

ENGLISH FOR ACADEMIC PURPOSES

Dr. Sukma Nur Ardini, S.S., M.Pd.
Dr. AB Prabowo KA, M.Hum.
Dra. Siti Lestari, M.Pd.
Sri Wahyuni, M.Pd.
Indri Kustantinah, M.Hum.
Jati Widya Iswara, S.Pd., M.Pd.
Hadziq Najmuddin Purwanto, M.Pd.

PREFACE

Specified in Universitas PGRI Semarang Rector Regulation within the *Peraturan Rektor no. 015/PR/UPGRIS/VI/2023 tentang LAS*, Universitas PGRI Semarang provides Language Services namely English for Academic Purposes (EAP) and the Test of English as a Foreign Language (TOEFL), as well as the newly developed English for Specific Purposes (ESP). This regulation highlights the university's dedication to equip students and faculty with the essential language skills needed for excellence in both academic and professional settings.

The English for Academic Purposes module has been carefully crafted to address the varied linguistic needs of our seven faculties, including both educational and non-educational disciplines. This module provides customized language support that meets the specific academic demands of each field, thereby creating a strong and effective learning reference.

This module designed to meet the distinct requirements of academic communication, covering a range of textual genres such as descriptive, procedure, and recount. Each section focuses on essential skills, aiming to build a solid grasp of academic vocabulary, grammar rules, and the ability to express ideas clearly and convincingly. As the learning activities using this module progresses, it will

provide guidance through the intricacies of academic writing styles and the technique of crafting well-structured and coherent texts.

I express my sincere gratitude to the writers contributed to the creation of this module. May this book become a useful resource for the academic community, supporting both students and faculties in their quest for excellence. Feedbacks for the ongoing enhancement and improvement of this module are much appreciated and encouraged. Thank you for your dedication to academic success and lifelong learning.

Semarang, June 2024

Rector,

Dr. Sri Suciati, M. Hum.

Table of Contents

Preface	i
Table of Contents	ii
Topic 1 : Descriptive Text	1
Text 1 : Enchanting Ubud: A Tapestry of Tranquility in Indonesia	4
Text 2 : The Enigmatic Genius: A Portrait of Elon Musk	11
Text 3 : Tokyo Skytree	23
Topic 2 : Procedure Text	38
Text 1 : How to Use Chopsticks Correctly	45
Text 2 : How to Build a Campfire	50
Text 3 : How to make an iced coffee	60
Text 4	66
Topic 3 : Recount Text	74
Text 1 : A Trip to Bandengan Beach	78
Text 2 : A Trip to Bali Last Month	80
Text 3 : My Holiday	94
Text 4 : The Proclamation of Indonesian Independence	96
Exercises	99
References	101

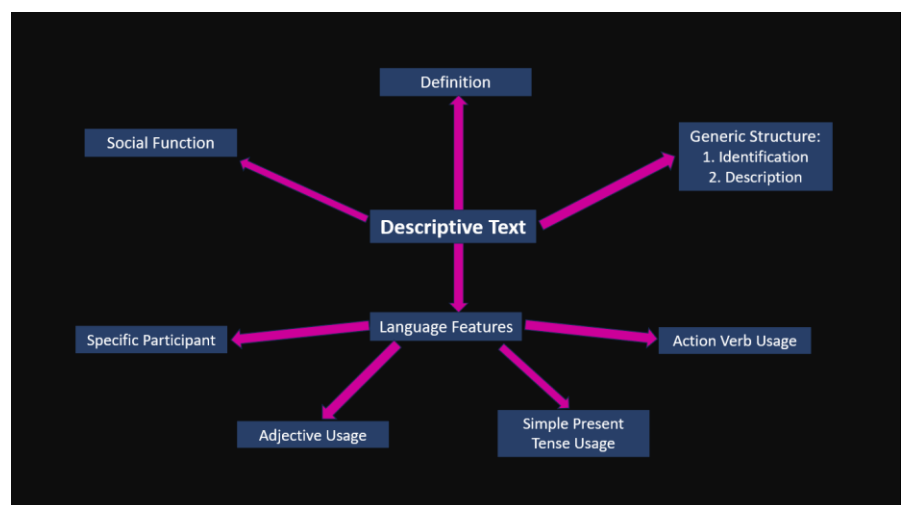
TOPIC 1

DESCRIPTIVE TEXT

TOPIC OBJECTIVES:

1. Enable students to find the social function of descriptive genre/text type
2. Enable students to the generic structure of the descriptive text;
3. Enable students to use the language features used in the descriptive text such as adjectives, simple present tense, adverbs of frequency, attributive verbs (am, is, are), specific nouns, figurative language and action verbs.
4. Enable students to find kinds of descriptive text

MINDMAP



SOCIAL FUNCTION AND DEFINITION OF DESCRIPTIVE TEXT

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. But in particular, the descriptive text is, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” So, it can be said that descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

GENERIC STRUCTURE OF DESCRIPTIVE TEXT

1. Identification

This section contains the identification or identification of the object to be described. Usually,

it is a title or opening sentence that summarizes the object's name.

2. Description

This section contains complete descriptions of objects that include physical characteristics, properties, functions, uniqueness, or other things related to the object. Usually, paragraphs consist of descriptive sentences.

LANGUAGE FEATURE OF DESCRIPTIVE TEXT

- 1.** Specific participant: has a certain object, is not common and unique (only one)
- 2.** The use of the adjective (an adjective) to clarify the noun
- 3.** The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- 4.** Action verb: verbs that show an activity and attributive verbs (using am, is, are)

Text 1

ATTENTION!

After reading the text below, please discuss about two things:

1. What are the language features of the text?
2. Find out the adjective used in the text

Enchanting Ubud: A Tapestry of Tranquility in Indonesia



Nestled in the heart of Bali Indonesia lies the enchanting town of Ubud, a haven for those seeking a

harmonious blend of natural beauty, cultural richness, and serene tranquility. Set against a backdrop of lush greenery and terraced rice fields. Ubud is a mesmerizing destination that captivates the soul and beckons travelers into a world of unparalleled charm.

Ubud's landscape is a masterpiece of nature's artistry. The town is surrounded by emerald-hued rice paddies that cascade down the hills like a series of verdant steps. The terraces, meticulously carved into the landscape, create a mesmerizing pattern that changes with the seasons. The air is infused with the sweet scent of tropical flowers, and the

sounds of chirping birds and rustling leaves provide a soothing symphony that envelops the senses.

The heart of Ubud is its vibrant cultural scene. The town is dotted with ornate temples, each telling a story of Bali's rich spiritual heritage. The Ubud Palace, with its intricate carvings and traditional Balinese architecture, stands as a testament to the island's royal history. Art galleries line the streets, showcasing the works of local painters and craftsmen, adding to the town's creative and bohemian atmosphere.

Ubud is also a sanctuary for wellness enthusiasts and those seeking rejuvenation. The town is renowned for its holistic retreats, offering yoga and meditation in serene settings surrounded by nature. Spa resorts, nestled amid in the tropical gardens, invite visitors to indulge in traditional Balinese massages and healing rituals, promoting a sense of inner peace and relaxation.

The vibrant traditional markets of Ubud are a sensory delight, where colors and aromas blend in a kaleidoscope of local flavors. Stalls brim with handcrafted textiles, intricate wood carvings, and vibrant paintings, providing a glimpse into Bali's artistic heritage. The warmth of the locals and their genuine smiles create an atmosphere of hospitality, inviting visitors to immerse themselves in the community.

**A. Comprehension Questions for the text
Enchanting Ubud: A Tapestry of Tranquility in
Indonesia**

Answer the following questions

1. What makes Ubud an enchanting destination according to the text?
2. How is Ubud's landscape described?
3. What role does the cultural scene play in the heart of Ubud?
4. How does Ubud cater to wellness enthusiasts?
5. What can visitors experience in Ubud's vibrant traditional markets?

B. Vocabulary Activity

Choose 5 words from the vocabulary bank and then make sentences using those words

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

VOCABULARY BANK

English	Bahasa Indonesia	English	Bahasa Indonesia
enchanting	mempesona	seasons	musim
Tapestry	Permadani	infused with	Terisi dengan
Tranquility	Ketenangan	sweet scent	Aroma manis/segar
Nestled	terletak	chirping birds	Cicitan burung
Haven	surga	rustling leaves	Gemerisik daun-daun
blend of	perpaduan	a soothing symphony	Simponi yang menenangkan
Serene	ketenangan	envelops	Membungkus/memenuhi
backdrop of	Latar belakang	Senses	indra
Lush	subur	vibrant	dinamis
Greenery	Lading hijau	Scene	Adegan/pemandangan
Terraced	Berteras/terasiring	dotted with	Dipenuhi dengan
rice fields	sawah	Ornate	hiasan
mesmerizing	menawan	heritage	warisan
captivates	menakjubkan	intricate	rumit
Beckons	memandu	a testament to	bukti

unparalleled	Tak tertandingi	craftsmen	kerajinan
Charm	pesona	bohemian	Bohemian
landscape	pemandangan	sanctuary	Tempat suci
masterpiece of	Karya seni alam	wellness	kesejahteraan
emerald-hued	Berwarna zamrud/keemasan	rejuvenation	peremajaan
cascade down	Mengalir ke bawah	Amid	Di tengah-tengah
Hills	bukit	indulge	menikmati
verdant steps	Serangkain tangga hijau	Stalls	Kios-kios
meticulously	Secara cermat/teliti	brim with	berbatasan
Carved	terukir	genuine	asli

GRAMMAR CORNER

SIMPLE PRESENT

In general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. Simple Present Tense is used to show that

actions/events take place repeatedly, the verb used in those sentences will take the simple present tense form. It is used to describe **habits, repeated actions, general truths, and fixed arrangements** (Azar, 2003).

We use the present simple to talk about:

- 1) something that happens regularly or habits:

He drinks coffee at breakfast

They watch TV in the evening

- 2) repeated actions or events

We ride motorcycle to the campus everyday

She visits the cemetery every Thursday

- 3) general truth

Water freezes at zero degrees

The earth revolves around the sun

- 4) fixed arrangement

Her mother arrives tomorrow afternoon

Our holiday starts on the 25th December

The simple present tense takes one of two forms depending on the subject.

The present tense is the base form of the verb:

- *I **work** in Semarang.*

But with the third person singular (*she/he/it*), we add an **-s**:

- *She **works** in Jakarta.*

We use *do* and *does* to make **questions** with the present simple. We use *does* for the third person singular (*she/he/it*) and *do* for the others.

- *Do you play piano?*
- *Where do you go?*
- *Does she play tennis?*
- *Where does he come from?*
- *Do you and your brother live in Jayapura?*
- *Where do they live?*

We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she/he/it*) and *don't* for the others.

*I like tennis but I **don't like** football. (don't = do not)*

*I **don't live** in London now.*

*I **don't play** the piano but I play the guitar.*

*They **don't work** at the weekend.*

*John **doesn't live** in Manchester. (doesn't = does not)*

*Angela **doesn't drive** to work. She goes by bus.*

Text 2

ATTENTION!

After reading the text below, please discuss about two things:

- 1. What are the language features of descriptive text?**
- 2. Find out the verbs in simple presents in the text.**

READING COMPREHENSION

The Enigmatic Genius: A Potrait of Elon Musk (IDENTIFICATION PARAGRAPH)

Elon Musk, born on June 28, 1971, in Pretoria, South Africa, is a tech entrepreneur, inventor, and visionary known for revolutionizing multiple industries. Musk's early ventures included founding Zip2, a web software company, which he sold in 1999, providing him with the capital to co-found X.com, an online payment company. X.com eventually merged with Confinity, becoming PayPal, which was later acquired by eBay in 2002. This success marked Musk as a rising star in the tech world.

(DESCRIPTION PARAGRAPH)

Musk's ambitions expanded beyond online payments as he set his sights on space exploration and renewable energy. In 2002, he founded SpaceX to reduce space transportation costs and make life multi-planetary. SpaceX achieved historic milestones, such as the first privately funded, liquid-fueled rocket to reach orbit. Musk's relentless pursuit of space exploration has made him a key player in the aerospace industry.

Tesla, another ground-breaking venture, was founded by Musk in 2003 with the mission to accelerate the world's transition to sustainable energy. Tesla's electric cars gained widespread acclaim for their innovation and performance, transforming the automotive industry. Musk's influence extends beyond business; he is recognized as a vocal advocate for addressing climate change and developing sustainable technologies.

Musk's ventures also include SolarCity, a solar energy services company, and Neuralink, a company focused on developing brain-computer interface technology. His interest in high-speed ground transportation led to the creation of The Boring Company, aiming to alleviate traffic congestion through underground transportation tunnels.

Despite his successes, Musk's leadership style and controversial statements have sparked debate. His influence on social media, particularly Twitter, has garnered attention, with tweets affecting stock prices and public opinion.

In examining Elon Musk's life and career, it becomes evident that his impact transcends individual industries, reflecting a commitment to innovation and a determination to solve some of humanity's most pressing challenges. (Vance & Musk, 2015)

A. Multiple Choice for the text The Enigmatic Genius: A Potrait of Elon Musk. Based on the text above, answer the following questions by choosing a, b, c, or d

1. What was Elon Musk's first successful online venture?
 - a. X.com
 - b. SolarCity
 - c. Zip2
 - d. PayPal
2. In which year did Elon Musk find SpaceX?
 - a. 1999
 - b. 2002
 - c. 2005
 - d. 2010
3. Which company did Elon Musk co-found with the mission to accelerate the world's transition to sustainable energy?
 - a. SolarCity
 - b. Neuralink
 - c. SpaceX
 - d. Tesla
4. What is the primary focus of Neuralink, one of Elon Musk's ventures?
 - a. Space exploration

- b. Renewable energy
 - c. Brain–computer interface technology
 - d. Electric cars
5. Which of Elon Musk's companies aims to alleviate traffic congestion through underground transportation tunnels?
- a. SpaceX
 - b. The Boring Company
 - c. Tesla
 - d. SolarCity
6. What milestone did SpaceX achieve that marked a historic first in space exploration?
- a. First manned mission to Mars
 - b. First privately funded, liquid-fueled rocket to reach orbit
 - c. First commercial space station
 - d. First moon landing by a private company
7. Which book provides an in-depth look at Elon Musk's life and career?
- a. *The Boring Company Chronicles*
 - b. *Tesla's Electric Visionary*
 - c. *SpaceX Odyssey*
 - d. *Elon Musk: Tesla, SpaceX, and the Quest for a Fantastic Future*

8. What event led to Elon Musk gaining capital to co-found X.com?
 - a. Sale of PayPal to eBay
 - b. Successful IPO of Zip2
 - c. Acquisition of SolarCity
 - d. SpaceX's first successful mission
9. What industry did Elon Musk enter with the founding of The Boring Company?
 - a. Aerospace
 - b. Transportation
 - c. Artificial Intelligence
 - d. Biotechnology
10. In addition to his business ventures, what global issue is Elon Musk known for advocating against?
 - a. World hunger
 - b. Cybersecurity
 - c. Climate change
 - d. Space debris

B. GRAMMAR EXERCISE

Choose the best answer for the following questions.

1. What time _____ breakfast every morning?
 - a. do you have
 - b. you have
 - c. are you having
 - d. you having

2. My sister _____ to school by bus.
 - a. goes
 - b. go
 - c. is going
 - d. going
3. The Earth _____ around the sun.
 - a. revolving
 - b. revolves
 - c. revolve
 - d. are revolving
4. Sarah and Tom _____ tennis every weekend.
 - a. play
 - b. plays
 - c. is playing
 - d. playing
5. Water _____ at 100 degrees Celsius.
 - a. boil
 - b. boils
 - c. boiling
 - d. are boiling
6. My parents usually _____ the newspaper in the morning.
 - a. reads
 - b. read

- c. is reading
d. reading
7. She _____ chocolate cake for her birthday every year.
a. bakes
b. bake
c. is baking
d. baking
8. We _____ our homework before dinner.
a. finish
b. finishes
c. finishing
d. are finishing
9. The sun _____ in the east.
a. rises
b. rise
c. is rising
d. rising
10. They _____ English every day.
a. study
b. studies
c. studying
d. is studying

GRAMMAR CORNER

ADJECTIVE

Adjectives are words that describe the qualities or states of being of nouns, i.e.: enormous, doughnut-like, silly, yellow, fun, fast. They can also describe the quantity of nouns, i.e.: many, few, millions, eleven (scribd, n.d.).

Adjectives modify nouns

As you may already know, adjectives are words that modify (describe) nouns. Adjectives do not modify verbs or adverbs or other adjectives, i.e.:

Margot wore a **beautiful hat** to the pie-eating contest.

Furry dogs may overheat in the summertime.

My cake should have **sixteen candles**.

The **scariest villain** of all time is Darth Vader.

In the sentences above, the adjectives are easy to spot because they come immediately before the nouns they modify. However, adjectives can modify nouns even without appearing right before them in a sentence. Acting as what's called a subjective complement with the help of a linking verb, a predicate adjective modifies the subject of a sentence. A linking verb is a verb like to be, to feel, to seem,

or to taste that, rather than describing an action, helps to describe a state of being or a sensory experience. Example:

That child sure is **happy**.

It smells **gross** in the locker room.

Driving is **faster** than walking.

Uses of adjectives

Adjectives tell the reader what kind of something you're talking about, or how much or how many of something you're talking about. i.e.:

Please use **three white** flowers in the arrangement.

Three and *white* are modifying *flowers*.

Often, when adjectives are used together, you should separate them with a comma or conjunction. See "Coordinate adjectives" below for more detail.

I'm looking for a **small, good-tempered** dog to keep as a pet.

My new dog is **small and good-tempered**.

Degrees of adjectives

Adjectives come in three forms, known as degrees: **absolute, comparative, and superlative**.

Absolute adjectives describe something in its own right.

A **cool** guy

A **messy** desk

A **rigid** guideline

An **awful** situation

A **mischievous** cat

Garrulous squirrels

Comparative adjectives, unsurprisingly, make a comparison between two or more things. For most one-syllable adjectives, the comparative is formed by adding the suffix -er (or just -r if the adjective already ends with an e). For two-syllable adjectives, some use -er to form the comparative while others use the word more. In general, two-syllable adjectives ending in -er, -le, -ow, -ure, or -y can be made comparative by adding -er (in the case of -y words, replace y with -ier). For adjectives of three or more syllables, add the word more.

A **cooler** guy

A **messier** desk

A **rigider/more rigid** guideline

A **more awful** situation

A **more mischievous** cat

More garrulous squirrels

Superlative adjectives indicate that something has the highest degree of the quality in question. One-syllable adjectives become superlatives by adding the suffix -est (or just -st for adjectives that already end in e). As with the comparative, some two-syllable adjectives use -est to form the superlative while others use the word most. In general, two-syllable adjectives ending in -y replace -y with -iest. Adjectives of three or more syllables add the word most. When you use an article with a superlative adjective, it will almost always be the definite article (the) rather than a or an. Using a superlative inherently indicates that you are talking about a specific item or items.

The **coolest** guy

The **messiest** desk

The **rigidest/most rigid** guideline

The **most awful** situation

The **most mischievous** cat

The **most garrulous** squirrels

Coordinate adjectives

Coordinate adjectives should be separated by a comma or the word *and*. Adjectives are said to be coordinate if they

modify the same noun in a sentence to the same degree.

Example:

This is going to be a **long, cold** winter.

Isobel's **dedicated and tireless** efforts made all the difference.

Sometimes, when two adjectives appear next to each other and modify the same noun, the one closer to the noun is so closely related to the noun that they form a single semantic unit together, and that unit is what is modified by the first adjective. In this case, the adjectives are not coordinate and should not be separated by a comma. Example:

My cat, Goober, loves sleeping on this **tattered woolen** sweater.

No one could open the **old silver** locket.

In some cases, it's pretty hard to tell whether two adjectives are coordinate or not. But there are a couple of ways you can test them. Try inserting the word **and** between the adjectives to see if the phrase still seems natural. In the first sentence above, "this **tattered and woolen** sweater" doesn't sound right, because you really aren't talking about a sweater that is both tattered and woolen in the same way. It's a woolen sweater inherently, and it has become tattered.

Woolen sweater forms a unit of meaning that is modified by tattered.

Another way to test for coordinate adjectives is to try switching the order of the adjectives and seeing if the phrase still works. In the second sentence, you wouldn't say "No one could open the **silver old locket**." You can't reverse the order of the adjectives because silver locket is a unit that is modified by old.

Text 3

Prior to reading the passage below, please briefly answer these questions:

- 1. Where do you most likely find tall buildings?**
- 2. What do you think of skyscrapers?**
- 3. Have you ever seen a tower?**
- 4. Where would you likely find skyscrapers?**
- 5. What was the tallest skyscraper you have ever seen?**

READING COMPREHENSION

Tokyo Skytree



Japan is widely known as a country of wonders. Not to mention its magnificent contrasts on the edge of modernity and traditionalism, this country can boast of incredibly beautiful nature, rich culture, and technological progress that has outpaced the rest of the world for decades. One of the manifestations of this progress is the famous Tokyo Skytree: an enormous skyscraper built right in the city center, which has changed the city's appearance dramatically.

The Tokyo Skytree belongs to the most prominent constructions ever raised by human beings. It is a communications and observation tower located in the Sumida district. It would not be an exaggeration to say it can

be seen at almost any place in Tokyo, because it is so incredibly high.

To be precise, the Tokyo Skytree is 2,080 feet high, which makes it Japan's tallest structure, and the second highest building in the world, before the famous Burj Khalifa. In this building, broadcasting companies, restaurants, and observation grounds are located, so anyone can enjoy the panorama from the Skytree's heights.

The tower reminds of a gigantic tripod in its base, and at the half of its height (1,050 feet) its three "legs" conjoin and form a cylinder, which helps create possibilities for panoramic views all over its perimeter. The tower is painted in a color that is officially called Skytree White. It is said that this bluish white color is based on the so-called Aijiro color, which is traditional for Japanese visual arts. Besides, the tower is illuminated with LED lights, so the Tokyo Skytree's colors change daily, from pale purple to sky blue.

Due to the use of modern technologies, Tokyo Skytree can also withstand even powerful earthquakes, which occur in Japan rather often.

The Tokyo Skytree without a doubt is a wonder of technology and industrial design. It makes Tokyo, which has

consistently been futuristic, look like a city from the distant future. And, considering Japan's constant growth and development, many other futuristic buildings will be raised (academichelp, 2014)

A. Multiple Choice (10 Questions) Based on the text above, answer the following questions by choosing a, b, c, or d

1. How tall is the Tokyo Skytree?
 - a. 1500 feet
 - b. 2080 feet
 - c. 1000 feet
 - d. 3000 feet
2. In which district is the Tokyo Skytree located?
 - a. Shibuya
 - b. Sumida
 - c. Shinjuku
 - d. Chiyoda
3. What is the primary purpose of the Tokyo Skytree?
 - a. Shopping mall
 - b. Residential apartments
 - c. Communications and observation tower
 - d. Cultural museum
4. At what height do the three "legs" of the Tokyo Skytree conjoin to form a cylinder?

- a. 500 feet
 - b. 1000 feet
 - c. 1500 feet
 - d. 2080 feet
5. What is the official color of the Tokyo Skytree?
- a. Tokyo Blue
 - b. Ajiro White
 - c. Skytree Blue
 - d. Futuristic Silver
6. What traditional Japanese color is the Tokyo Skytree's bluish white color based on?
- a. Sakura Pink
 - b. Ajiro
 - c. Matcha Green
 - d. Samurai Red
7. Which building currently holds the title of the world's tallest structure, surpassing the Tokyo Skytree?
- a. Eiffel Tower
 - b. Burj Khalifa
 - c. Empire State Building
 - d. Tokyo Tower
8. What facilities can be found inside the Tokyo Skytree?
- a. Shopping centers only
 - b. Broadcasting companies, restaurants, and observation grounds
 - c. Residential apartments

- d. Amusement park
9. How does the Tokyo Skytree change colors daily?
- a. Natural Sunlight
 - b. Painted by Artists
 - c. Illuminated with LED lights
 - d. Covered with colorful glass panels
10. What is a notable feature that allows the Tokyo Skytree to withstand earthquakes?
- a. Reinforced steel frame
 - b. underground bunkers
 - c. Magnetic levitation technology
 - d. Advanced earthquake prediction system

B. GRAMMAR EXERCISE

Choose the best answer for the following questions.

1. What is the function of an conjunction in a sentence?
- a. Expressing action
 - b. Modifying a noun or pronoun
 - c. Connecting clauses
 - d. Indicating time
2. Which of the following is an example of a comparative adjective?
- a. Interesting
 - b. More Interesting

- c. Interestingly
 - d. Interest
3. What does the comparative form of an adjective indicate?
- a. Comparison between two items
 - b. Comparison among three or more items
 - c. Past tense
 - d. Singular form
4. Find the adjective in the following sentence: "Why did the chicken cross the busy road"
- a. chicken
 - b. busy
 - c. cross
 - d. road
5. Choose the adjective that best describes a person who is always seeks new places and challenges.
- a. Gloomy
 - b. Energetic
 - c. Pessimistic
 - d. Adventurous
6. Which adjectives is the opposite of "cruel"
- a. Stingy
 - b. Gracious
 - c. Benevolent
 - d. Magnanimous

7. In the phrase "the green lantern," what kind of adjective is "green"?
 - a. Demonstrative
 - b. Descriptive
 - c. Possessive
 - d. Interrogative
8. What is the superlative form of the adjective "near"?
 - a. Nearer
 - b. Nearest
 - c. More near
 - d. Most near
9. Choose the adjective that best describes an extremely hot coffee.
 - a. Boiling
 - b. Scorching
 - c. Warm
 - d. Mild
10. Which adjective is used to describe something that is simple to understand or explain?
 - a. Sophisticating
 - b. Complex
 - c. Straightforward
 - d. Difficult

Burj Khalifa – The World’s Tallest Building



Living in the 21st century means living in the age of technological wonders—considering, at least, you are living in a first-world or second-world country. Technological progress manifests itself in the surroundings of a modern individual, starting from coffee machines and ending up with larger-than-usual skyscrapers. Speaking of the latter, they have evolved greatly from the times of the Home Insurance Building in Chicago—the first skyscraper ever built. Today, the most technologically-advanced skyscraper is the famous Burj Khalifa in Dubai.

The Burj Khalifa (or how it was called until 2010, Burj Dubai) opened on January 14th, 2010. Even before the building construction was finished, starting from 2007, it had become the highest skyscraper in the world. Its exact height is 2,722 feet, or 829,8 meters, and it obviously can be seen from any point in Dubai. The number of floors, however, is a bit fewer than some might expect: Burj Khalifa totals in 163 floors, which is 16'2" (about 5 meters) for each floor.

Burj Khalifa looks like a stalagmite, which means it resembles vertical minerals growing from cave floors. Stalagmites usually have a shape of a cone, and so does Burj Khalifa; if you look at it from a distance, it will remind you of a gigantic sharp cone made of glass and steel.

The most impressive aspect about Burj Khalifa is that it had been planned to be a "city within the city"; this means inside the tower, you can find parks, alleys, districts, fountains, and so on. The glass of the tower's surface always shines, because it is washed every single day, and the make of concrete of which the tower was built from was invented specifically for Burj Khalifa. There are three entrances to the tower, because it is so huge that one or two would not be enough. At the foot of the skyscraper, there is a big artificial lake that measures up to 12 hectares.

Inside, the building is as magnificent as it is from the outside. The interiors were projected by famous designers—for example, the interior of the Armani hotel, located on the floors from first to 39th, was designed by Giorgio Armani himself. The air inside Burj Khalifa is conditioned and flavored—it is said that the flavor was also designed exclusively for the tower; 57 elevators work 24 hours each day to transport visitors between floors.

Writing about Burj Khalifa is a thankless job. The existence of this building is a miracle itself, considering how it stands against the wind, gravity, and other natural forces. With a truly oriental luxurious scope, Burj Khalifa was designed and built to embody the impossible. And one can bravely state that nothing like this skyscraper has ever been built on Earth before.

C. Multiple Choice (10 Questions) Based on the text above, answer the following questions by choosing a, b, c, or d

1. What is the height of the Burj Khalifa?
 - a. 1500 feet
 - b. 2722 feet
 - c. 1000 meters
 - d. 3000 meters

2. When did the Burj Khalifa officially open?
 - a. January 14th, 2007
 - b. January 14th, 2009
 - c. January 14th, 2010
 - d. January 14th, 2012
3. How many floors does the Burj Khalifa have?
 - a. 163 floors
 - b. 200 floors
 - c. 100 floors
 - d. 300 floors
4. What does the shape of the Burj Khalifa resemble?
 - a. Sphere
 - b. Cube
 - c. Cone
 - d. Cylinder
5. What special feature does the Burj Khalifa have inside?
 - a. Roller coasters
 - b. Parks and alleys
 - c. Movie theaters
 - d. Ice skating rink
6. Who designed the interiors of the Armani hotel located in the Burj Khalifa?
 - a. Giorgio Armani
 - b. Coco Chanel
 - c. Christian Dior
 - d. Ralph Lauren

7. How many entrances does the Burj Khalifa have?
 - a. One
 - b. Two
 - c. Three
 - d. Four
8. What is located at the foot of the Burj Khalifa?
 - a. A desert
 - b. An artificial lake
 - c. A forest
 - d. A park
9. How many elevators work inside the Burj Khalifa?
 - a. 10 elevators
 - b. 25 elevators
 - c. 57 elevators
 - d. 100 elevators
10. What is the purpose of the flavor used inside the Burj Khalifa?
 - a. To attract birds
 - b. To deter insects
 - c. To condition the air
 - d. To enhance the taste of food

D. GRAMMAR EXERCISE

Choose the best answer for the following questions.

1. What is the function of an adjective in a sentence?
 - a. Expressing action

- b. Modifying a noun or pronoun
 - c. Connecting clauses
 - d. Indicating time
2. Which of the following is an example of a comparative adjective?
- e. Beautiful
 - f. More Beautiful
 - g. Beautifully
 - h. Beauty
3. What does the superlative form of an adjective indicate?
- a. Comparison between two items
 - b. Comparison among three or more items
 - c. Past tense
 - d. Singular form
4. Identify the adjective in the sentence: "The adventurous explorer discovered a hidden cave."
- e. Explorer
 - f. Hidden
 - g. Cave
 - h. Discovered
5. Choose the adjective that best describes a person who is always cheerful and optimistic.
- a. Gloomy
 - b. Energetic

- c. Pessimistic
 - d. Adventurous
6. Which adjectives is the opposite of “generous”
- a. Stingy
 - b. Gracious
 - c. Benevolent
 - d. Magnanimous
7. In the phrase "the red balloon," what kind of adjective is "red"?
- a. Demonstrative
 - b. Descriptive
 - c. Possessive
 - d. Interrogative
8. What is the comparative form of the adjective "far"?
- a. Farer
 - b. Farest
 - c. Farther
 - d. Farder
9. Choose the adjective that best describes an extremely hot day.
- a. Warm
 - b. Scorching
 - c. Cool
 - d. Mild
10. Which adjective is used to describe something that is difficult to understand or explain?

- a. Simple
- b. Complex
- c. Straightforward
- d. Easy

TOPIC 2

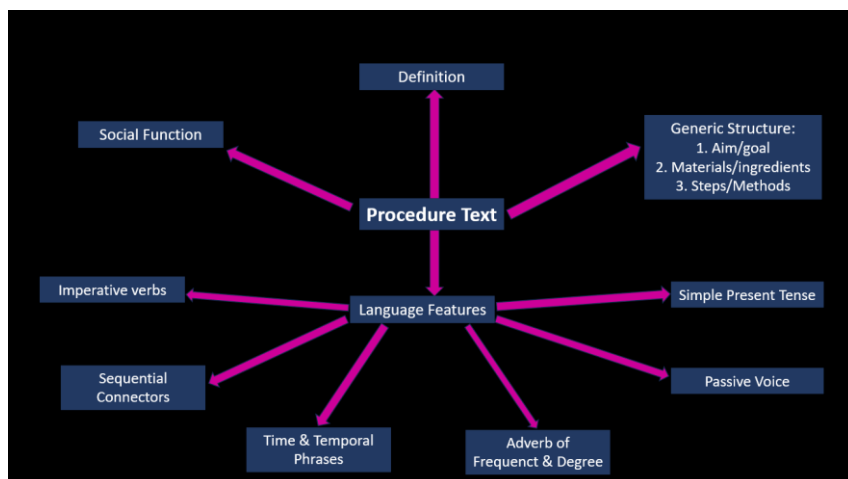
PROCEDURE TEXT

TOPIC OBJECTIVES:

After following this learning process, students are expected to be able to:

- Identify detailed information from the manual procedure text related to the technology use.
- Distinguish appropriate sentences to express social functions, text structures, and linguistic elements of written procedure texts related to technology use manuals.
- Make a procedural text related to the technology use manual.
- Demonstrate procedure texts related to technology usage manual.

MINDMAP



What is a procedure text?

A procedure text, also known as a procedural text, is a type of text that provides instructions or directions on how to perform a specific task or process. It is designed to guide readers or users through a series of steps in a clear and organized manner. There are two kinds of procedure text, they are recipes and manuals. In a recipe, the procedure text considers how to make something. However, when it comes to a manual, the procedure text considers how to do something.

GENERIC STRUCTURE OF PROCEDURE TEXT

1. Aim/Goal

The first part of procedure text is the goal, the purpose of what is this text written for. The aim is always written at the title, showing the writer's purpose of writing this text.

Example: How to make a sandwich

2. Materials/Ingredients

This part of the text contains a list of materials needed to create the thing previously mentioned at the aim. A procedure text states the materials, tools, or equipment needed to accomplish the goal

3. Steps/Methods

This part of the text contains the steps to accomplish the goals of this procedure text. A sequence of steps is present in this part.

LANGUAGE FEATURES OF PROCEDURE TEXT:

1. Imperative Verbs

Procedure texts are characterized by the use of imperative verbs (also known as command verbs) to give direct instructions. These verbs indicate actions that need to be performed, such as "mix," "cut," "boil," "fold," etc.

2. Sequential Connectors

Phrases and words that show the order of steps are commonly used in procedure texts. Examples include "first," "next," "then," "after that," "finally," etc. These connectors help readers understand the sequence of actions

3. Time and Temporal Phrases

Procedure texts often include time-related information to indicate when certain actions should be performed. Phrases like "for five

minutes", "overnight," or "until it boils" provide temporal context for the steps.

4. Adverbs of Frequency and Degree

Adverbs like "always," "usually," "often," "carefully," and "gently" can be used to indicate how often an action should be done or the intensity with which it should be performed.

5. Simple Present Tense

Procedure texts are usually written in the simple present tense. This tense is used to convey actions that are generally true and habitual, making it suitable for providing instructions. As an example, Meta plays video games on weekends

6. Passive Voice

In some cases, the passive voice might be used to emphasize the action being performed rather than the person doing the action. For example, "The mixture is stirred until smooth."

ADDITIONAL NOTES:

Additional Information (Optional): Depending on the complexity of the task, there might be

additional information, tips, variations, or troubleshooting advice provided at the end.

Conclusion (Optional): Some procedure texts end with a conclusion that summarizes the process or provides a closing statement. This section is not always included, particularly in shorter texts.

Remember that the specific language features and structure can vary based on the type of task being described and the intended audience. The goal is to provide clear, organized, and easy-to follow instructions so that readers can successfully complete the task at hand.

- Example and structure of the text



(Goal)

How to Insert SIM Card into Cellphone

Cellphone is a modern communication device which connects one to the others by voice, written message and data. However, this device cannot work until the SIM card is inserted. When inserting the SIM Card to cellphone,

make sure that the cellphone has been switched off and follow the direction below:

(Materials)

First of all, press the locking catch and slide the cover then lift it off the phone.

After that, push two catches in the opposite directions and remove the battery.

Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone.

Then, put the battery and align it until snaps into its place.

Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place

Don't forget to switch on the cellphone. Wait until it is ready to use.

Generic Structure Analysis

- Goal; informing on How to Insert SIM Card into Cellphone.
- Material; excluded
- Steps; showing the steps or method in Inserting SIM Card into Cellphone.

Language Feature Analysis

- Imperative sentences; press the locking catch and slide the cover then lift it off the phone, etc
- Action verb; press, push, etc
- Temporal conjunction; next, finally, first of all, then, after that.
- Simple present tense pattern

Text 1

How to Use Chopsticks Correctly

Materials:

- 1. Chopsticks**
- 2. Food**

Steps:

- 1. Pick up the chopsticks as though you're picking up a pen or a calligraphy brush.**
chopsticks are similar in shape to calligraphy brushes, so similar way of holding them should be easier to apply for beginners



- 2. Ensure both ends of the chopsticks are levelled.** If the chopsticks are not levelled, gently tap on the table to level them.



- 3. Fingers holding the chopsticks should be two-thirds of the way from the eating end.** This is important because holding chopsticks this way will provide the user the best leverage and movement.



- 4. Hold the bottom chopstick by wedging it at the end of the thumb and the index finger, and resting it on top of the ring finger.** The bottom stick is the stabilising stick. The top stick moves according to how to first three fingers on one's hand move – these are most flexible fingers. This way, the chopsticks can be moved around easily to pick up the food you want.



- 5. Step 5: Time to eat... and practice!** The more you use chopsticks, the better you will get at using it.

Exercise A

Short Essay (50 Words)

Choose one thing you can make, then write a procedure text about it! Keep in mind that a procedure text has to include materials and steps.

VOCABULARY BANK

English	Bahasa Indonesia	English	Bahasa Indonesia
Chopsticks	Sumpit	Two-third	Dua pertiga
As though	Seolah	End	Ujung
Calligraphy brush	Kuas Lukis	Provide	Memberikan
Similar	Mirip	Leverage	Kegunaan
Shape	Bentuk	Movement	Pergerakan
Holding	Memegang	Hold	Pegang
Easier	Lebih Mudah	Bottom	Bawah
Apply	Diterapkan	Wedging	Menjepit
Beginners	Pemula	Thumb	Ibu jari
Both	Keduanya	Index finger	Jari telunjuk
Ends	Ujung-ujung	Resting	Menyandarkan
Levelled	Diratakan	Ring finger	Jari manis
Level	Rata	Stabilising	Menstabilkan
Gently	Dengan pelahan	Top	Atas
Tap	Ketuk	According	Menyelaraskan

Text 2**READING COMPREHENSION****How to Build a Campfire****Materials:**

- 1. Shovel**
- 2. Firewood**
- 3. Matches/lighter**
- 4. Tinder**
- 5. Rocks**
- 6. Water/Fire extinguisher**

Steps:

- 1. Make sure it's legal to start a fire in your area.** Before you build a campfire pit, you need to make sure it's allowed and if there any special steps or precautions that you're required to take. If you're at a campground or a park, ask the park ranger or check the rules about building a fire. There may be rules about where or how large of a fire you can build. If you're not sure, don't build a fire!



- 2. Build a fire ring in a safe location.** Use a shovel to clear a circle of bare dirt about 10 feet (3.0 m) wide. In the center, dig a shallow fire pit 2 feet (0.61 m) wide and 6 inches (15 cm) deep. Use dirt or medium-sized stones from nearby to build a circular barrier around the central pit. Look for a spot on level ground away from overhanging branches, dry grass, or brush. Stay away from the bases of any hills (escaped fires travel quickly uphill). Whenever possible, it's best to use an existing fire ring to safely contain your fire and preserve the beauty of the campground or backcountry.



3. **Collect your tinder.** Tinder is any very dry, small material that will catch fire quickly. Look for tiny dried twigs, dry leaves or grass, or pine needles to start your fire with. You can even use crumpled newspaper or dryer lint from home if you plan ahead. Place your tinder in the center of your fire ring.
 - More options for making tinder for your fire could be wood chips or shavings, pieces or strips of cardboard, candle wax, cotton balls, or a commercial fire starter.

- More options for making tinder for your fire could be wood chips or shavings, pieces or strips of cardboard, candle wax, cotton balls, or a commercial fire starter.



4. **Gather kindling and firewood.** Look on the ground for dry, dead sticks and branches. The best kindling sticks will be about 1 inch (2.5 cm) wide and long enough to reach from your elbow to your fingertips. Firewood will be larger—about the thickness of an adult wrist (or more) and as long as an arm. Buy firewood or kindling from a store

near the campground if your site or park doesn't allow collection, like in many national parks.



- 5. Arrange the kindling and firewood.** Lean your kindling together to make a teepee (cone) shape over your tinder. Leave space between the sticks so air can feed your flames. As the fire grows, add bigger pieces of firewood.



- 6. Light the fire.** Ignite the tinder first to spread fire to the kindling and firewood. Once the tinder catches the kindling on fire, keep adding kindling to sustain and grow the flames. Add firewood once the fire is large and stable enough to light bigger pieces of wood.[11] For safety, use only matches, a lighter, or a small amount of lighter fluid if the tinder won't catch.



- 7. Put out your fire.** Fully extinguish your fire since burnt wood can stay hot for hours. A gust of wind can reignite or spread embers when you're not looking, so this is extra important. Check to see if your campfire is still too hot to touch. If it is, pour water over the fire, logs, and pit to put it out completely.



- 8. Cleanup all traces of your fire.** "Leave no trace" of your fire to reduce your impact on the environment. Replace any soil you used where you found it, and scatter unburnt wood to make the area look as natural as possible. Make sure your wood or coals are completely burnt and crushed into dust, then scatter them over a large area away from your campsite.



(Edelen & Hickey, 2023)

THE EXERCISES BASED ON THE TEXTS ABOVE

A. Multiple Choice (5 Questions)

Refer to the text “How to Use Chopsticks Correctly”, answer questions no. 1 and 2 below:

1. How do you supposed to hold chopsticks?
 - a. As if you are holding a paint brush

- b. As if you are holding a calligraphy brush
 - c. As if you are holding a spoon
 - d. As if you are holding a fork
2. Why do you need to hold the chopsticks two-third of the way from the length from the eating end?
- a. it provides you the best leverage and movement
 - b. it gives you the best experience of eating
 - c. it allows the food to taste the best
 - d. it is the proper way of using chopsticks

Refer to the text “How to Build a Campfire”, answer questions no. 3, 4 and 5 below:

3. What are the things you do not need to build a campfire?
- a. Shovel
 - b. Firewood
 - c. Rocks
 - d. Bear repellent
4. What is tinder?

- a. The rocks assembled circularly around the campfire
 - b. Dry logs
 - c. Any very dry, small material that will catch fire quickly
 - d. Old matches
5. When do you need to put bigger pieces of firewood?
- a. Right after igniting tinder
 - b. Before igniting tinder
 - c. After igniting tinder but before igniting kindling
 - d. After igniting tinder and kindling

B. Fill in the Blank Space with the Correct Answer (Grammar)
(5 Questions)

1. The campfire should be built ... inside the fire ring
2. I cannot find the difference ...in those two pictures
3. The woman is waiting ... at the bus stop

4. Huron is a pristine ... and well-preserved lake
5. How ... many campers are present today?

Text 3

READING COMPREHENSION

How to make an iced coffee

Materials:

- 1. Coffee**
- 2. Sugar**
- 3. Boiled hot water**
- 4. Ice cubes**
- 5. Milk**
- 6. Cold Water**
- 7. Tall glass**
- 8. Tablespoon**
- 9. Straw (optional)**

Steps:

1. Fill a tall glass with instant coffee and sugar. You are adding the sugar with the instant coffee because it dissolves better in hot water than in cold. If you like your iced coffee less sweet, use less sugar.



2. Stir in the hot water. Boil the water first, then add it to the instant coffee-sugar mixture. Keep stirring until the sugar and instant coffee dissolve. Don't worry if your coffee looks strong. It will become less strong once you add the ice in.



3. Add in a few ice cubes and stir. Don't worry if the ice melts; it most certainly will from the hot coffee. These first few ice cubes will dilute the strong coffee mixture and help cool it down initially.



4. Add in the rest of the ice cubes. You can add as many or as few cubes as you'd like. This ice is what will make your coffee nice, cold, and icy.



5. Top off with milk. If you'll like a lighter iced coffee, you can also add some cold water. Give the coffee a final stir to mix in the creamer.



6. Enjoy your iced coffee before the ice melts. The longer you wait, the more watery your iced coffee will become.



(wikihow, 2023)

THE EXERCISES BASED ON THE TEXTS ABOVE

A. Multiple Choice (5 Questions)

**Refer to the text “How to make an iced coffee”,
answer questions below:**

1. What are the things you do not need to make an iced coffee?
 - a. Coffee
 - b. Sugar
 - c. Ice cube
 - d. Refrigerator**
 - e. Tall glass
2. Which of the following is possible to be used to make a coffee, but not mandatory?
 - a. Coffee
 - b. Sugar
 - c. Milk**
 - d. Boiling hot water
 - e. Ice cube
3. What do you add coffee and sugar to, in order for them to dissolve better?
 - a. Cold water
 - b. Hot water**
 - c. Ice cubes
 - d. Milk
 - e. None of the above
4. How long should you stir the hot water?
 - a. Until the milk is added

- b. Until it boiled
 - c. Until the sugar dissolve
 - d. Until the coffee dissolve
 - e. Until the sugar and coffee dissolve**
5. When is the best time to drink the coffee?
- a. Before the ice melts**
 - b. As the ice melts
 - c. After the ice melts
 - d. Whenever you want
 - e. At your most convenient time

Text 4

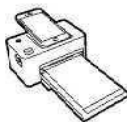
TEXT 1 AND TEXT 2

Generic Structure	
Text 1	Text 2

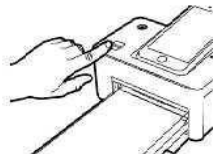
Connecting to the Printer and Printing

Connecting to the Printer and Printing

Printing photos using the dock



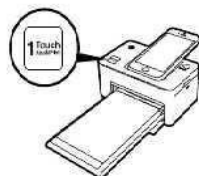
1) Turn on the printer by pressing the power button on the top left corner. Connect the smart phone to the dock after turning the printer on.



2) Push the 1Touch button on the left bottom corner of the printer. App will run automatically. In case of Android phone, App can be launched when it is docked.

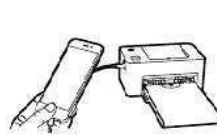


3) Choose a photo.

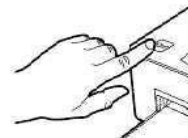


4) To start printing, push the 1Touch button or the print button in the App.

Printing photos using a USB cable



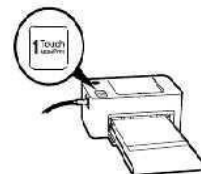
1) Turn on the printer by pressing the power button on the top left corner. Connect the smart phone to the dock using a USB cable.*



2) Push the 1Touch button on the left bottom corner of the printer. App will run automatically. In case of Android phone, App can be launched when it is docked.



3) Choose a photo.



4) To start printing, push the 1Touch button or the print button in the App.

Discuss with your friends about the texts above and find the differences between the two texts. Then try to analyze the generic structure of each text.

Task 2

Read the texts again; analyze the language used in each text. Write the word or sentence from the texts in the table below. Do as the example.

Language features	Sentence
Present simple
Imperatives
Action verbs
Conjunctions

GRAMMAR CORNER

Imperative Sentence

Imperative sentences are sentences that issue a command, make a request, or give instructions. They are used to communicate an action that needs to be taken (Gupta, 2023). Imperative sentences can be affirmative or

negative and may be used to convey a sense of urgency or importance.

We use imperative sentences to:

- 1) Communicate command or request dependent on a specific condition being met:
“If the results are positive, please email me immediately.”
“If the temperature rises above a certain level, shut down the equipment.”
- 2) Give direct commands or instructions:
“Complete the experiment by Friday.”
“Calculate the average of the data points for each trial.”
- 3) give commands or instructions by negating an action:
“Do not add more than the recommended amount of reagent.”
“Don’t forget to wear the appropriate protective gear when working with hazardous materials.”

Structure of imperative sentences

The structure of an imperative sentence is relatively straightforward. It typically consists of a subject, which is

implied, and a verb in the base form (also known as the “bare infinitive”). In many cases, the subject is omitted altogether, leaving only the verb, and the subject is supposed to be understood.

example:

“Read the instructions carefully.” (subject implied)

“Read carefully.” (subject ‘instructions’ omitted)

“Take note of the results.” (subject implied)

“Take note.” (subject ‘results’ omitted)

“Label the samples with the appropriate identifiers.”
(subject implied)

“Label with the appropriate identifiers.” (subject
‘samples’ omitted)

B. Make imperative sentences using the provided words

Example:

**fire, extinguish = make sure to fully extinguish
the fire before leaving the camp ground**

(5 Questions)

- a. Door, lock
- b. Lights, turn off
- c. Boots, put on

- d. Trash, take out
- e. Exercise, finish

C. Short Essay (50 Words)

Choose one thing you can make, then write a procedure text about it! Keep in mind that a procedure text has to include materials and steps.

Time and Temporal Phrases

In the context of procedure texts, time and temporal phrases play a crucial role in guiding readers through a series of steps or actions in a systematic manner. These phrases establish a chronological order, helping users understand the sequence of events or tasks involved in a particular procedure. Words and expressions such as "first," "next," "then," "afterward," and "finally" serve as temporal signposts, delineating the progression of steps. Additionally, time-related terms like "simultaneously," "while," and "during" assist in clarifying concurrent actions. Clear temporal markers enhance the clarity and coherence of procedural instructions, enabling readers to follow the prescribed steps seamlessly and successfully complete the intended process.

The following table are the common temporal phrases used in a procedure text:

After that	At first	At the moment	At last	From then on
As soon as	Shortly thereafter	Later on	Soon after	After awhile
Not long after	Some of the time	From time to time	At times	Some of the time
For five minutes	To finish	In the end	Later on	For a short time

Choosing the right word or phrase depends on how and when the steps need to be taken in relation to other steps or on the effect the writer wishes to have on the reader. For example, some of these words and phrases offer suspense, immediacy, or a formal sequence (first, second, last). It is up to the writer to choose how they will tell the instructions and what details to provide.

Now here are some examples of temporal phrases used in imperative sentences:

- **Before you begin assembling the furniture,** ensure that all the parts are laid out in an organized manner on a clean and spacious surface.

- **Once you have connected the wires securely**, double-check the electrical connections to guarantee a safe and functional setup for your home appliances.
- **After letting the dough rise for an hour**, gently knead it again before shaping it into individual loaves for baking.
- **As you pour the hot liquid into the mold**, be cautious and use protective gear to avoid any burns or accidents during the casting process.
- **Before concluding the experiment**, meticulously record all data and observations in your lab notebook to maintain a comprehensive record of your scientific investigation.

D. Make imperative sentences using the following temporal phrases:

Example:

For a moment = Let the pie cool down for a moment

(5 Questions)

1. For ten minutes
2. Right before
3. As soon as
4. At the same time
5. After that

E. Find or choose five temporal phrases, then make five imperative sentences using each of them!

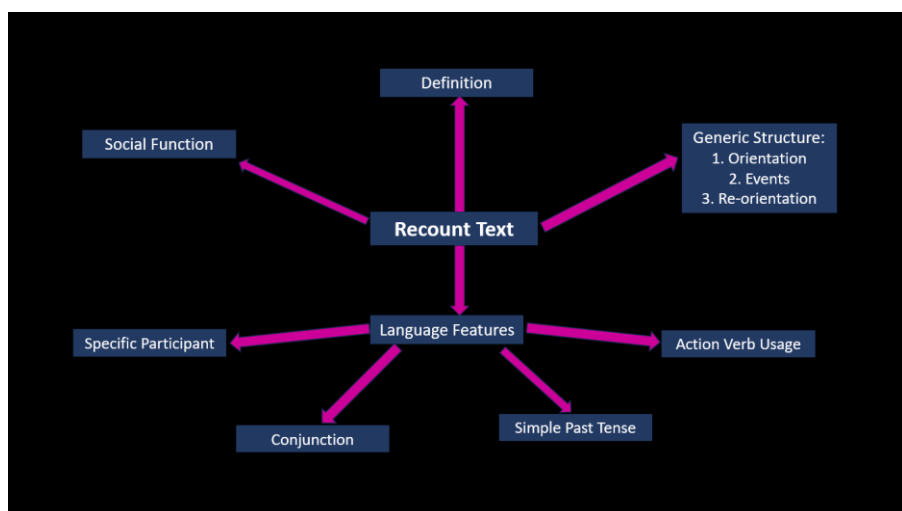
TOPIC 3

RECOUNT TEXT

TOPIC OBJECTIVES:

1. Enable students to find the social function of recount text;
2. Enable students to generic structure of recount text;
3. Enable students to use the language features used in recount text such as simple past tense, conjunction, specific participant, and action verb.
4. Enable students to mention kinds of recount text.

MINDMAP



SOCIAL FUNCTION AND DEFINITION OF RECOUNT TEXT

Recount text is a text that telling the reader about one story, action or activity. Its purpose is to entertain or informing the reader. Or a text which retells event or experiences in the past.

Writers should remember that while the purpose is to retelling. They still need to craft their retelling to be interesting to the reader. Rather than retelling every minor detail, the writer needs to select important information or events, and expand on these in an interesting manner. If you were recounting a sports day, you could focus on the place, time, events, and results (which may be appropriate for a report), but to interest, the reader thinks about what would lift this above the dreary detail - What was the highlight of the day for you? How did you feel when you tripped just before the finish line? Did anything funny or surprising occur?

GENERIC STRUCTURE OF RECOUNT TEXT

Orientation	It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
Events	A series of events ordered in a chronological sequence.
Re-Orientation	A personal comment about the event or what happened in the end.

LANGUAGE FEATURE OF RECOUNT TEXT

Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense;
Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, On Saturday. On Monday, On Sunday);
Focus on a specific participant, e.g. I (the writer);
Using the conjunctions, such as: then, before, after, etc;
Using an action verb, e.g. went, stayed;

KINDS OF RECOUNT TEXT

- | |
|---|
| ➤ Personal Recount: These usually retell an event that the writer was personally involved in; |
| ➤ Factual Recount: These usually retell an incident. E.g. A science experiment, police record; |
| ➤ Imaginative Recount: These usually retell an imaginary role and giving details of events. E.g. How I Invented a Magic Spoon. |

Text 1

ATTENTION!

After reading the text below, please discuss about two things:

- i. What are the language features of recount text?**
- ii. Find out two conjunctions stated on the text.**

A Trip to Bandengan Beach



My family and I took a wonderful trip to Bandengan Beach in Jepara, an Indonesian seaside resort, last week. The soft sea breeze and the rhythmic murmur of the waves greeted us as soon as we stepped onto the sandy beaches. The beach extended as far as the eye could see, filled with beachgoers. Our day was filled with creating sandcastles, playing beach volleyball, and indulging in the delicious seafood that the beachside vendors were serving.

We went on a boat ride to the Long Island as the sun was starting to set. The boat moved smoothly over still seas, displaying the captivating colours of the setting sun. The island provided the exotic sceneries. While snorkelling in the pristine seas, we were astounded by the colourful coral reefs. A few hours later we went back to Bandengan Beach. Then,

at a beachside bonfire, locals and visitors alike gathered to sing songs and tell stories under the starry sky as the day came to an end. At last, my family and I expected to visit the beach again.

A. THE EXERCISE REFERS ON THE TEXT A TRIP TO BANDENGAN BEACH

Comprehension Questions:

1. What did Bandengan Beach look like?
2. What activities were found at Bandengan Beach?
3. What made the writer astounded?
4. What activities took place at a beachside bonfire?
5. What did the writer and the family expect?

B. Comprehension Questions:

1. We visited the Long Island in the late afternoon. We saw the beautiful (sunrise/sunset/moon) together.
2. The island (gives/given/gave) the exotic sceneries when they arrived at the island.
3. At the beachside bonfire, the visitors.... (spend/spent/spends) the night last dry season.
4. At that night, my family and I (plan/planed/planned) to visit the beach again.

5. I (took a nap/took a shower/took a look) for two hours in the cozy hut last afternoon before going back home.

Text 2

A Trip to Bali Last Month



Last month, I went on an incredible trip to Bali, Indonesia. The island, renowned for its colorful beaches, rich culture, and stunning surroundings, offered an experience unlike any other.

The trip began with a flight to Ngurah Rai International Airport. As soon as I stepped out, the warm tropical breeze welcomed me. My first destination was the iconic Uluwatu Temple perched on a cliff, offering breathtaking views of the Indian Ocean.

The traditional Kecak dance performed during sunset made the visit truly enchanting. The following days were filled with exploration. I ventured into the heart of Ubud, exploring the Monkey Forest and immersing myself in the local art scene. The Tegallalang Rice Terraces, with their emerald-green beauty, showcased the agricultural ingenuity of the Balinese people. Of course, no trip to Bali is complete without a visit to the stunning beaches. I spent lazy afternoons at Seminyak Beach, enjoying the sun, surf, and the vibrant beach culture. Snorkeling at Blue Lagoon provided a glimpse into Bali's mesmerizing underwater world. Everywhere one looked in Bali, one could see how rich the culture was. I went to the Sacred Monkey Forest Sanctuary, which was surrounded by the ruins of an old temple. I was also amazed by the island's rich spiritual and historical legacy after touring the Elephant Cave and seeing the exquisite carvings at Tirta Empul Temple.

I was struck, as the vacation came to an end, by how hospitable and friendly the Balinese people were. Their heartfelt greetings and smiles gave the entire trip a more intimate feel and left me with a voyage that will always be remembered.

**A. THE EXERCISE REFERS ON THE TEXT A
TRIP to BALI LAST MONTH**

Comprehension Questions:

1. Where did the trip to Bali start?

2. Which temple offered breathtaking views of the Indian Ocean?
3. What did the author explore in Ubud?
4. Which beach did the author visit for lazy afternoons?
5. When did the author spend the time in Bali?

B. Comprehension Questions:

1. They ... (flew/fly/flied) to Bali for their vacation last month
2. Kecak dancers ... (played/performed/welcome) on the stage one hour ago.
3. I ... (visited/dived/swam into) the Sacred Monkey Forest Sanctuary when the sun was starting to set.
4. The old visitor... (stared at/looked for/seen) the Kecak dancer who performed as a monkey on the stage yesterday evening.
5. Some westerners.... (attempted to/interested in/attended to) Meditation class at the Tirta Empul Temple yard yesterday morning.

VOCABULARY BANK

English	Bahasa Indonesia	English	Bahasa Indonesia
Acknowledge	Mengakui	Agreeable	Sangat Setuju

The United Nations	Perserikatan Bangsa-Bangsa (PBB)	Against	Menentang
Independence	Kemerdekaan	Drafting	Penyusunan Naskah
Mediated	Penengah	Prime Minister	Perdana Menteri
Interview	Wawancara	Preparation	Persiapan
Rear-Admiral	Laksamana Muda	Inadvertently	Secara Tidak Sengaja
Original	Asli	Allies	Sekutu
Lent	Meminjamkan	Triggered	Dipicu
Marshal	Marsekal	Pressured	Mendesak
The Highest-Ranking Japanese Leader	Pemimpin Tertinggi Jepang	Preparatory Committee for Indonesian Independence	Panitia Persiapan Kemerdekaan Indonesia (PPKI)
Prepared	Disiapkan	Unconditional Surrender	Menyerah Tanpa Syarat

Declaration	Pernyataan Ringkas dan Jelas tentang Suatu Hal	Represent	Mewakili
Upstairs	Lantai Atas	Immediately	Langsung
Spirit	Semangat	Inspired	Terinspirasi
Diversity	Keragaman	Carefully	Secara Hati-hati
The Historic Event	Peristiwa Bersejarah	However	Namun
Led	Dipimpin	Heavily Turned Down	Ditolak Mentah-mentah
Apparently	Tampaknya	All Parties	Semua Pihak
Cosigners	Penandatangan	Involved	Terlibat
Evidence	Bukti	Hitch	Hambatan
Suspicious	Kecurigaan	Apprehension	Penangkapan
The Venue	Tempat	Instead	Malahan / Alih-alih

Demanded	Menginginka n	Secretly Broadcast	Secara Diam-Diam Disiarkan
Throughout The Country	Ke Seluruh Penjuru Negeri	Broadcast Overseas	Disiarkan ke Luar Negeri
The Transmitter s	Pemancar	The English Translation Of The Proclamatio n	Terjemaha n proklamasi dalam bahasa Inggris
Scheduled	Dijadwalkan	Marked	Ditandai
Armed	Dipersenjata i	Had Decided	Diputuskan
Asked	Ditanyakan	Mentioned	Disebutkan

GRAMMAR CORNER

SIMPLE PAST TENSE

Simple Past Tense

Simple past tense, in English, is used to represent an action/event that took place in the past. With many verbs, the simple past tense is formed by adding an 'ed' or a 'd' to the end of the base verb. However, there are other verbs

which behave differently and take different spellings when used in the simple past form.

Definition of Simple Past Tense

The ‘simple past tense’, according to the Cambridge Dictionary, is defined as “the form of a verb used to describe an action that happened before the present time and is no longer happening. It is usually made by adding -ed.” The Collins Dictionary defines the ‘simple past tense’ as “a tense used to refer to the past.” The Macmillan Dictionary defines the simple past tense as “the tense used to talk about habitual actions, behaviour, or situations that happened or existed before now.” (Byjus, n.d.)

Structure of Simple Past Tense

Learning the structure of the simple past tense can be made simple if you analyse how the tense is used in the positive, negative, interrogative and negative interrogative formats. Look at the table below to have a better understanding of the same.

Simple Past Tense describes action completed before the past-moment we are talking about. This tense bears the same relation to the past time as the Present perfect tense does to now. In another words, Simple Past Tense describes an action that was completed in the past and ended in the past.

Helpful hints:

The Simple Past Tense is often used with the following adverb time:
yesterday, last night, last week, two days ago, the day before yesterday, a few days ago.

Formula:

There are two formulas of simple past tense: nominal simple past tense and verbal simple past tense.

Kinds of *to be* and *auxiliaries* used in Simple Past Tense

Subject	Meaning	To be	Auxilliary
They	Mereka	Were	Did
We	Kami		
You	Kamu		
I	Saya	Was	
He	Dia (laki-laki)		
She	Dia (Perempuan)		
It	Non human thing (benda/hewan)		

STRUCTURE OF SIMPLE PAST TENSE			
POSITIVE	NEGATIVE	INTERROGATIVE	NEGATIVE INTERROGATIVE
Subject + Verb in the past form (base form of the verb + ed/d for regular verbs or past tense form of the irregular verbs)	Subject + Didn't + Verb in the base form	Did + Subject + Verb in the base form+?	Didn't + Subject + Verb in the base form +?
Example: You spoke really well. I had my breakfast.	Example: You did not speak really well. I did not have my breakfast.	Example: Did you speak really well? Did I have my breakfast?	Example: Didn't you speak really well? Didn't I have my breakfast?

Kind of verb used in Simple Past Tense

In simple past, there are two kinds of verb used: regular verb (kata kerja beraturan) and irregular verb (kata kerja tidak beraturan). In regular verb, -ed is added for the 2nd and the 3rd forms of the verb.

Regular Verb

Bentuk Dasar	Bentuk Kedua	Bentuk Ketiga	
Bentuk Dasar (V1)	Bentuk Kedua (V2)	Bentuk Ketiga (V3)	Arti
Burst	Burst	Burst	Meledak
Cost	Cost	Cost	Biaya
Cut	Cut	Cut	Memotong
Hit	Hit	Hit	Memukul
Hurt	Hurt	Hurt	Melukai
Put	Put	Put	Menempatkan
Read	Read	Read	Membaca

Irregular Verb

While for the irregular one, the 2nd and the 3rd forms of the verb are changing and different from the basic one.

Not every verb is changing for the 2nd and the 3rd form of irregular form, some are the same as the basic verb.

Below is the example:

Irregular verb with the same form as the basic's.

Irregular verb with the changing form

Bentuk Dasar (V1)	Bentuk Kedua (V2)	Bentuk Ketiga (V3)	Arti
Arise	Arose	Arisen	Muncul
Awake	Awoke	Awoken	Bangun
Begin	Began	Begun	Memulai
Break	Broke	Broken	Memecahkan
Choose	Chose	Chosen	Memilih
Do	Did	Done	Melakukan
Eat	Ate	Eaten	Makan

Rules and Examples

Usage	Example
The action that happened at some specific time in past.	He went to market last night.
Two or more consecutive actions that happened in the past.	He entered the room, switched on the light and fell flat on the bed.
The finished action of the past.	My grandmother used to hand wash her clothes.
To talk about the people who are no more in this world.	Albert Einstein presented the theory of relativity.
Time/date expressions	The manager joined this office two days ago.

Active and Passive Voice - Difference, Rules of Usage & Examples

‘Voice’ – What Is It?

The term ‘voice’ is a term that is used to denote the form of the verb which shows if the subject in a given sentence is the doer or receiver of the action. The voice of a verb describes the relationship between the action and the participants (subject or object) in a sentence (Byjus, n.d.).

The Two Voices in the English Language

There are two voices in the English language and they are as follows:

- Active Voice

- Passive Voice

Let us look into the two voices a little in detail with the help of the meaning and definition given below.

The Differences between the Active Voice and the Passive Voice

Analysing the difference between the active voice and the passive voice is what will help you in a much better way to learn how to use the two voices effectively. Take a look at the following table to know how they differ.

Active Voice	Passive Voice
<ul style="list-style-type: none"> • Denotes that the subject is performing the action. 	<ul style="list-style-type: none"> • Denotes that the subject is acted upon by the verb or action in the sentence.
<ul style="list-style-type: none"> • The active voice does not require a linking verb to make sense. 	<ul style="list-style-type: none"> • The passive voice uses a linking verb followed by the past participle of the main verb.
<ul style="list-style-type: none"> • The active voice focuses on the doer of the action. 	<ul style="list-style-type: none"> • The passive voice comes in handy when the doer of the action is undetermined.
<ul style="list-style-type: none"> • Has a direct, clear and strong tone. 	<ul style="list-style-type: none"> • Has an indirect, weak and subtle tone.
<ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> • I decorated the hall. • Devi gave Shanthi a gift. 	<ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> • The hall was decorated by me. • Shanthi was given a gift by Devi.

GRAMMAR EXERCISE

[Directions] In the following questions, a sentence has been given in either Active or Passive Voice. From the four options select the one which best expresses the same

sentence in the opposite voice than mentioned in the question.

- 1.** Never disobey your elders
 - a. You are asked not to disobey your elders.
 - b. You are ordered not to disobey your elders.
 - c. Do not disobey your elders.
 - d. You are not to disobey your elders.
- 2.** The students were listening to the teacher.
 - a. The teacher is listened to by the students.
 - b. The teacher listened to students.
 - c. The teacher was listening to by the students
 - d. The teacher was listened to by the students.
- 3.** I have to do it.
 - a. It is be done by me.
 - b. It should to be done by me.
 - c. It has to be done by me.
 - d. It would to be done by me.
- 4.** Tell the maid to prepare tea.
 - a. You are ordered to tell the maid to prepare tea.
 - b. You are said to tell the maid to prepare tea.
 - c. You are advised to tell the maid to prepare tea.
 - d. You are asked to tell the maid to prepare tea.
- 5.** Who stole your bike?
 - a. Your bike was stolen by him?
 - b. By whom was your bike stolen?

- c. Your bike was stolen by whom?
- d. By whom your bike stolen?

Text 3

My Holiday

Last two weeks, I spent my **holiday** with my family. I went to my grandmother house. My grandmother lived in East Lampung. I met with my nephew and my cousin. We went to my grandmother house last year.

On the first day, my grandmother cooked my favorite food for me, that was Gudeg. I liked it very much. In the afternoon, I helped my grand father in the **garden**. He **planted** many **kinds** of vegetables. On the second day, my cousin **invited** me to join running competition. Unfortunately, I won the competition. It was great experience. On the third day, my family and I went back to our house.

In short, we were enjoying our holiday in our grandmother house, because there was very naturally place to enjoy.

A. Choose the appropriate synonym of these difficult words.

- 1. holiday (noun) : power / vacation / food

2. garden (noun) : house / kitchen / field
3. planted (verb) : grew / took / ate
4. kinds (noun) : fruits / types / peanuts
5. invited (verb) : asked / put / threw

Text 4

READING COMPRHENSION

ATTENTION!

After reading the text below, please discuss about two things:

- 1. What are the language features of recount text?**
- 2. Find out two conjunctions stated on the text.**

The Proclamation of Indonesian Independence



(ORIENTATION PARAGRAPH)

The proclamation of Indonesian independence was read at 10.00 a.m. on Friday, 17 August 1945. The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherland and product civilians, until the latter officially acknowledged Indonesia's independence in 1949.

In 2005, the Netherlands declared that they had decided to accept de facto 17 August 1945 as Indonesia's independence date. In a 2013 interview, the Indonesian historian Sukotjo, among others, asked the Dutch government to formally acknowledge the date of independence as 17 August 1945. The United Nations, who mediated in the conflict, formally acknowledge the date of independence as 27 December 1949.

(CRONOLOGICAL PARAGRAPH/ EVENTS PARAGRAPH)

The document was signed by Sukarno (Who signed his name "Soekarno" using the older Dutch orthography and Mohammad Hatta), who were appointed as the President and Vice President of Indonesia respectively the following day. The draft was prepared only a few hours earlier, at night on 16 August by Sukarno, Hatta, and Soebardjo at Rear-Admiral Maeda (Minoru) Tadashi's house, Miyako-Doori 1, Jakarta (now the "Museum of the Declaration of Independence", Jl. Imam Bonjol I, Jakarta). The original

Indonesian Declaration of Independence was typed by Sayuti Melik. Maeda himself was sleeping in his room upstairs. He was agreeable to the idea of Indonesia's independence, and had lent his house for the drafting of the declaration. Marshal Terauchi, the highest-ranking Japanese leader in South East Asia and son of Prime Minister Terauchi Masatake, was however against Indonesia's independence, scheduled for 24 August.

(CRONOLOGICAL PARAGRAPH/ EVENTS PARAGRAPH)

While the formal preparation of the declaration, and the official independence itself for that matter, had been carefully planned a few months earlier, the actual declaration date was brought forward almost inadvertently as a consequence of the Japanese unconditional surrender to the Allies on 15 August following the Nagasaki atomic bombing. The historic event was triggered by a plot, led by a few more radical youth activists such as Adam Malik and Chairul Saleh, that was pressured on Sukarno and Hatta to proclaim independence immediately. The declaration was to be signed by the 27 members of the Preparatory Committee for Indonesian Independence (PPKI) symbolically representing the new nation's diversity. The particular act was apparently inspired by a similar spirit of the United States Declaration of Independence.

(CRONOLOGICAL PARAGRAPH/ EVENTS PARAGRAPH)

However, the idea was heavily turned down by the radical activists mentioned earlier, arguing that the committee was too closely associated with the soon to be defunct Japanese occupation rule, thus creating a potential credibility issue. Instead, the radical activists demanded that the signatures of six of them were to be put on the document. All parties involved in the historical moment finally agreed on a compromise solution which only included Sukarno and Mohammad Hatta as the cosigners in the name of the nation of Indonesia.

(CRONOLOGICAL PARAGRAPH/ EVENTS PARAGRAPH)

Sukarno had initially wanted the declaration to be read at Ikada Plain, the large open field in the center of Jakarta, but due to unfounded widespread apprehension over the possibility of Japanese sabotage, the venue was changed to Sukarno's house at Pegangsaan Timur 56. There was no concrete evidence for the growing suspicions, as the Japanese had already surrendered to the Allies, the declaration of independence passed without a hitch.

(REORIENTATION PARAGRAPH)

The proclamation at Jl. Pegangsaan Timur 56 Jakarta was heard throughout the country because the text was secretly broadcast by Indonesian Radio personnel using the transmitters of the JAKARTA Hosokyoku radio station. The

English translation of the proclamation was broadcast overseas. (Budhiman, 2023)

THE FOLLOWING NUMBER OF QUESTIONS ARE BASED ON THE TEXTS ABOVE

A. Comprehension Question (5 Questions)

Answer the following questions below:

1. What do you think about the aim of the proclamation of Indonesian independence?
2. When did the Netherland acknowledge Indonesia's independence date?
3. Who was typed the original Indonesian declaration of independence?
4. Why did the Preparatory Committee for Indonesian Independence do the immediately decision after hearing about an unconditional surrender Japanese to the Allies?
5. How was the historic event triggered by The Radical Youth Activists?

B. Comprehension Question (5 Questions)

1. The activities... (was found/were found) at Bandengan Beach such as building sandcastles, playing beach volleyball, enjoying local seafood from beachside vendors.
2. Bandengan Beach Trip (was/were) my favorite trip I have ever had.

3. The opinion ... (was heavily turned down by/heavily turns down by) the radical activists mentioned earlier before Sukarno left with his decision.
4. The document ... (was signed by/signed by) Sukarno who signed his name “Soekarno” using the older Dutch orthography and Mohammad Hatta.
5. The Netherlands declared that they ... (have decide to/had decided to) accept de facto 17 August 1945 as Indonesia’s independence date.

REFERENCES

- ABC Education (2021). Writing a procedural text: how to use chopsticks correctly. *Australian Broadcasting Company*. Retrieved December 25, 2023, from :<https://www.abc.net.au/education/learn-english/writing-a-procedural-text-how-to-use-chopsticks-correctly/13382386>
- Academic Help (2014). Tokyo Skytree Essay Sample, Example. *Academichelp.net*. Retrieved December 25, 2023 from <https://academichelp.net/samples/academics/essays/descriptive/tokyo-skytree.html>
- Azar, B. S. (2003). *Fundamentals of English grammar*. Longman.
- Budhiman, Ilham (2023). The Proclamation of Indonesian Independence. *artikel.rumah123.com*. Retrieved December 25, 2023, from <https://artikel.rumah123.com/contoh-historical-recount-text>
- Byjus (n.d.). Simple Past Tense - Definition, Structure, Rules, Uses and Examples. *byjus.com*.

Retrieved December 25, 2023, from
<https://byjus.com/english/simple-past-tense/>

Byjus (n.d.). Active and Passive Voice. *byjus.com*.
 Retrieved December 25, 2023, from
<https://byjus.com/english/active-and-passive-voice/>

Edelen, B and Hickey, D. (2023). How to Build a
 Campfire. *WikiHow* Retrieved
 December 26, 2023,
 from:<https://www.wikihow.com/Build-a-Campfire>

Gupta, Arushi (2023). What is an imperative
 sentence?. *paperpal.com*. Retrieved
 December 26, 2023 from
<https://paperpal.com/blog/academic-writing-guides/language-grammar/imperative-sentences#:~:text=Definition%20of%20imperative%20sentences,sense%20of%20urgency%20or%20importance>.

Scribd (n.d.). Adjectives. *Scribd.com*. Retrieved
 December 26, 2023, from
<https://www.scribd.com/document/513445420/Adjectives>

Vance, A., & Musk, E. (2015). *Tesla, SpaceX, and the quest for a fantastic future*. NY: Harper Collins, 402.

Wikihow (2023). Making Basic Iced Coffee. www.wikihow.com. Retrieved December 26, 2023, from <https://www.wikihow.com/Make-Simple-Iced-Coffee#Making-Basic-Iced-Coffee>

[http://EzineArticles.com/?expert=Daniel F O'connor](http://EzineArticles.com/?expert=Daniel_F_O'connor)

[https://www.academia.edu/36713459/LESSON PLAN READING SKILL RECOUNT TEXT for 10th grade](https://www.academia.edu/36713459/LESSON_PLAN_READING_SKILL_RECOUNT_TEXT_for_10th_grade)

<https://academichelp.net/samples/academics/essays/descriptive/burj-khalifa.html>



**Language Service Center
Universitas PGRI Semarang**