

PRE-NURSING MODULE

BASIC ENGLISH FOR COMMUNICATION



SUBJECT COORDINATOR:

SANDRA SEMBEL

FACILITATORS

FON ENGLISH TEAM

(DESI H. PARDEDE

DOROTHEA V.P LOMBOGIA)

UNIVERSITAS PELITA HARAPAN

FACULTY OF NURSING

2016

PREFACE

Welcome to Faculty of Nursing, Universitas Pelita Harapan!

Universitas Pelita Harapan (UPH) is a global campus in complete sense. This means that once you become a student at this university, the door to the international world is opening up to you. You will get access to people, resources and facilities that enable you to improve yourself up to the global level. You will be guided to gain true knowledge, improve your faith in God, and develop Godly character.

To actively participate as a member of the global campus, you need to communicate in English. Therefore, before you step into the first semester of your study here, you need to be equipped with basic communication skills in English.

To prepare you to smoothly step into the first semester, the Student Service Department initiated the idea of a pre-nursing program, which also includes preparing new students to improve their English language skills. This is the very reason why the book is developed.

So, enjoy the lessons, participate in all the activities and improve your communication skills in English. God bless you all!

Karawaci, June 2016

Book Development Team:

Sandra Sembel (Course Coordinator)
Desi Hotma Pardede
Dorothea Y. P. Lambogia

Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, (Colossians 3: 23)

ABOUT THE BOOK

- This book is dedicated to new students of UPH Faculty of Nursing who will be assisted by their facilitators to help improve their English communication skills to basic operational level.
- This book contains carefully selected topics for useful daily-life communications and engaging learning activities organized step by step for optimum result.

The target participants:

This book is intended for:

1. Pre-nursing students at Universitas Pelita Harapan
2. Facilitators of Basic English for communication in Pre-Nursing program

The goals of the books:

This book is especially designed to:

1. Guide facilitators and students to go through the learning activities in Basic English for Communication class for optimum learning gain.
2. Help prepare students to understand and use Basic English for communication in everyday class setting.
3. Increase the motivation of students to use English language skills which include speaking, writing, reading and Listening to support their studies.

The units:

This book contains six units of common topics needed to communicate in English.

The materials include:

1. Introducing ourselves and family
2. Describing routines
3. Describing people: Physical features, clothing
4. Talking about feelings and emotions
5. Understanding and giving directions and instructions
6. Reporting an Accident

COURSE OUTLINE

Basic English for Communication

Course Description

This course is for student who have early operational ability to communicate using simple English and wish to improve their mastery and confidence to operational level.

Terminal Objectives

At the end of the course, students will be able to:

- start communicating in English at early operational level about familiar topics in daily life (dormitory, campus environment, SoW department, etc.).
- prepare themselves for the next level learning English especially in nursing subject.
- improve their motivation to learn English continuously.

Specific Objectives

In the process of achieving the terminal objectives, students should be able to demonstrate the following skills:

Receptive Skills

- **Listening:** Students can understand general conversation in daily life situations and grasp the general meaning of public announcements, instructions, and main ideas.
- **Reading:** Students can understand short essays, short stories, personal letters (faxes, email messages), announcements, and instruction manuals.

Productive Skills

- **Writing:** Students can use simple English to write about their own experiences or about common daily-life topics which they are familiar with.

- **Speaking:** Students can use simple English to discuss or describe general daily life topics such as introducing themselves and talking about their daily activities, work, family, and experiences, and state their opinions on general topics.

Contents

Class discussions will cover the following topics:

1. Introducing ourselves and family
2. Describing routines
3. Describing people: Physical features, clothing
4. Talking about feelings and emotions
5. Understanding and giving directions and instructions
6. Reporting: An Accident

Students will further build their knowledge and skills through the **class activities**, **group assignments**, and **enhancement activities**.

Class Activity:

Students will be involved in self-directed practice and refinement of all language skills covered within the course.

Topics	Activities
1. Introducing ourselves and family	Family tree and introducing family
2. Describing routines/daily activities	Picture Story
3. Describing people: Physical features, clothing	Card Game
4. Talking about feelings and emotions	Learning through songs
5. Understanding and giving instructions	Game: Following instructions
6. Reporting an Accident	Reporting an accident

Enhancement Activities

Suggested Enhancement activities

1. Sharing information: Table topic discussions, Presentations
2. Movie Showing: Watch a movie, answer questions about it and express opinions
3. Games: Vocabulary and information gap
4. Songs: Rearranging words/verses, filling in missing information, answering questions

Evaluation Overview

1. Quizzes	: 30%
2. Class participation	: 30%
3. Final Assessment	: 40%
Total	100%

TABLE OF CONTENTS

Preface	i
About the book	ii
Course Outline	iii
Table of Contents	iv

UNIT 1: Introducing ourselves

UNIT 2: Describing routines

UNIT 3: Describing people

UNIT 4: Talking about feelings and emotions

UNIT 5: Understanding and giving instructions

UNIT 6: Reporting an accident

UNIT 1

Me and My New Friend

Target Skills	Speaking and Writing
Supporting Skills	Listening and reading
Learning Objectives	The students are able to: <ul style="list-style-type: none">• Introduce themselves to a new friend (name, hometown, high school, age, favorite things)• Introduce a new friend to others
Learning Activities	<ol style="list-style-type: none">1. Warming Up: My favorite things2. This is me: Reading an example of how someone introduces himself/herself3. This is me: Answering questions about the texts.4. This is me: Completing personal information5. This is my friend: Introducing the persons in the reading text using the completed table.6. This is my friend: Interviewing a new friend7. This is my friend: Reporting the interview8. Introducing ourselves: Do's and Don'ts

LET'S GET STARTED

Activity 1.1: My Favorite Things (15')

Complete the information about you below.

Name	:	_____
Hometown	:	_____
Three favorite things I want to share with you:		
1.		_____
2.		_____
3.		_____

For example:

Name	:	Putri
Hometown:		Malang
Three favorite things I want to share with you.		
1.		Favorite color
2.		Favorite food
3.		Favorite pet

Steps:

1. Each student gets a small piece of paper.
2. On the paper, each student needs to write three points they want to share with the class. (See Worksheet 1)
3. Then, the facilitator will collect all pieces of paper.
4. Next, each student has to pick a piece of paper (not their own)
5. All students need to find the owner of the paper by asking questions:

- a. What's your name?
 - b. Where do you come from?/Where are you from
6. When they have found the owner, they can introduce themselves and share with each other about their favorite things.
 7. Finally, the facilitator picks several students to introduce their new friends.

LET'S LEARN

Activity 1.2: This is me – Reading

Look at the pictures below. Read how they introduce themselves. Then, complete the table below the pictures.

Picture 1



Hello.

I'm Mario Batubara. You can call me Mario. I'm from Medan and I graduated from SMA 1 Medan. I'm 17 years old. I like sports, especially football. I also like playing guitar and eating fried rice.

Picture 2



Hi, Good morning.

My name is Luciana Lasut. Just call me Lucy. I'm from North Sulawesi and I graduated from SMA 3 Manado. I'm 18 years old. I like spicy food, pop songs and the smell of jasmine.

Steps:

1. Students look at the two pictures
2. Students read the texts below the pictures silently.
3. The facilitator asks one boy to read about Mario.

Activity 1.3: Reading and Answering Questions

Look at the text again and answer the questions below.

- (1) What is the name of the boy/girl?
- (2) What is his/her nick name?
- (3) Where does he/she come from?
- (4) What school did he/she graduate from?
- (5) How old is he/she?
- (6) What are his/her favorite things?

Steps:

1. The facilitator asks one boy to read about Mario out loud.
2. The facilitator asks questions to the class about Mario. The class answers the questions.
 - (1) What is the name of the boy?
 - (2) What is his nick name?
 - (3) Where does he come from?
 - (4) What school did he graduate from?
 - (5) How old is he?
 - (6) What are his favorite things?
3. The facilitator asks one girl to read about Lucy out loud.
4. The facilitator asks questions to the class about Lucy. The class answers the questions.
 - (1) What is the name of the girl?
 - (2) What is her nick name?
 - (3) Where does she come from?
 - (4) What school did she graduate from?
 - (5) How old is she?
 - (6) What are her favorite things?

LET'S PRACTICE

Activity 1.4: Completing information

Worksheet 2: Completing information

Read the texts again about Mario and Luciana. Then, complete the following table (Worksheet 2).

	Picture 1	Picture 2
Complete name		
Nick name		
High school		
Age		
Favorite things		

Steps:

1. Students complete worksheet 2 with the information from the texts.
2. Facilitator asks one boy to introduce himself as Mario and one girl to introduce herself as Lucy using worksheet 2 (without looking back to the text).
3. Facilitator summarizes the expressions used to introduce oneself.

Greetings: Hello!

Hi!

Good morning!/Good afternoon!/Good evening!

Complete name: I'm Mario Batubara.

My name is Luciana Lasut.

Nick name: You can call me Mario.

Just call me Mario.

High school: I graduated from SMA 3 Manado.

Age: I'm 17 years old.

Favorite things: I like music, sports and spicy food.

Activity 1.5: This is my new friend

Study the completed table about Mario and Lucy. Introduce Mario and Lucy as your new friends.

Steps:

1. Students review the table about Mario and Lucy.
2. They are asked to work in pairs.
3. One student introduces Mario.
4. The other student introduces Lucy.
5. The facilitator then asks one person to introduce Mario and another one to introduce Lucy in front of the class.

Activity 1.6: Interview new friends

Now, it's time for you to perform a real conversation to introduce yourself to others. Each student chooses 3 friends and interviews them based on the content below.

- What about you? What's your name?
- Where are you from?
- What's your month of birth?
- What's your favorite food?

No	Name	Place of origin	Month of birth	Favorite food
1.	(You):			
2.	Friend 1:			
3.	Friend 2:			
4.	Friend 3:			

Steps:

1. Complete the information about you in the table.
2. Then, move around the room to interview three people. You can use the questions on the list to ask your friends.
3. Write down the information about them in the table.

LET'S WRAP IT UP

Activity 1.7: Reporting

Write a paragraph to report the result of your interview. You can use the following model paragraph to help you express your ideas.

Today, I met _____ (number of people) people. First, I met _____ (name of friend 1). He/she is from _____ (place of origin/hometown). His/her month of birth is _____ (month of birth). His/her favorite food is _____ (favorite food). Then, I met _____ (name of friend 2). He/she is from _____ (place of origin/hometown). His/her month of birth is _____ (month of birth). His/her favorite food is _____ (favorite food). Finally, I met _____ (name of friend 3). He/she is from _____ (place of origin/hometown). His/her month of birth is _____ (month of birth). His/her favorite food is _____ (favorite food). They are the three people I met today.

JUST A NOTE

Read the following practical tips carefully.

PRACTICAL TIPS TO INTRODUCE YOURSELF

Meeting new friends is always an exciting moment. Today, we've also learned how to introduce ourselves. But, perhaps, you need to know the tips and ethical considerations when introducing yourself.

1. Keep it short

Short introduction is the best policy to make it more memorable. Too much information at once is difficult to remember. So, keep it short to the necessary information, like your name and how happy you are to meet the new friend.

Hi, I'm Bob. Happy to meet you.

Hello, my name's Tina. Pleased to meet you.

2. Be aware of the context

Keep your introduction in context of the setting in order to choose the suitable response. Don't speak out of context.

*If you meet in campus, just say:
Hi, I'm Sam. I'm a nursing student from Kupang.*

*If you meet at a sports competition:
Hello, I'm Susan. Good luck for your team.*

*If you meet in an office context:
Good morning. I'm Brad Smith. I work for Sun and Co.*

3. Stay away from personal issues

When meeting people for the first time, don't start with personal issues (family, age, home address, salary, etc.). Limit your discussion to interesting common issues, such as what is in the news (people, events in the news, the weather or the event you are attending at the moment of speech).

4. Be humble

Don't start by talking too much about yourself. Focus on the other person more than yourself. Ask questions, then, listen. After you listen, you can choose the best response.

Sources:

- To access information about introducing ourselves, you can visit: Haden, Jeff, The Best Way to Introduce Yourself in Any Setting, <http://www.inc.com/jeff-haden/the-perfect-way-to-introduce-yourself-in-any-setting.html>, accessed, June 20, 2016, 08:38
- To access information about common expressions to introduce ourselves, you can visit: Learn English Basics, <http://www.learnenglish.de/basics/greetings.html>

Activity 1.8. Do's and Don'ts

List down at least two Do's and two Don'ts in introducing ourselves. Look at the example. Complete the rest.

DO'S	DON'T'S
1. Keep it short	1. Don't give too much information at once.
2.	2.
3.	3.
4.	4.

Steps:

1. Students read the text
2. Students complete the table of do's and don't's

UNIT 2

Talking about My Family

Target Skill	Speaking and Writing
Supporting Skills	Listening and reading
Learning Objectives	The students are able to: <ul style="list-style-type: none">• Mention members of core family.• Introduce members of core family (Name, age, occupation, family relationship)• Mention members of extended family (Name, age, occupation, family relationship).
Learning Activities	<ol style="list-style-type: none">1. Family pictures – matching pictures and sentences2. Family Tree – Bart and His Family: Answering Questions3. My big family—Joshua and her family: choosing the best answer4. Drawing Group’s family tree5. Introducing group’s family tree6. Writing about group’s family tree7. Talking about family photo8. Think-pair-share: Talking about the meaning of family

LET'S GET STARTED

Activity 2.1: Different types of family

Look at the two pictures and read the Sentences in the Sentence Bank. Match the sentences with the Pictures by writing down each sentence in the box next to the related picture.

Picture 1: Core Family



Sentences related to Picture 1

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

Picture 2: Extended Family



Sentences related to Picture 2

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

Sentence Bank:

- A. The family have two daughters
- B. Here is a picture of a father, mother, grandfather, grandmother, and two children
- C. There is green grass in the background
- D. They are in the park
- E. Here is a picture of a father, mother, two children
- F. The family have one daughter and one son
- G. They are all sitting down
- H. The mother is wearing glasses
- I. They are at home
- J. The girls are wearing jeans

Steps:

1. Students look at two family photos and the sentences in the sentence bank below the photos.
2. Students match the sentences and the photos by writing down the sentences related to each photo in the box provided beside each photo.
3. The facilitator helps the class to discuss each picture and the sentences that describe each picture.

Look at the picture 1. Which sentence describes this picture? What is the next sentence that describes the picture? What other sentence describes the picture? Is there anymore sentence that describes the picture? What is the last sentence that describes the picture?

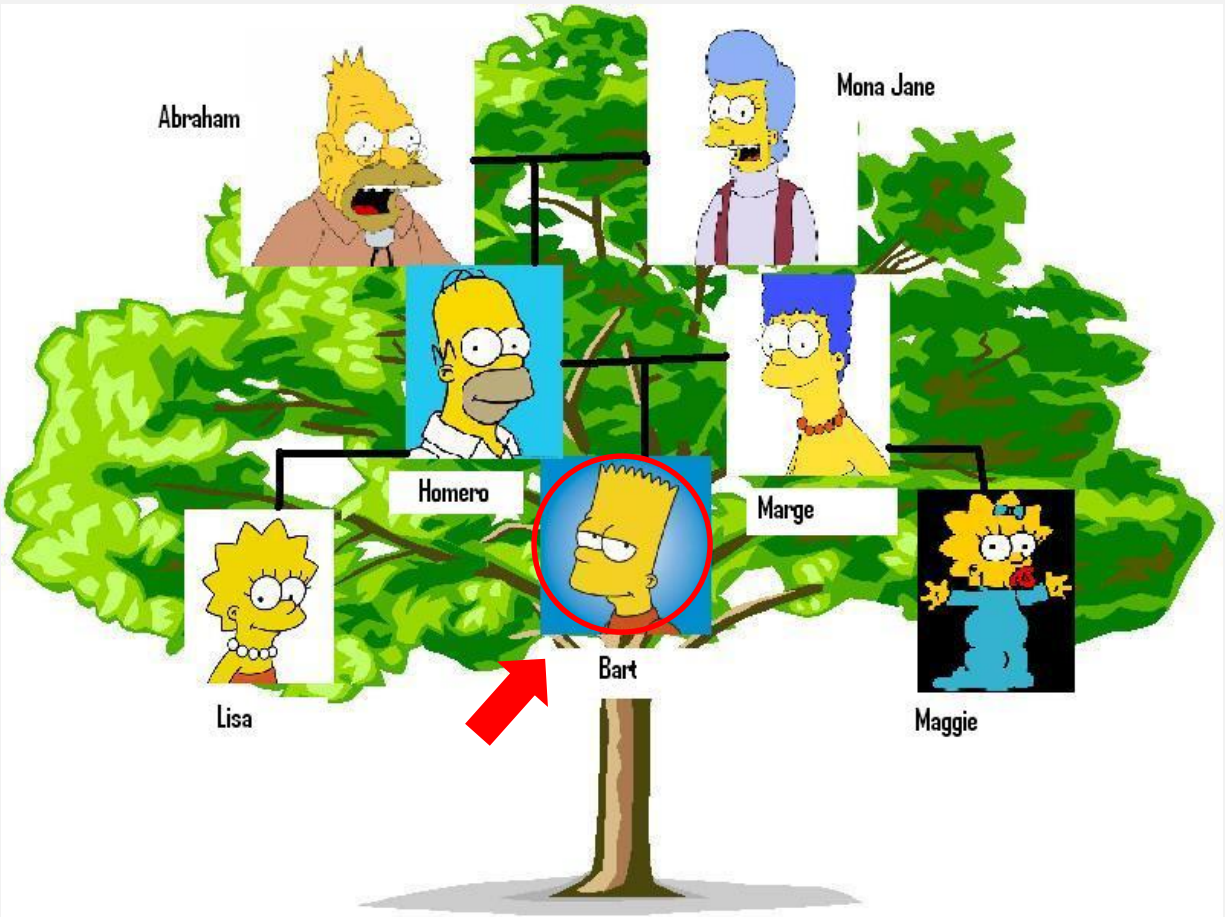
Now, look at picture 2. Which sentence describes this picture? What is the next sentence that describes the picture? What other sentence describes the picture? Is there anymore sentence that describes the picture? What is the last sentence that describes the picture?

LET'S LEARN

Activity 2.2: Bart and His Family

Study the related family tree. Then, answer the questions.

BART AND HIS FAMILY



1. Who is Bart's **father**? _____ is Bart's father.
2. Who is Bart's **mother**? _____ is Bart's mother.
3. Who is Bart's **sister**? _____ is Bart's sister.
4. Who is Maggie's **brother**? _____ is Maggie's brother.
5. Who is Bart's grandfather? _____ is Bart's grandfather.
6. Who is Bart's grandmother? _____ is Bart's grandmother.

Steps:

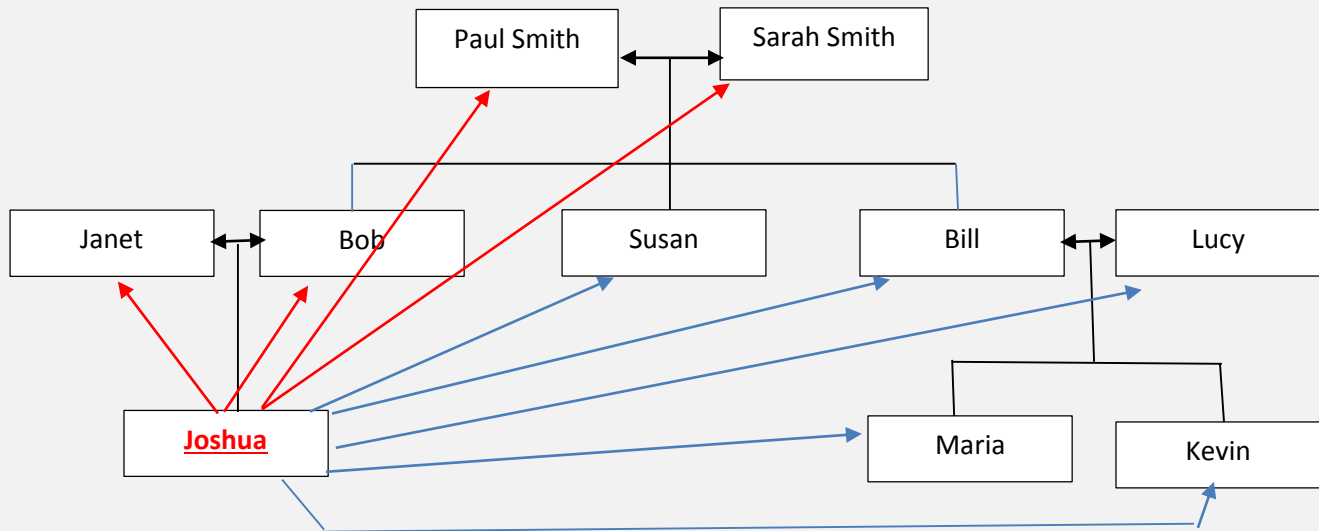
1. Students are asked to look at the family tree.
2. Then, with the help of the facilitator, students discuss Bart's family using the family tree.
 - This is Bart's family tree.
 - Abraham is Bart's **grandfather** and Mona Jane is Bart's **grandmother**.
 - Homero is Bart's **father** and Marge is Bart's **mother**.
 - Bart has two **sisters**. Lisa is Bart's **older sister** and Maggie is Bart's **younger sister**.
 - Lisa and Maggie love their **brother**, Bart.
3. Ask questions about Bart's family
 - Who is Bart's **father**? _____ is Bart's father.
 - Who is Bart's mother? _____ is Bart's mother.
 - Who is Bart's sister? _____ is Bart's sister.
 - Who is Maggie's brother? _____ is Maggie's brother.
 - Who is Bart's sister in grandfather? _____ is Bart's grandfather.
 - Who is Bart's grandmother? _____ is Bart's grandmother.

Activity 2.3: Joshua and His Big Family



Look at Joshua's big family's picture and family tree, then **circle** the best answer in each number below the family tree.

Joshua's Family Tree



Joshua's core family

1. Janet is Joshua's (father, mother).
2. Bob is Joshua's (father, mother).
3. Janet and Bob are Joshua's (parents, children).

Other core family relationships

4. Bob and Bill are the (sons, daughters) of Paul and Sarah.
5. Susan is the (son, daughter) of Paul and Sarah.
6. Bill and Lucy has two (children, cousins).

Joshua's extended family

7. Paul is Joshua's (grandfather, grandmother)

8. Sarah is Joshua's (grandfather, grandmother)
9. Susan is Joshua's (uncle, aunt)
10. Bill is Joshua's (uncle, aunt)
11. Maria and Kevin are Joshua's (children, cousins)
12. Maria is Susan's (niece, nephew)
13. Kevin is Susan's (niece, nephew)
14. Lucy is Bob's (brother in law, sister in law)
15. Bill is Janet's (brother in law, sister in law)
16. Joshua, Maria and Kevin are the (grandchildren, grandparents) of Paul and Sarah.

Steps:

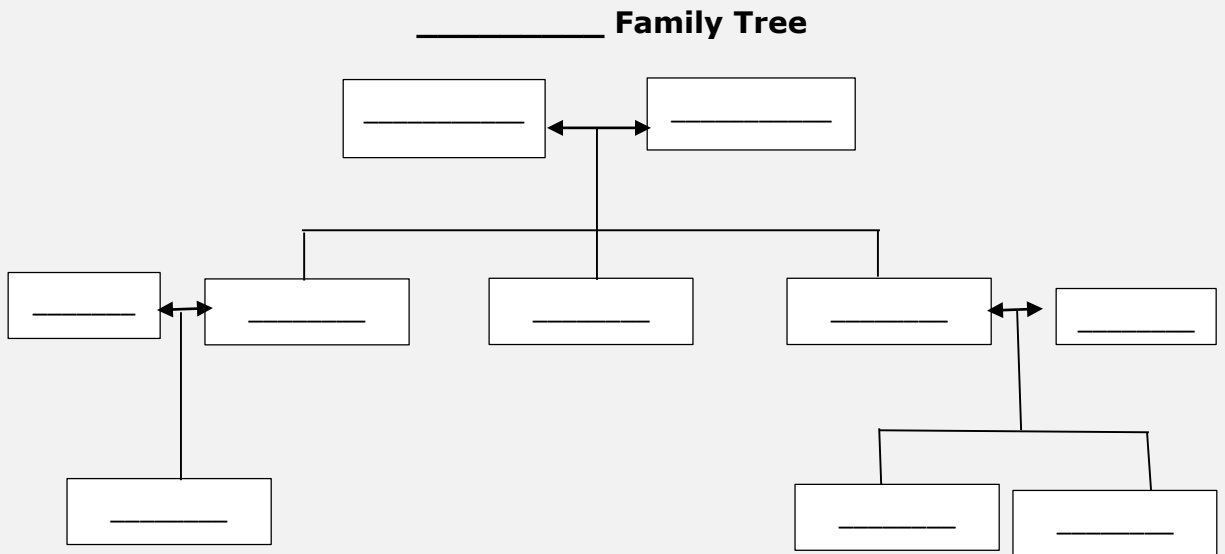
1. Students study the picture and family tree
2. With the help of the facilitator, students identify family relationships in the family tree by circling the best answer in each number.
3. Then, the students discuss their answers with their neighbors.
4. Finally, the facilitator helps discuss the right answers and summarizes the family relationships (core family and extended family).

LET'S PRACTICE

Activity 2.4: GROUP'S FAMILY TREE

1. Split into big groups of around 7 – 10 students.
2. Each group gets a piece of flipchart paper and draws a family tree of the group. If the group consists of 7 people, then the family tree should also consist of 7 people. Decide the family relationships among the members of the family within each family tree.
3. The family tree pictures are placed on different parts of the classroom walls.

Draw the family tree of the group below



Steps:

1. Divide the class into groups of 7 to 10 students.
2. Each group is asked to draw a family tree of the group (one student can be the father, another can be the mother, the rest can be the children).
3. Put up the family tree pictures on different parts of the classroom.

Activity 2.5: INTRODUCING FAMILY USING FAMILY TREE

Using the family tree, each group introduces their new family to class.

Steps:

1. Each group chooses the head of the family who will represent the big family.
2. The head of the family introduces the big family in general.
 - a. What is the Family name?
 - b. Where does the family come from?
 - c. How many people are there in the family?
3. Ask two or three people to represent the group to introduce the different layers of relationships in the big family.

LET'S WRAP IT UP**Activity 2.6: Writing about my big family**

Now, individually, write a short paragraph of around 10 sentences to introduce the family members in the family tree. (You don't need to introduce everyone, just some of the members).

Steps:

Each student is asked to introduce the big family in a paragraph of around 10 sentences. Students can use the following questions to help write the paragraph.

1. What's the name of the family?
2. Where does the family come from?
3. Introduce your core family.
4. Introduce some members of the extended family.

Activity 2.7: Talking about my family photo (optional or as homework)

Bring a photo of you and any family members to class. Share your photo with your neighbors. You can use the following questions to help you talk about the photo.

- Who is it?
- What's his/her name?
- How is he/she related to you?
- When was this photo taken?
- What was the event?
- Who else attended the event?

Steps:

Ask each student to a photo of them with their family (doesn't have to be a complete family photo). Then, they are asked to introduce the family members in the photo.

- Who is it?
- What's his/her name?
- How is he/she related to you?
- When was this photo taken?
- What was the event?
- Who else attended the event?

JUST A NOTE

Meaning of family



According to Michelle Blessing, FAMILY is a single word with many different meanings. Therefore, people have many ways of defining a family and what being a part of a family means to them. Family differ in terms of economic, cultural, biological, social and many other facets. However, what every family has in common is that the people who call it a family are making clear that those people are IMPORTANT in some way to the person calling them his family. So, it's not about blood-related family. It's more about love-related family. People in a group you call a family feel that they are important part of their lives. Love binds their relationship.

To read more about family, visit: <http://family.lovetoknow.com/about-family-values/meaning-family>

Activity 2.8. Think-pair-share!

Steps:

1. Think: People who belong to a family think that their family is special. What is so special about your family?
2. On a post it note write one or two things that make your family special.

Question	My reasons	My partner's reasons
Why is my family special?	Reason 1: Reason 2: Reason 3:	Reason 1: Reason 2: Reason 3:

3. Pair and Share: Work in pairs and share your note with your partner.

UNIT 3

Describing Daily Routines

Target Skills	Reading and Speaking
Supporting Skills	Listening and Writing
Learning Objectives	The students are able to: <ul style="list-style-type: none">• Comprehend a paragraph about daily routines• Describe daily routines• Talk about daily routines
Learning Activities	<ol style="list-style-type: none">1. Completing Word Search of Daily Routines2. Rearranging letters to form expressions of daily routines3. Making a sentence using the words in each picture4. Completing time table using expressions of daily routines5. Retelling daily activities based on the time table.6. Making a time table of daily routine and talk about daily routines.7. Reading a note and discussing about developing good study habits.

LET'S GET STARTED

Activity 3.1. Daily Routine Word Search

In the Word Search puzzle, find the expressions of daily routines on the list below.

G	D	T	H	E	K	B	D	Q	V	N	O	P	G	R
E	A	H	C	G	Y	K	S	Q	W	B	T	B	Y	H
T	Z	T	X	W	N	R	E	A	D	S	S	U	U	H
U	A	E	X	G	Y	K	D	E	W	E	A	M	J	L
P	Z	E	C	J	T	O	L	I	S	T	F	C	A	E
G	O	T	O	B	E	D	W	E	R	I	K	B	G	A
A	Q	Y	C	D	Y	R	Z	A	H	R	A	N	Y	V
A	R	M	T	T	H	I	C	E	S	W	E	T	S	E
A	G	H	C	D	V	V	X	S	W	N	R	M	U	M
Z	H	S	B	P	U	E	K	A	W	N	B	A	A	Y
W	I	U	I	S	T	Y	H	F	O	D	E	D	G	H
S	G	R	S	E	S	H	R	M	R	C	V	A	U	O
X	T	B	B	I	U	O	Y	F	K	X	A	S	W	U
T	A	E	V	U	J	T	D	S	S	H	H	O	Y	S
A	H	V	F	R	T	G	J	K	U	I	A	H	M	E
P	C	E	R	E	W	O	H	S	A	E	V	A	H	N
V	D	Y	G	K	L	A	W	S	J	U	I	R	S	W
K	N	I	R	D	M	K	O	D	E	S	H	C	B	N

Word list:

Get up	Go to bed	Brush my teeth
Drive	Wake up	Work
Walk	Leave my house	Have breakfast
Have a shower	Read	Write
Chat	Eat	Drink

Steps:

1. Study the list of words below the puzzle.
2. Find these words in the puzzle.
3. Highlight the words that have been found.
4. Compare answers with other students.

LET'S LEARN

Activity 3.2. Rearranging letters to form Expressions of Daily Routines

Look at the pictures. Below the pictures there are words that describe the daily activities. Rearrange the LETTERS to form words that describe each picture.



Picture 1

Picture 2

Picture 3

Picture 4

Jumbled words

Daily routines

Picture 1. E G T P U

Picture 2. ATEK A HWORES

Picture 3. TEG RDESESD

Picture 4. EAHV RABKASTEF



Picture 4

Picture 5

Picture 6

Jumbled words

Daily routines

Picture 4. OG OT OWKR

Picture 5. OWKR TA HTE FFIOEC

Picture 6. EAHV UNHLC



Picture 7

Picture 8

Picture 9

Picture 10

Jumbled words

Daily routines

Picture 7. VARIRE OHME

Picture 8. VAEH INNDRE

Picture 9. C ATWH VT

Picture 10. OG OT EBD

Steps:

1. Look at each picture
2. Read the letters that describe each picture
3. Rearrange the letters to form words that describe the daily activity in the picture

Activity 3.3. Making Sentences

Pick three pictures from the previous activity. Then, make a sentence about you using the expressions of daily routines in each picture. Look at number 1 as an example.

Picture No	Expressions of daily routines	Your sentence using the expression of daily routine
1	Get up	I get up at 5 o'clock every morning.

Steps:

1. Choose three expressions of daily routines from the previous activity.
2. List down each expression in the table
3. Make a sentence using each expression (look at the example)
4. Share the sentences with at least two or three people sitting close to you.

LET'S PRACTICE

Activity 3.4. Donny's Daily Routines

Read the following paragraph about Donny's Daily Routines. Then, complete the table below the paragraph.

DONNY'S DAILY ACTIVITIES

My name is Donny. I usually **wake up** at 5.00 but I get up at 5.15 and **brush my teeth**. Then, I **read** the bible and **pray**. After that, I **take a bath** and **get dressed**. At around 6, I **have my breakfast** and after that I **go to classes**. I **study** from 7.15 to 16.00. I have my **lunch break** from 12.00 to 13.00. During break, I **have lunch**, **review my lessons** and just **chat** with friends. I **go home** at 4.30 pm. At home, I **take a bath**, and then, I **watch TV**. At around 7 pm, I **have dinner**. Then, I **do my homework** and **go to bed** at 10 pm.

DONY'S DAILY ACTIVITIES

Morning Activities	Afternoon Activities	Evening Activities

Steps:

1. Read the paragraph about Donny's daily routines.
2. Complete the table with Donny's morning, afternoon and evening activities.

Activity 3.5. Retelling Daily Activities

Use the table in the previous activity to choose three activities (1 from each time of day) of Donny's daily routines. Make a sentence using each activity.

Donny's Daily Routines

Morning _____

Afternoon _____

Evening _____

To learn more about Daily Routines, access the following links.

1. For Listening practice

<https://www.youtube.com/watch?v=-vW1QXF9Gk> Nursing daily activities

<https://www.youtube.com/watch?v=4peIFulusSk>

2. For improving vocabulary and grammar

http://www.vocabulary.cl/Games/Daily_Routines.htm

JUST A NOTE 📄

DEVELOPING GOOD STUDY HABITS



Students have a lot of activities to do: academic activities, social activities, sports activities and student life activities. All these activities have to be managed well so that the students will enjoy their time in campus and at the same time will be able to perform well in whatever they do. The key is developing good study habits. How to do this? Check out the following tips.

1. Choose the most convenient **study time** (early morning, late afternoon or evening time) and do it every day so that it can become a habit.
 - You can allocate 1-2 hours a day to study.
 - Set aside blocks of study time (about 30 to 45 minutes per block—depending on your ability for full concentration): During this time, you can review the lessons of the day (45 minutes), read the next lesson (45 minutes) and do your assignments (45 minutes), etc.

2. Choose the most comfortable **study area** just for studying. In the study area, get rid of anything that may distract your attention.
3. Create a **To Do List** weekly (at end of week or beginning of week).
 - Be sure you can easily access the list: It can be a pin-up list in your study area, a time table in your planner, or even a calendar in your smart phone.
 - Write down assignments that need to get done, including the DUE DATE.
 - Check off (✓) items as you complete them.
4. Be smart to take advantage of the "open time windows."
 - Use time spend waiting, walking, long trip, class breaks, etc. to review what you've learned or what you will learn. For example, just before class, you can quickly review your notes or read a short article related to the subject matter.
5. Avoid procrastination and distraction
 - Stick to the schedule that you have developed.
 - When you develop a study schedule, be flexible but realistic. Allow time for short breaks.

If you can manage your time well, you will be able to do your best at the university while at the same time you can find time to enjoy relaxing time with friends.

Activity 3.7. Discussion Questions

Discuss the answer to the following questions with a group of 3-5 students.

1. What is the best time of day where you can concentrate the most? Explain briefly.
2. Where is the most convenient place for you to study? Explain briefly.
3. Do you have any suggestions how to take advantage of "open time windows"?
4. What can distract your attention when studying? What will you do to overcome it?

Steps:

1. Students read the tips
2. Then, they answer and discuss the answers with other students in a group (3-5 students).
3. Finally, the facilitator can brainstorm the lessons learned about time management?

UNIT 4

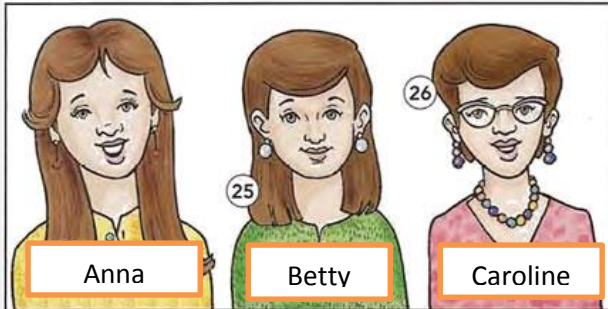
Describing People

Target Skills	Reading
Supporting Skills	Listening and speaking
Learning Objectives	The students are able to: <ul style="list-style-type: none">• Introduce themselves to a new friend (name, hometown, high school, age, favorite things)• Introduce a new friend to others
Learning Activities	<ol style="list-style-type: none">1. Identifying a person based on physical descriptions.2. Parts of the body: Matching pictures and words3. Describing people: Choosing the right words based on the given pictures.4. Describing people in sentences5. Describing a friend6. Describing ourselves7. Note about developing a healthy body

LET'S GET STARTED

Activity 4.1. Identifying people

Look at the pictures below and read the descriptions in each number. Write down the name of the person described.



1. She has straight hair. Her hair is long. (_____)
2. She is wearing earrings, necklace and glasses. Her hair is short. (_____)
3. She has shoulder-length hair and she is wearing earrings. (_____)

Steps:

1. Students look at the pictures
2. Then, they read the sentences in each number.
3. Finally, they write down the name of the person described in each number.

LET'S LEARN

Parts of the Body

Activity 4.2. Matching words and parts of the body

Before we learn how to describe people, we should know different parts of the body.

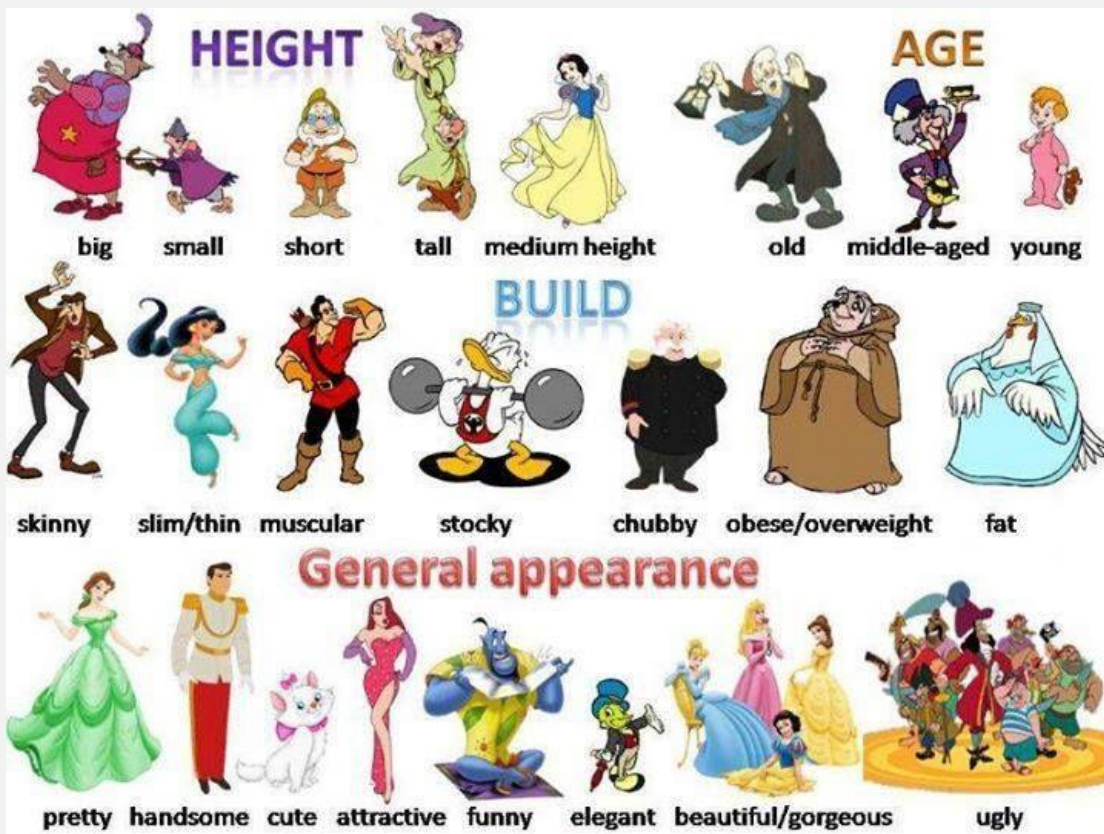
Study the following picture. Match the words and the pictures.

Steps:

1. Study the pictures.
2. Read the words below the pictures.
3. Match the words and the related pictures.

3. HEIGHT	Very tall, tall, fairly tall, medium/average, fairly short, short, very short
4. POSTURE	Very big, big, fairly big, plump, average/medium, fairly small, small
5. WEIGHT	Very heavy, heavy, fairly heavy, average/medium, slim, fairly thin, thin, very thin.
6. HAIR	a. Colors: black, brown, blond(e), red/auburn, grey b. Texture: straight, wavy, curly, kinky c. Length: short, shoulder-length, waist-length, long d. Volume: bald, balding, thin, thick
7. EYES	a. Colors: black, brown, blue, green, gray, hazel b. Shape: big, small, slanting
8. OTHERS	Man: beard, moustache, sideburns Man/Woman: glasses, freckles, dimple

To learn more about physical descriptions, look at the picture below.



Activity 4.3. Describing People: Try This!

Describe the following people using language expressions provided.

			 Diana
	Bob	Jane	
Physical descriptions	Bob	Jane	Diana
1. Age	a. Young b. Old c. Middle-aged d. Elderly	a. Young b. Old c. Middle-aged d. Elderly	a. Young b. Old c. Middle-aged d. Elderly
2. Sex	a. Man b. Woman	a. Man b. Woman	a. Man b. Woman
3. Hair Length	a. Short b. Long c. Shoulder length	a. Short b. Long c. Shoulder-length	a. Short b. Long c. Shoulder-length
4. Hair Texture	a. Straight b. Wavy c. Curly d. Kinky	a. Straight b. Wavy c. Curly d. Kinky	a. Straight b. Wavy c. Curly d. Kinky
5. Posture	a. Small b. Big c. Average built	a. Small b. Big c. Average built	a. Small b. Big c. Average built
6. Weight	a. Heavy b. Skinny c. Slim d. Average weight	a. Small b. Big c. Slim d. Average built	a. Small b. Big c. Slim d. Average built
7. What they are wearing			


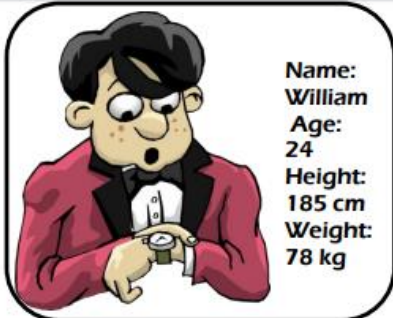

Steps:

1. Students look at the pictures
2. Students choose the word that describe each picture from the options provided.

LET'S PRACTICE

Activity 4.4. Choosing the best word to describe a person

Look at each picture and read the descriptions below each picture. Then circle the best word that describe the picture.

 <p>Name: Sharon Age: 16 Height: 150 cm Weight: 44 kg</p>	 <p>Name: William Age: 24 Height: 185 cm Weight: 78 kg</p>	 <p>Name: Helen Age: 22 Height: 160 cm Weight: 44 kg</p>
Sharon is a highschool student/teacher . She is young/old . She is short/tall and she is slim/plump . She has got short/long , brown/black hair and hazel/brown eyes.	William is a handsome/beautiful boy. He is young/old . He is short/tall and he is fat/of medium weight . He has got short/long , fair/black hair and green/black eyes.	Helen is a young/old and beautiful/ugly girl. She is short/tall and she is slim/plump . She has got straight/curly hair and hazel/green eyes. She is wearing a hat/glasses .

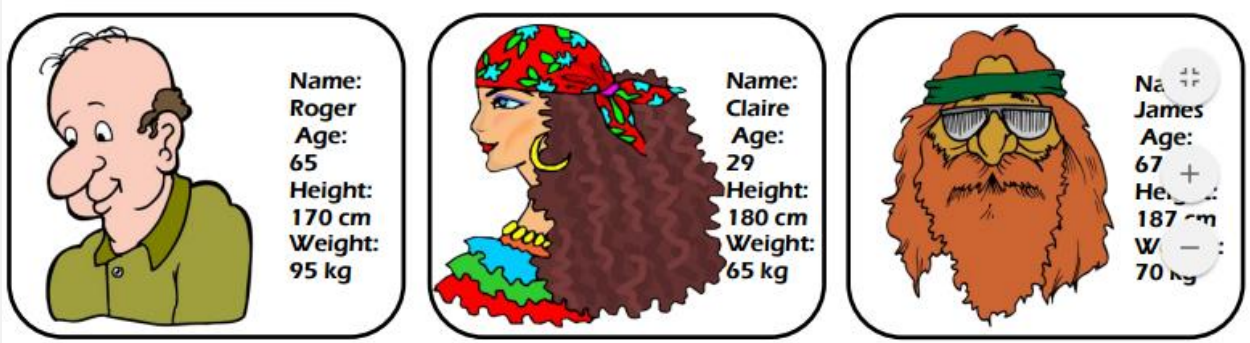
1. Sharon is a college student. She is (young/old). She is (fat/slim) and she is (tall/short). She has (long/short) hair. Her hair is (wavy/straight).
2. William is a musician. He is (young/old). He is (tall/short). In addition, he is also (fat/thin/slim). He has (straight, wavy) hair. His hair is (thick/thin)
3. Helen is a florist. She is (young/old). She is (tall/medium height/short). She is (fat/average weight/thin/slim). She has (big/small) eyes and her hair is (short/long).

Steps:

1. Students look at each picture and the information in the box.
2. Then, students read the sentences describing each person.
3. Finally, students choose the right answers that describe each person.

Activity 4.5. Describing a person

Look at each picture! Then, write three to five sentences to describe the person in each picture. You can look at the previous activity to see an example on how to describe the physical feature of a person.



Roger	Claire	James

Steps:

1. Study each picture
2. Describe the person in each picture in three to five sentences. (The students can use the previous activity as a model to describe a person's physical features.)

LET'S WRAP IT UP!

Activity 4.6. Describing ourselves

Now, use the words that you have just learned to describe about yourself.

Draw your picture here!	Describe yourself here in 3 to 5 sentences.
-------------------------	---

Steps:

1. Ask students to draw a simple picture about themselves in the left column.
2. Then, ask them to write descriptions about them in the second column.
3. Ask them to collect the picture and descriptions.
4. Then, the facilitator will ask one student to come in front of the class, pick a picture, and read the descriptions. After that he/she can guess who the person is.

UNIT 5

Talking about Feelings and Emotions

Learning Activity

Review : Physical Features

Ice-breaking :

1. Watching a video

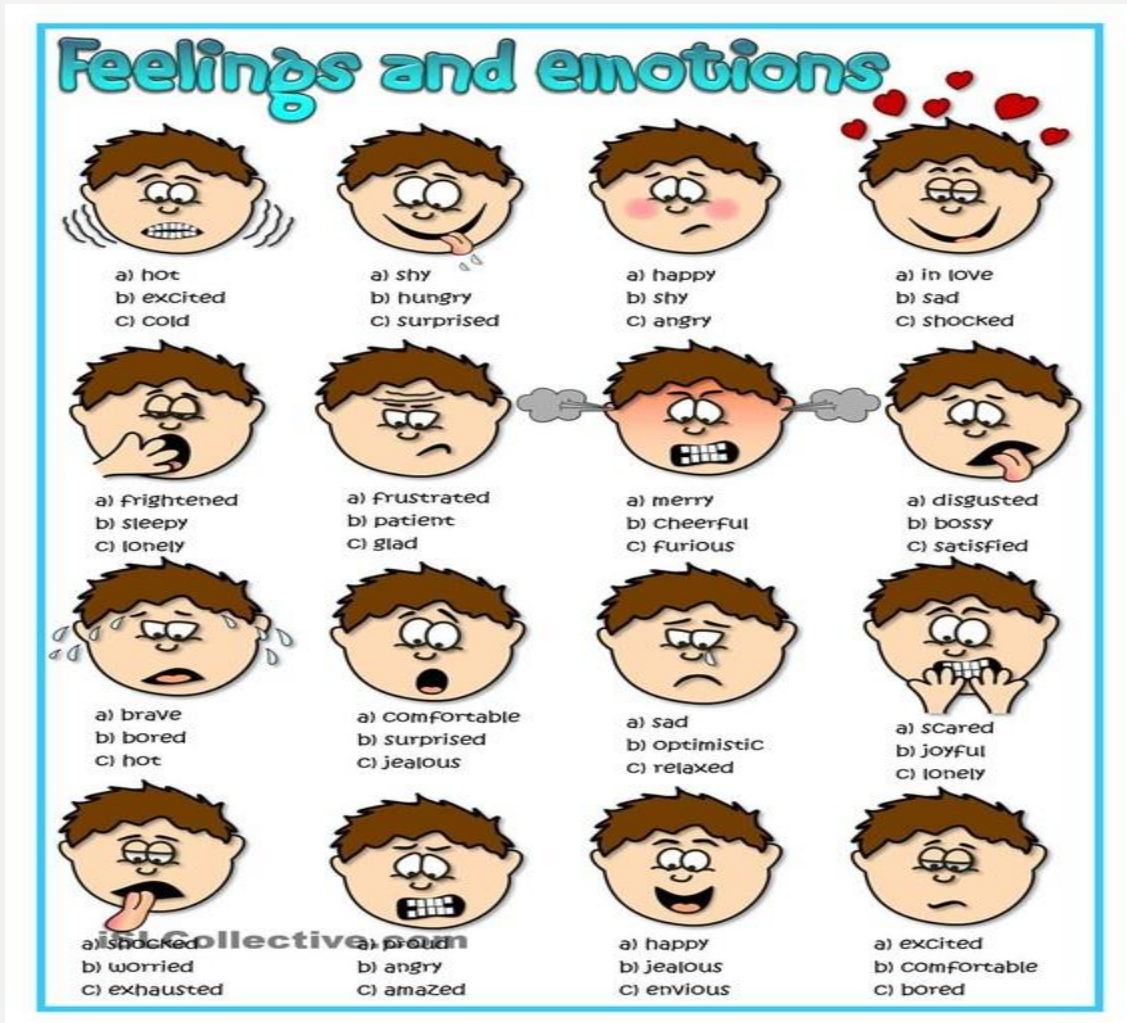
<https://www.youtube.com/watch?v=utZr0dPu5sk>

Speaking

- Students together choose the best feeling for these emotions
- Teacher choose some students to make a sentences about these expression, one student one sentences

Example :

1. she frustrated because she lost her money
2. Rendy feel sad when He get bad score in His exam



Reading :

- Teacher show the reading text with power point
- Teacher and student together find the meaning and write on the whiteboard
- Encourage student to remember the new vocabulary.

EXAMPLE 2 :

- Every morning, Sam is so **enthusiastic** to begin his day that he jumps out of bed and begins to sing.
- His mother became **worried** when she didn't hear from him for two days.
- David is quite **shy** so he doesn't like talking to people he doesn't know.

- A year after being fired from his job, Alan is still very **bitter**. He has a lot of resentment towards his former boss.
- Even though I am accustomed to traveling for business, I still get **homesick** if I am away from my home for more than a week.
- Katie feels **threatened** every time her boyfriend talks to another girl. She thinks that every girl wants to steal him.
- In the U.S., Thanksgiving is a holiday in which people give thanks for the blessings they have. Before the Thanksgiving meal, family members will say what they are **thankful** for.
- I am absolutely **furious!!** I cannot believe that my dog chewed my favorite shoes. Now they're ruined!
- Cats are so **curious** that they often get into trouble. Once, my cat fell into the bath tub because she wanted to know what was inside!
- When Dave found out that the plumber charged him double the normal amount to fix his toilet, he felt **cheated**.
- After his grandmother passed away, Ken was so **grief-stricken** he couldn't get out of bed.
- When Emily has a lot of work to do and feels **stressed**, she becomes very **tense** and cannot relax.
- Our friend Lily makes us feel **left out** when she has a party but doesn't invite us.
- Even in hard times when I don't have a lot of money, I stay **hopeful** and believe that next month will be better.
- My aunts enjoy inviting me to their romance book club. I always feel **trapped** because I don't want to hurt their feelings by saying no, but I also don't want to go and listen to sixty-year old women talk about romance.
- As a teenager, Alexandra liked to be **rebellious** and defy her parents. She used to sneak out of the house after her parents fell asleep to go to parties.
- When I see that **puzzled** look on your face, I know that you didn't understand my question.
- Mr. and Mrs. Porter are very **cautious** about answering their door. If they are not expecting a visitor, they won't open the door.
- Wow! I'm really **impressed** that Ashley can speak 7 languages, whereas I only speak one!
- Ugh! I don't have anything to do. I'm so **bored!!**

- It's difficult to not become **discouraged** while looking for a job, especially when you hand out your resume to employers and no one calls you.
- After Kylie had her heart broken by her ex-boyfriend, she felt so **down** and **blue**. I tried to cheer her up, but she just wants to be **sad** for awhile.

Source : <http://www.vocabulary.cl/Lists/Feelings-Emotions.html>

Activity at class :

Writing

- Teacher give instruction to the students make some paragraph about their experiences or special event in their live
- Teacher give time for students, write a story in some paragraph and should based on the description of their feeling and emotions.
- After they finish their paragraph , teacher choose some students practice their pronunciations through read their story.

Evaluation :

- Students able to mention some feeling below and make a sentence directly

Picture 1



Picture 2



Picture 3



There are have some quiz for students to help students more understand

<http://www.vocabulary.cl/Games/Feelings.htm>

UNIT 5

Understanding and giving instruction

Learning Activity

Review : Talking about Feelings and Emotions

READ THE DIALOG BELOW TO HELP YOU UNDERSTAND THE TOPIC.



- Kim : I need to fax this document. Do you know how to use the machine?
- Pam : Sure, it's easy. First, place the document on the machine face down. Is it clear?
- Kim : Okay. I put the document here facing down. Then, what?
- Pam : That's right. Then, dial the number you want to call.
- Kim : I got it. Dial the number. What do I do after that?
- Pam : After that, press the start button.
- Kim : Press the START button. Like this?
- Pam : That's it. You got it.
- Kim : Thanks.

Presentation :

Giving directions				Prepositions of Place		
Turn left (at...)	Turn right (at...)	Go straight on	Turn second left	behind	between	in front of
Go past ...	Go through	Cross the road	Turn second right	near	next to	opposite

SHOPS AND OTHER PLACES				
NEWSAGENTS	BAKER'S	TOY SHOP	SWEET SHOP	SHOPPING CENTRE
PET SHOP	GREENGROCER'S	BUTCHER'S	SUPERMARKET	RESTAURANT
SCHOOL	ICE RINK	ART GALLERY	FOOTBALL STADIUM	BOWLING ALLEY
INTERNET CAFE	CINEMA	LIBRARY	TRAFFIC LIGHTS	ZEBRA CROSSING

1.- Look at these maps and write the correct order to go to the place.

Go straight on at the traffic light.	Cross ...			
iSLCollective.com				

2.- Look at the map and answer the questions, using the preposition of place in brackets.



- 1.- Where is the library? (between)
It's _____
- 2.- Where is the bowling alley? (behind)

- 3.- Where is the hotel? (next to)

- 4.- Where is the zoo? (opposite)

3.- Look at the map from exercise 2 and complete the sentences with the correct preposition.

1. The hospital is _____ the bookshop.
2. The school is _____ the bus station.
3. The bar is _____ the bank.
4. The bus station is _____ the school and the art gallery.
5. The city hall is _____ the library.

4.- Look at the two pictures and find differences. Write sentences using "There is / are" (affirmative or negative).



- a) In picture A, _____
In picture B, _____
- b) _____
- c) _____
- d) _____

Activity 2. Writing and Speaking Part.

Instruction : students work in group (build up to 2-3 student) and make a dialog about understanding and giving instruction, student can choose their own topic. Example : how to operate cellphone, how to make fried banana and so on by using ;

First, ...

First of all, ...

The first step is ...

Next, ...

The next step is

The following step is ...

Then,

After that, ...

Finally, ...

The last step is ...

Evaluation :

Students demonstrate their dialog about the topic understanding and giving instruction in front of the class with their partners in group.

UNIT 6

Reporting an Accident

Learning Activity

Review : Giving and understanding instruction

Ice breaking :

1. Teacher ask the student about “what did they do last week ? “
2. Watching movie : The danger using phone while Driving ?
<https://www.youtube.com/watch?v=BSNVAA61MmM>
3. Ask the student what they get from that movie (vocabulary, feeling or what they get for reporting a accident)

Reading :

911 Role Plays

Dispatcher:	911. What is your emergency?
Caller:	<u>My son's hurt!</u> 1
Dispatcher:	What happened?
Caller:	<u>He hit his head. He's bleeding.</u> 2
Dispatcher:	<u>Is he unconscious?</u> 3
Caller:	<u>No.</u> 4
Dispatcher:	Do you need <u>an ambulance?</u> 5
Caller:	Yes.
Dispatcher:	What's your name?
Caller:	My name is Thanh Lee.
Dispatcher:	What's your address?
Caller:	My address is 220 Greenbrier Road in Oceanside.
Dispatcher:	What's your phone number?
Caller:	760-555-1234.
Dispatcher:	Okay, help is on the way. Stay on the line. Do not hang up. OK?
Caller:	OK.

Change underlined reason to:

#1	#2	#3	#4	#5
My house is on fire!	A fire started in the kitchen.	Is anyone hurt?	Yes/No	a fire truck?
My daughter's hurt	She fell.	Is she bleeding?	Yes/No	A doctor?

911 Vocabulary

 Intersection	 Bleeding	 Hang up the phone
 Ambulance	 Unconscious	 Stay on the line
 Robber/thief	 Injured/hurt	 Fire fighters
 Gun	 Police	 Dispatcher

Listening

Conversation 1 <http://www.englishspeak.com/english-lesson.cfm?lessonID=60>

Activities at Class 1.

Name : _____

Day/Date: _____

Group: _____

MATCHING QUESTIONS AND ANSWERS

Questions	Answers
1. What is your emergency?	A. He's 21.
2. What happened?	B. Yes, he's bleeding.
3. Is he conscious?	C. Ok. Please hurry up.

4. Is he bleeding?	D.
5. What's your name?	E. My friend is hurt
6. What's your phone number?	F. It's 555-3498.
7. What's your address?	G. No. H. He is unconscious
8. How old is he?	I. 857 Mission Avenue
9. Is anyone bleeding or unconscious?	J. He fell down the stairs.
10. Stay on the line, please. Dong hang up, ok?	K. Thomas Green

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Activity at class 2

Teacher give the instruction for student find his/her partner

Student and partner make a conversation with their own situation
(example on reading part)

Teacher choose two student for the try conversation in front of the class

- If student want read more :
<http://www.firebelleproductions.com/newsletters/ReportWriting.pdf>

Evaluation

- Teacher give an assignement for the student make a conversation about reporting an accident
*Student able make a conversation about reporting accident by them self

References

<http://sandrasembel.weebly.com/>

<https://www.youtube.com/watch?v=-vW1QXF9Gk>

<https://www.youtube.com/watch?v=4peIFulusSk>

http://www.vocabulary.cl/Games/Daily_Routines.htm

<https://www.youtube.com/watch?v=o23npkPCD-I>

<https://www.youtube.com/watch?v=utZr0dPu5sk>

<http://www.vocabulary.cl/Lists/Feelings-Emotions.html>

<http://www.vocabulary.cl/Games/Feelings.htm>

<https://www.youtube.com/watch?v=BSNVAA61MmM>