent clause (like a complex sentence). For example:

- a. Erin loves her brother, and he loves her too because she pays his bills.
- b. The dog ran off when I chased him, but I didn't care.
- c. Though my mother says it doesn't matter, I am tall, and she is short.

Note that the dependent clause can be at the beginning, middle, or end of a compound-complex sentence. No matter where it is

placed, the punctuation follows the rules for both compound sentences and complex sentences.

That means that you need to put a comma before the coordinating conjunction and, if applicable, another comma after the dependent clause when it occurs at the beginning of the sentence.

See some additional examples to get a feel for how compound-complex sentences will help you add detail to your writing:

- a. When I went to the store, my parents wanted me to pick up some milk, but I didn't have enough money.
- b. Even if the child is hungry, he will never eat oatmeal, but he will always eat ice cream.
- c. The man was mean because he was lonely, but his attitude only made his situation worse.
- d. The dog needed a new leash, and he couldn't go for a walk until he had one.
- e. It is important to vote when the time comes, or you won't get a say in new laws.

Exercises :

A. Complete this sentence with some words bellow

although	when	because
So	while	

1. I can't go to school I am not in a good condition
2. I get bad score I study hard
3. She never join the class she is tired
4. The weather is hot, My little sister turn on the fan
5. you are sleeping, I finish my work

B. Give type of this sentence whether it is compound, complex or compound complex sentence!

1. She is good at dancing and he can sing.

.....

2. My teacher calls me when I do my examination, so I ask permission to go to office first.

.....

3. The bird can fly in the sky, for it has wings

.....

C. Making a Paragraph

- Please write your experience when you are in the first English class
- Please use an appropriate vocabulary
- Please use an appropriate capital letter and punctuation
- Avoid grammatical error

E. Reading

The First Day of Class



The first day of class is one of the most important days for students and teachers alike as it sets the tone for the rest of the

course or semester. Good first impressions are vital for establishing a rapport and connecting with your students. On the first day of class, both you and the students will probably feel excited and a little anxious. Make sure you have a well-prepared first lesson and keep your objectives for the first class simple and achievable. This helps to establish a solid foundation for the course. Here are a few ideas to help you and the students get the most out of the first class.

First Impressions

Arrive to class early! Coming to class early gives you time to get set up and deal with any issues that arise. When you arrive at class, check that your teaching aids such as the computer, speakers and projector are working correctly. You don't want to be dealing with faulty equipment with a class full of students looking at you as this takes away from your credibility. Furthermore, make sure you are dressed appropriately. Research suggests that clothing affects how people first judge you. A shirt and tie for men or a smart dress for women projects professionalism and boosts your confidence. Making eye contact, smiling and greeting students as they enter the class is also a good idea as it helps to immediately establish a friendly rapport.

Seating Arrangements

If possible, set up the classroom seating. The physical setup of chairs and tables can significantly influence how students learn. Seating arrangements can also impact how you communicate with your students and how the students interact with one another. Students often make judgements about the class and the teacher by the way chairs or tables are arranged. U-shaped seating is ideal for smaller ESL classes as it helps to

create a more relaxed and open atmosphere that encourages student participation. In some situations, classes have tables rather than chairs. In this case, group the tables to form groups of four or five students as this number seems to be ideal for group discussions and collaborative activities.

Names

It is a good idea for you to start using the students' names as soon as possible. Depending on the country you are in, you may wish to use students' first names or nicknames. On the first day, have name cards for the students to wear, so you and the other students can remember one another's name. You could also draw up a seating plan with the students' names on. Learning a lot of names takes time. Don't be ashamed if you forget a student's name. Be direct, apologize and ask for their name. The more you use the students' names in class, the quicker you will remember them. Students often feel good when you know who they are. It also helps build rapport between you and the students. Games and activities that help students remember one another's name are also useful. Try our [Portraits](#) or [Both of Us](#) activity to help students with names. For younger learners, you can have the students play [The Name Game](#). For more resources, have a look at our [Greetings and Introductions](#) page. Here you will find activities to help students greet each other, find out one another's name, and introduce themselves and others.

In most cases, English teachers' students are from foreign cultures and pronouncing names correctly can be a challenge, so don't be afraid to remind your students to correct you if you mispronounce their names. You could also ask a person from the respective culture or another teacher to help you with more

difficult names. In some countries, there is a tradition of learners adopting an English name for class. However, many students are happier just using their regular name. Therefore, don't insist that students adopt a new name and allow them to decide what name they should be referred by in class.

Breaking the Ice

On the first day of class, start interacting with students as they gradually enter the class one by one. This could be a simple greeting and welcome and inviting them to take a seat. Having some relaxing music playing in the background can set a comfortable mood and help calm the nerves of both the teacher and students. If you sense that students are comfortable, try engaging them in conversation as this will make you appear more personable and approachable.

Introducing Yourself

Getting to know and feel comfortable with the teacher is important for students as it can help reduce some of the anxiety associated with language learning. The students will be interested in finding out who you are and what you are like. You should introduce yourself and give some background information about who you are. This helps the students relate to you and begins building the student-teacher relationship that's so important on the first day. Your introduction is also an opportunity to establish your own credibility. Tell the students about your qualifications and teaching experience. This will give the students confidence in your teaching ability. There are many ways to introduce yourself. Think about your own teaching style and do whatever works best for you. To keep energy levels up

and reduce boring speeches, try turning your introduction into a game or activity the students can participate in.

A fun way to introduce yourself is to play '[Two Truths and a Lie](#)'. In this game, the teacher writes down three sentences about themselves and explains to students that two of them are true and one is a lie. Try to make this interesting and not use obvious examples as students will spot the false sentence easily. You can also have students play this activity in small groups as a getting to know you activity.

'Two Truths and a Lie' is just one example of the many fun activities you can use. The [Who am I](#) game is not only great for introducing yourself, but you can also gain insight into your students' level of English, which is extremely useful on the first day. [Teacher's Question Time](#) is another entertaining way to introduce yourself to the class. This game provides the students with a chance to write and respond to a variety of questions.

Getting to Know You Activities and Games

A language class should be seen as a learning community, which simply means that for successful learning to occur students will need to interact with and support one another through the process. For that community to develop effectively, it is important that the first class devotes some time to allow students to get to know one another. This is no less important than getting to know the teacher. Therefore, don't forget to include some 'getting to know you' activities in the first lesson. Take a look at our [Getting to Know You](#) activities page for communicative resources that help students become acquainted with one another.

Helping students feel at ease in the first lesson, is a good way to facilitate relationship building. There is nothing better to

make students feel relaxed than playing a fun ESL game. Playing games in the first lesson makes the students feel less anxious and improves their confidence to communicate and interact. Games not only enable student to student bonding but also help build teacher student rapport. As a way of establishing connections, games that include personal information such as name, age, hometown, favourite music, etc. are usually suitable. The Teach-This [First Day of Class Games](https://www.teach-this.com/ideas/the-first-day-of-class) page has a number of games fulfilling these criteria.

<https://www.teach-this.com/ideas/the-first-day-of-class>

Exercises :

A. Answer these questions below

1. What is the main idea of the first paragraph from text above?
2. What the important the students join in the first day in a class ?
3. What are the things to consider when going to college on the first day ?
4. What is the purpose of seating arrangement ?
5. How seating arrangement can influence students learn ?
6. What is the activity to remember students name ?
7. What is ice breaking ?
8. What the importance to introduce yourself as a teacher ?
9. How to develop learning community ?
10. Why the first day in the class importance to students ?

F. Listening

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/the-first-english-class>

G. Make a conversation

Please watch and listen this video carefully

<https://speakenglishwithtiffani.com/how-to-talk-about-an-experience-in-english/>

After you watch and listen the video above please tell about your first experience when you are in the first class

Bibliography

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LANGKAH-LANHKAH PENGGUNAAN APLIKASI SOCRATIVE FOR TEACHER

1. Buka halaman www.socrative.com pada browser anda.
2. Kemudian plih Get Account.
3. Kemudian pilih FREE.
4. Lalu SIGN UP.
5. Kemudian isikan kolom Profile di bawah ini.
6. Klik tombol Next **untuk** lanjut mengisi kolom. ...
7. Lanjut pilih tipe akun “**Socrative Free**” lalu klik. ...
8. Lalu akan diarahkan ke halaman “**Teacher Login**”

Fitur-Fitur pada Aplikasi Socrative

Sebelum membuat kuis online di aplikasi Socrative, anda perlu mengenali terlebih dahulu fitur-fitur yang ada dalam aplikasi tersebut. Dalam aplikasi Socrative terdapat beberapa menu diantaranya

1. “**Lauch**“, pada menu ini akan muncul beberapa fitur- fitur pilihan yaitu
 - a. “**Quiz**“, untuk memilih soal yang ingin Anda ujikan kepada siswa.
 - b. “**Space Race**” yakni sebuah kuis dalam bentuk permainan, dimana siswa dibagi ke dalam beberapa tim dan berkompetisi untuk menjawab pertanyaan. Jawaban siswa akan dihitung secara otomatis dan disajikan dalam bentuk file Excel atau Google Spreadsheet!
 - c. “**Exit Ticket**” yaitu berisi informasi mengenai apa saja yang telah dipelajari serta apa yang dibutuhkan siswa pada sesi berikutnya, sehingga Guru dapat melihat sejauh mana siswa memahami apa yang tengah dipelajari.
 - d. “**Multiple Choice**“, kuis pilihan ganda.
 - e. “**True/False**“, kuis dengan bentuk salah atau benar

- f. “Short Answer”, kuis dengan bentuk isian singkat
2. **Quizzes**, menu untuk membuat, mengedit, dan meng-*back up* data kuis Anda.
- Menu ini akan menampilkan icon Delete, Merge, Move serta Add Quiz untuk membuat kuis sendiri atau dari file berbentuk excel yang telah disiapkan sebelumnya.
3. **“Room”**, menu yang bertujuan untuk melihat, memantau dan menambahkan aktivitas di ruang kelas (*room*).
4. **“Report”**, melihat rapot siswa yang telah mengerjakan soal.
5. **“Result”**, hasil nilai yang diperoleh siswa setelah mengerjakan soal. Muncul berapa banyak siswa yang menjawab dengan tepat atau siswa yang belum menjawab secara tepat.

Cara Mendesain Kuis Online Interaktif

1. Klik menu “Quizzes” lalu “Add Quiz” kemudian pilih “create quiz”
2. Setelah itu, isi nama kuis sesuai keinginan Anda pada kolom “Quiz Title”. Jika anda ingin mengisi data lebih lengkap, anda bisa pilih “Align Quiz to Standard” yang nantinya akan muncul beberapa pilihan “Subject” atau materi, “Core” atau inti materi, “Class/Grade” atau kelas serta “Standard” atau standar kompetensi. Bukan sebuah keharusan untuk memilih dan mengisi pada fitur “Align Quiz to Standard”, anda bisa abaikan jika tidak ingin mengisinya.
3. Anda bisa langsung memilih macam-macam fitur kuis, berupa “Multiple Choice” atau pilihan ganda, “True/False” atau benar atau salah, serta “Short Answer” atau isian singkat. Anda bisa mengkombinasikan 3 macam kuis tersebut.

- a. Membuat kuis dengan kategori “Multiple Questions”. Pada bagian atas, Anda akan diminta mengisi soal dan memberikan gambar jika diperlukan. Selanjutnya, Anda diminta menginput pilihan-pilihan jawaban pada opsi A, B, C, dan D. Jika anda menginginkan opsi jawaban hingga 5 opsi, Anda bisa memilih opsi “Add Answer”. Kemudian jangan lupa untuk memberikan tanda ceklis pada opsi yang memiliki jawaban yang benar. Anda juga dapat memberikan penjelasan lebih pada kolom “Explanation”.
 - b. Membuat kuis dengan kategori “True/False”. Pilih opsi “True atau False”, isi soal dan bisa sertakan gambar. Kemudian pilih opsi “True” atau “False” untuk memberikan jawaban mana yang benar atau salah. Anda juga dapat memberikan penjelasan mengenai jawaban yang benar dan tepat pada kolom “Explanation”.
 - c. Buat Kuis dengan kategori “Short Answer”. Pada bagian atas, Anda akan diminta mengisi soal dan memberikan gambar jika diinginkan. Isi jawaban pada “Correct Answer”, jika ingin menambah isi jawaban bisa di klik “Add Answer”. Jangan lupa memberikan penjelasan mengenai jawaban yang benar dan tepat pada kolom “Explanation”.
4. Setelah selesai membuat soal, klik tombol “Save and Exit” di bagian pojok kanan atas pada halaman website.