

BAHAN AJAR

ENGLISH FOR INSTITUTIONAL COURSE



Pramugara Robby Yana, M.Pd.

**POGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS
KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PGRI
YOGYAKARTA
JULI 2025**

HALAMAN PENGESAHAN

1. Judul Bahan Ajar : English for Institutional Course
2. Pelaksana/Penulis
 - a. Nama lengkap : Pramugara Robby Yana, M.Pd.
 - b. Jenis kelamin : Laki-laki
 - c. Pangkat/Golongan : IIIc
 - d. NIS : 198901252022021003
 - e. Program studi/fakultas : Pendidikan Bahasa Inggris
 - f. Telp/faks/email : pramugara@upy.ac.id
3. Pembiayaan : Mandiri

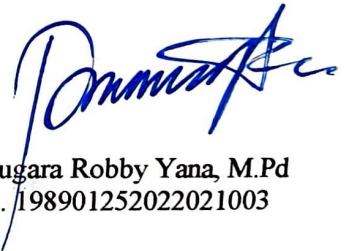
Yogyakarta, 21 Juli 2025

Mengetahui,
Kaprodi PBI



Dr. M. Iskandar Dzulkurnain, M.Pd.
NIS. 198912082022021002

Pelaksana/Penulis



Pramugara Robby Yana, M.Pd.
NIS. 198901252022021003

KATA PENGANTAR

Di era globalisasi saat ini, kemampuan berbahasa Inggris menjadi semakin penting, terutama bagi mereka yang berkarir di bidang pertanian dan teknologi pangan. Oleh karena itu, kami dengan bangga mempersembahkan Buku Ajar Bahasa Inggris untuk Kelas Pertanian dan Teknologi Hasil Pangan sebagai sumber belajar yang komprehensif untuk meningkatkan kemampuan bahasa Inggris Anda dalam konteks kedua bidang tersebut.

Buku teks ini dirancang khusus untuk mahasiswa dan profesional di bidang pertanian dan teknologi pangan yang ingin meningkatkan kemampuan bahasa Inggris mereka. Buku ini mencakup berbagai topik penting dalam kedua bidang tersebut, seperti manajemen tanaman, produksi ternak, teknologi pengolahan makanan, pertanian berkelanjutan, dan lain-lain, yang semuanya disajikan dalam bahasa Inggris yang mudah dipahami.

Di dalam buku teks ini, Anda akan menemukan bahan ajar yang komprehensif dan terstruktur dengan baik, termasuk latihan-latihan praktis dan contoh-contoh kasus yang relevan dengan dunia pertanian dan teknologi pangan. Kami yakin bahwa buku ajar ini akan membantu Anda meningkatkan kemampuan bahasa Inggris Anda dan membuka peluang karir baru di kedua bidang tersebut.

Akhir kata, kami berharap buku teks ini dapat memberikan manfaat bagi Anda dan menjadi sumber belajar yang berguna. Terima kasih telah memilih buku ajar Bahasa Inggris untuk kelas Teknologi Hasil Pertanian dan Pertanian.

Yogyakarta, 4 Juli 2025

Pramugara Robby Yana,.M.Pd

DAFTAR ISI

BAHAN AJAR	1
ENGLISH FOR INSTITUTIONAL COURSE	1
HALAMAN PENGESAHAN.....	Error! Bookmark not defined.
Yogyakarta, 21 Juli 2025	Error! Bookmark not defined.
KATA PENGANTAR	2
A. Pre-Activities.....	4
B. Activities	4
C. Language Function.....	5
D. Tasks	7
UNIT 2	10
IT LOOKS LIKE	10
A. Pre-activity	10
B. Activity.....	11
C. Language Functions	11
D. Tasks	16
UNIT 3	20
DO YOU LIKE IT?	20
B. Activities	20
C. Vocabulary building.....	21
D. Language Function.....	21
E. Tasks	23
UNIT 4	27
OFFERING AND REQUESTING	27
A. Pre-Activities.....	27
B. Activities	27
C. Language Function.....	28
D. Task.....	35
UNIT 5	41
WHAT'S YOUR OPINION	41
A. Pre-Activity.....	41
B. Activities	43
C. Language Function.....	43
D. Tasks	45

UNIT 1

“LET ME INTRODUCE ...”

Learning Objectives

At the end of this unit, students will be able to:

introduce themselves

Introduce others

A. Pre-Activities

Read the text loudly.

Good morning all, allow me to introduce myself. My name is Muhammad Ali. I was born in Yogyakarta on 26 July 1993. Now I live at jl. Pramuka no. 42 Sidikan, Umbulharjo, Yogyakarta. By the way, my hobbies are reading comic and watching movies. I am the first child in my family. I have one younger sister, and she is high school student. My father is a policeman and my mother is a housewife. I love my family more than anything. Well that's my introduction for this time. Pleased to meet you.

B. Activities

Answer these questions based on the text above.

- 1) What is the writer's complete name?
- 2) How old is he now?
- 3) Where does he come from?
- 4) What are his hobbies?
- 5) What are his parents? /What do his parents do?

C. Language Function

Some Types of Introduction a. Formal Introduction

Formal Introduction	Responses
• Good morning. My name is.....	• Good morning. I am
• Please, allow me to introduce myself. I am ... • May I introduce myself? I am • How do you do? My name is..... • My name's Dewi... • Let me introduce myself. My complete name is • Good morning, how do you do? • How do you do, nice to meet you?	
b. Informal introduction	
Informal Introduction	
• Hello, I am Nice to meet you • Hi, I am.....Nice to meet you • Excuse me. I am what's your ? • Hi, what's your name	

Example 1

Hello, my name is Dewi. I live in Yogyakarta but I was born in Sumatera on may 2nd , 1993. I study in Universitas PGRI Yogyakarta. I choose to study here because

Example 2

Hi, let me introduce my self. My name is Ismail. I'm eighteen years old. I was born on October 17th 2000 in Jakarta. I study at Universitas PGRI Yogyakarta, majoring in..... I like to study here because

Example 3

Hello, I'm Shifa. Allow me to tell you about my self. I was born in Surabaya on May 2nd, 2000. Now I live in this city, therefore I choose this university to study

.....

2. Pronoun

Subject	Object	Possessive		Reflexive
		Adjective	Pronoun	
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
They	Them	Their	Theirs	Themselves
We	Us	Our	Ours	Ourselves
It	It	Its	-	Itself

Be

I	am/was	He	is/was
You	are/were	She	is/was
We	are/were	It	is/was
They	are/were	Singular	is/was
Plural N	are/were	Uncountable N	is/was

D. Tasks

1. Put in am, is, are, was, were, have, or has.

- We _____ family.
- Look! There _____ my brother over there.
- We _____ not in Surabaya last year.
- My sister and I _____ lectures in Universitas PGRI Yogyakarta.
- My brother _____ feeling well today.
- I _____ at home now. Where are you?
- I _____ born in Jakarta in 2000.
- She _____ two brothers.
- Last year, the English Department students _____ at campus two.
- Ali and Alya _____ two cute cats.

2. Put in an appropriate Pronoun in the blank.

Hello,..... am Salha. I would like to introduce you to some members of family. This is my father.

.....name is Mr.Anas. is a police man. This momname is Mrs.Zulaikha. is a doctor in

one of the hospital in Yogyakarta. Here is my older sister.is Vicky. She opens own business at

home. This is my youngest brother, Doni. is still university student. He takes engineering. are

three (3) altogether. love each others, and respect parents so much.

3. Interview one of your friends for his/her data then introduce him/her in front of the class.

Name :
Birth :
Age :
Address :
Brother/Sister :
Phone :
Education :
Origin :
Occupation :
Hobbies :

4. Introducing others

Now, choose two or more of your friends and try to introduce them to the class. Example

Ika and Intan are the students of Universitas PGRI Yogyakarta. They are from Surabaya. Their major is Psychology.

5. Complete the missing words from the following introduction.

My name ____ Anita. I ____ from Jakarta, but now I ____ in Yogyakarta. I ____ 19 years old, and I ____ semester one in Universitas PGRI Yogyakarta. I ____ a brother and a sister. ____ older brother is 21 years old, and He ____ a university student. We ____ in the same Senior High School two years ago. My younger sister ____ still Class three of Junior High School. She ____ with our parents in Jakarta. She ____ very spoiled, but now she ____ very independent.

6. Make at least ten sentences of dialogue about introducing one of your

UNIT 2

IT LOOKS LIKE...



Taken from: http://pngimg.com/uploads/student/student_PNG62552.png

Learning Objectives

At the end of this unit, students will be able to:

describe the appearance of people, things, and places

identify people

A. Pre-activity

- Joana : Good morning. Excuse me, I am a new student here. I would like to see Mr. David actually.
- Officer : Morning. Sure. Please go to 3rd floor of this building, and you will find his office behind the elevator.
- Joana : Oh, thank you so much. What does he look like anyway?
- Officer : He is tall and medium weight, and has straight grey hair. He also

wears glasses.

Joana : And how about Mrs. Betty? I need to see her this evening. Is her office on the same floor as Mr. David?

Officer : Yes it is. It's next to Mr. David's office.

Joana : What is she like, Sir?

Officer : She looks like an actress. She is tall and slim, she has brown eyes and oval face. Her nose is pointed, and she has thick eyebrows.

Joana : Alright, thank you for the information,

Sir. Officer : You're welcome.

B. Activity

1. Where does the conversation take place?

2. Whom does Joana want to see?

3. Does Mr. David have black hair?

4. Is Mrs. Betty beautiful?

5. When will Joana meet Mrs. Betty?

C. Language Functions

C. Language Function

1. Describing People

What does	he	look like?				
	she					
He	is	tall	And	thin.		
She		medium height		medium weight.		
		short		heavy-set.		
He	has	short,	straight	black	hair.	
She		medium-length,	wavy	brown		
		long,	curly	blond (e)		
He	is wearing	white	slacks.			
She		striped	jacket.			
		glasses.				
What is	he	like?				
	she					
He	looks like	an old man	with	wrinkles	and	brown skin.
She		a young woman		pointed nose		slanted eyes.

2. Look at these expressions.

Age



young



middle aged



elderly

Looks



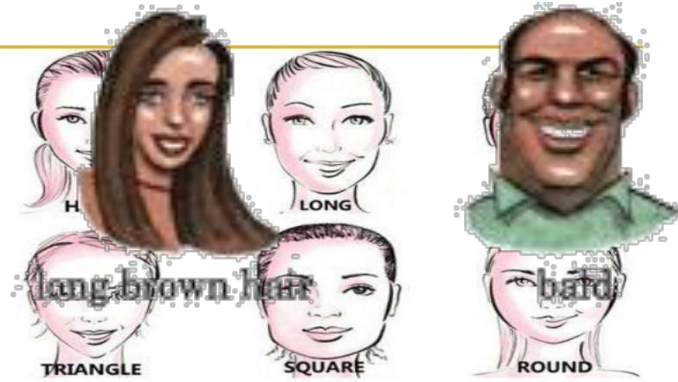
handsome



good-looking



pretty



Hair



straight black hair



curly red hair



short blond hair



Picture taken from New Interchange 1 page 54, Jack C. Richards

3. Describing Things

Color	Material	Weigh	Size	Shape
Red	Wood	Heavy	Small	Triangular
Bright-yellow	Leather	Light	Medium	Round
Dark-brown	Metal: alumunium, stainless steel	Weight	Large	Square
Green-neon	Plastic	Weightless	Big	Rectangular
White	Rubber		Wide	cylindrical
	Glass			

4. Describing Places

Useful Expression

The view is.....
 The atmosphere is.....
 It is located in.....
 The good thing about this place is.....
 A popular tourist attraction is.....
 It's well known for.....

List of Adjectives

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Amazing • Beautiful • Creepy • Crowded • Different | <ul style="list-style-type: none"> • Modern • Ancient • Impressive • Spacious • Interesting | <ul style="list-style-type: none"> • Calm • Colorful • Dazzling • Dry • Fresh |
|--|--|--|

5. Describing Feelings

My Feelings From A-Z

 Angry	 Bewildered	 Confused	 Depressed
 Enthusiastic	 Frightened	 Glad	 Happy
 Irritated	 Joyful	 Kooky	 Low
 Melancholy	 Nervous	 Overjoyed	 Proud
 Queasy	 Rowdy	 Shocked	 Terrified
 Upset	 Victorious	 Worried	 (E)Xcited
 Yucky	 Zany	How do you feel today?	

© Kathy Ryan 2013
<http://www.teacherspayteachers.com/Store/Kathy-Ryan>

<https://www.pinterest.com/pin/287597126178244758/>

D. Tasks

1. Choose one of the boxes below. Walk around the classroom and find the characteristics. Write the name of a different person next to each subject.

Find someone who:

Wears glasses:

Has round face:

The tallest:

Find someone who:

Wears big veil:

Has square face:

Skinny:

Find someone who:

The most beautiful:

Has slanted eyes:

Has braces:

Find someone who:

The most handsome:

Has brown skin:

The most silent:

Find someone who:

Has long hair:

Wears flowery veil:

The funniest:

Find someone who:

Has pointed nose:

Has a beard:

The most friendly :

Find someone who:

Has large eyes:

Has oval face:

The oldest:

Find someone who:

Has a mustache: Has

curly hair:

The most
fashionable:

Find someone who:

The smartest:

Has bright skin:

Wears sneakers:

Find someone who:

Wears heels:

Slim:

The most friendly:

2. Match the objects with the characteristics.

- | | |
|-------------|--|
| 1. Shoes | a. It is a mean of payment and can be coin or paper |
| 2. Ring | b. It is sharp shape and used in kitchen |
| 3. Lipstick | c. It has various colors and can be flat or with heels |
| 4. Door | d. It has round shape and made of silver or gold |
| 5. Bag | e. It is a vehicle with four wheels |
| 6. Car | f. It is made of wax and colourful |
| 7. Pen | g. It can be sling or backpack |
| 8. Knife | h. It is made of glass and can show your reflection |
| 9. Money | i. It is made of wood and has handle |
| 10. Mirror | j. It has ink inside |

3. Read and complete the blank spaces in the dialogue

- Jaenab : Hi, Tania! You look so worried. What's the matter?
- Tania : "I just feel like... I don't know. I cannot say it."
- Jaenab : "Why? Tell me the problem. May be I can help you"
- Tania : "Emmm... I sometimes I feel so depressed. I am also _____ because my boyfriend just cheated on me.
- Jenab : "What? With Rio? I knew he is not nice."
- Tania : How do you feel after you broke up with him?"
- Jaenab : "It's kind of bittersweet. I feel _____ since I can be free from his behavior. But it also makes me _____ because I love him.
- Tania : "That's ok. You just need time for it. Later, you'll be _____ for letting him go."
- Jaenab : "I hope so. Anyway, I've heard that you are the first winner of modelling competition last month?"
- Tania : "Yeah... That's true."
- Jaenab : "Oh, congratulations Tania! I am so _____ of being your friend. You are amazing!"
- Tania : "Thank you. Let's get some ice cream to celebrate it."

Disappointed Terrified Glad Irritated

Sad Proud Lucky Happy

4. Make your own dialogue with your partner(s) telling about your feeling by choosing one of these topics.

- a. If you got 1 billion Rupiahs
- b. If you meet a bear in the forest
- c. If your friend broke your smart phone
- d. If you got "D" in your lesson
- e. If you win the running competition in Asian Games
- f. If you meet Donald Trump
- g. If you hear mysterious sound in the midnight
- h. If it is blackout
- i. If you have evening classes at campus
- j. If you go to college without make up

UNIT 3

DO YOU LIKE IT?

Learning Objectives

At the end of this unit, you'll be able to:

At the end of this unit, you will be able to:
express likes and dislikes in English



Sources : <https://tatkala.co/2019/11/26/media-sosial-wadah-caring-dan-sharing-bukan-bullying/>

B. Activities

Answer the following questions.

1. Do you like using social media?
2. What social media do you like best?
3. What is the worst social media? Why do you hate it?

C. Vocabulary building

EXPRESSIONS OF LIKE & DISLIKE

Like	• I (really) like	Dislike	• I don't like ...
	• I (really) love		• I dislike ...
	• I adore ...		• I hate ...
	• I enjoy ...		• I abhor ...
	• I am crazy about ...		• I detest ...
	• I am very fond of ...		• I loathe ...
	• I am mad about ...		• I am not keen on ...
	• I am keen on ...		• I can't stand ...

Examples:

1. I am crazy about my idol
2. She doesn't like this shirt
3. They enjoy watching TV

D. Language Function

GERUND & INFINITIVE AS NOUNS

1. Gerund

Gerund is the ing-form verb which one of the functions is to act as a noun.

Gerund = Verb1 + ing

If we put it in a sentence:

Subject + Verb + Gerund

Examples: I like playing badminton
A lot of boys are fond of playing soccer
I enjoy reading a book at night

2. Infinitive

Infinitive is also can be used as a noun. Infinitive is to plus a verb form.

Infinitive = to + verb1

If we put it in a sentence:

Subject + Verb + Infinitive

Examples: She loves to meet a new friend
He likes to go to the cinema

E. Tasks

1. CLASS SURVEY. Choose one of the boxes below.

Walk around and ask questions. Write the name of a different person next to each subject.
Compare your finding with your friends'

(Adapted from Warren Wilson & Roger Barnard. 1992. Fifty- Fifty: A Basic Course
Communicative English)

Find someone who

Likes mangoes _____

Detests skiing _____

Abhors snakes _____

Enjoys reading _____

Loves to swim _____

Is fond of jewelleries _____

Adores singing _____

Likes to cry _____

Adores cats _____

Loathes jengkol
Is crazy about
gaming

Dislikes to play foul

Loves coffee

2. Fill the blank spaces in the following dialogues with suitable words/ phrases.

Practice the dialogue in pairs.

Dialogue 1

John visited Nathan's house, and he found his cousin in his room.

John : Hey, what are you doing?

Nathan : I am listening to Coldplay's

songs. John : Oh, _____ you _
them?

Nathan : Yes, I _____ their music. It excites me. How about you?

John : No. I _____ them. I prefer Indonesian band.

Nathan : Really? What band _____ you _____?

John : I _____ Kangen Band.

Nathan : Oh!

Dialogue 2

That afternoon, Caroline was sitting in her terrace when she saw Rachel passing by.

Caroline : Hi Rachel, are you going somewhere?

Rache : Hi Lucy. I am going to the market.

Caroline : Is there anything you need to buy?

Rachel : Oh, just some vegetables and fruits. My mother needs them for dinner. You can
join us

if you want.

Caroline : Really? Thanks for inviting me. Should I bring
something? Rachel: No, you don't have to bring anything.

Caroline : Thanks again. You're very nice.

Rachel : So, what kind of foods _____?

Caroline : I _____ all kinds of foods with vegetables.

Rachel : Me too. I think vegetables are good for our health. But my brother _____
like

broccoli, so unfortunately broccoli will be exempted from tonight's dinner.

Caroline : (laugh)

3. Think about your favourite person. S/he can be one of your friends, your lecturers, or public figures. List your reasons of liking him/her.

Example:

UNIT 4

OFFERING AND REQUESTING

Learning Objectives:

At the end of this unit, you will be able to:

make an offer and request in English

A. Pre-Activities

Find these videos below on the links provided. Watch and listen the videos. Try to understand and comprehend them.

VIDEO 1 : Oxford iSpeaker UK Conversations 32: Offering help
https://www.youtube.com/watch?v=AvNie7-nA_cw

VIDEO 2 : Oxford iSpeaker UK Conversations 33:
Offering somebody something
<https://www.youtube.com/watch?v=g86-QpCQ8Qw>

VIDEO 3 : PE3 2 Permissions and requests
https://www.youtube.com/watch?v=DcY4Y3n_cbcM

B. Activities

Watch and listen to the conversations on the videos of Pre-Activities. Complete the chart.

No.	Who are they?	What are they talking about?
VIDEO 1		
VIDEO 2		
VIDEO 3		

Watch and listen again. What are the words used to make the offerings and the requesting.

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

C. Language Function

Modals in Offering and Requesting

OFFERING 1

TO DO OFFERING SOMETHING	RESPONSES	NOTE
I'll carry your bag. We can give you a lift. Can I get you a cup of coffee? Can I help you?"	Oh, thanks. Oh, that would be great. Thank you. That would be nice. No, it's all right. I can manage.	We can use will or can to offer to do something.
Shall we pay you the money now? Can I get a taxi for you?	Oh, there's no hurry. Yes, please.	We can also use question forms with shall or can.

OFFERING 2

OFFERING SOMETHING	RESPONSES	NOTE
Would you like one of these chocolates? Would anyone like more coffee? Would you like a cup of coffee?	Yes, please. Thank you. No, thanks. Yes, please.	To offer food or drink, we use would like (not Do you like).
Will you have a biscuit? Won't you have something to	Thank you. Not for me, thank you.	We can also use Will/Won't you have...?

drink?		
Have a biscuit. (informal)	Thank you.	In informal speech we can use the imperative.

REQUESTING 1

ASKING PERMISSION / ASKING TO DO SOMETHING		
WITH "I" AS THE SUBJECT	RESPONSES	NOTE
May I (please) borrow your pen? May I come in?	Certainly. Yes, please do.	May I is used to request permission. May is more formal than can and could.
Could I borrow your pen (please)? Could I use your phone?	Yes, certainly. Yes, of course.	Sometimes May I and Could I are equally polite. Note in Could I borrow your pen (please)?: In a polite request, could has a present or future meaning, not a past meaning.
Might I borrow your pen?	Of course.	Might is also possible. Might I is quite formal and polite; it is used much less frequently than may I or could I.
Can I borrow your pen? (informal) (on the phone) Hello, can I speak to Steve, please?	Yes, of course. Sure. (informal)	Can I is used informally to request permission, especially if the speaker is talking to someone he knows fairly well. Can I is usually considered a little less polite than may I or could I.

Do you think I could borrow your bike?		We say do you think I could ...? (not can)
		Often the response to a polite request is an action, such as a
		nod or shake of the head, or a simple “uh-huh.”
WITH WOULD YOU MIND IF I/IS IT ALL RIGHT IF I/IS IT OK IF I	RESPONSES	NOTE
Would you mind if I closed the window?	No, not at all/of course not.	Notice in Would you mind if I is followed by the simple past. Sometimes in informal spoken English, the simple present is used: Would you mind if I close the window? (Note: The simple past does not refer to past time after would you mind; it refers to present or future time). The meaning of “Would you mind if I closed the window?”: May I close the window? Is it all right if I close the window? Will it cause you any trouble or discomfort if I close the window?

Would you mind if I used the phone?	No, that would be fine.	Another typical response might be “unh-unh,” meaning “no.”
Do you mind if I use your phone?	Sure. Go ahead.	

Is it all right if I come in?	Yes, of course.	
Is it OK if I come in?		

REQUESTING 2

ASKING SOMEONE TO DO SOMETHING

WITH "YOU" AS THE SUBJECT	RESPONSES	NOTE
Would you pass the salt (please)?	Yes, I would be happy to.	The meaning of would you and will you in a polite
Would you please be quite? I'm trying to concentrate.	Yes, I'd be happy to.	request is the same. Would you is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker's tone of voice.
Could you pass the salt (please)? Could you wait a moment, please? Excuse me, could you tell me how to get to the airport?	Yes, I would be glad to. Yes, of course.	Basically, could you and would you have the same meaning. The difference is slight: Would you: Do you want to do this please? Could you: Do you want to do this please, and is it possible for you to do this? Could you and would you are equally polite.
Can you (please) pass the salt?	Yes, I'd be glad to.	Can you is often used informally. It usually sounds

Can you wait a moment, please? Liz, can you do me a favour?		less polite than could you or would you.
Do you think you could lend me some money until next week?		We say do you think you could ...? (not can)
INCORRECT: May you pass the salt?		May is used only with I or we in polite requests.
WITH WOULD YOU MIND	RESPONSES	NOTE
Would you mind closing the window?	No. I'd be happy to.	Notice in (c): Would you mind is followed by -ing (a
Excuse me. Would you mind repeating that?	Not at all. I'd be glad to.	gerund). The meaning in (c): I don't want to cause you any trouble, but would you please close the window. Would that cause you any inconvenience?
	Sure./Okay. (informal)	The informal responses of "Sure" and "Okay" are common, but are not logical: the speaker means "No, I wouldn't mind" but seems to be saying "Yes, I would mind." Native speakers understand that the response "Sure" or "Okay" in this situation means that the speaker agrees to the

		request.
Would you pass the salt (please)? Will you (please) pass the salt? Liz, will you do me a favour?	I'd like to pass the salt, but I can't reach it. I'd like to, but sorry, I'm busy. I'd like to, but sorry, I can't at the moment. Sorry, I'm busy. Sorry, I can't at the moment.	A person usually responds in the affirmative to a polite request. If a negative response is necessary, a person might begin by saying "I'd like to, but ..." (e.g., "I'd like to pass the salt, but I can't reach it.").

REQUESTING 3

ASKING FOR SOMETHING	NOTE
Can we have our room key, please? Could I have a receipt, please? (in a shop) Can I have these postcards, please? (during a meal) Could I have the salt, please?	We use Can I/we have...? and Could I/we have . . .? when we ask someone to give us something.
May I have these postcards, please?	May I have ...? is also possible.
Could you give me a receipt, please?	We can also say Could you give me a receipt, please? but we do not use the imperative. NO Give me a T receipt .
A large white loaf, please. Two coffees, please.	When we ask for something in a shop or a cafe, we can simply name what we want, but we must say please.
I'd like a chicken sandwich, please.	We can also use I'd like ... or I'll have ...

I'll have a coffee.	
---------------------	--

D. Task

1. HOUSEHOLD TASKS

Let's play "Do Me a Favour" card game. How to use the game?

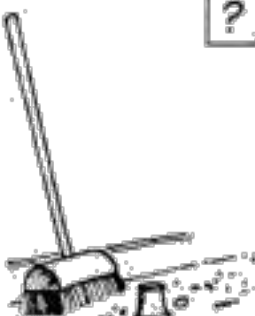
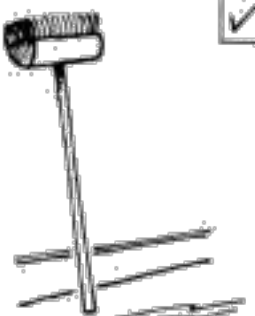
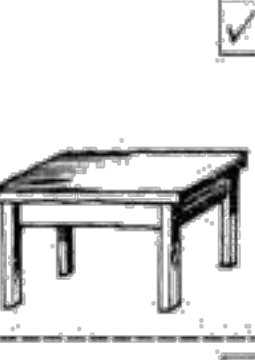
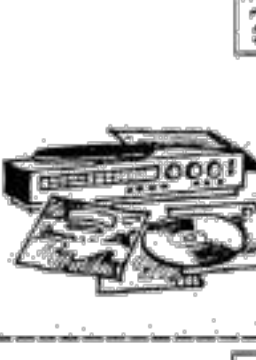
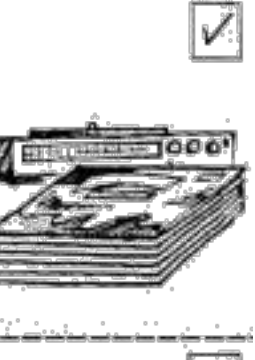
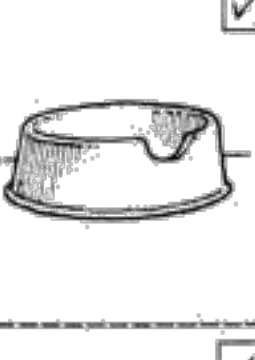
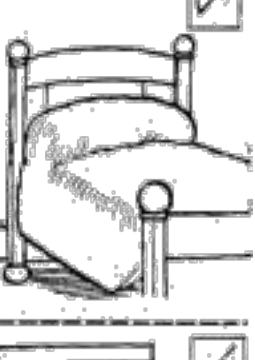
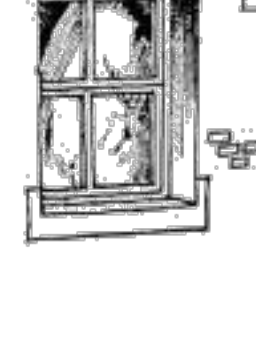
- Divide the class into small groups of three or four and practice the following "Do Me a Favour" card game by copying one set of cards and a rules sheet for each of your group.
- The cards are divided into request cards, showing an action that needs doing, and reply cards, showing the completed action.
- Request cards have question mark ? in the top right-hand corner; reply cards have a tick ✓.
- The object of the game is for players to collect matching pairs of request and reply cards.
- You should sit in your groups around a table and deal out ten cards to each of you. The remaining cards should be placed face down in a pile in the middle of the table.
- You should look at your cards and sort out any matching request and reply cards. These should be discarded.
- You then take it in turns to make requests based on the cards in your hand. The request, you should give it to the player making the request with an appropriate response.
- If you do not have such a card you should refuse the request with an appropriate response.
- When a request is complied with, both cards should be discarded. When a request is refused, the person requesting should take another card from the pile in the middle.
- The winner is you who gets rid of all your cards first.

Essential vocabulary

clean (the window/floor/coat/carpet), sweep (the floor), mend (the vase/window), post (the letter), empty (the bin/ashtray), clear (the table), put away (the records), tidy, make the bed, do the washing up/shopping, make the coffee, open (the door), close (the window), wash (the clothes), mow the lawn, paint (the room), answer (the telephone).

30 DO ME A FAVOUR

Elementary Communication Games, © J Hodfield 1984

 ?	 ✓	 ?	 ✓
 ?	 ✓	 ?	 ✓
 ?	 ✓	 ?	 ✓
 ?	 ✓	 ?	 ✓
 ?	 ✓	 ?	 ✓

What would you say in these following situations?

Example: Paul has come to see you in your boarding house. You offer him.

Would you like something to eat?

1. Your friend looks thirsty.
You offer him: _____
2. Helen is in tired condition.
You offer her: _____
3. The day is hot. Robby is not comfortable.
You offer him: _____
4. After 500 meters jogging with Ali, your best friend.
You offer him: _____
5. Chika's score is bad in Math.
You offer him: _____
6. A woman you know is afraid to walk home alone.
You offer him: _____
7. You're on a bus. You have a seat, but an elderly man is standing.
You offer him: _____
8. You have a car. You have to go the same way as Stave, who is on foot.
You offer him: _____

3. Requesting

Complete the polite requests with your own words. Try to imagine what the speaker might say in the given situation.

a. JACK : What's the trouble, Officer?

OFFICER : You make an illegal U-turn.

JACK : I did?

OFFICER : Yes. May I see your driver's
License_____?

JACK : Certainly. It's in my wallet.

OFFICER : Would you please remove it from your
Wallet_____?

b. WAITER : Good evening. Are you ready to order?

CUSTOMER : No, we're not. Could you
_____?

WAITER : Certainly. And if you have any questions, I'd be happy to tell you about
anything on the menu.

c. SALLY : Are you driving to the meeting tonight?

MIKE : Uh-huh, I am.

4. Try to make a dialog based on following contexts into a video:
- Offering to do something
 - Offering something
 - Asking permission / asking to do something
 - Asking someone to do something
 - Asking for something

LIST OF VOCABULARIES

The following list of vocabularies is essential based on the Offering and Requesting topic. The list presents headword, phonetic transcription, and abbreviations of part of speech.

Answer	Coffee /'kafi/ n Door /dɔ:(r)/ n Do /du:/ v
/'ɑ:nsə(r)/ v	Empty /'empti/ v Floor /flɔ:(r)/ n Lawn /lɔ:n/
Ashtray	n Letter /'letə(r)/ n
/'æʃtreɪ/ n Bed	
/bed/ n	
Bin /bɪn/ n	
Carpet	
/'kɑ:pɪt/ n	
Clean /kli:n/	
v Clear	
/kliə(r)/ v	
Close	
/kləʊz/ v	
Cloth /klaθ/	
n Coat	
/kəʊt/ n	

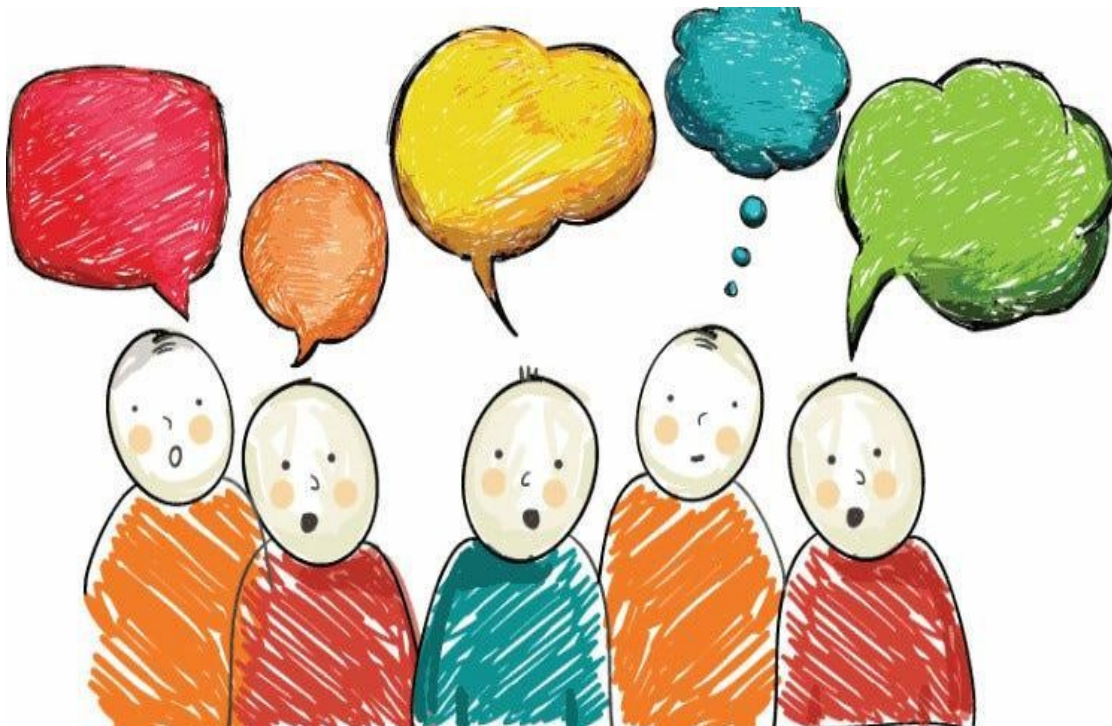
M	məʊ/ v Open
a	/ˈəʊpən/ v
k	Paint /peɪnt/
e	v Post
/	/pəʊst/ v
m	Put away /pʊt
e	əˈweɪ/ v Record
ɪ	/ˈrecɔːd/ n Room
k	/ruːm, rʊm/ n
/	Shop /ʃɑːp/ n
v	Sweep
M	/swiːp/ v
e	Table /ˈteɪbl/
n	n
d	Telephone
/	/ˈtelɪfəʊn/ n Tidy
m	/ˈtaɪdi/ v
e	Vase
n	(vɑːz/ n
d	Wash
/	/wɑːʃ/ v
v	Window /ˈwɪndəʊ/ n
M	
o	
w	
/	

UNIT 5

WHAT'S YOUR OPINION

Learning Objectives

At the end of this unit, students will be able to express your opinion in English



Source: <https://medium.com/yoursproductly/36-what-is-your-opinion-6963853d3cf5>

A. Pre-Activity



Let's watch the Video

Watch the video and give your opinion related the video orally.

You can watch the video at:

https://www.youtube.com/watch?v=P5_Msrdg3Hk



B. Activities

Read and practice the following dialogue.

- Tommy : Where should we take a vacation this year? Let's decide soon.
- Emmily : Well, I'd like to go somewhere warm. What do you think about the beach?
- Tommy : Do you want to go to the beach again? I think that it is not a good idea.
- Emmily : What is your idea?
- Tommy : I want to ski this winter. How about traveling to the Alps in Europe next month? We can find a ski resort on a lake.
- Emmily : Oh, I assume that it will be a great holiday for us because we have never been to Europe before!

C. Language Function

In certain situations, both at university and in our careers, we have to give our opinions and discuss subjects that we may disagree about. It is useful to know some of the correct language so that we can agree and disagree politely without causing offence.

Read some of these different ways of asking opinion:

ASKING OPINION	
Formal	Informal
Have you got any comments on	What do you think of.....?
Do you have any idea?	What do you think about.....?
Do you have any opinion on	What is your opinion?
Would you give me your opinion on ?	Why do they behave like that?
What is your reaction to	Do you think it's going?
What is your opinion about.....?	How do you like?
What are you feeling about.....?	How was the trip?

What are your views on.....?

How do you think of his idea?

Read some of these different ways of saying what you think about something.

GIVING OPINION	
Formal	Informal
• I personally believe	• I think ... / I don't think ...
• I personally consider	• I don't think I care for it.
• I personally think /feel	• I think it's good/nice/terrific.....
• I hold the opinion	I think that awful/ not nice/ • terrible.....
• My own view of the matter is	• I don't think much of it.
• Well, personally	• I think that.....
• If I had my view, I would	• In my opinion, I would rather.....
	• In my case
	• What I'm more concerned with
	• What I have in my mind is.....
	• The way I see is that.....
	• No everyone will agree with me, but
	• To my mind
	• From my point of view
	• For me, ...
	• I believe .. / I don't believe ...

Adapted from <http://learnenglishteens.britishcouncil.org/>

D. Tasks

1. Work individually and complete the following dialogues with the expressions in the box.

I guess
I think that
I would say that
I would say that
What is your opinion

Dialogue 1

- A : Excuse me,about this painting?
B : I think it's great. It looks real. A
: Ok, thanks.

Dialogue 2

- A.....about the taste of meat ball?
B.....it tastes delicious.
A : Are you sure? I don't think so.

Dialogue 3

- A : Excuse me, I think that's my bag.
B : hmm, I don't think sothis is mine.
A : You are rightthat I made a mistake.

2. Work in pairs. Ask your friend's opinion about the following animals.

Examples:

- A : What do you think about Monkeys?
B : I don't think that they are the same as human.

a. Monkeys/the same as human

.....
.....

b. Lions/can be tame

.....

..... c. Zebras/run faster than horse

.....
.....

d. Kangaroos/can walk

.....

..... e. Cheetahs/swim

.....
.....

f. Hippopotamus/dangerous

.....
.....

3. Complete the following sentences using your own ideas. Number 1 has been done for you.

a. I think that this lesson is easy to understand.

b. I believe that

c. I guess that

d. In my view,

e. I would say that

f. From my viewpoint

g. My personal view is that

h. In my eyes,

i. I assume that

j. As far as I'm concerned,.....

4. Individually, study the following picture carefully. Then, write your own opinion based on the following pictures and share your opinion to your friends.

a)



Source: <https://zenparent.in/parenting/say-not-to-gadgets>

What do you think about life without gadget? Can you survive?

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... b)



Source: <http://time.com/3835891/child-obesity-kindergarten/>

Television may have a harmful effect on young people.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Vocabulary list

Assume (V [T])

/ə'sju:m/ Behave (V

[I]) /bɪ'heɪv/

Concerned (Adj) kən'sə:nd/

Decide (V [T]) / dɪ'saɪd/

Bibliography

Bibliography (UNIT 1)

Wilson, Warren., Barnard, Roger. 1992. Fifty-fifty a Basic Course in Communicative English. New Jersey: A Simon & Schuster Company.

Bibliography (UNIT 2)

Wilson, Warren., Barnard, Roger, 1992, Fifty- Fifty: A Basic Course in Communicative English, New Jersey: A Simon & Schuster Company.

<https://www.pinterest.co.uk/pin/391461392585338690/> (accessed on July 25, 2018 at 01:21PM)

https://www.instagram.com/sabyan_gambus/?hl=id (accessed on July 25, 2018 at 02:03 PM)

<http://corporatemonks.com/growth-of-fast-food-industry-in-india-is-good-or-bad/> (accessed on July 25, 2018 at 02:30 PM)

BIBLIOGRAPHY (Unit 4)

Azar, Betty Schramper. 2002. Understanding and Using English Grammar. 3rd ed. New York: Pearson Education.

Eastwood, John. 1999. Oxford Practice Grammar. 2nd ed. Oxford: Oxford University Press.

Hadfield, Jill. 1984. Elementary Communication Games: A collection of Games and Activities for Elementary Students of English. United Kingdom: Thomas Nelson and Sons Ltd.

Liz and Soars, John. 2003. New Headway Intermediate. Oxford: Oxford University Press.

Murphy, Raymond. 2004. English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Students of English. 3rd ed. United Kingdom: Cambridge University Press.

Electronic Sources

Hoàng, Linh. "Oxford iSpeaker UK Conversations 32: Offering help." 6 Jul 2017. <<https://www.youtube.com/watch?v=AvNie7-nAcw>>

Hoàng, Linh. "Oxford iSpeaker UK Conversations 33: Offering somebody something." 6 Jul 2017. <<https://www.youtube.com/watch?v=g86-QpCQ8Qw>>

Trochez, Claudia Patricia gomez. "PE3 2 Permissions and requests." 12 Mei 2016

<<https://www.youtube.com/watch?v=DcY4Y3nbcM>>

Bibliography (UNIT 5)

<http://assignments.ds106.us/assignments/whats-your-opinion-on/>

https://www.youtube.com/watch?v=P5_Msrdg3Hk

<http://learnenglishteens.britishcouncil.org/>

<https://zenparent.in/parenting/say-not-to-gadgets>