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Bayu Dewa Murti



English for Communication at Workplace

Teacher's Book

ENGLISH DIPLOMA PROGRAM
VOCATIONAL SCHOOL
UNIVERSITAS SEBELAS MARET

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ENGLISH FOR COMMUNICATION AT WORKPLACE

Teacher's Book

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ACKNOWLEDGEMENT

We would like to express our deepest gratitude to all those who contributed to the development of this English for Communication at the Workplace module, specifically designed for teachers. This module serves as a comprehensive guide to help educators effectively teach the necessary communication skills required in various professional settings.

Our special thanks go to the Vocational School of Universitas Sebelas Maret, whose generous funding made this project possible. Their support has been invaluable in ensuring that this module meets the needs of both educators and students in achieving success in the workplace.

We are also grateful to the team of educators who contributed their time, expertise, and dedication to the creation of this module. Your input has greatly enriched its content and structure. We hope that this module will be a useful resource for teachers in guiding students toward effective communication in the workplace.

Thank you for your continued support and collaboration.



PREFACE

This module consists of seven units that provide college students in the 3rd Semester topics about English for communication at the workplace. The topics are presented sequentially by considering the flow of working process or stages of the people working in a company. They cover workplace socialization, internal meeting arrangement, business presentation, business advertisements, customer product reviews, business trip, and achievement celebration. The exercises of each unit this module is organized to improve students' four language competencies of integrated reading, listening, writing, and speaking for effective communication in the daily workplace context, which students will experience collaborative learning, project-based learning, and case-based learning through presentations; doing surveys; writing articles; listening to audio texts; as well as watching and analyzing videos. Besides that, students are encouraged to have good research skills and to demonstrate critical, logical, and creative thinking skills through various individual and group activities. This module is also aimed to familiarize students with TOEIC practice questions so that they are able to do TOEIC test well in the upper semester.

This module was prepared and written in a detailed process. However, there will still be shortcomings and areas for improvement. Any suggestions are kindly welcomed to make the content of this module better in the future.

Surakarta, September 2024

The authors



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FRAMEWORK

Unit	Objectives (by the end of the unit, learners should be able)	English Skills				Research Skills	Critical Thinking Skills
		Listening	Reading	Writing	Speaking		
1. Workplace Socialization	<ul style="list-style-type: none"> to introduce oneself and others To welcome visitors To entertain visitors 	Listening to general information and detailed information on: <ul style="list-style-type: none"> audio about company policies 	Skimming Checking details on: <ul style="list-style-type: none"> self-introduction welcoming visitors entertaining a business visitor 	Writing a dialogue script on "The first day of working"	Performing a conversation with others for workplace socialization purposes	In groups, researching a foreign and Indonesian company rules and norms	In groups, comparing between a foreign and Indonesian company rules and norms
2. Internal Meetings Arrangement	<ul style="list-style-type: none"> to identify the necessary elements for organizing an internal meeting, including office memo, agenda, and announcement to analyze the structure and linguistic features of office memos, agendas, and announcements for organizing an internal meeting. to produce office memos, agendas, and announcements for organizing an internal meeting 	Listening to general information, detailed information, and implied information on: <ul style="list-style-type: none"> audio (visual) about how to create a meeting agenda (YouTube) 	Reading articles about company meetings and meeting agendas Reading an official memo Reading an announcement	Writing a meeting agenda Writing a proper announcement	Making a meeting agenda and presenting it in front of class	Useful expressions in an announcement	Identifying issues in an announcement and revising it to be a correct one
						Researching examples of announcement	

Unit	Objectives (by the end of the unit, learners should be able)	English Skills				Language Focus	Research Skills	Critical Thinking Skills
		Listening	Reading	Writing	Speaking			
3. Business presentation	<ul style="list-style-type: none"> to identify the structure of a presentation to create business presentation materials of a brief company description covering its history, activities, business coverage and products to present a good presentation on a brief company description 	Listening to general information, details implied information on: <ul style="list-style-type: none"> tips to avoid nervous when speaking in public 	Scanning Skimming Checking details on: <ul style="list-style-type: none"> a company profile 	Writing a short company description and a product description	Presenting a brief company profile, its business coverage and products	useful phrases for presentation	Research skill: In groups, researching a company description of the food and beverage industry.	Critical thinking skill: Discussing ways to overcome fear of public speaking
4. Business Advertisements	<ul style="list-style-type: none"> to identify and explain various advertising techniques to create a company product or service advertisement to present a company product or service advertisement 	Listening to general information, and implied information on: <ul style="list-style-type: none"> audio visual of business advertisements 	Scanning Skimming Checking details on: <ul style="list-style-type: none"> Advertising and consumerism, Advertisers' target specific audiences on social media platforms hotel advertisements tourist attraction advertisements pet service advertisements 	Writing a product or service advertisement	Presenting a product or service advertisement	persuasive language	Research skill: Doing group survey on popular advertisements and their advertising techniques	Critical thinking skill: discussing some advertising techniques discussing on how to create a good advertising and successful business advertisement
5. Customer Product Review	<ul style="list-style-type: none"> to identify the text structure of customer product reviews to analyse tips for writing great customer product reviews to write customer's product reviews 	Listening to general information, detailed information, and implied information on: <ul style="list-style-type: none"> audio visual of how to write a product review 	Scanning Skimming Checking details on: <ul style="list-style-type: none"> Steps for writing product reviews Customer's product reviews An article on Google Pixel review 	Writing some product reviews	Presenting the missing aspects of product review text structure	positive-sound phases in writing reviews	Research skill: Doing group survey on positive and negative product reviews	Critical thinking skill: Analysing featured language in positive and negative product reviews

Unit	Objectives (by the end of the unit, learners should be able)	English Skills				Research Skills	Critical Thinking Skills
		Listening	Reading	Writing	Speaking		
6. Business Trip	<ul style="list-style-type: none"> to identify different culture when making a business trip to describe business trip preparation needs to identify and write a welcome letter 	Listening to general information, details information, and implied information on: <ul style="list-style-type: none"> preparing a business trip and conference 	Skimming Checking details on: <ul style="list-style-type: none"> how to behave in abroad a letter of booking hotel confirmation memo of business partner's visit train timetable 	Writing a welcoming letter	Making a short conversation on business trip context <ul style="list-style-type: none"> Role play: Welcoming a business partner by having a platonic-functioned conversation Presenting research results on the importance of doing business things such as exchanging business cards, punctuality, etc. 	Research Skills: Doing group research on the importance of doing business things such as exchanging business cards, punctuality, etc.	Critical Thinking Skills: Analyzing cultural differences in business activity
7. Achievement Celebration	<ul style="list-style-type: none"> to identify the fundamental steps for making a reservation to identify the useful expressions for making a reservation to make a reservation to respond to a reservation to identify the characteristics of a business invitation to analyze the structure and language features of a business invitation to produce a business invitation 	Listening to general information, details information, and implied information on: <ul style="list-style-type: none"> instructing to prepare a company achievement celebration making a reservation 	Skimming Checking details on: <ul style="list-style-type: none"> company achievement 	Writing an invitation	Roleplaying a dialog about making a reservation for a company achievement celebration Roleplaying as a director who delivers a speech on a company achievement celebration	Gathering information about several venues to hold a company achievement celebration	Recommending the most suitable venue for holding a company achievement celebration

Unit 1

WORKPLACE SOCIALIZATION

Bayu Dewa Murti

Objectives:

By the end of the unit, students should be able to:

1. introduce oneself and others
2. welcome visitors
3. entertain visitors



The picture is made using Canva AI generator.

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Critical Illustration

A. Building Knowledge and Understanding

Work with a partner or in small groups. Discuss the questions below.

1. Is it important to socialize yourself in a new place?
2. How do you greet someone when you are first introduced?
3. What kind of information do you give when you introduce yourself?

Divide the students into some groups consisting of three and ask them to have a conversation to answer the three questions. Monitor and invite them to speak up actively within their groups. After 10 minutes, stop the discussion. Ask some students to present their answers.

Reading Skills

A. Scanning and skimming

Find and underline the keywords in the text. Try to guess their meanings.

Keywords

memorable berkesan	inspiring menginspirasi	collaborative kolaboratif	remarkable luar biasa	common umum
thrilled sangat senang	dive deep mendalami	vibes suasana	hesitate ragu-ragu	branding pencitraan

SELF INTRODUCTION

Hey there, everyone! I hope you're having a great day. I wanted to take a moment to introduce myself properly, so here goes! My name is James, and I'm absolutely thrilled to be joining this amazing team at Siliwangi Corp. From what I've seen and heard, this place has such an inspiring culture, and I'm excited to be a part of it.

I come with five years of experience in professional promotion. Over the years, I've had the chance to dive deep into company branding, and I've learned so much along the way. I've always enjoyed the challenges and the opportunities to grow.



I believe that a positive and collaborative work environment is the key to achieving greatness, and I can already sense those vibes here. To me, teamwork and open communication are everything, and I'm looking forward to contributing my part to the collective success of this team.

When I'm not working, you'll probably find me fishing and travelling. It's my way of recharging and staying creative. I'd love to hear what everyone else is into outside of work—maybe we share some common interests!

I'm really looking forward to getting to know each and every one of you, learning from your experiences, and working together to create something remarkable. I'm all about sharing ideas and supporting each other, so don't hesitate to reach out if you need anything or just want to chat.

Thank you so much for the warm welcome. Let's make this journey a memorable one, and I'm sure we'll have some great times ahead!

B. Checking Details

Read the questions below and circle the correct answers according to the text.

1. What is James most excited about regarding his new position at Siliwangi Corp.?
(A) The company's location
(B) **The inspiring culture at Siliwangi Corp.**
(C) The salary packages
(D) The job titles
2. How many years of experience does James have in professional promotion?
(A) Three years
(B) Four years
(C) **Five years**
(D) Six years
3. What specific area of expertise does James mention in his introduction?
(A) Social media marketing
(B) **Company branding**
(C) Financial management
(D) Sales and negotiation
4. What hobbies does James enjoy outside of work?
(A) Cooking and hiking
(B) **Fishing and traveling**
(C) Reading and writing
(D) Running and swimming
5. What attitude does James believe is crucial for achieving greatness in the workplace?
(A) Competitive spirit
(B) Individual effort
(C) **A positive and collaborative work environment**
(D) Strict leadership

C. Complete the quiz on company visitors

When welcoming a visitor to your company, how important is it to ...

	very important	somewhat important	not important	it depends
→ find out about your visitor's company?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ find out about your visitor's country and culture?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ be at the reception when your visitor arrives?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ make sure the receptionist knows how to pronounce your visitor's name?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ give your visitor a tour of the office?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ introduce your visitor to other members of the team?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ offer your visitor something to eat and drink?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ show your visitor where the toilets are?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The chart is taken from Oxford English for Socializing

Now discuss your answer with a partner. How often do people visit your company? Where are your visitors from? What difficulties do you have socializing with visitors to your company?

[Free answers from students]

D. Complete the conversation with words or phrases from the box

problems

How do you do

journey

visitor's badge

delays

you can call

sign in

How do you do

Would you like to

It's a pleasure

The questions are taken and adapted from onestopenglish.com

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Welcoming a visitor to Siliwangi International

Helena : Mr James? **How do you do** [1]? I'm Mr Prabu's assistant, Helena White. Please call me Helena.

James : **How do you do** [2], Helena? Nice to meet you. And **You can call** [3] me James.

Helena : **It's a pleasure** [4] to have you here for the meeting. How was your **journey** [5] to Bogor?

James : Fine, thanks. The train arrived on time with no **delays** [6].

Helena : That's great. Did you have any **problems** [7] finding us?

James : Not at all. Your directions were very good.

Helena : Oh, thanks. So, could you please **sign in** [8] and take a **visitor's badge** [9]? The meeting room is on the second floor. **Would you like to** [10] come this way?

E. Grammar Check! Read the dialogue about entertaining a business visitor below and answer all the questions.

Helmut: Hi Jane. How's it going?

Jane : Fine, thanks, Helmut. Good to hear from you.

Helmut: Thanks for your email about things to see in London after our meetings.

Jane : Oh, you're very welcome. So what would you like to do?

Helmut: First, I'd really like to do a sightseeing tour of London. One that can give me a general view __[1]__ the city.

Jane : Great. Are you interested in art?

Helmut: Yes, I'm a big art fan. I'd like to go to the new exhibition at the Tate Gallery.

Jane : OK. I can organize tickets for the city tour and for the Tate.

Helmut: Thanks for that. Also, I'd like to sample some of your food and drink. What do you suggest?

Jane : Well, we've got plenty of good restaurants and pubs. Our most famous meal is fish and chips. But London has many fine restaurants with just about any international cuisine you could want. We've got some very good places for Indian food.

Helmut: That sounds good like a good idea, if it isn't too spicy. My wife
__[2]__ with me. She doesn't eat meat.

Jane : Well, if she's vegetarian, Indian food is just fine.

Helmut: Also, my wife doesn't drink alcohol, so could you recommend
a typical British non-alcoholic drink?

Jane : Hmm. No, there really isn't anything special. The restaurant
will have apple or orange juice. So, how about music? Do you
and your wife like opera or concerts?

Helmut: Actually, we prefer the theatre. We __[3]__ musicals and we
especially like Andrew Lloyd Webber. Is there any chance of
getting tickets?

Jane : Let me check __[4]__ that for you.

Helmut: All right, Jane. Please __[5]__ me the plan for our evenings out
next week. I'm really looking forward to it.

Jane : Will do! Thanks for calling. Bye for now.

Helmut: Bye.

1. (A) from
(B) in
(C) **of**
(D) to
2. (A) is
(B) **will be**
(C) are
(D) will
3. (A) loving
(B) loved
(C) **love**
(D) loves
4. (A) in
(B) on

(C) at

(D) for

5. (A) emailing
(B) emails
(C) to email
(D) email

Listening Skills–Company Rules

A. Pre-listening questions

1. What aspects of workplace policies and benefits are most important to you when considering a new job?
2. How do you prefer to balance your work hours with breaks and personal time?

[Free answers from students]

B. Checking Details

Listen to the conversation about Company Policies (https://www.linguahouse.com/esl-lesson-plans/business-english/company-policies/audioplayer/company_policies_bemp3) and do all the exercises. These exercises are designed to test your understanding of the details from the conversation. Pay close attention to the specific policies and conditions discussed.



The picture is made using Canva AI generator.

Transcript for listening 1:

A: "So, Judith, do you have any questions?"

B: "Yes, is there a strict policy on working hours?"

A: "Generally, we work 8 hours every day. You can report to work anytime between 8 and 11 AM, but not later than 11 as we close the office at 7 PM"

B: "Okay, how long are we allowed for lunch?"

A: "You get 1 hour for lunch. If you want to take a longer break you can, but the extra time would be treated as unpaid time so you'll have to stay longer at work"

B: "And what if I only take a 30-minute lunch? Can I leave 30 minutes earlier?"

A: "Yes, you can"

B: "What about coffee breaks?"

A: "You're allowed to take a coffee break whenever you feel tired or need to clear your head, in fact, we encourage it"

B: "Okay fine. What is the dress code here?"

A: "We don't really have a strict dress code so don't worry, you don't have to wear heels and you don't need to wear skirt. But obviously you shouldn't dress inappropriately"

B: "Alright, what about holidays?"

A: "You're entitled to 28 days paid annual leave"

B: "Am I allowed to use them all at once?"

A: "Yes, you can use them however you want. You can take a 28-day holiday or several shorter breaks. But you should always give us advance notice if you're going to take a break. For a longer break, I mean 2 weeks or more, you should give us at least 1 months' notice"

B: "Okay, and what if I don't use my leave days in the same year, would they expire?"

A: "You must take at least 3 weeks holiday a year, only holidays on top of these maybe carried over to the next year"

B: "Okay thanks, I think that's everything. Oh, does this company allowed telecommuting?"

A: "Telecommuting? Do you mean working from home?"

B: "Yes, that's right"

A: "Well, at the beginning we'd prefer that you work at the office unless there's some emergency and you have to work from home. After a few months, when you've settled in we could talk about it, we tried to be flexible with our employees"

Exercise 1

1. What is the latest time an employee can arrive at work?
(A) 7:00 AM
(B) 8:00 AM
(C) **11:00 AM**
(D) 12:00 PM
2. How long is the standard lunch break at this company?
(A) 30 minutes
(B) **1 hour**

- (C) 1.5 hours
(D) 2 hours
3. What happens if an employee takes a longer lunch break?
(A) They get paid for the extra time.
(B) **The extra time is unpaid.**
(C) They have to leave work earlier.
(D) They have to take fewer coffee breaks.
4. How many days of paid annual leave is Judith entitled to?
(A) 14 days
(B) 20 days
(C) 25 days
(D) **28 days**
5. What does the manager say about telecommuting?
(A) It is allowed immediately.
(B) It is never allowed.
(C) It is only allowed after an emergency.
(D) **It may be allowed after a few months.**

Exercise 2. True or False statement

No	Statement	True / False
1	Judith is required to arrive at work by 7:00 AM every day.	False
2	Employees can take a coffee break whenever they need to clear their heads.	True
3	The company has a strict dress code requiring heels and skirts.	False
4	Judith can use all her 28 days of annual leave at once if she wants.	True
5	Unused leave days cannot be carried over to the next year under any circumstances.	False

Exercise 3. Fill in the blank

- 1. Judith is allowed to report to work anytime between **8** and 11 A.M.
- 2. If an employee wants to take a longer lunch break, the extra time will be treated as **unpaid** time.
- 3. Employees should give at least **1** months’ notice if they plan to take a longer break of two weeks or more.
- 4. The manager mentioned that employees are entitled to **28** days of paid annual leave.
- 5. Telecommuting may be considered after a few **months** of working at the office.

Research and Critical Skills

Work in small groups. Visit the websites of a big foreign international company and Indonesian company. Look for their company rules and norms and discuss the similarities and the differences between the two by comparing them (Fill in the chart below to help you organize your thoughts and analysis). Present your analysis results in front of the classroom.

Example of response:

Company name	Rules & norms	Similarities	Differences
1. Google	Flexible working hours Free meals and snacks Casual dress code Generous annual leave Hybrid work model	Flexible working hours Annual leave policies Recognize the need for a professional yet comfortable work environment	Google provides free meals; Gojek typically does not. Google’s dress code is more casual while Gojek’s dress code is more formal. Google offers more flexibility in telecommuting while Gojek has more restrictive telecommuting policies

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Company name	Rules & norms	Similarities	Differences
2. Gojek	Standard working hours One-hour lunch break business casual dress code annual leave with specifics by contract office presence required standard working hours and lunch breaks are common		

Writing and Speaking Skills

Work in groups. Write a dialogue transcript on “The first day of working” for workplace socialization purposes that cover: 1) introducing yourself and others; 2) welcoming new employees; and 3) entertaining new employees and presenting it in front of the class.

Possible answers:

Title: The First Day at Work

Characters:

Alex – Team Leader

Jordan – New Employee

Taylor – Colleague

Morgan – Colleague

Alex : (Smiling) Good morning, Jordan! Welcome to the team. I’m Alex, the team leader here. How are you feeling on your first day?

Jordan : (Nervously) Good morning, Alex. I’m a bit nervous but excited to start. Thanks for having me.

Alex : We're excited to have you too! Let me introduce you to a few people. This is Taylor, one of our senior developers.

Taylor : (Extending hand) Hi, Jordan. Welcome aboard! If you need any help with the technical stuff or have questions about our projects, feel free to ask.

Jordan : (Shaking hands) Nice to meet you, Taylor. I appreciate that.

Alex : And this is Morgan, who handles our marketing and communications.

Morgan: (Smiling) Hey, Jordan! Welcome to the team. We've got a fun and supportive group here, and I'm sure you'll fit right in.

Jordan : Thanks, Morgan. I'm looking forward to working with everyone.

Alex : Great! Now, let me show you around the office. We'll start with the break room. (Leads Jordan to the break room) Here's where you'll find coffee, tea, and some snacks. Feel free to help yourself. We also have a lounge area where people gather to relax.

Jordan : (Looking around) This is nice. I'll definitely be spending some time here.

Morgan: (Joining the group) By the way, we're having a welcome lunch for you today. It's a great way to get to know everyone better. We usually go to that café down the street. Are you up for it?

Jordan : (Smiling) That sounds fantastic! I'd love to join.

Taylor : (Nodding) Excellent. It's a good opportunity to chat with everyone and learn more about the company culture.

Alex : (Enthusiastic) Absolutely. We've planned a casual lunch so you can meet more of the team. After lunch, we'll go over your onboarding schedule and introduce you to your mentor.

Jordan : (Relaxing) I'm looking forward to it. Thanks for making me feel so welcome.

Alex : It's our pleasure. We're here to support you, so don't hesitate to reach out if you have any questions or need anything.

Evaluate the students’ work based on the following rubric.

Category	81–100	71–80	61–70	< 60
Content Relevance and Coverage	The dialogue thoroughly covers all three aspects: introducing yourself and others, welcoming new employees, and entertaining new employees. Each aspect is addressed with creativity and detail.	The dialogue covers all three aspects with sufficient detail, but may lack some creativity or depth in one or two areas.	The dialogue covers the three aspects, but one or more areas lack detail or relevance, with limited creativity.	The dialogue fails to adequately cover one or more of the required aspects, with minimal detail and little creativity.
Dialogue Structure and Flow	The dialogue is well-structured, with a logical flow that is easy to follow. Transitions between topics are smooth and natural.	The dialogue is mostly well-structured, with a few minor issues in flow or transitions between topics.	The dialogue has a basic structure but may feel disjointed or difficult to follow at times; transitions are awkward.	The dialogue lacks clear structure and flow, making it difficult to follow; transitions are poorly handled or missing.
Language Use and Appropriateness	The language used is appropriate for a workplace setting, with professional	The language is mostly appropriate for a workplace setting, with some	The language is somewhat appropriate but may include informal or	The language is inappropriate for a workplace setting, with

Category	81–100	71–80	61–70	< 60
	tone and vocabulary. Dialogue sounds natural and realistic.	minor issues in tone or vocabulary; dialogue is generally realistic.	unrealistic expressions; tone may not fully match a workplace setting.	frequent use of informal or unrealistic expressions; tone is unsuitable.
Team Collaboration and Participation	All group members contribute equally to the writing and presentation; collaboration is evident in the final product.	Most group members contribute to the writing and presentation; some evidence of collaboration is present.	Some group members contribute significantly more than others; collaboration is limited, affecting the final product.	One or two group members do most of the work, with little to no collaboration; the final product shows a lack of group effort.
Presentation Skills	The dialogue is presented confidently and clearly by all group members, with effective use of voice, eye contact, and body language; the presentation is engaging.	The dialogue is presented clearly by most group members, with good use of voice, eye contact, and body language; the presentation is somewhat engaging.	The dialogue is presented with some clarity, but one or more members lack confidence or effective presentation skills; the presentation is less engaging.	The dialogue is presented unclearly or with low confidence, with poor use of voice, eye contact, and body language; the presentation is not engaging.
Creativity and Engagement	The dialogue and presentation are highly creative and engaging, with elements that capture the	The dialogue and presentation are creative and engaging, with some elements that capture the	The dialogue and presentation show some creativity but may lack elements that fully engage the audience.	The dialogue and presentation lack creativity and engagement, failing to capture the audience's

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Category	81–100	71–80	61–70	< 60
	audience's attention and make the scenario relatable.	audience's attention.		attention or make the scenario relatable.

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Unit 2

INTERNAL MEETING ARRANGEMENT

Nur Saptaningsih

Objectives

By the end of the unit, students should be able to:

1. identify the necessary elements for organizing an internal meeting, including office memo, agenda, and announcement
2. analyze the structure and linguistic features of office memos, agendas, and announcements for organizing an internal meeting,
3. produce office memos, agendas, and announcements for organizing an internal meeting



The picture is made using Canva AI generator.

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Critical Illustration

A. Building Knowledge and Understanding

Work with a partner or in small groups. Discuss the questions below.

1. What do you see in the picture?
2. How many people are involved in the activity?
3. Where do you think they are?

Divide the students into some groups consisting of three and ask them to have a conversation to answer the three questions. Monitor and invite them to speak up actively within their groups. After 10 minutes, stop the discussion. Ask some students to present their answers.

B. Reading Skills

Scanning and skimming

Read the text and answer the following questions.

What are Company Meetings?

Company meetings are formal gatherings conducted within an organization to discuss various business matters, make decisions, and share information. These meetings are essential for the effective operation and management of a company, providing a platform for communication among shareholders, directors, and other stakeholders.

Depending on the nature and purpose of the meeting, various topics such as company performance, strategies, resolutions, and compliance with the Companies Act can be discussed. Company meetings are typically structured and guided by formal agendas, and they must adhere to legal and corporate governance standards.

Every company, regardless of its size, engages in company meetings as a fundamental aspect of its business processes, ensuring that all key parties are informed, aligned, and capable of making informed decisions for the company's progress and success.

The text is taken from Let's Dive Blog

<https://www.letsdive.io/blog/all-company-meetings-a-full-guide-to-general-meetings>

1. What is a company meeting?
 - (A) a social event for employees to celebrate company achievements
 - (B) **a formal gathering conducted within an organization to discuss business matters, make decisions, and share information**
 - (C) an informal discussion between a few employees during lunch breaks
 - (D) a public event organized by a company for customers and clients.
2. Why are company meetings important for an organization?
 - (A) They provide entertainment and social interaction for employees.
 - (B) They allow employees to take breaks from their regular work.
 - (C) They are essential for effective operation and management.
 - (D) **They are an opportunity for companies to advertise their products to the public.**
3. Who are some of the key participants mentioned in company meetings?
 - (A) Customers and clients
 - (B) **Shareholders, directors, and other stakeholders**
 - (C) Suppliers and vendors
 - (D) Media and journalists

Checking Details

1. What types of topics are typically discussed during company meetings?
Topics such as company performance, strategies, resolutions, and compliance with the Companies Act are typically discussed during company meetings.
2. Why are company meetings considered essential for the effective operation and management of a company?
Company meetings are essential because they provide a platform for communication among shareholders, directors, and other stakeholders, ensuring that all key parties are informed, aligned, and capable of making informed decisions for the company's progress and success.

3. How are company meetings structured?
Company meetings are typically structured and guided by formal agendas, ensuring they adhere to legal and corporate governance standards.
4. Why is the company's meeting structure important?
The structure of company meetings is important because it ensures that the meetings are conducted in an organized manner, allowing for effective communication and decision-making while adhering to legal and corporate governance standards.
5. What role do formal agendas play in company meetings?
Formal agendas guide the structure of company meetings, ensuring that the discussion stays focused on relevant topics and that all necessary matters are addressed systematically.

Grammar Check – Incomplete Sentence

Questions 1-5

Read the texts that follow. A word is missing in a part of each text. Four answer choices for each question are given. Select the best answer to complete the missing part.



The picture is made using Canva AI generator.

One of the most important __ [1] __ of meetings is the board of directors meeting, where significant decisions are made regarding the company's future direction. During these meetings, board members __ [2] __ financial reports, discuss strategic plans, and vote on critical issues such as mergers, acquisitions, and changes in company policies.

__ [3] __ common meeting type is the departmental meeting, where managers and their teams discuss ongoing projects, set goals, and address any challenges that may arise. These meetings help ensure that everyone is on the same page and that resources are allocated efficiently.

Lastly, all-staff meetings are typically __ [4] __ to communicate important company-wide updates. These meetings allow top management to share news about the company's performance, future plans, and any changes in policies or procedures. Such meetings are also an opportunity for employees to ask questions and provide feedback.

Effective company meetings require careful planning, a clear agenda, and active participation from all attendees. When conducted __ [5] __, these meetings can lead to better decision-making, improved communication, and ultimately, greater success for the organization.

1. (A) type
(B) **types**
(C) typing
(D) typed
2. (A) **review**
(B) reviews
(C) reviewing
(D) to review
3. (A) other
(B) the other
(C) **another**
(D) others

4. (A) hold
(B) holds
(C) holded
(D) **held**
5. (A) proper
(B) **properly**
(C) improper
(D) properness

Reading Comprehension

In this part, you will read two types of texts. The texts are followed by several questions. Select the best answer for each question.

Text 1

Quarterly Sales Review Meeting



The picture is made using Canva AI generator.

Buku ini tidak diperjualbelikan.

Every quarter, the sales department of Horizon Tech holds a Sales Review Meeting to evaluate the performance of its sales teams and discuss strategies for the upcoming months. This meeting is attended by the sales manager, regional sales leaders, and key account managers. The main objective of the meeting is to analyze sales data, identify trends, and address any challenges faced by the teams.

During the meeting, the sales manager presents a detailed report, including sales figures, comparison with previous quarters, and the performance of individual sales representatives. The regional leaders also share insights from their respective territories, highlighting both successes and areas that need improvement.

One key part of the meeting is the discussion of the sales pipeline. This involves reviewing the status of ongoing deals, forecasting future revenue, and identifying potential risks that could affect sales targets. The team then collaborates to develop strategies to mitigate these risks and capitalize on new opportunities.

Another critical aspect of the meeting is setting goals for the next quarter. These goals are aligned with the company's overall objectives and are designed to motivate the sales teams to achieve higher performance. The meeting concludes with an open forum where attendees can ask questions, share feedback, and propose ideas for future sales strategies.

The Quarterly Sales Review Meeting is essential for maintaining alignment between the sales team and the company's broader goals, ensuring that everyone is working towards the same objectives.

1. What is the primary purpose of the Quarterly Sales Review Meeting?
 - (A) To celebrate the company's success
 - (B) **To evaluate sales performance and discuss future strategies**
 - (C) To train new sales representatives
 - (D) To introduce new products to the market

2. Who typically attends the Quarterly Sales Review Meeting at Horizon Tech?
 - (A) Only the sales manager
 - (B) **Sales manager, regional sales leaders, and key account managers**
 - (C) All employees in the company
 - (D) External consultants and advisors
3. What type of data is reviewed during the meeting?
 - (A) Customer feedback
 - (B) **Sales data, including figures and comparison with previous quarters**
 - (C) Employee attendance records
 - (D) Marketing campaign results
4. What is discussed during the sales pipeline review?
 - (A) The development of new products
 - (B) **Status of ongoing deals, future revenue forecasts, and potential risks**
 - (C) Employee training programs
 - (D) Customer satisfaction surveys
5. How does the meeting conclude?
 - (A) With a formal presentation by the CEO
 - (B) **With an open forum for questions, feedback, and new ideas**
 - (C) With a team-building exercise
 - (D) With a review of the company's annual report

Text 2



Official Memo

FROM:	John Davis
TO:	Emily Clark
DATE:	08/27/2024
SUBJECT:	Internal Meeting on Product Sales Evaluation

MESSAGE:

Dear Tina,

I need your assistance to manage an upcoming internal meeting scheduled for **September 15, 2024**. This meeting is to evaluate our recent product sales and discuss potential strategies for improvement. Prepare a detailed agenda for the meeting, focusing on key discussion points such as product sales performance, market trends, and potential action plans. After finalizing the agenda, please make an official announcement to all involved employees. Let me know if you need any additional information or assistance. Thank you.

Best regards,

John Davis
Manager, Sales Department

Bright Horizons Inc.

+123-456-7890

www.brighthorizonsinc.com

1234 Elm Street, Suite 500
Springfield, IL 62701

- 1. Who wrote the memo to Tina?
John Davis wrote the memo.
- 2. What is the function of the memo?
The function of the memo is to instruct Tina to manage an internal meeting and prepare the necessary materials for it.
- 3. What is the main purpose of the meeting on September 15, 2024?
The main purpose of the meeting is to evaluate recent product sales and discuss potential strategies for improvement.

Buku ini tidak diperjualbelikan.

4. What should Tina prepare for the meeting?
Tina should prepare a detailed agenda and make an official announcement to the employees.
5. What does the word “I” refer to?
“I” refers to John Davis, the manager who wrote the memo.

Listening Skills

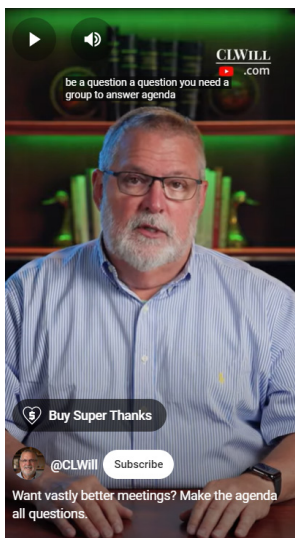
A. Pre-listening questions

1. Have you ever attended a meeting?
 2. What type of meeting you attended?
 3. How did you feel when attending a disorganized meeting?
- [Free answers from students]

B. Checking Details

Pay attention to the two videos about the meeting agenda and answer the questions.

Video 1



Video is taken from:

<https://www.youtube.com/shorts/MXnuxYFpkPw>

Transcript of video 1:

Here is a trick to make vastly better meetings. Insist that every agenda item be a question, a question you need to answer. Agenda items that are statements or bullet points can be handled outside of a meeting. If it's just things people need to know, find another way, an email, a slack, a post-it, a one-on-one, a video. If it's status updates, use a tool to do that. Your scheduling tool, bulletin board, project spreadsheet, and Kanban board are any of a thousand ways to communicate status. The only really good reason to get a group of people together is to answer a question. Should we do this or that? How are we going to do that? What do we do now? What went wrong? Even a project kickoff or a major announcement can be a question. Why should I care? A quick way to whittle down your agenda is to insist every item be a question. And don't leave the room without an answer or a plan to get one.

1. What is the main strategy the man suggests for improving the effectiveness of meetings?
 - (A) Include as many topics as possible in the agenda
 - (B) **Ensure every agenda item is a question that needs to be answered**
 - (C) Limit meetings to only high-priority issues
 - (D) Focus solely on status updates
2. What should be done with agenda items that are statements or bullet points?
 - (A) Discuss them in the meeting anyway
 - (B) **Handle them outside of the meeting**
 - (C) Add them to a different meeting agenda
 - (D) Ignore them completely
3. What should meetings focus on?
 - (A) Status updates and routine information
 - (B) Personal performance reviews
 - (C) **Answering specific questions or addressing key issues**
 - (D) General company announcements

4. What should be done if a question cannot be answered during the meeting?
 - (A) Ignore it and move on
 - (B) Leave the meeting without addressing it
 - (C) **Develop a plan to get an answer and ensure it is addressed later**
 - (D) Postpone the meeting until an answer is available
5. What is the ultimate goal for a meeting?
 - (A) To review detailed project plans
 - (B) To ensure that all items on the agenda are covered
 - (C) **To answer questions and make decisions**
 - (D) To update team members on general company news

Video 2



The video is taken from:

<https://www.youtube.com/watch?v=9iO29NsoYWw>

Transcript of Video 2:

Narrator : Hello, welcome back to Tip Top Trading. An office meeting has been scheduled, but Paul is running late. He's asked Anna to take charge and start the meeting without him.

Denise : Here you go Anna, it's a print-out of the agenda for the meeting.

Anna : Thank you. Oh dear, I'm not sure if I know the right words to start meetings.

Narrator : Well, you can say something like:
Thank you for coming. There are five items on the agenda today.

Anna : Items?

Narrator : It's a fancy way of saying 'things'. Then you list them:
Firstly, secondly, after that, and then, finally...

Anna : Yes, that's easy.

Narrator : At the end there is often something called 'any other business'.

Anna : Any other business?

Narrator : That's anything else that wasn't listed on the agenda, but that people want to talk about. I expect Tom will want to talk about how great he is and Denise will want to talk about her new hairdresser or something. Then when it's time for the meeting to end, you can say:
Let's wrap up. It means let's finish.

Anna : To wrap up. OK, I'll do my best. Ooh, it's time, everyone is gathering.

(The meeting starts)

Anna : Thank you... thank you for coming. Paul will be here soon, but he asked me to start the meeting. There are (counting to herself) one, two, three, four items on the agenda today.
Firstly, the stock management systems. Secondly, plans for a team-building activity (collective groan). After that, the colour of our new apples and finally any other business, before we can wrap up.

- Paul** : (arriving) Oh golly gosh, there you are, here I am, good.
Hello everyone. Sorry I'm late.
- Anna** : I'd just opened the meeting.
- Paul** : Great. Remind me what the first item on the agenda is?
- Anna** : Stock.
- Paul** : Stock? Stock, stock, stock, stock. Ah yes, stock management systems, yes, right. Well, that's mainly to announce that we need to start developing a good stock management system so we can meet the huge demand I'm expecting for these laser-curved fruits.
- Anna, I'd like you to lead on that.
- (quiet murmur of surprise)
- Anna** : Me? You want me to be in charge of the stock management systems?
- Paul** : Anna's had some excellent ideas already and I think she'll do a great job. For these new fruits, stock control will be key to supplying our customers with laser-curve oranges, laser-curve lemons, laser-curve...
- Narrator** : Well, that was good news for Anna, but not surprising, after all her hard work. She opened the meeting well, too. Here's a reminder of the phrases she used:
- Anna** : Thank you for coming.
- There are four items on the agenda today.
- Firstly...
- Secondly...
- After that...
- Then...
- And finally...
- Any other business.
- And then we can wrap up.

Narrator : There's only one problem for Anna now, winning over Mr. Ingle the warehouse manager – that won't be easy. Well, time for me to wrap up now. See you soon! Bye!

Instructions:

1. Listen to the conversation about the meeting agenda at Tip Top Trading.
2. Fill in the tables with the information you hear.

Agenda	Item	Time allocated	Person in charge
1 st	Stock management systems	30 minutes	Anna
2 nd	Team-building activity	20 minutes	To be assigned, might be discussed further in the meeting
3 rd	Color of new apples	-	To be assigned, might be discussed further in the meeting
4 th	Any other business	10 minutes	To be assigned, might be discussed further in the meeting

Writing and Speaking Skills

Work in a small group. Reread the official memo in the previous reading section. You are supposed to be Tina. Create a meeting agenda based on John Davis' instruction. You can add more people and roles that suit the meeting needs. After completing the meeting agenda, present it in front of your classmates.

[Free answers from students that need to be guided]

[Date]
 [Time]
 [Location]

Meeting Agenda

Meeting called by:		Type of meeting:	
Facilitator:		Note taker:	
Timekeeper:			
Attendees:			
Please read:			
Please bring:			

Agenda Items

Topic	Presenter	Time allotted

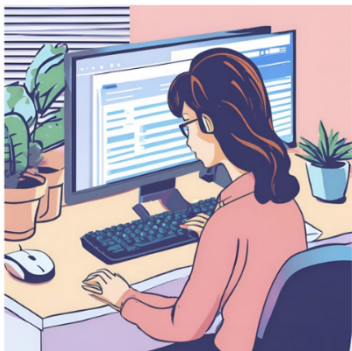
Other Information

Observers:	
Resources:	
Special notes:	

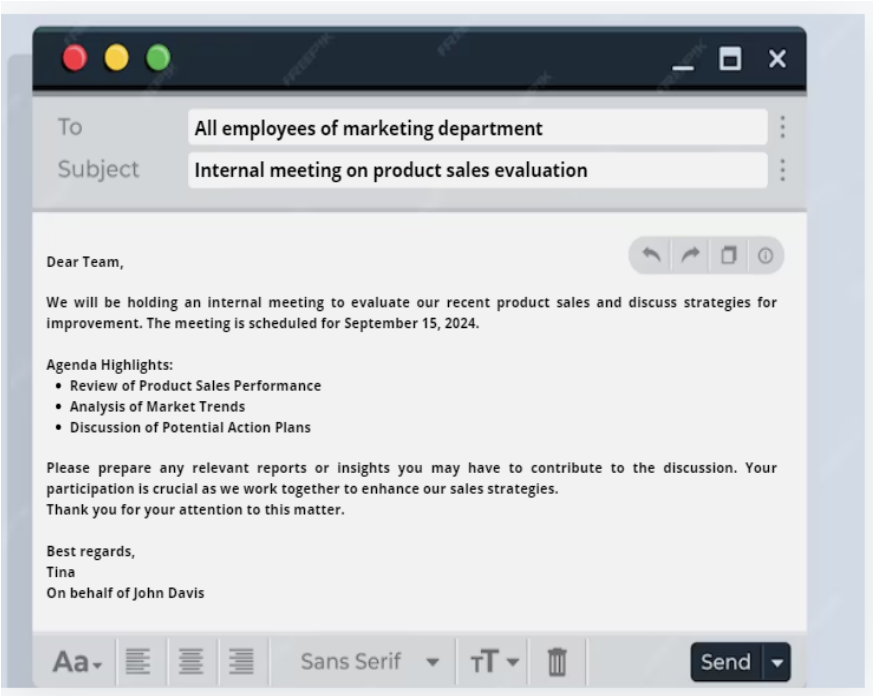
The agenda template is taken from:
<https://id.pinterest.com/pin/640848222001851814/>

Further Reading

After making the internal meeting agenda, the last thing that Ina must complete is announcing the meeting and sending it to all employees. Read the following announcement she has made.



The picture is made using Canva AI generator.



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After reading the announcement, identify the structure of the announcement that Tina has made.

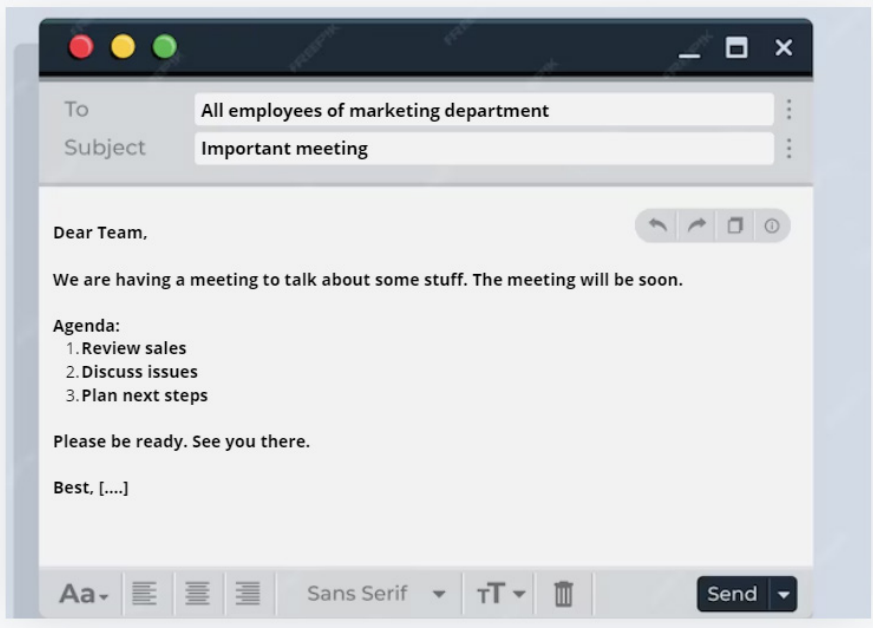
Component	Description	Expression/Sentence
Recipient(s)	The person(s) receiving the announcement	All employees of marketing department.
Subject	The main topic	Internal Meeting on Product Sales Evaluation – September 15, 2024
Greeting/salutation	A polite opening to address the recipients	Dear Team,
Purpose/objective	The main reason for the announcement	We will be holding an internal meeting to evaluate our recent product sales and discuss strategies for improvement.
Date and time	The date and time when the event is scheduled	September 15, 2024
Agenda highlights	Key topics that will be covered	Review of Product Sales Performance Analysis of Market Trends Discussion of Potential Action Plans
Instructions/expectations	Any specific actions required from the recipients before or during the event	Please prepare any relevant reports or insights you may have to contribute to the discussion.

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Component	Description	Expression/Sentence
Closing	A polite closing statement or call to action	Thank you for your attention to this matter. We look forward to a productive meeting.
Signature	The name and position of the person sending the announcement	John Davis Manager, Sales Department Bright Horizons Inc.

Research and Critical Thinking Skills: Mystery Announcement Challenge!

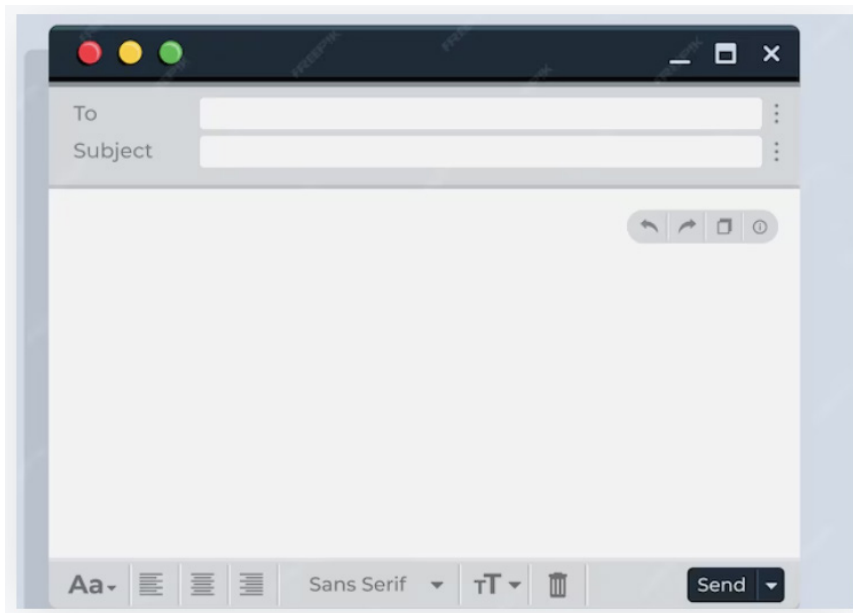
Read the following announcement carefully.



After reading the announcement, identify the issues. To pass this challenge, you can research other resources.

Buku ini tidak diperjualbelikan.

Once you have identified the issues, write the correct announcement in the announcement box. Present it in front of your classmates.



Possible answers:

To : All Employees
Subject: Internal Meeting on Sales Performance – September 15, 2024

Dear Team,

We will be holding an internal meeting to review our recent sales performance and discuss strategies for addressing any issues. The meeting is scheduled for September 15, 2024, at 10:00 AM in the conference room on the 2nd floor.

Agenda Highlights:

Review of Sales Performance

Discussion of Current Issues

Planning Next Steps and Action Items

Please prepare any relevant reports or insights you may have to contribute to the discussion. Your participation is important as we work together to enhance our sales strategies.

Thank you for your attention to this matter. We look forward to a productive meeting.

**Best regards, John Davis
Manager, Sales Department
Bright Horizons Inc.**

Buku ini tidak diperjualbelikan.

Unit 3

BUSINESS PRESENTATION

Ardianna Nuraeni

Objectives:

By the end of the unit, students should be able to:

1. identify the structure of a presentation
2. create business presentation materials of a brief company description covering its history, activities, business coverage and products
3. present a good presentation on a brief company description



The picture is made using Canva AI generator.

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Critical Illustration

A. Building Knowledge and Understanding

Work with a partner or in small groups. Discuss the questions below.

1. How many times have you performed a presentation in English?
2. What can you remember from your last presentation?
3. What does the illustration tell you about?

Divide the students into some groups consisting of three and ask them to have a conversation to answer the three questions. Monitor and invite them to speak up actively within their groups. After 10 minutes, stop the discussion. Ask some students to present their answers.

Reading Skills

A. Scanning and skimming

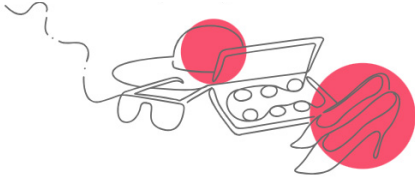
ZALORA is Asia's leading online Fashion, Beauty and Lifestyle destination, part of Global Fashion Group (GFG).

As one of the region's pioneer large scale ecommerce platforms, ZALORA has established a strong presence throughout the region, particularly in Singapore, Indonesia, Malaysia, Brunei, the Philippines, Hong Kong, and in Taiwan, enjoying over 59 million visits per month.

With an extensive collection of top international and local brands, ZALORA is a curated platform, where shoppers can find all the things they love in one place. Customers can discover authentic products from thousands of brands across a variety of categories, from Apparel, Shoes, Accessories, Beauty, Pre-loved, Luxury, and Lifestyle, which include essentials and home & living products.

As a customer-first brand, ZALORA is powered by a team of innovators, committed to providing a seamless shopping experience across mobile, tablet, and desktop. With a broad network of logistical services, ZALORA is known for speedy and reliable deliveries, as well as offering multiple payment methods, including cash-on-delivery across our markets. With the growth of

social commerce, ZALORA also introduced its live streaming feature housed within the platform, Z-Live, in 2021.



ZALORA also provides up to 30-day free returns and free delivery after a certain spend. ZALORA continues to delight shoppers with our unlimited next-day delivery subscription, ZVIP, and give customers more value with ZALORA's signature Cashback programme. ZALORA also made it easier for shoppers to buy products based on their style inspiration with ZALORA's visual search function, "Complete the Look and Get the Look" feature!

The text is taken from:

<https://corporate.zalora.com/about-us>

1. What kind of business area does Zalora engage?
(A) Goods
(B) Service
(C) **Goods and service**
2. Who might be the target customers of Zalora?
(A) Women
(B) Men
(C) **Men and women**

B. Checking Details

Answer the questions below based on the text of "ZALORA".

1. Where does ZALORA reach its strong business existence?
(A) **In Asia**
(B) In south-east Asia
(C) In south Asia
(D) In a global world
2. As a curated platform, ZALORA provides its customers many products categories. According to the text, which product is NOT available in ZALORA?

- (A) Cosmetics
 - (B) Air purifiers
 - (C) **Pets' product supplies**
 - (D) Dress and skirts
3. Which statement is NOT TRUE related to the works of ZALORA team of innovators?
- (A) Providing easier access to shop for customers via mobile phones, tablet, and desktop.
 - (B) **Providing free returns and free delivery.**
 - (C) Broaden network of services.
 - (D) Developing technology for customers to pay using different payment methods.
4. What condition is required by ZALORA so that customers can get 30-day free returns and free delivery?
- (A) After they subscribe unlimited times.
 - (B) After they click ZALORA's visual search function.
 - (C) After they join ZALORA's signature Cashback Programme.
 - (D) **After they shop within a certain amount of money.**
5. Which statement is TRUE based on the text?
- (A) ZALORA is only popular in Singapore, Indonesia, Malaysia, Brunei, the Philippines, Hong Kong, and Taiwan.
 - (B) ZALORA platform is visited by its customers less than 59 million per month.
 - (C) **ZALORA prioritizes its customers in providing their best shopping experience.**
 - (D) ZALORA's customers are not able to do COD when shopping in ZALORA.

C. Grammar Check!

Choose the best words by making a circle on the correct answer.



Wilmar International Limited, founded in 1991 and headquartered/
headquarters in Singapore, are/is today Asia's leading agribusiness group.
Wilmar is ranked amongst the largest/larger listed companies by market
capitalization on the Singapore Exchange.

At the core of Wilmar's strategy is an integrated agribusiness model
that encompasses the entire value chain of the agricultural commodity
business, from origination, to processing, branding, merchandising, and
distribution of a wide range of edible food and industrial products. The
Group's business activities include/includes oil palm cultivation, oilseed
crushing, edible oils refining, flour and rice milling, sugar mill/milling and
refining, manufacturing of customer products, ready-to-eat meals, central
kitchen products, specialty fats, oleochemicals, biodiesel, and fertilizers as
well as food park operations. It had/has/have over 1,000 manufacturing
plants/planting and an extensive distribution network covering China,
India, Indonesia and some 50 other country/countries and regions.
Through scale, integration and the logistical advantages of its/his/their
business model, Wilmar is able to extract margins at every step of the
value chain, thereby reaping operational synergies and cost efficiencies.

Supported by/in/off a multinational workforce of about 100,000
people, Wilmar embraces sustainability in its global operations, supply
chain and communities.

The text is taken from:

<https://www.wilmar-international.com/about-us/corporate-profile>

Write the sentences that occurred in the text above based on their types of grammatical cases.

Cases	Sentence
Subject-verb agreement	: Wilmar International Limited, founded in 1991 and headquartered in Singapore, <u>is</u> today Asia's leading agribusiness group. The Group's business activities <u>include</u> oil palm cultivation, oilseed crushing, edible oils refining... It <u>has</u> over 1,000 manufacturing plants
Parallelism	: The Group's business activities include oil palm cultivation, oilseed <u>crushing</u> , edible oils <u>refining</u> , flour and rice <u>milling</u> , sugar <u>milling</u> and <u>refining</u> , <u>manufacturing</u> of consumer products...
Superlative	: Wilmar is ranked amongst the <u>largest</u> listed companies by market capitalisation on the Singapore Exchange.
Reference	: Through scale, integration and the logistical advantages of <u>its</u> business model... (its refers to Wilmar's)
Preposition	: Supported <u>by</u> a multinational workforce of about 100,000 people, Wilmar...

D. Identifying Parts of a Brief Company Description

Based on the short description of Wilmar International Limited, let's familiarize its content parts.

Parts	Content article
history	: Wilmar International Limited, <u>founded in 1991</u> and headquartered in Singapore, ...
activities	: The Group's <u>business activities</u> include oil palm cultivation, oilseed crushing, edible oils refining, flour and rice milling, ...

Parts	Content article
business coverage	: Wilmar covers chain of the agricultural commodity business, from origination, to processing, branding, merchandising and distribution of a wide range of edible food and industrial products.
products	: ...a wide range of edible food and industrial products.

Research Skills

A. Work in-group of four.

Observe the food and beverage industry – such as restaurants, cafes, catering businesses, food transportation services, cafeterias, fast-food joints, etc. – in your town that gained their success during the last two years. Collect information about one of the companies interested you the most covering its history, activities, business coverage, and products by conducting an interview, observation, focus group discussion, and/or other methods. Prepare some initial questions that might help you get the information data easily.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Etc.

After doing the research and obtaining the information, discuss together with your partners to select information necessary to use and to put aside. Write the final results of your project in this report sheet.

Project Report

COMPANY NAME:

REPORTERS (student 1)
..... (student 2)
etc.

HISTORY	
ACTIVITIES	
BUSINESS COVERAGE	
PRODUCTS	

Divide the students into some groups and explain the clear instructions on how to do the research activity. Teachers may give an example of a food and beverage industry – such as restaurants, cafes, catering businesses, food transportation services, cafeterias, fast-food joints, etc. – in one town that gained their success during the last two years by showing the source providing the given information.

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Explain in brief of ways to conduct each research method (an interview, observation, focus group discussion, and/or other methods). Then ask the students to write some questions that might help them get the information data easily. Check their questions and revise them if it is necessary.

Check the students’ research progress regularly. Teachers may provide a Google document to be filled by every group online or teachers may ask the students to report their research face-to-face. When the due date comes, ask the students to submit their report.

Writing Skills

A. Pre-Writing

Complete these sentences to help you write a company description.

Since this section requires students to answer the questions freely, teachers may focus on checking their grammar and the relevant words. The guidelines are below.

1. OEN Company was established in **[name of town and/or country]**
...
2. Double N Ltd. was firstly founded by ... **[name of persons and/or their title or position]**
3. Bobox Company is ... **[general description of the company]** ...
4. The company has a strong network **[the effect of having the strong network]** ...
5. Its business activities include **[relevant business activities of a company]**
6. With the support of solid IT teams, XYZ Company ... **[the benefits of having solid IT teams]** ...
7. As a leading company in Asia, the company **[the company big achievements]**
8. In 2023, it develops ... **[relevant developing a company activities]** ...
9. This company has a popular slogan “.....”, which means ... **[free relevant answer]** ...

Buku ini tidak diperjualbelikan.

10. Some great achievements performed last year are ... [the company achievements] ...


B. Independent Writing

Individual Work.

Imagine your own business company that you always dream of. Write its description, which consists of its history, activities, business coverage, and featured products, in the sheet below.

Teachers provide some times to regularly monitor and check the students' progress in writing their imaginative company description by focusing on the students' words expressions, grammar, and tenses.

Company Overview



Our History

Our Activities

Our Business Coverage

Our Products

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Listening Skill

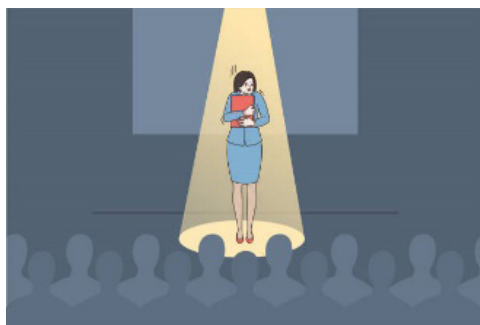
A. Pre-listening questions

Teachers ask some students to speak out of their feeling and experience when doing a presentation. Teachers do not need to judge the students' answers, whether it is correct or wrong, because these questions only function to build students' initial knowledge about a presentation.

1. Have you ever felt nervous before doing a presentation?
2. What do you usually do to reduce your nervousness?

B. Checking Details

Number these sentences 1-8 in the order you think you will hear them. Listen to *Fear of public speaking* and check your answers.



<https://www.istockphoto.com/id/ilustrasi/nervous-presentation>

1. So first here are three facts about the fear of public speaking. 4
2. Today I'm going to talk about the fear of public speaking. 1
3. Then I'm going to provide five tips for overcoming this fear. 3
4. Let me conclude by saying these five tips will work for you. 8
5. Finally, I'll tell you where you can get more information on this topic. 7
6. Let's now look at some tips for confronting this fear. 5
7. Finally, I said I'd provide you with some additional information. 6
8. First, I'll discuss some interesting facts about the topic. 2

Listen to the audio text about *Fear of public speaking* again. Choose the correct answer.

1. How many points of talk will the speaker deliver?
 - (A) One
 - (B) Two
 - (C) **Three**
 - (D) Four
2. Which statement is NOT the fact about fear of public speaking?
 - (A) 75% of people have fear of public speaking, making it the number one fear people often face.
 - (B) Both men and women have the same effect of public speaking fear.
 - (C) **Men tend to fail to solve the problem of public speaking fear.**
 - (D) People's careers are at risk if they are not able to overcome the fear of public speaking.
3. Which tips are given by the man to confront the fear of public speaking? (Choose THREE answers)
 - (A) **Practice speaking to a small number of people first.**
 - (B) **Prepare the presentation materials well.**
 - (C) **Practice your presentation materials by timing it.**
 - (D) Memorizing materials is really helpful for making the audience interested in your presentation.
4. When is the most fearful time in a presentation?
 - (A) One day before the D Day.
 - (B) **The minutes approaching the presentation.**
 - (C) The opening session of the presentation.
 - (D) The time when reducing stress behind the stage.
5. What does the speaker mean by saying "engage the audience"? Give ticks (✓) on the correct answers.

Having a conversation with the audience before the presentation.	✓
Sending the audience messages before the presentation.	

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Looking at the audience's eyes.	√
Being friendly and relaxed to the audience.	√
Making an interactive presentation by giving them questions.	√

6. What does the speaker suggest to the audience to make them understand more about fear of public speaking?
 - (A) To go to the local library and bookstores.
 - (B) To practice public speaking soon.
 - (C) To buy a book "Preparation Equals Confidence".
 - (D) **To read additional materials about how to overcome fear of public speaking.**
7. What does the speaker believe about memorizing speech in presentation?
 - (A) It makes the public speaker more confident.
 - (B) **It is boring.**
 - (C) It is okay.
 - (D) It makes the public speaker relaxed.

Critical Thinking Skills

Discuss these questions in a group before you perform a presentation.

Which of the ideas in the box for overcoming a fear of public speaking do you think is the most useful?

Teachers divide the students into some groups consisting of three or four students and ask them to discuss the ideas of ways to overcoming a fear of public speaking. Teachers lead the discussion and encourage passive students to speak up more on their opinions. After a 15-minute discussion, teachers ask each group to share the results of their discussion.

WAYS OF OVERCOMING FEARS

Join a public speaking club

Repeat to yourself that you aren't afraid

Talk to yourself in front of a mirror

Watch videos of successful public speakers

Speaking Skills

A. Structure of a presentation

Speaking in public requires us to familiarize ourselves with the structure of a presentation so that our presentation runs well. Below is the general structure of a presentation and some examples of common language expressions used.

Presentation structure	Language expressions
Introduction Detailing the purpose and structure of your talk	<ul style="list-style-type: none">• Today I would like to talk about a highly contested issue...• This question is central to understanding...• I will make the case that...• My case is based on three main points. Firstly... The second point is that... This will then lead me to... Finally...
Body Covering the main points of your talk and their explanation	<ul style="list-style-type: none">• Turning to the next point...• Another important consideration is that...• Having examined...I'd now like to talk about...
Conclusion Summarising and highlighting the importance of your talk	<ul style="list-style-type: none">• In conclusion...• I'd like to finish by...

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B. Preparing a presentation

Work in small groups. Using your writing task of a brief company description, perform a short presentation on it. You may make use of Microsoft Powerpoint, Canva, Prezi, or other interesting media to present the materials. To reach a successful presentation, fill in the chart of presentation structure below, copied from Australian National University, using expressions you have learnt before.

What is your key message?

Key message	
Main points	

A possible structure

Intro	Capture listeners' attention	
	State purpose	
	Brief outline of the talk	
Body (number of points will vary)	Main point 1	
	Transition point	
	Main point 2	

	Transition point	
	Main point 3	
	Transition point (to conclusion)	
Conclusion	Summarise the main points/findings	
	Reiterate the purpose and demonstrate how it was met	
	Thank and invite questions from the audience	

The template is taken from: <https://www.anu.edu.au/students/academic-skills/writing-assessment/presentations/structuring-your-presentation>

Teachers check the students' work in filling the chart of presentation structure. Then, teachers ask each group to have a 15-minute presentation by referring to the following scoring rubric of the presentation.

Category	81–100	71–80	61–70	< 60
Material Presentation (Individual)	Presents material in a well-organized and confident manner, maintains eye contact with the audience, and uses relevant gestures that help the audience	Presents material in a well-organized and confident manner but struggles to maintain eye contact with the audience and uses gestures that are less relevant in helping	Presents material in a less organized and less confident manner, struggles to maintain eye contact with the audience, and uses gestures that are less relevant in helping the audience	Presents material in a disorganized and unconfident manner, fails to maintain eye contact with the audience, and uses irrelevant gestures that do not help the audience understand the

Category	81–100	71–80	61–70	< 60
	understand the content of the paper.	the audience understand the content of the paper.	understand the content of the paper.	content of the paper.
Mastery of Material (Individual)	Explains the material clearly and in-depth with elaboration and examples.	Explains the material with less depth, provides some elaboration but without examples.	Explains the material in a limited manner, without elaboration and examples.	Does not explain the material, only reads without understanding the content presented.
Response/ Answers to Audience Questions (Individual)	Provides responses/ answers that are relevant to the questions and does not waste time.	Provides responses/ answers that are relevant to the questions but wastes a lot of time.	Provides responses/ answers that are less relevant to the questions and wastes a lot of time.	Provides responses/ answers that are irrelevant to the questions and wastes a lot of time.

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Unit 4

BUSINESS ADVERTISEMENTS

Ardianna Nuraeni

Objectives:

By the end of the unit, students should be able to:

1. identify and explain various advertising techniques
2. create a company product or service advertisement
3. present a company product or service advertisement



Illustration is AI-generated using Canva

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Critical Illustration

A. Building Knowledge and Understanding

Work with a partner or in small groups. Discuss the questions below.

1. How many hours do you access e-commerce platforms via your smartphone in a day?
2. What kind of product or service advertisements are you interested in the most?
3. What makes you usually interested in an advertisement (e.g. the song, the artist, or others)?

Divide the students into some groups consisting of three and ask them to have a conversation to answer the three questions. Monitor and invite them to speak up actively within their groups. After 10 minutes, stop the discussion. Ask some students to present their answers.

Reading Skills

A. Scanning and skimming

Advertising & Consumerism

Advertising is used in many ways. Health experts use advertising to warn the public against bad things. For example, they want to prevent young people from starting to smoke. They assume that young people won't start if they know how bad smoking is. Sometimes, health organizations may want to change people's behavior – getting them to exercise more, for example.

However, advertising is more often used by industry to sell things. A company's income depends on how much money it makes by selling its products and services. These days, the trend is for companies to advertise their brand. A brand is a mark, a name, or a label that stands for a company's products or services. In the past, a clothing company would advertise a coat or clothing. Nowadays, a company might advertise how people feel when they wear its label. In this way, the company develops "brand loyalty." That is when people like to buy only the products from one brand. Then the company can charge more money for its products. Investors in companies like brand loyalty very much because the price of their stock goes up when a company has a strong brand.



Wear the label and feel good

The text image is taken from: IN FOCUS A vocabulary, reading and critical thinking skills course, Student's Book 1

1. Which best describes what this text is about?
(A) The uses of advertising in society
(B) **The positive effects of brand loyalty**
(C) How advertising can be used to improve our health
2. Find and underline some keywords and try to guess their meanings by considering their context.

prevent	income	warn
stock	behaviour	loyalty
trend	brand	advertise

prevent	to ensure that it does not happen
stock	things stored in a place and ready to be used
trend	a change or development towards something new or different
income	the money earned
behavior	a typical way of behaving
brand	a public image or reputation
warn	advise someone not to do something
loyalty	the quality of staying firm in someone or something
advertise	make public aware of something

3. What does the word “they” in line 5 refer to?
(A) Health experts
(B) **Young people**
(C) Health organizations

B. Checking Details

Answer the following questions by referring to the above text.

1. In what ways advertising is used?
Advertising is used to warn the public against bad things and to sell things.
2. What is the advertising shift nowadays done by industry?
Advertising shifts from selling products to developing “brand loyalty”.

3. What is meant by “brand loyalty”?
Brand loyalty is an advertising technique used by advertisers not to advertise products, but how people feel when they wear their label.
4. How is “brand loyalty” used by companies to increase their sales?
Brand loyalty is used by charging more money for the products that are already sold by manipulating what people feel when they wear their label.
5. Why do investors in companies like brand loyalty very much?
Investors in companies like brand loyalty very much because the price of their stock goes up when a company has a strong brand.

C. Grammar Check!

Select the best answer to complete the sentences in the following article (Questions 1-5).

Advertisers Can Now Target Specific Audiences on Social Media Platforms

Unlike traditional advertising, where businesses reach their target audience through printed ads, billboards, and TV, advertisers are now __ [1] __ social media platforms like Facebook, Twitter, TikTok, and Instagram to reach specific audiences. According to Statista, social media advertising has __ [2] __ by 5.9 per cent in the last decade.

Businesses have now become more active on social media and established a strong online __ [3] __ As a result, their target audiences are more aware of their brands. For instance, a business dealing with teen products can __ [4] __ them on Tik Tok and millennials on Twitter through sponsored ads.

Social media platforms allow a business to engage its customers, build meaningful interactions, connect and __ [5] __ loyalty. As a result, it increases conversions by turning fans into subscribers or customers.

Text is taken from:

<https://copywritercollective.com/biggest-changes-advertising-decade/>

1. (A) embraced
(B) **embracing**
(C) embrace
(D) embraces
2. (A) grow
(B) grows
(C) grew
(D) **grown**
3. (A) **presence**
(B) present
(C) presentation
(D) presentment
4. (A) targets
(B) targeted
(C) **target**
(D) targeting
5. (A) promotes
(B) **promote**
(C) promoting
(D) promotion

Choose the best answer based on the article above (Questions 6-10)

6. According to the article, how do advertisers do nowadays?
(A) They get to their target audience through printed ads and TV.
(B) **They make use of social media advertising.**
(C) They target their specific audiences on teenagers.
(D) They treat their fans as customers.
7. Why do business advertisers become more active on social media?
(A) It is because they have paid for many social media platforms.
(B) It is because they have sponsored ads.

- (C) It is because they want to build a powerful online existence.
(D) It is because they have teenagers and millennials as their customers.
8. How has the growth of social media advertising in the last 10 years?
 (A) It is getting worse.
 (B) It is ten times faster.
 (C) It has risen significantly.
(D) It has increased by 5.9%.
9. How does advertisers deal with their products to make teenagers and millennials more aware of their brands?
 (A) They create Tik Tok contents.
 (B) They broadcast their products on TV.
(C) They put their products through sponsored ads on Twitter.
 (D) They spread their products on printed brochures.
10. Which advertising strategy is not recommended to do if the business purpose is to engage actively to its customers?
 (A) Embracing Facebook as their advertisement platform.
 (B) Putting ads on Twitter.
 (C) Creating more product promotions on Instagram.
(D) Designing interesting billboards.

D. Further Reading

Read and answer the questions following each advertisement below.

<p style="text-align: center;">EXECUTIVE FLOOR SPECIAL DEAL</p> <p style="text-align: center;">USD \$125++</p> <ul style="list-style-type: none"> • Express check in and check out at The Executive Club Floor • Complimentary breakfast at the Executive Lounge • Complimentary afternoon tea and snack at the Executive Lounge • Complimentary cocktail from 06.00 pm – 09.00 pm • Unlimited pressing
--

- Free internet service
- Free use of the Executive Floor meeting room for a maximum of 2 hours, subject to availability
- 15% off on Taman Sari Restaurant

For further inquiry please contact:

T: (62-21) 570 3600 F: (62-21) 573 3063

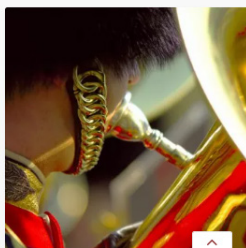
Email: reservation@sultanjakarta.com

Jl. Gatot Subroto, Jakarta 10002, Indonesia

www.sultaniakarta.com

1. What is this advertisement for?
 - (A) A restaurant
 - (B) An office space
 - (C) **A luxury hotel**
 - (D) A boutique
2. How are the facilities generally described?
 - (A) Unique
 - (B) out-of-date
 - (C) **very up-to-date**
 - (D) Less satisfying
3. What kind of service is given by the restaurant to make the guests satisfied?
 - (A) Free breakfast
 - (B) Express delivery
 - (C) **15% discount**
 - (D) Afternoon tea and snack

What's on for children and families



SPECIAL VISIT
Royal Day Out
📍 Buckingham Palace
📅 Next event: 24 Aug 2024
Daily



ACTIVITY
Family Mondays
📍 Buckingham Palace
📅 Next event: 26 Aug 2024
Every Mon



SPECIAL VISIT
The State Rooms and Family Garden Highlights Tour
📍 Buckingham Palace
📅 Next event: 26 Aug 2024
Every Mon

The image is taken from: <https://www.rct.uk/visit/buckingham-palace>

4. What can children and their families do when they visit Buckingham Palace on Monday?
 - (A) Doing Family Mondays Activity
 - (B) Doing The State Rooms and Family Garden tour
 - (C) **Doing Family Mondays Activity and The State Rooms and Family Garden tour**
 - (D) Visiting Royal Day Out, Doing Family Mondays Activity, and having The State Rooms and Family Garden tour
5. Where will visitors explore on 26 August 2024?
 - (A) The State Rooms
 - (B) The Royal Family Garden
 - (C) **The State Rooms and Royal Family Garden**
 - (D) The Royal Family Bedrooms
6. Which statement is NOT TRUE based on the information above?
 - (A) Visitors can join the Royal Day Out event every day.
 - (B) **Visitors are still able to get tickets for the special visit to the state rooms and family garden on 26 August 2024.**

(C) Children visitors are welcomed to Family Mondays activity on 26 August 2024.

(D) Visitors are not able to visit the state rooms every day.



Pet Boarding Reservation in Phoenix

Canine Country Club & Feline Inn is proud to offer a variety of pet services in Phoenix near the airport. Whether you need someone to look after your cat overnight or if you want to make sure your dog is in a fun and friendly environment while you're at work, our experienced staff are excited to call your pet our guest. [Contact Us](#) for more information on our services or to make a reservation.

CANINE COUNTRY CLUB & FELINE INN

2332 E Washington St

Phoenix, AZ 85034

Phone: (602) 581-5733

Email: info@cccfi.com

[CONTACT US](#)



HOURS OF OPERATION

Office Hours

Mon-Fri 7:00 AM - 6:00 PM

Sat-Sun 10:00 AM - 3:00 PM

The text is taken from: <https://www.caninecountryclubaz.com/pet-boarding-services-rates/>

7. Who might be interested in the advertisement?
 - (A) Experienced workers
 - (B) Airport staff
 - (C) **Pet lovers**
 - (D) Business people
8. Which services do the staff NOT give to the cats and dogs in Canine Country Club & Feline Inn?
 - (A) Looking after cats overnight
 - (B) Playing with dogs
 - (C) Making dogs comfortable
 - (D) **Calling pets' names**

9. How many hours does Canine Country Club & Feline Inn give their service on weekdays?
 - (A) 5 hours
 - (B) 8 hours
 - (C) 10 hours
 - (D) **11 hours**
10. What will people who are interested in the advertisement do next?
 - (A) They will go to the airport's inn.
 - (B) **They will reach (602) 581-5733.**
 - (C) They will stay overnight at Canine Country Club & Feline Inn.
 - (D) They will take their cats or dogs to their office while working.

Listening Skills

A. Pre-listening questions

1. Can you mention some types of advertisements that you can find around you?
2. Which one do you like best, enjoying printed advertisements or audio-visual ones?
3. What is the most attractive factor that fascinates you to buy the advertised material?

Divide students into some groups and give them approximately 10 minutes to discuss the three questions. After that, invite some students to share their opinions on the results of the discussion.

B. Checking Details

Listen and watch some videos about business advertisements below. Answer the questions following them.

Play the You Tube video *How Commercials Get Us to Buy Crap We Don't Need* in front of the class and invite the students to watch it very carefully. Ask them to take note on the important information. Play

the video again, if it is necessary, when the students answer the given questions.

VIDEO 1

How Commercials Get Us to Buy Crap We Don't Need



Video is taken from: <https://www.youtube.com/watch?v=Urny4oFBbto>

Transcript for Video 1:

Advertising is everywhere. What you read, what you watch, what you eat, what you wear, they're in the sky, they're on the ground, they're in the water. Our economy thrives on you buying more and more and more even though you don't need anymore, and oh yeah you're in debt.

The goal of advertising is simple: get you to buy a product to make you say "Yes, I want this, I knew this my life will be better with this retro cowbell. Dispenser but a mason jar too, that is adorable. This is the mug that won't fall over, watch this. It fell, it fell."

We wanted to learn how advertisers capture our attention and get us to buy stuff we don't even really need, so we turned to Jonas Sachs—an advertising executive and co-founder of free-range studios—to explain a few ways brands get into our heads.

“How do ads tell us who we are or give us—tell us who we should be?”

“We see 3,500 of them a day, and the majority of them basically tell us you suck, and if you don’t buy this product you’re not going to be rich enough, smart enough, hot enough, and so we walk around being told 3,500 times a day how deficient and lame we are are.”

“Are there any ads that are stuck out in your mind?”

“The number-one most shared advertisement on YouTube of all time is that of Dove Real Beauty Sketches ad. They make the real beauty sketches. It’s all about how women are so much more beautiful than they think they are through the stunt of a police artist who’s sketching them.”

“Tell me about your hair.”

“They make a picture of what they think they look like which is what a stranger thinks.”

“Can I have a fat, rounder face?”

“People are saying ‘listen, they’re reaching hundreds of millions of people with a positive message about beauty’ people want to share cause they say ‘oh those are my values that’s my idea’ and then you start buying the soap because you share this value.”

“So this is one of those classic shock therapy ads, that you know parenthood is hard, drinking coke is easy. You need to speak to people and level of identity, to speak people on level of emotion, there are millions of people who’re going to sit there and be like ‘yeah, that’s my truth, that’s it, it’s totally me, thanks coke.”

“Why use Beckham?”

“Advertisements tell you, not that this product does this thing, it’s that people like this use this product. If you want to be like these kind of people, use this product and you’re instantly one of them. So you know we all want heroes in our lives, and we want to know how to be more like those heroes and you know watching sports, and watching

movies that these guys are in we don't necessarily know how to be more like them, but advertisements tell us how to be."

"Are you up for whatever? Don't answer, grab a Bud Light and show it. Try new things, make new friends."

"It means all of this crafted around creating a gap, you know you don't have enough, you don't

have what's right, it's not necessarily even if the audience of the sitting at home and saying 'oh man I need spend more time in the club', it's like saying they're saying everybody else is in the club, and why aren't you there?"

"So advertising is just a constant fear of missing out?"

"There's a huge amount of that."

Wow, advertisers are like crappy friends. They make us feel needy, ugly, and uncool but we keep him around anyway. This is a beautiful moment. Sure could use a coke.

1. What does she mean by "advertising is everywhere"?
Advertising can be found in every single aspect of our life and can be found in every corner of our surrounding. For example, we can find advertisements on foods, books, clothes, etc. everywhere.
2. Why are there ads everywhere?
Ads are everywhere because the economy thrives on us buying more and more and more even though we don't need anymore.
3. What is the purpose of ads?
To get us to buy a product and to make us say "Yes, I want this, I knew this my life will be better with this."
4. How do advertisers capture our attention and get us to buy things we don't really need? Watch and listen to the video while you take the important explanation of each answer below.

Ways to do it	Explanation
To empower us	“The majority of them (read: ads) basically tell us you suck, and if you don’t buy this product you’re not going to be rich enough, smart enough, hot enough, and so we walk around being told 3,500 times a day how deficient and lame we are.”
To make us say “aww”	“Ads need to speak to people on level of identity, to speak people on level of emotion, there are millions of people who’re going to sit there and be like ‘yeah, that’s my truth, that’s it, it’s totally me.”
Due to celebrity factor	“If you want to be like these kinds of people, use this product and you’re instantly one of them.”
To welcome us to the club	“So, you know we all want heroes in our lives, and we want to know how to be more like those heroes and you know watching sports, and watching movies that these guys are in we don’t necessarily know how to be more like them, but advertisements tell us how to be.”

VIDEO 2

Play the You Tube video *How Ads Manipulate us – and How to Resist* | *BBC Ideas* in front of the class and invite the students to watch it very carefully. Ask them to take note on the important information. Play the video again, if it is necessary, when the students answer the given questions.

How Ads Manipulate us – and How to Resist | BBC Ideas



Video is taken from: <https://www.youtube.com/watch?v=v5WfzyR7Zzk>

Transcript for Video 2:

Advertising is particularly good at attaching emotions to brands. A terrific example from years back is a car called the Renault Clio. Years ago they launched with an advertising campaign featuring a couple of daft French people, Papa and Nicole. The whole idea of that ad was supposed to be that the Renault Clio is a terrifically easy car to drive. However, when you look at that ad what you're looking at is two people flirting, being terrifically sexy. And of course what that does, is result in you thinking the Renault Clio is a terrifically sexy little car, and lots of people want to be sexy. The result? The most successful car launch ever in the UK.

Meta-communication are all the twiddly bits -the music, the characters, the setting, the storyline... Anything that's not actually to do with what you're telling people. The interesting thing about meta-communication is that we are programmed not to be able to unprocess it. Once it's exposed to us, we've got it. Here's a good example: the famous Apple 1984 ad was shown once on midnight in 1983, and once in the Superbowl in 1984. And yet that ad is known practically all around the world. The ad is the girl running down this aisle with all these zombie-like people, and she hurls the mallet through the screen.

And of course the message in that ad is very simple -the world is being dominated in that era by IBM, and Apple is going to break out of that era.

That idea of Apple being the defender of the people, and the defender of freedom of course reflected into Steve Jobs, who became the epitome of the defender of the people.

Which means people who buy Apple computers and in most cases, astonishingly, even though that ad would never have actually been seen by them on air, they know about this ad.

And they feel Apple is a terrific company. And in that respect, once you get a reputation like that established, it's there forever.

There's a company called Huawei who've recently launched an ad featuring a little creature called a Gnu being photographed. And the guy who's photographing the Gnu looks at his photograph and he imagines what's going to happen to the little Gnu. It's going to be captured, it's going to be put in a zoo, it's going to have things thrown at it... So, he decides not to take the photograph. And the message is, with Huawei you can be your own judge of morality. What absolute nonsense! I mean Huawei's a phone, it doesn't allow you to do anything. But, emotionally, very appealing.

How do you stop your emotions being influenced by advertising? Well, in my book, there's only two ways to do it. One is just don't watch any advertising. The other way, curiously enough, is to watch the ad very carefully, is to look at it and to say: What are you trying to do? "What are you trying to influence?" "What's really behind this ad?" If I see this little furry animal in the woods, what's it there for? Is it there to make me feel good about this brand? Yeah, of course it is. And by doing that, you can do something called counter-arguing. We're not used to counter-arguing the emotion in advertising, but if you look at the ads, if you look at the emotive content in the ads, if you listen to the music you can say, "Ah! I know what you're trying to do." So emotionally you can counter-argue that ad. Of course, it probably won't work but at

least you can feel you're slightly more in control of your life than the advertisers are.

1. Which statement does NOT represent the reason why an advertisement produced in 1991 is the most successful one in the UK?
(A) Because it presented things people always want to be, that is being sexy.
(B) Because it showed a clear beautiful town situation.
(C) Because it used basic communication strategy.
(D) **Because it was not processed by considering the music, characters, and setting.**
2. According to the man in the video, what is the message behind the Apple ad in 1984?
Apple is going to break out of the era where IBM is dominating the world.
3. What concept was lifted up in the ad of Huawei Gnu Gnu in 2018?
"You can be your own judge of morality."
4. What are the two tips given by the man to avoid the influence of advertisements in our life? (Choose TWO answers below)
(A) Never argue with any advertisements.
(B) **Do not watch any advertisements.**
(C) Never watch very carefully every advertisement offered.
(D) **Consider what the ads actually say and control our emotion towards the ads.**

Critical Thinking Skills

A. Discussion

Describe criteria of product and service advertisements that are able to attract you to buy them?

Work with a partner or in small groups.

Discuss some common advertising techniques taken from *IN FOCUS A vocabulary, reading and critical thinking skills course, Student's Book 1*

below. Explain what you know about each technique. Which techniques are popular in your country?

Comparing products	
Using creativity	
Recommendation or appeal by a famous person	
Using fear	
Selling top-quality products at a high price	
Focusing on lifestyle	
Selling at a low price	
Using scientific research	

Divide the students into some groups and ask them an initial question about criteria of product and service advertisements that are able to attract you to buy them. Various answers from the students should be welcomed. Next ask the groups to have a further discussion on some advertising techniques. Allow them to find their answers and arguments by researching on the internet. Encourage the students to think critically by providing examples of ads implementing each advertising technique. And the last, guide them to analyze which techniques are popular in their country.

B. Analysis

Work in pairs. After discussing advertising techniques in Task A above, read these statements taken from advertisements. Which techniques do the advertisers use? Write your answer in the chart below.

Buku ini tidak diperjualbelikan.

Advertising statement	Technique
The Mzd CX-50 came out on top of an 8-way comparison of similar vehicles.	Selling top-quality products at a high price
ENJOY 30 % OFF FOR MIN. 3 PCS OR MORE with free delivery!	Selling at a low price
With advanced connectivity, SVMG is upscaling every moment – from how you host a party, work out and get ready for the day, to how you save energy.	Focusing on lifestyle
Cristiano Ronaldo prefers the luxurious comfort of this brand of shoes and sneakers.	Recommendation or appeal by a famous person
All products are parabens free, hypoallergenic and clinically tested.	Using scientific research

Research Skills

Work in small groups. Find five popular advertisements, including printed and audio-visual ads, by making use of the internet. Write notes about each advertisement in the chart below.

Advertisement Brand (printed or audio-visual)	Product	Target customers	Advertising techniques	Why advertisers use such techniques
Adidas	sneakers	teenagers	focusing on lifestyle
1.				
2.				
3.				

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Advertisement Brand (printed or audio-visual)	Product	Target customers	Advertising techniques	Why advertisers use such techniques
4.				
5.				

Give the students clear instructions on the research task, that is to find five popular advertisements, including printed and audio-visual ads, by making use of the internet. Next, explain the way they have to fill in the chart by also giving them example of number 1 data.

Writing & Speaking Skills

A. Creating a business advertisement

Work in pairs or in small groups. Design and create an interesting product or service advertisement in a specific business advertising platform. You may choose traditional or modern advertising strategy. The following chart will help you prepare your project (you may improve it if it is necessary).

Things to advertise	
Media type	
Advertising technique(s)	
Advertising platform	
Concept	
others	

Divide the students into some groups consisting of three or four students and ask them to discuss the project they need to create. Check

their progress by asking them the chart contents. This is to make sure that they do understand ways to do the project and that they find themselves easy to accomplish it.

B. Project Result

Provide your project of business advertisement below. Present it in front of your classmates.

Teachers assess each group’s project by referring to the following scoring rubric of poster creation (read: advertisement).

Category	81–100	71–80	61–70	< 60
Poster Design and Completeness (Group)	The poster is visually appealing (layout, color). All discussion points are covered and relevant to the topic.	The poster is visually appealing (layout, color). Most (± 70 – 80%) discussion points are covered.	The poster is less visually appealing. 60-70% of the discussion points are covered.	The poster is not visually appealing. Less than 60% of the discussion points are covered. the audience understand the
Material Presentation (Individual)	Presents material in a well-organized and confident manner, maintains eye contact with the audience, and uses relevant gestures	Presents material in a well-organized and confident manner but struggles to maintain eye contact with the audience and uses gestures	Presents material in a less organized and less confident manner, struggles to maintain eye contact with the audience, and uses gestures	Presents material in a disorganized and unconfident manner, fails to maintain eye contact with the audience, and uses irrelevant gestures that

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Category	81–100	71–80	61–70	< 60
	that help the audience understand the content of the poster.	that are less relevant in helping the audience understand the content of the poster.	that are less relevant in helping the audience understand the content of the poster.	do not help content of the poster.
Mastery of Material (Individual)	Explains the material clearly and in-depth with elaboration and examples.	Explains the material with less depth, provides some elaboration but without examples.	Explains the material in a limited manner, without elaboration and examples.	Does not explain the material, only reads without understanding the content presented.
Response/ Answers to Audience Questions (Individual)	Provides responses/ answers that are relevant to the questions and does not waste time.	Provides responses/ answers that are relevant to the questions but wastes a lot of time.	Provides responses/ answers that are less relevant to the questions and wastes a lot of time.	Provides responses/ answers that are irrelevant to the questions and wastes a lot of time.

Unit 5

CUSTOMER PRODUCT REVIEWS

Ardianna Nuraeni

Objectives:

By the end of the unit, students should be able to:

1. identify the text structure of customer product reviews
2. analyze tips for writing great customer product reviews
3. write customer's product reviews



The illustration is AI-generated using Canva

Buku ini tidak diperjualbelikan.

Critical Illustration

A. Building Knowledge and Understanding

Work with a partner or in small groups. Discuss the questions below.

1. What was the last product you bought from an e-commerce platform?
2. How many stars do you often give to the product's sellers?
3. Have you ever given bad reviews towards products you purchased? Why did you do that?

Divide the students into some groups consisting of three and ask them to have a conversation to answer the three questions. Monitor and invite them to speak up actively within their groups. After 10 minutes, stop the discussion. Ask some students to present their answers.

Reading Skills

A. Scanning and skimming

6 Simple Steps for Writing Honest Product Reviews in 2024

At this time, most people love to shop from the comfort of their homes, right? But with so many options available, how can you pick the best product?

Product reviews help shoppers make the right choice and choose the **one** that is perfect for them. A **robust** product review enables you to stand out from the competitors, shapes your brand's reputation, influences their purchase decisions, and fosters customer loyalty.

Writing a compelling and valuable product review isn't about whether you like the product but more about providing valuable, in-depth insights to other customers to make informed decisions.

Reviews are often written by consumers who have purchased and used the product and by **professional reviewers** who test and evaluate it. But, with the endless product reviews, how do you write a product review that stands out? How do you stand out from the fake reviews?

In this blog, we'll explore how to structure a detailed and engaging product review. Whether you are a product reviewer or an independent reviewer, the guide will help you write reviews that build customer trust and credibility.

Let's dive in...

The text is taken from:

<https://wisernotify.com/blog/how-to-write-good-product-review/#:~:text=Detailed%20and%20Specific%20Information%3A%20There's,of%20what%20the%20product%20offers.>

1. What does the text tell you about?
 - (A) Criteria of good product reviews
 - (B) **How to write product reviews**
 - (C) Product reviewers' requirements
 - (D) Shopping from homes
2. What will the writer probably write next?
 - (A) Ways to build customer trust
 - (B) Exploration on product reviewer and independent reviewer
 - (C) **Strategies how to write a good product review**
 - (D) How to dive in some product review blogs

B. Checking Details

Answer the following questions by referring to the above text.

1. What do product reviews benefit shoppers?

Product reviews benefit shoppers to make the right choice and to choose the product that is perfect for them.
2. Who can write product reviews?

Customers who have purchased and used the product and by professional reviewers who test and evaluate it can write product reviews.
3. What does the word "one" in line 3 refer to?
 - (A) Shopper
 - (B) Product review

- (C) **Product**
 - (D) Customer
4. What is meant by “professional reviewers” in line 11?
 - (A) Those who have purchased and used the product
 - (B) Those who love to shop from their home
 - (C) **Those who test and evaluate the product**
 - (D) Those who write product reviews
 5. In the text, the word “robust” in line 4 is closest in meaning to
 - (A) Thick
 - (B) Bitter
 - (C) Weak
 - (D) **Powerful**

C. Further Reading

Read and answer the questions following each text below.



A day ago

Quick and easy to deal with

I'm happy with the phone and the deal I got from the company. I wanted a good smartphone that did the basics, and the site recommended one that ticked all the boxes. Speaking with the service team helped me get exactly what I was looking for.

The only reason not to give 5 stars is the fact that I had to separately claim for the offered cash back deal, rather than it being automatic, and this info wasn't stated anywhere.

The text is taken from:

<https://support.trustpilot.com/hc/en-us/articles/223402108—8-tips-for-writing-great-customer-reviews>

1. According to the text, which one is the customer's statement that does NOT support the given 4-star?
 - (A) The customer got a smartphone as s/he wanted.
 - (B) The company helped the customer choose the smartphone that has all of the specifications that the customer wanted.

- (C) **The customer could not claim the cash back deal automatically.**
- (D) The customer could discuss the smartphone s/he was looking for to the company service team.
2. What does the word “one” in line 2 refer to?
- (A) The company
- (B) **The smartphone**
- (C) The site
- (D) The service teams
3. In the text, the word “separately” in line 5 is closest in meaning to
- (A) **Singly**
- (B) Together
- (C) Jointly
- (D) Collectively



A day ago

Huge let down in service

I ordered a case of dessert wine for a New Years party. Despite using the holiday delivery schedule on their site, not only did nothing turn up in time, but it took nearly a week and three separate customer service inquiries to get an explanation from the company about what had happened. Eventually I got short email stating they'd taken my money despite not having the item in stock! The shop then took another nine days to process my refund.

The company should adjust their system to let people know whether items are in stock or not so they don't create false expectations that goods will arrive on time. There should also be a shorter processing time for refunds and better customer service.

The text is taken from:

<https://support.trustpilot.com/hc/en-us/articles/223402108—8-tips-for-writing-great-customer-reviews>

4. How was the customer's feeling when writing the review above?
- (A) Happy
- (B) Satisfied

- (C) Nervous
 - (D) **Disappointed**
5. Which one is the following statement TRUE based on the text?
 - (A) The company refunded the customer's money nine days after the purchase.
 - (B) The goods finally arrived although it was ten-day late.
 - (C) **The customer was contacted by different customer service of the company.**
 - (D) The customer ordered a product to be used for an event at the end of December.
 6. In the text, the word "turn up" in line 2 is closest in meaning to
 - (A) Start up
 - (B) **Arrive**
 - (C) Disappear
 - (D) Go missing
 7. What suggestions did the customer give to the company?
 - (A) The company should employ one customer service.
 - (B) The company should send a longer email.
 - (C) **The company should change their in-stock item information system.**
 - (D) The company should sell a case of dessert wine.
 8. What does the word "the item" in line 5 refer to?
 - (A) The money
 - (B) The shop
 - (C) The holiday
 - (D) **The case product**

Google Pixel Tech Reviewers Face Unexpected 'Brand Love' Fine Print

Tech reviewers may have faced a choice between an honest review or one that kept them in Google's good graces.

By Sherin Shibu

Edited by Mellisa Malamut

Aug 19, 2024

Google released its new Pixel 9 Phone lineup last week, but some reviewers say they faced an unexpected “Brand Love” requirement: They couldn’t place the Pixel phones next to competitors, like iPhones, and if they seemed to prefer other brands, Google would stop giving them early access to review units.

The requirement, shared on social media on Friday and over the weekend, applied to creators who are a part of Team Pixel, a program that gives content creators free devices in exchange for reviews.

Now, Google says the requirements were an error.

“#TeamPixel is a distinct program, separate from our press and creator reviews programs,” Google communications manager Kayla Geier told The Verge on Friday. “The goal of #TeamPixel is to get Pixel devices into the hands of content creators, not press and tech reviewers. We missed the mark with this new language that appeared in the #TeamPixel form yesterday, and it has been removed.”

In 2021, Google asked Team Pixel to write “truthful, accurate” reviews with “no specific expectations,” but this year’s program was more explicit about requiring content creators to favor Google. If they didn’t comply, they would lose early access to products, a consequence that could directly impact their business.

“You expected to feature the Google Pixel device in place of any competitor mobile device,” the terms stated. “Please note that if it appears other brands are being preferred over the Pixel, we will need to cease the relationship between the brand and the creator.”

The leaked terms call the authenticity of Pixel phone reviews into questions – at a time when the federal government is cracking down on fake reviews. The Federal Trade Commission (FTC) banned buying or selling positive or negative reviews in a final rule published last week. The rule, which goes into effect in October, also prohibits fake AI reviews. The FTC will soon seek penalties of up to \$51,744 for every part of the rule a business violates.

“Google did what every other tech company in the back of their heads wishes they could do, which is guarantee some sort of positive press coverage at launch and pressed device to people who will do that for them,” tech reviewer Marques Brownlee, who has over 19 million YouTube subscribers, stated.

The text is taken from:

<https://www.entrepreneur.com/business-news/google-team-pixel-reviewers-flag-brand-love-requirement/478652>

1. What does the “Brand Love” requirement mean?
Brand Love means a requirement on making good reviews on particular products that always win a company’s competitors. And if the reviews written by the reviewers are not able to place their products next to their strong competitors, the company will stop giving early access to the reviewers to review the products.
2. What did #TeamPixel have to do based on the “Brand Love” print sent to them?
Team Pixel was asked to write “truthful, accurate” reviews with “no specific expectations,” but they have to be able to make Google brands preferred over their competitor. If they didn’t comply, they would lose early access to products.
3. What is the closest meaning of the word “print” in the title of the article?
The word “print” has the closest meaning to “document” or “letter”.

4. Who was Team Pixel?

Team Pixel is a group of content creators who get free devices from a company (Google) after they write great reviews about Google's products.

5. Who was the Google spokeswoman explaining a different point of view about Team Pixel?

Kaya Geier, the Google communications manager.

6. What did Team Pixel need to do according to the Google 2024 review requirement?

Team Pixel needs to favor Google in their reviews. If they didn't comply, they would lose early access to Google's products.

7. What does The Federal Trade Commission (FTC) prohibit?

The FTC prohibits buying or selling positive or negative reviews and fake AI reviews.

Listening Skills

A. Pre-listening questions

1. According to you, what things should you write in a product review?
2. Do you think it is possible for us to write negative reviews?

Divide students into some groups and give them approximately 10 minutes to discuss the two questions. After that, invite some students to share their opinions on the results of the discussion.

B. Checking Details

Watch a YouTube video "How to write a product review" by ESLeSchool & ESLeCollege (<https://www.youtube.com/watch?v=f-r3L-mpEXU&t=64s>). Write the structure of a product review, as explained in the video, in the chart below.

Play the You Tube video How to Write a Product Review in front of the class and invite the students to watch it very carefully. Ask them to take note the important information related to the questions of this

task. Play the video again, if it is necessary, to help the students answer the given questions.

Text structure		What to write
1)	Product Description	What the product is, how the product feels and looks, and anything other people want to know.
2)	Product evaluation	The way the product works, something that seems to be not right, and suggestions to improve the product. The positive opinion about the product, the reason to use or buy it again, and the worthiness of the product.
3)	Product comparison	How the product is better or worse than another one and the reasons why.
4)	Recommendations	Reasons why people should and should not buy the product and reasons why we like and do not like the product.

C. Discussion

Read some product reviews below. Discuss in small groups whether or not they follow their text structure. If they do not, what are the aspects missing?

Divide the students into some groups and give some times to analyse the given examples of product reviews. Move to each group to monitor the discussion process, and direct them to focus on the questions if it is necessary. Next, invite them to share their discussion results by referring to the given questions and texts.

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Mohd Faizal Che Omar
3 months ago on Google

4/5

Room was great. Nicely taken care of. Service, since i booked with private service provider, i met with no one. just communicate through whatsapp only.
Location: this building is good enough and very cheap. But the elevator was so frustrating. Cannot cater so many guests at one time especially during checkout time. better to checkout early.

Rooms 4.0 Service 3.0 Location 5.0

...



The image is taken from:

Reviews of Windmill Premier Suites Genting Highlands by MAPLEHOME

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Inugami Korone 光



★★★★★ 6/29/24

Dear TeraBox, thank you for coming in my life as my saviour of my phone, without you I wouldn't be able to keep a lot of memories worth of lifetime. I've been using this app for years and I encountered no issues at all. TeraBox truly offers the free 1TB (1,000 GB) worth of cloud storage, it's pretty fast to upload larger files, you can get all of these for free! I have no issue with the ads because it is the least I could do to help TeraBox continue its free service, people should be grateful.

5,780 people found this helpful

Was this review helpful?

Yes

No

The image is taken from:

Review of TeraBox Application in Google Play

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Research Skills

Work in small groups. Look for three positive product reviews and three negative ones from any sources on the internet. Discuss the customer’s feeling based on your analysis on the featured language that they used (e.g. the vocabulary, the emoticon, etc.)

Positive product reviews	Your analysis

Negative product reviews	Your analysis

Give the students clear instructions on the research task, that is to find three positive product reviews and three negative ones, by making use of the internet. Next, explain the way they have to fill in the chart by also giving them initial examples.

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Writing Skills

A. Pre-writing

Writing reviews has rules about what should and shouldn't be included in your writing. According to Trustpilot, a popular review platform that is open to everyone who has a vision to become a universal symbol of trust – by empowering people to shop with confidence and helping companies to improve, business reviews should be written detailed, constructive, and polite. Let's take a closer look on Trustpilot's four out of eight tips for writing great customer reviews (<https://support.trustpilot.com/hc/en-us/articles/223402108—8-tips-for-writing-great-customer-reviews>). Brief explanation of each tip is provided afterwards following a task of your writing.

provide useful, constructive feedback	•Describe factors supported your positive, negative, or so-so experience. Try your best to keep them friendly and polite.
talk about a range of elements, including customer service	•Provide all your overall experience so that readers will get unlimited information about it.
be detailed, specific, and honest	•Write from your personal perspective honestly as specific as you can. Try to avoid reviews that are too brief, such as "Great service. Everything is OK."
keep it civil and friendly	•Give appropriate statements by avoiding accusatory ones. Instead, use calm tone of expressions although you intend to write negative experience.

Explain the students about the material by giving examples of each tip for writing great customer reviews.

B. Let's practice simple writing.

Write product reviews based on your online purchasing experience (information about things you bought, shop/company, when, how, etc.) in the chart below.

Number	Purchasing experience	Your review and stars given
1		
2		
3		
4		
5		

[Free answers from the students]

Check the students' writing progress by providing them a scheduled day and time to discuss their task. Check the students' final writing by referring to the below scoring rubric.

Category	81–100	71–80	61–70	< 60
Organization	The text comprises all the components required as the text structure. Each component is well transitioned.	The text comprises all the components required as the text structure, but the transition from one component to each other is not clear.	The text comprises most of the components required as the text structure. The transition from one component to each other is not clear.	The text misses one or two components of the text structure. The idea is not smoothly delivered.
Word Choice	The author uses vivid words and phrases. The choice and placement of	The author uses vivid words and phrases. The choice and placement of words is	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and

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Category	81–100	71–80	61–70	< 60
	words seems accurate, natural, and not forced.	inaccurate at times and/ or seems overdone.		detract from the meaning.
Mechanic & Grammar	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/ or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.

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Unit 6

BUSINESS TRIP

Ardianna Nuraeni

Objectives:

By the end of the unit, students should be able to:

1. identify different culture when making a business trip
2. ask for and explain about access to public places and facilities
3. identify and write a welcome letter



Illustration is AI-generated using Canva

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Critical Illustration

A. Building Knowledge and Understanding

Work with a partner or in small groups. Discuss the questions below.

1. Have you ever made a trip out of your hometown? Where did you go?
2. What do you usually prepare before making a trip out of your hometown?
3. What can you remember about your last trip?

Divide the students into some groups consisting of three and ask them to have a conversation to answer the three questions. Monitor and invite them to speak up actively within their groups. After 10 minutes, stop the discussion. Ask some students to present their answers.

Reading Skills

A. Scanning and skimming

A WORLD GUIDE TO

Good Manners

How not to behave badly abroad

by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way.

Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, the deeper you should bow. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

Clothes

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body, especially women, who should wear long-sleeved blouses and skirts below the knee. In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to.

In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However, in some countries, such as Greece, Italy, and Spain, some business close in the early afternoon for a couple of hours then remain open until the evening.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

The text is taken from:

New Headway Intermediate Student's Book

1. What is the main theme raised in the text above?
 - (A) Doing business out of country
 - (B) **Different culture and behaviour**
 - (C) Professional business

2. Who might be the target reader of the text?
- (A) **People who are going to make a business trip.**
 - (B) People who want to travel to Asia.
 - (C) People who want to open their business in different countries.

B. Checking Details

Answer the questions below based on the text above.

1. Which countries are demanding their people to bow when greeting?
 - (A) Japan
 - (B) America
 - (C) **Japan and Thailand**
 - (D) America and Canada
2. Which statement is NOT TRUE related to the business culture in some different countries?
 - (A) It is essential to write our company name and our position on our business cards.
 - (B) In most countries, business is commonly conducted for eight hours.
 - (C) **It is suggested to always have two versions of language, local language and international language, printed on our business cards.**
 - (D) We have to avoid to pass our business card using one hand in Japan.
3. What does the word “them” in the sentence “Remember to place them neatly together...” refer to?
 - (A) Restaurants
 - (B) **Shoes**
 - (C) Doors
 - (D) China, Korea, Thailand, and Iran
4. In which countries do people have to avoid eye contact to show respect?
 - (A) Greece, Italy, and Spain
 - (B) Japan

(C) **Japan and Thailand**

(D) China, Korea, Thailand, and Iran

5. In the text, the word “reverse” in the sentence “You can get the reverse side of your card printed in the local language.” is closest in meaning to.....

(A) Same

(B) **Opposite**

(C) Front

(D) Beginning

C. Further reading

Read and answer the three questions following the text below.

**YOSOROTO
AIRLINES**
CORPORATE TRAVEL

To Manager (travel service)
From Head, Corporate Travel, Yosoroto Airlines
Date September 27
Pages 1

There are two hotels which I think would be suitable for your needs:
1) IMPERIAL HERITAGE HOTEL *****
Situating near the centre of Malacca, one of Malaysia’s oldest cities and most exclusive areas.
2) CASA BONITA HOTEL *****
Situating 25 kilometres outside Malacca in the countryside.

The price per participant, excluding sales tax, for accommodation, facilities, and meals would be:
IMPERIAL HERITAGE HOTEL US\$1,200 approx. per person
CASA BONITA HOTEL US\$1,000 approx. per person

I suggest we meet to discuss the offers and to decide which hotel would suit you best. Would Thursday September 30 be convenient for you?
I’m fairly free most of the day.

Best wishes,

1. When does the Head of Yosoroto Airlines write the letter?
 - (A) Thursday
 - (B) Wednesday
 - (C) Tuesday
 - (D) **Monday**
2. What does the offered price cover?
 - (A) Sales tax, room, breakfast
 - (B) Sales tax and room facilities
 - (C) **Hotel facilities, accommodation, and breakfast**
 - (D) Sales tax, hotel facilities, accommodation, and breakfast
3. What will the Head of Yosoroto Airlines and the manager probably do?
 - (A) They will fly to Malacca on Thursday September 30.
 - (B) They will book and pay for the sales tax of one of the hotels offered.
 - (C) **They will meet and determine one of the hotels offered.**
 - (D) They will meet in one of the hotels.

Look at the train ticket and timetable and do the exercise to practise your reading skills taken from https://learnenglishteens.britishcouncil.org/sites/teens/files/a_train_timetable_-_exercises_1.pdf).

Match the words with the correct definition and write a-d.

- | | |
|--------------------------|--|
| 1. <u> C </u> depart | a. to reach a place, especially at the end of a journey |
| 2. <u> A </u> arrive | b. the time a journey takes from start to end |
| 3. <u> B </u> duration | c. to go away or leave, especially at the start of a journey |
| 4. <u> D </u> platform | d. the place in a train station to get on your train |

UK TRAINS mini-timetable					
Departs	From	To	Arrives	Duration	Changes
10:43	Oxford Platform 1	London Paddington Platform 11	11:54	1h 11m	1
11:01	Oxford Platform 1	London Paddington Platform 2	11:59	58m	0
11:07	Oxford Platform 1	London Paddington Platform 3	12:14	1h 07m	1
11:16	Oxford Platform 1	London Paddington (PAD) Platform 4	12:23	1h 07m	1

UK TRAINS		
CLASS STD	TICKET TYPE RETURN	PASSENGER TYPE ADULT
DATE VALID 22JULY2012	TICKET NUMBER 124466 9001273	
FROM OXFORD (OXF) ##	PRICE £22.50	
TO LONDON (all stations) ##		

The image is taken from:
https://learnenglishteens.britishcouncil.org/sites/teens/files/a_train_timetable_-_exercises_1.pdf

State TRUE or FALSE for these sentences based on the UK Trains Mini-timetable above.

No.	Sentence	TRUE or FALSE
1.	The ticket is for trains to London Paddington.	TRUE
2.	All trains leave from platform 1.	TRUE
3.	The second train leaves Oxford at 11.07.	FALSE (11:01)
4.	The 10.43 train from Oxford takes 58 minutes to get to London.	FALSE (1 hour 11 minutes)
5.	The 11.16 train from Oxford arrives in London on platform 2.	FALSE (platform 4)

No.	Sentence	TRUE or FALSE
6.	The ticket is for a single journey only.	TRUE (Ticket type: RETURN)
7.	With this ticket, you cannot go to any station in London.	FALSE (to LONDON – all station)

Choose the correct answer to complete these sentences.

- The 11.01 train from Oxford is the **slowest** / **fastest** train.
- The 10.43 trains from Oxford arrives **before midday** / **after midday**.
- The 11.07 train from Oxford arrives at **platform 1** / **platform 2** / **platform 3**.
- The 11.16 train from Oxford takes **under 1 hour** / **exactly 1 hour** / **over 1 hour**.

D. Grammar Check!

Choose the best answer to complete the sentences in the following memo about preparing business partners' visit.

MEMO

From : Chief Executive
 To : Manager, Public Relations
 Date : 2 June
 Subject : Mr Lee Chung's visit

Mr Lee Chung and Mr John Wong will __[1]__ at 9.10am on Monday, 20 June and leave on Thursday, 23 June.

When you prepare the draft programme, please __[2]__ a meeting (morning or afternoon) during which we can discuss our business plans with Mr Chung and Mr Wong. Also, make sure that our __[3]__ have opportunities to meet our staff and gain a complete understanding of our business.

Above all, we do not want to make any cultural mistakes during the visit. We want Mr Chung and Mr Wong to leave with an excellent impression of our company and the way we treat foreign visitors.

To help you ___[4]___ the visit, I enclose some comments from our manager in Hong Kong, Kenneth Eng. He knows both our visitors ___[5]___, and he is an expert on Chinese business culture.

The text is taken from:

Market Leader Course Book Intermediate Business English

1. (A) **arrive**
(B) arrives
(C) arrived
(D) arriving
2. (A) scheduling
(B) scheduled
(C) schedules
(D) **schedule**
3. (A) visitor
(B) **visitors**
(C) visit
(D) visiting
4. (A) **plan**
(B) planning
(C) plans
(D) planned
5. (A) good
(B) **well**
(C) and
(D) goods

Listening Skills

A. Pre-listening questions

Imagine you are going to make a business trip to England and host a conference or seminar. What kinds of preparation you need to do? (e.g. applying for a passport, looking for a plane schedule and ticket, or what else?)

Divide students into some groups and give them approximately 10 minutes to discuss the questions. After that, invite some students to share their opinions on the results of the discussion.

B. Checking Details

Play the You Tube video about planning a business trip and conference in front of the class and invite the students to watch it very carefully. Ask them to take note the important information related to the questions of this task. Play the video again, if it is necessary, to help the students answer the given questions.

Trancript:

A: Hey, have you started planning the business trip and conference for next month?

B: Yes, I'm working on it right now. I've looked into travel options, and it seems like booking flights and accommodations for the team would be the most convenient.

A: That sounds good. We should also make sure everyone has the necessary documents and visas if required.

B: Absolutely. I have already sent an email requesting everyone to confirm their passport details and check if they need any visas. I will follow up with them next week.

A: Great. What about the conference venue? Have you found a suitable place yet?

B: I've been researching different venues and found a hotel with conference facilities that seems perfect for our needs. It's centrally located, has modern equipment, and can accommodate the number of attendees we're expecting.

A: That's great. Just make sure it's within our budget and try to negotiate a good deal if possible.

B: I'm on it. I've requested a quote and will discuss the pricing with them once I receive it.

A: Now let's talk about the conference schedule. We need to plan the sessions, workshops, and networking events to ensure everything runs smoothly.

B: I agree. We should start by finalizing the list of speakers and inviting them as soon as possible. Once we have their confirmations, we can create a detailed schedule.

A: Good idea. I'll reach out to the speakers we have in mind and also ask the team for any additional suggestions.

B: For the workshops, we should select topics that are relevant to our industry and beneficial for our team's professional development. Any thoughts on that?

A: I think we should focus on topics like innovation, leadership, and effective communication. We could also include a workshop on adapting to new technologies in our field.

B: That sounds interesting and useful. Let's start contacting potential workshop facilitators and see if they're available during our conference dates.

A: As for networking events, we need to plan some activities that allow our team and other attendees to connect and build relationships.

B: How about a welcome dinner on the first night followed by a cocktail reception? It would be a great icebreaker for everyone.

A: That's a good idea. We can also organize a team-building activity during the conference to encourage collaboration and teamwork.

B: I think we're on the right track. Let's start working on the details and keep each other updated on the progress.

A: Sounds good. We'll make sure this business trip and conference is a success for our team and the company.

Listen to the following dialogue about planning a business trip and conference taken from <https://www.youtube.com/watch?v=nzYf10bJ458>. Based on the dialogue, give a tick (✓) on the things to do by the man and the woman in preparing their business trip and conference.

Booking flights and accommodation.	✓
Preparing the required travel documents, including visas.	✓
Confirming passport details.	✓
Writing email to the immigration office.	
Looking for a conference venue.	✓
Buying modern conference facilities.	
Considering the budget and making a good deal with the hotel.	✓
Inviting speakers and asking for their confirmation.	✓
Selecting topics for the workshops.	✓
Attending dinner and enjoying cocktail.	

Listen to the dialogue again and answer the questions with **NO MORE THAN THREE WORDS**.

- When will the business trip and conference be held?
Next month
- What does the man request to their team by sending them an email?
Confirm passport details / visa needs
- How does the man describe the hotel equipment that will be used for the conference?
Modern
- What do they need to plan dealing with the conference schedule?
Sessions, workshops, networking events

Buku ini tidak diperjualbelikan.

5. What workshop topics are suggested by the woman?
Innovation, leadership, effective communication
6. What agenda is possible to conduct to connect and build relationships between the team and attendees?
Welcome dinner

Speaking Skills

Once you arrive in the destination country where your business activities will be conducted, you are possibly welcomed by one of your business partners. Phatic-functioned conversation such as the one below might happen.

Match the questions on the left with the answers on the right.

- | | |
|--|---|
| 1. Is this your first visit to Bristol? C | (A) In the UK, in Oxford. |
| 2. Oh really. What do you do? F | (B) A week. |
| 3. Where are you based? A | (C) No, I come here quite often. |
| 4. Have you been to Bath before? E | (D) Very! It has a great view over traditional village. |
| 5. Business or pleasure? H | (E) No. Actually this is my first trip. |
| 6. How long are you staying? B | (F) I'm the Marketing Manager for a small import-export company. |
| 7. Where are you staying? I | (G) I really like it. There's a lot to do. |
| 8. Is it comfortable? D | (H) Business I'm afraid. |
| 9. What's the food like? J | (I) At the Z Hotel Bath. |
| 10. So, what do you think of Bath? G | (J) It's good, but eating in the Z Hotel Bath can be quite expensive. |

Role-play

Work in pairs. Create a dialogue script on having a phatic-functioned conversation to welcome your business partner and practice it in front of the class.

Student A: You are the advertising manager of Bobox Company. You are visiting your business partner company named NZ Great Company in Wellington, New Zealand. You are welcomed by the manager of advertising division of NZ Great Company once you arrive in their city.

Student B: You are the manager of advertising division NZ Great Company, New Zealand. You pick up your business partner from Bobox Company. While driving him/her to her/his hotel, you are trying to have a good warm conversation with her/him.

Write your dialogue script in the blank space below.

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Explain the instructions to the students clearly. Check the students’ dialogue script writing progress by providing them some time to discuss it. Check the students’ role-play performance by referring to the below scoring rubric.

Category	81–100	71–80	61–70	< 60
Organization	The text comprises all the components required as the text structure. Each component is well transitioned.	The text comprises all the components required as the text structure, but the transition from one component to each other is not clear.	The text comprises most of the components required as the text structure. The transition from one component to each other is not clear.	The text misses one or two components of the text structure. The idea is not smoothly delivered.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/ or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Mechanic & Grammar	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics,	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/ or spelling,	Most sentences are well constructed, but they have a similar structure and/ or length. The author makes several errors in grammar, mechanics,	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in

Category	81–100	71–80	61–70	< 60
	and/or spelling.	but they do not interfere with understanding.	and/or spelling that interfere with understanding.	grammar, mechanics, and/or spelling that interfere with understanding.

Research and Critical Thinking Skills

Work in small groups. Discuss and answer the questions below by firstly doing research on some sources. Present your answers by providing your research results and/or supporting arguments with examples, images, cases, etc. in an interesting presentation media such as Canva, Prezi, or others.

Question:

How important are the following things when doing business in your country?

1. Exchanging business cards
2. Small talks before meetings
3. Formality (how you dress, how you talk to colleagues, what names you use, etc.)
4. Punctuality
5. Humour
6. Giving presents
7. Being direct (saying exactly what you think)

Divide the students into some groups consisting of four students. Discuss and answer the given questions by firstly asking them to do some research on some sources. Check their progress by providing them a scheduled day and time to discuss their task. On the presentation day, assess their work and presentation by referring to the below scoring rubric.

Category	81–100	71–80	61–70	< 60
Poster Design and Elements (Group)	The poster is visually appealing (layout, color). All discussion points are covered and relevant to the topic.	The poster is visually appealing (layout, color). Most ($\pm 70 - 80\%$) discussion points are covered.	The poster is less visually appealing. 60-70% of the discussion points are covered.	The poster is not visually appealing. Less than 60% of the discussion points are covered.
Material Presentation (Individual)	Presents material in a well-organized and confident manner, maintains eye contact with the audience, and uses relevant gestures that help the audience understand the content of the poster.	Presents material in a well-organized and confident manner but struggles to maintain eye contact with the audience and uses gestures that are less relevant in helping the audience understand the content of the poster.	Presents material in a less organized and less confident manner, struggles to maintain eye contact with the audience, and uses gestures that are less relevant in helping the audience understand the content of the poster.	Presents material in a disorganized and unconfident manner, fails to maintain eye contact with the audience, and uses irrelevant gestures that do not help the audience understand the content of the poster.
Mastery of Material (Individual)	Explains the material clearly and in-depth with elaboration and examples.	Explains the material with less depth, provides some elaboration but without examples.	Explains the material in a limited manner, without elaboration and examples.	Does not explain the material, only reads without understanding the content presented.

Category	81–100	71–80	61–70	< 60
Response/ Answers to Audience Questions (Individual)	Provides responses/ answers that are relevant to the questions and does not waste time.	Provides responses/ answers that are relevant to the questions but wastes a lot of time.	Provides responses/ answers that are less relevant to the questions and wastes a lot of time.	Provides responses/ answers that are irrelevant to the questions and wastes a lot of time.

Writing Skills

A. Pre-writing

Answer the questions below.

1. Have you ever stayed a night in a hotel?
2. When entering the hotel room, have you ever found a welcoming letter directed to you? How do you feel after reading it?

[Free answers from the students]

B. Identifying text structure

Observe the following two hotel welcome letters. Try to identify the text structure and the language expressions used.

The Ritz William HOTEL
Dublin

Tuesday, 16 August 2024

Dear Mr & Mrs Bloomwood,

Welcome to the Ritz William Hotel Dublin.

My team and I are excited to provide you with a relaxing and enjoyable stay in the city and thank you for choosing our property. I trust you will contact me if I may offer assistance during your stay.

Kindest regards,

Michael T Brown
General manager

Ask the students to read the given welcome letters carefully. Encourage them to consult to monolingual dictionaries if they find difficult words or expressions. Check the students’ writing progress.

The text is adapted from:

https://www.tripadvisor.co.uk/LocationPhotoDirectLink-g186605-d209081-i110738397-The_Fitzwilliam_Hotel_Dublin-Dublin_County_Dublin.html

Welcome to St. James Hotel!

We are so pleased to have you here as our guest. We hope that you enjoy your time in New Orleans. Please contact any member of our staff if there is anything at all we can do to make your experience with us and in New Orleans positively memorable.

Best regards,

Lindsey Morris
Sales Manager

The text is taken from:

<https://frontdesksupply.com/which-signs-are-best-for-my-hotel/>

After reading the welcome letters, write their common structure in the chart below.

Text Structure	Welcome Letter 1	Welcome Letter 2
Hotel name and address	The Ritz William Hotel Dublin	St. James Hotel
Greeting	Welcome to the Ritz William Hotel Dublin.	Welcome to St. James Hotel!
Warm welcome statement(s)	My team and I are excited to provide you with a relaxing and enjoyable stay in the city and thank you for choosing our property.	We are so pleased to have you here as our guest. We hope that you enjoy your time in New Orleans.

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Text Structure	Welcome Letter 1	Welcome Letter 2
Complimentary closing	I trust you will contact me if I may offer assistance during your stay.	Please contact any member of our staff if there is anything at all we can do to make your experience with us and in New Orleans positively memorable.
Signature	(signature)	(signature)
The writer's name and title	Michael T Brown General manager	Lindsey Morris Sales Manager

C. Writing a welcome letter

Individual work. Write a hotel welcome letter by considering of the hotel information (e.g. hotel location, typical attraction, facilities, etc.) and following its structure.

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Check the students’ writing by referring to the below scoring rubric.

Category	81–100	71–80	61–70	< 60
Organization	The text comprises all the components required as the text structure. Each component is well transitioned.	The text comprises all the components required as the text structure, but the transition from one component to each other is not clear.	The text comprises most of the components required as the text structure. The transition from one component to each other is not clear.	The text misses one or two components of the text structure. The idea is not smoothly delivered.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/ or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Mechanic & Grammar	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/ or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.

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Unit 7

ACHIEVEMENT CELEBRATION

Nur Saptaningsih

Objectives

By the end of the unit, students should be able to:

1. identify the fundamental steps for making a reservation
2. identify the useful expressions for making a reservation
3. make a reservation
4. respond to a reservation
5. identify the characteristics of a business invitation
6. analyze the structure and language features of a business invitation
7. produce a business invitation



The picture is made using Canva AI generator.

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Critical Illustration

A. Building Knowledge and Understanding

Work with a partner or in small groups. Discuss the questions below.

1. What do you see in the picture?
2. How do the people feel?
3. Where do you think the activity in the picture takes place?

Divide the students into some groups consisting of three and ask them to have a conversation to answer the three questions. Monitor and invite them to speak up actively within their groups. After 10 minutes, stop the discussion. Ask some students to present their answers.

Reading Skills

A. Scanning and skimming



Korean Media once again highlighted SUPER POWERFUL “JUNGKOOK EFFECT” as they reported that JUNGKOOK’s Calvin Klein SS24 Campaign products are “OUT OF STOCK” and creating a “SELL-OUT CRISIS” in Japan.

The Woven Tab Sweat Short Sleeve Shirt and Denim Windbreaker worn by Jungkook got SOLD OUT in all sizes on @CalvinKlein Japan website.

In addition, many sizes were sold out on the official websites of several countries, including Korea, Germany, Spain, France, the United Kingdom, and Portugal, and were close to being sold out, showing off Jungkook’s global reach and popularity.

The text is taken from:

https://x.com/Daily_JKUpdate/status/1759365324397597083

1. What type of product is sold?
 (A) Food
 (B) **Clothes**
 (C) Cosmetics
2. What is the brand name?
 (A) Jungkook
 (B) Short Sleeve Shirt and Denim Windbreaker
 (C) **Calvin Klein**

B. Checking Details

Answer the questions below based on the text above.

1. Which items in the Calvin Klein SS24 Campaign were reported as sold out in Japan?
 (A) Denim Jacket and Sweatpants
 (B) **Woven Tab Sweat Short Sleeve Shirt and Denim Windbreaker**
 (C) Leather Jacket and Jeans
 (D) Hoodie and Cargo Pants
2. Which of the following countries experienced sell-outs of the Calvin Klein products worn by Jungkook?
 (A) Brazil, Italy, Australia
 (B) Canada, Mexico, India
 (C) **Korea, Germany, Spain**
 (D) Russia, China, USA
3. What phrase did the article use to describe the significant sales impact caused by Jungkook's involvement in selling the product?
 (A) "Global Phenomenon"
 (B) "Fashion Frenzy"
 (C) "JUNGKOOK MAGIC"
 (D) **"JUNGKOOK EFFECT"**
4. What was the reaction of Korean media to the success of Jungkook's Calvin Klein campaign featuring the Woven Tab Sweat Short Sleeve Shirt and Denim Windbreaker?

- (A) Disappointment over the limited product range
 - (B) **Highlighting the “SELL-OUT CRISIS” caused by his influence**
 - (C) Criticism of the campaign’s marketing strategy
 - (D) Praise for Calvin Klein’s product quality
5. What does the article imply about the relationship between celebrity endorsements and product availability?
- (A) Endorsements have little to no effect on sales.
 - (B) **High-profile endorsements can lead to rapid sell-outs, causing supply shortages.**
 - (C) Product availability is primarily determined by seasonal trends.
 - (D) Celebrities should avoid endorsing products with limited availability.

C. Further Reading

Read the text and the questions that follow.



Rakem Group Celebrates Double Award Win, Honoring Commitment to Safety and Community

September 4, 2024 – Rakem Group is proud to announce that the company has been honored with two prestigious awards: the Health & Safety in Manufacturing Award 2024 and the North West Family Business Judges Award 2024. These accolades underscore the company’s dedication

to its core values, including its commitment to employee well-being, community engagement, and environmental stewardship.

The Health & Safety in Manufacturing Award recognizes Rakem Group's relentless efforts to ensure the safety of all who enter its manufacturing facilities. Dan Bower, the company's QHSE manager, expressed pride in surpassing larger, more established competitors, viewing the award as a testament to the significant strides the company has made in enhancing safety standards and creating a secure work environment.

In addition, the company was also celebrated at the North West Family Business Awards 2024 with the Judges Award. This honor highlights the vital role of family-run businesses in the UK economy and acknowledges the dedicated team at Rakem Group. The award is a reflection of the company's deep-rooted values, its strong connection to the community, and its commitment to environmental sustainability.

Kieran Rafferty, Managing Director of Rakem Group, emphasized the importance of these awards, stating, "These awards are not just trophies on a shelf – they represent the essence of who we are and the spirit of everything we stand for. They serve as a reminder of the positive impact we strive to make every day, not just in our business but in the lives of those around us."

Rakem Group extends heartfelt thanks to everyone who supported them, acknowledging that these achievements were made possible by the dedication of their team and the unwavering support of the community.

The article is modified from:

<https://rakemgroup.co.uk/celebrating-success-at-the-north-west-family-business-awards-and-the-safety-and-health-excellence-awards-2024/>

1. What is the main idea of the text above?
 - (A) The financial details of Rakem Group
 - (B) **The celebration of Rakem Group's achievements and recognition through two prestigious awards**
 - (C) The specific products offered by Rakem Group
 - (D) The history of Rakem Group's management

2. What are the awards won by the Rakem Group?
 - (A) Business Growth Award 2024 and Community Engagement Award 2024
 - (B) **Health & Safety in Manufacturing Award 2024 and North West Family Business Judges Award 2024**
 - (C) Innovation in Technology Award 2024 and Environmental Excellence Award 2024
 - (D) Best New Business Award 2024 and Financial Success Award 2024
3. What did Dan Bower emphasize about the Health & Safety in Manufacturing Award?
 - (A) The financial benefits of the award
 - (B) The marketing strategies used
 - (C) **The recognition of improving safety standards and creating a secure work environment**
 - (D) The expansion of the company's product line
4. What was Rakem Group's message of gratitude regarding their awards
 - (A) Appreciation for their competitors
 - (B) **Thanks to those who nominated and judged them, and recognition of their team's dedication and community support**
 - (C) Acknowledgment of their investors
 - (D) Recognition of their marketing strategies
5. Refer to the sentence "Rakem Group extends heartfelt thanks to everyone who supported them, acknowledging that these achievements were made possible by the dedication of their team and the unwavering support of the community." in the text. What does the word "them" refer to?
 - (A) Rakem Group and its entire team and supporters
 - (B) **The management team only**
 - (C) The community members who supported Rakem Group
 - (D) The external judges who awarded Rakem Group

Listening Skills

A. Pre-listening questions

1. Have you ever made an achievement for your class or team?
2. If yes, how did you celebrate the achievement?

[Free answers from students]

B. Checking Details



This picture is made using Canva AI Generator

Listening 1

Transcript for Listening 1:

- Mrs. Raffety : Hi, William, can you come into my office for a moment?
- William : Of course, Mrs. Raffety. What can I do for you?
- Mrs. Raffety : We need to start planning a celebration party for the awards we've won. It's important that we make this a memorable event for everyone involved.
- William : Absolutely. What do you have in mind for the venue?

- Mrs. Raffety** : I was thinking we could host it at a nice local venue that's large enough to accommodate our team and some of our key community supporters. Maybe somewhere with a great view or a unique atmosphere to make it special.
- William** : I'll look into options for venues. Do you have any specific locations or types of venues in mind?
- Mrs. Raffety** : A few suggestions might be a waterfront restaurant, a chic downtown event space, or even a boutique hotel with a function room. I'd like to see a few options and their availability.
- William** : Sounds good. I'll gather information on a few places and get back to you. How about the guest list? Who should we invite?
- Mrs. Raffety** : We should invite our entire team, including those who worked directly on the projects that led to the awards. Also, we should include our community partners and the people who supported and judged us.
- William** : I'll prepare a list of the team and draft a list of key community contacts. Do you want me to handle the reservations and send out invitations as well?
- Mrs. Raffety** : Yes, please. Once we decide on the venue, I'll need you to make the reservation and then send out the invitations. Let's ensure we have a good balance between a formal touch and a personal note.
- William** : Understood. I'll get started on this right away. Is there a specific date you have in mind for the celebration?
- Mrs. Raffety** : I'd like to have it within the next month. Let's aim for a date that works best for most of our key invitees. I'll wait for your update on the venue options before finalizing the date.

- William** : Got it. I'll work on this and keep you updated on the progress. Anything else you'd like to add for the party?
- Mrs. Raffety** : Just make sure we have some highlights of our achievements featured at the event. Maybe a short presentation or video showcasing the awards and the team's hard work.
- William** : Will do. I'll coordinate with the marketing team for any materials needed. I'll get started and update you soon.
- Mrs. Raffety** : Great, thank you! I'm looking forward to celebrating our success.
- William** : You're welcome. I'll have everything lined up and report back shortly.

Listen to the conversation between a woman and a man. Compare each statement with the details provided in the conversation between the woman and the man.

1. What is the woman's name?
 - (A) Dan Bower
 - (B) Kieran Rafferty
 - (C) **William**
 - (D) John Smith
2. What is the man's name?
 - (A) Sarah Johnson
 - (B) **Mrs. Raffety**
 - (C) Emily Davis
 - (D) Laura Brown
3. Who is possibly the man?
 - (A) The manager
 - (B) **The assistant**
 - (C) The guest
 - (D) The adjudicator

4. What is the purpose of the meeting between the woman and the man?
 - (A) To discuss a new project
 - (B) To schedule employee training
 - (C) **To plan a celebration party for the awards**
 - (D) To review financial reports
5. How soon does Mrs. Raffety want the celebration party?
 - (A) Within the next week
 - (B) Within the next two months
 - (C) **Within the next month**
 - (D) Within the next six months

Listening 2

Transcript for Listening 2:

- Mrs. Raffety : Hi, William, can you come into my office for a moment?
- William : Of course, Mrs. Raffety. What can I do for you?
- Mrs. Raffety : We need to start planning a celebration party for the awards we've won. It's important that we make this a memorable event for everyone involved.
- William : Absolutely. What do you have in mind for the venue?
- Mrs. Raffety : I was thinking we could host it at a nice local venue that's large enough to accommodate our team and some of our key community supporters. Maybe somewhere with a great view or a unique atmosphere to make it special.
- William : I'll look into options for venues. Do you have any specific locations or types of venues in mind?
- Mrs. Raffety : A few suggestions might be a waterfront restaurant, a chic downtown event space, or even a boutique hotel with a function room. I'd like to see a few options and their availability.
- William : Sounds good. I'll gather information on a few places and get back to you. How about the guest list? Who should we invite?

- Mrs. Raffety** : We should invite our entire team, including those who worked directly on the projects that led to the awards. Also, we should include our community partners and the people who supported and judged us.
- William** : I'll prepare a list of the team and draft a list of key community contacts. Do you want me to handle the reservations and send out invitations as well?
- Mrs. Raffety** : Yes, please. Once we decide on the venue, I'll need you to make the reservation and then send out the invitations. Let's ensure we have a good balance between a formal touch and a personal note.
- William** : Understood. I'll get started on this right away. Is there a specific date you have in mind for the celebration?
- Mrs. Raffety** : I'd like to have it within the next month. Let's aim for a date that works best for most of our key invitees. I'll wait for your update on the venue options before finalizing the date.
- William** : Got it. I'll work on this and keep you updated on the progress. Anything else you'd like to add for the party?
- Mrs. Raffety** : Just make sure we have some highlights of our achievements featured at the event. Maybe a short presentation or video showcasing the awards and the team's hard work.
- William** : Will do. I'll coordinate with the marketing team for any materials needed. I'll get started and update you soon.
- Mrs. Raffety** : Great, thank you! I'm looking forward to celebrating our success.
- William** : You're welcome. I'll have everything lined up and report back shortly.

Listen to the recording one more time. Compare each statement in the table below with the details of the conversation between the man and the woman. Then, determine the correct response, whether it is **True**, **False**, or **Not Given**.

- ✓ **True:** If the statement is explicitly supported by the information in the conversation.
- ✓ **False:** If the statement contradicts or is not supported by the information in the conversation.
- ✓ **Not Given:** If the conversation does not provide enough information to confirm or deny the statement.

No	Statement	Response
1.	Mrs. Raffety wants the celebration party to be held at a local venue with a unique atmosphere.	T
2.	William is responsible for creating the presentation or video showcasing the awards and team's achievements.	NG
3.	William will handle both the venue reservation and sending out invitations for the celebration party.	T
4.	Mrs. Raffety mentioned inviting only senior management and key community supporters.	F
5.	William will need to coordinate with the marketing team for event materials.	T

Research and Critical Thinking Skills: Finding the Perfect Venue!



The pictures are made using Canva AI Generator

Work in a group of three or four. Research a potential venue for celebrating the achievement of Rakem Group. The following guidelines will be useful for you.

No	Aspect	Detailed Information
1.	Type of venue	
2.	Capacity	
3.	Location	
4.	Ambience	
5.	Amenities	
6.	Cost	
Your group's recommendation		

[Free answers from students with teacher's guidance]

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Listening and Speaking Skills: Making a Reservation



The pictures are made using Canva AI Generator

Listening 3

Transcript for Listening 3:

- Mr. William :** Good afternoon, this is Mr. William from Rakem Group. May I speak with someone who handles event reservations?
- Ms. Susan :** Good afternoon, Mr. William. This is Susan. I handle event reservations. How can I assist you today?
- Mr. William :** Great, thank you. We're looking to reserve a venue for a company celebration. Rakem Group recently won two prestigious awards, and we want to hold a celebration to recognize our achievements. The event will be on October 10, 2024.
- Ms. Susan :** Congratulations on the awards! Could you tell me a bit more about what you're looking for in a venue?
- Mr. William :** We need a nice local venue that's large enough to accommodate our entire team and some key community supporters. Ideally, the place should have a great view or a unique atmosphere to make the event special.

- Ms. Susan** : I understand. We have a few options that might fit your needs. Our Harbor View Hall offers a stunning waterfront view and can comfortably accommodate large groups. It also has a unique atmosphere that could be perfect for your celebration.
- Mr. William** : That sounds promising. Can you confirm if the Harbor View Hall is available on October 10, 2024?
- Ms. Susan**: Let me check... Yes, the Harbor View Hall is available on October 10.
- Mr. William** : Excellent. Can we go ahead and reserve it for that date?
- Ms. Susan** : Absolutely. I'll prepare the reservation for you. We can discuss the details, such as catering options and any special arrangements you might need, once the reservation is confirmed.
- Mr. William** : That works for us. Please send over the reservation details and any paperwork we need to complete.
- Ms. Susan** : I'll email you the reservation confirmation and the necessary documents today. Is there anything else you need for the event?
- Mr. William** : Not at the moment. I'll review the details once I receive them and get back to you if we need anything else.
- Ms. Susan** : Perfect. Thank you for choosing Harbor View Hall. We look forward to hosting your celebration!
- Mr. William** : Thank you, Susan. Have a great day!
- Ms. Susan** : You too, Mr. William. Goodbye!
- Mr. William** : Goodbye!

Listen to the conversation between Mr. William and Ms. Susan. You can repeat the conversation several times. After that, read the information provided in the following table. There are several expressions that Mr. William used to make a reservation and Ms. Susan used to respond to the reservation. Study the detailed expressions and the functions of the expressions.

Function	Expression
Initiating contact	"May I speak with someone who handles event reservations?"
Stating purpose	"We're looking to reserve a venue for a company celebration."
Specifying date	"The event will be on October 10 th , 2024."
Inquiring about venue details	"Could you tell me a bit more about what you're looking for in a venue?"
Describing needs	"We need a nice local venue that's large enough to accommodate..."
Stating preferences	"Ideally, the place should have a great view or a unique atmosphere."
Checking availability	"Is the Harbor View Hall available on October 10 th ?"
Confirming reservation	"Can we go ahead and reserve it for that date?"
Handling details	"I'll prepare the reservation for you."
Discussing further details	"We can discuss the details, such as catering options and any special arrangements..."
Requesting documentation	"Please send over the reservation details and any paperwork we need to complete."
Offering additional help	"Is there anything else you need for the event?"
Expressing gratitude	"Thank you for choosing Harbor View Hall."
Showing enthusiasm	"We look forward to hosting your celebration!"

Speaking

Make a group of three or four. Create a dialogue about making a reservation for a company event. Here are the guidelines for your group work.

Context:

Your company has recently achieved a significant milestone, such as selling out a product line, winning prestigious awards, or another notable success. To celebrate this achievement, your company is planning a special event. Your task is to create a conversation where one person in your group will

act as the company representative making a reservation over the phone with a venue manager.

Instructions:

- 1. Discuss the achievement.
- 2. Assign roles.
- 3. Develop the script. Write down your script in the box below.
- 4. Practice the dialogue within your group.
- 5. Perform the conversation in front of the class.
- 6. Reflect on how effectively you make a reservation.

Example of response:

Company Name: InnovateTech Solutions

Event Date: October 15, 2024

1. Discuss the Achievement:

“InnovateTech Solutions recently won the ‘Innovative Product of the Year’ award, and our latest product line sold out within days. We want to celebrate this incredible achievement with a special event.”

2. Assign Roles:

Student 1 becomes the company representative making the call.
Student 2 takes on the role of the venue manager.
Student 3 is assistant helping to finalize the details.

3. Develop the Script:

Company Representative : “Hello, I’m calling from InnovateTech Solutions. We’ve recently achieved a significant milestone, and we’re planning a celebration event on October 15, 2024. We’re interested in reserving your venue for this occasion.”

Venue Manager : “Congratulations on your achievement! We’d be delighted to host your event. Can you tell me more about your requirements?”

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Company Representative : “Thank you! We need a space that can accommodate about 100 people, with a great view and a unique atmosphere. Could you check availability for us on October 15th?”

Venue Manager : “Certainly, let me check our calendar... Yes, we have availability on that date. Would you also need catering services or any special arrangements?”

Company Representative : “Yes, we’d like to include a light dinner with options for our vegetarian and non-vegetarian guests. Could you provide a menu for us to review?”

4. Practice the Dialogue:

The group practices the dialogue multiple times, ensuring everyone is comfortable with their lines and the flow of the conversation.

5. Perform the Conversation:

The group takes turns presenting their dialogue in front of the class, paying attention to clarity, tone, and professionalism.

6. Reflect on How Effectively You Make a Reservation:

“Our conversation was clear, and we successfully covered all the details needed for the reservation. The venue manager understood our requirements, and we confirmed the booking effectively.”

Check the students’ speaking practice by referring to the following scoring rubric.

Category	81–100	71–80	61–70	< 60
Fluency	Speaks smoothly with minimal hesitations or pauses; conversation flows	Speaks with some hesitations, but the conversation mostly flows well and is understandable.	Frequent hesitations and pauses, causing the conversation to be somewhat disjointed.	Struggles to maintain the flow of the conversation due to constant hesitations and

Category	81–100	71–80	61–70	< 60
	naturally and confidently.			pauses; difficult to understand.
Pronunciation and Intonation	Pronunciation is clear and accurate; uses intonation effectively to convey meaning and enthusiasm about the company's achievements.	Pronunciation is mostly clear, with minor errors; intonation is generally appropriate but may lack variety.	Pronunciation errors are noticeable but do not completely hinder understanding; intonation is flat or inconsistent.	Pronunciation is unclear, with frequent errors that hinder understanding; intonation is monotone or inappropriate.
Vocabulary and Language Use	Uses a wide range of vocabulary and expressions relevant to discussing company achievements; sentences are varied and complex.	Uses appropriate vocabulary with some variety; sentences are mostly correct but may lack complexity.	Uses limited vocabulary and simple sentences, with noticeable errors in word choice and structure.	Uses very basic vocabulary with frequent errors; struggles to form coherent sentences relevant to the topic.
Content Relevance and Depth	Provides detailed and relevant information about the company's achievements, including specific examples and implications.	Provides relevant information about the company's achievements, with some details and examples.	Provides basic information about the company's achievements, but lacks depth and specific examples.	Provides little to no relevant information about the company's achievements; content is vague or off-topic.

Category	81–100	71–80	61–70	< 60
Interaction and Responsiveness	Engages actively in the conversation, listens well, and responds appropriately to questions and comments; encourages further discussion.	Engages in the conversation with appropriate responses and listens well, but may miss some opportunities for further discussion.	Participates in the conversation, but responses are limited or less relevant; some signs of poor listening or lack of engagement.	Struggles to engage in the conversation; responses are often off-topic or non-existent, indicating poor listening or understanding.
Body Language and Eye Contact	Maintains good eye contact and uses appropriate body language, enhancing the communication of company achievements.	Maintains eye contact with occasional lapses; body language supports communication but may be inconsistent.	Limited eye contact and minimal use of body language; body language does not strongly support communication.	Fails to maintain eye contact and uses no body language, detracting from the effectiveness of the communication.

Writing Skills: Making an Invitation

Everything on the list for celebrating the Rakem Group's achievements has been executed, except one thing. Yes, it's sending an invitation to all guests. As always, Mrs. Kieran Rafferty is well-prepared. She's ready with the invitation. Study the invitation that Mrs. Rafferty has prepared. Pay attention to the invitation structure and the expressions she used.

Mr. Eric Lawson
Director, Vibe Group
456 Roadside Drive, San Francisco, CA 94105

Dear Mr. Lawson,

We are excited to invite you to a special celebration in honor of Rakem Group's recent achievements:

Health & Safety in Manufacturing Award 2024
North West Family Business Judges Award 2024

Date: Thursday, October 10, 2024
Time: 6:00 PM - 9:00 PM
Venue: Harbor View Hall, 123 Seaside Drive, San Francisco, CA 94105

Join us for an evening of celebration as we recognize these significant milestones and express our gratitude to everyone who has supported us.

Please RSVP by October 5, 2024
Contact: (415) 555-6789 | info@rakemgroup.co.id

We look forward to celebrating with you!

Warm regards,
Kieran Rafferty
Managing Director, Rakem Group

After studying the details of the invitation above, now it's the time for you to write your invitation letter for the event you are going to hold to celebrate your company's achievement. Write down your invitation letter in the box provided on the next page.

Possible answer:

**Mr. John Smith,
Chief Technology Officer, TechWave Innovations
1234 Silicon Avenue, Tech City, TX 75001**

Dear Mr. John Smith,

We are thrilled to invite you to a special event celebrating our latest milestone - winning the Innovative Product of the Year Award and the tremendous success of our newest product line, which sold out within days!

Date: October 15, 2024

Time: 6:00 PM

Venue: Harbor View Hall

Address: 123 Ocean Drive, Seaview City, ST 98765

Join us for an evening of celebration, networking, and reflection on our journey together. Enjoy light dinner and refreshments in a beautiful setting with a great view, as we honor the hard work and dedication that brought us to this moment.

Please RSVP by October 5, 2024

Contact: (555) 123-4567

Email: rsvp@innovatetech.com

Looking forward to celebrating with you!

**Best regards,
Susan Walker
Managing Director, InnovateTech Solutions**

Check the students’ writing by referring to the below scoring rubric.

Category	81–100	71–80	61–70	< 60
Organization	The text comprises all the components required as the text structure. Each component is well transitioned.	The text comprises all the components required as the text structure, but the transition from one component to each other is not clear.	The text comprises most of the components required as the text structure. The transition from one component to each other is not clear.	The text misses one or two components of the text structure. The idea is not smoothly delivered.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/ or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Mechanic & Grammar	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/ or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/ or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/ or length. The author makes several errors in grammar, mechanics, and/ or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/ or spelling that interfere with understanding.

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Role-Playing: The Celebration Day

Instruction:

Pretend that you are the director of Rakem Group who will deliver the company celebration speech. Study the celebration speech carefully. Grab the message and think about how to convey the emotions brought by the words. When it's your turn, stand in front of the class and deliver the speech. Speak clearly and confidently. Use appropriate body language, such as gestures and eye contact, to enhance your delivery.

The Rakem Group Celebration Speech

We are thrilled to share some incredible news with all of you – we have been honored with not just one, but TWO prestigious awards that truly reflect our core values and unwavering commitment to our community, employees, and the environment, Health & Safety in Manufacturing Award 2024 & North West Family Business Judges Award 2024.

Winning the Health & Safety in Manufacturing Award at the highly competitive and prestigious awards is a testament to the dedication of our team in ensuring the well-being of everyone who steps foot into one of our manufacturing facilities.

And that's not all. We are also proud recipients of the Judges Award at the North West Family Business Awards 2024, celebrating the heart and soul of family-run businesses and the incredible people who make them thrive – they are the lifeblood of the UK economy. This award reflects our deep-rooted values, our amazing team, and our strong connection to our community and the environment. It is a recognition of the whole team at Rakem Group, who were acknowledged on the night with this special award.

I, representing Rakem Group, would like to extend our heartfelt thanks to those who nominated and judged us. We recognize that we could not have achieved this without the tireless dedication of our team,

the unwavering support of our community, and the shared vision we all hold dear.

Thank you from the bottom of our hearts for being part of this incredible journey with us.

The article is modified from:

<https://rakemgroup.co.uk/celebrating-success-at-the-north-west-family-business-awards-and-the-safety-and-health-excellence-awards-2024/>

Check the students’ performance by referring to the following scoring rubric.

Category	81–100	71–80	61–70	< 60
Speech Delivery	Delivers the speech with confidence, clear articulation, and appropriate pacing; effectively uses intonation and pauses to emphasize key points.	Delivers the speech confidently with minor issues in articulation or pacing; uses some intonation and pauses effectively.	Delivers the speech with moderate confidence, but with noticeable issues in articulation or pacing; limited use of intonation and pauses.	Delivers the speech with low confidence, unclear articulation, and poor pacing; lacks intonation and pauses, making the speech difficult to follow.
Engagement with Audience	Maintains strong eye contact, smiles, and uses appropriate gestures; engages the audience effectively, creating a sense of celebration and excitement.	Maintains good eye contact and uses some gestures; engages the audience, but the sense of celebration is less consistent.	Maintains limited eye contact and uses few gestures; audience engagement is minimal, and the celebratory tone is not fully conveyed.	Fails to maintain eye contact, uses no gestures, and does not engage the audience; the celebratory tone is missing.

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Category	81–100	71–80	61–70	< 60
Content Mastery	Demonstrates a thorough understanding of the speech content, conveying the company's achievements with clarity and enthusiasm; adapts the speech to the audience effectively.	Demonstrates a good understanding of the content, conveying the company's achievements with some enthusiasm; some adaptation to the audience is evident.	Demonstrates a basic understanding of the content, but struggles to convey the company's achievements with clarity or enthusiasm; limited adaptation to the audience.	Lacks understanding of the content, reads the speech with little to no enthusiasm, and fails to adapt the speech to the audience.
Use of Visual Aids (if applicable)	Effectively integrates visual aids to enhance the speech, referring to them seamlessly and ensuring they complement the spoken content.	Uses visual aids well, but with minor issues in integration; visual aids generally complement the speech.	Uses visual aids, but they are poorly integrated or do not effectively complement the speech.	Fails to use visual aids effectively, or does not use them at all, detracting from the overall speech delivery.
Response to Audience Reactions	Responds to audience reactions (applause, laughter, etc.) naturally and positively, maintaining the flow of the speech and enhancing the celebratory atmosphere.	Responds to audience reactions with some positivity, but with minor disruptions to the flow of the speech.	Responds to audience reactions awkwardly or with hesitation, causing noticeable disruptions in the flow of the speech.	Fails to respond to audience reactions, or responds in a way that disrupts the flow of the speech and diminishes the celebratory atmosphere.



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Ardianna Nuraeni

For 15 years, Ardianna has been teaching English at Language Centre, English Department of Faculty of Cultural Sciences, and English Diploma Study Program Vocational School of Universitas Sebelas Maret. Her passion and love of English, Linguistics and Translation sparked her ideas to produce a number of research articles on Systemic Functional Linguistics, Translation, Subtitling, American Pop Culture, and Community Service Activities in proceedings and journals. She released *Bloom and Shine: A Primary English Book for a Bright Student* for grade I – VI published by PT Tiga Serangkai Pustaka Mandiri in 2022-2024. She is also one of the authors of the books *Voice Over Video Promosi Pariwisata Berbahasa Inggris*, *Memukau Khalayak dengan Buklet Promosi Pariwisata Dwibahasa*, and *Kamus Saku Peristilahan Keris: Terjemahan ke Bahasa Inggris*. Ardianna is continuously devoting her life to education, especially industrial-driven vocational education, that is very dynamic, innovative, and up-to-date.



Nur Saptaningsih

Known as Miss Sapta, she has been teaching English at the university for over 12 years, leading various classes such as English skills for specific purposes, translation, editing, and entrepreneurship at the Language Center, English Diploma Program, and English Department of Universitas Sebelas Maret. She also taught English, Literature, and Translation at Universitas Surakarta, Universitas Setia Budi, and Poltekkes Surakarta. Her passions lie in teaching, translation, linguistics, literature, and tourism, and she has authored academic articles in line with her research and community service activities. Actively collaborating with the Language Development and Fostering Agency (*Badan Pengembangan dan Pembinaan Bahasa*) of the Republic of Indonesia, Miss Sapta contributes to children's story translation, with her works available on *Penjaring* website. She likes to share her thoughts and experiences through seminars and workshops on translating children's stories, academic articles, and other types of texts, as well as English for specific purposes such as tourism and creative writing. She has collaborated with her colleagues and produced some books, including *Voice Over Video Promosi Pariwisata Berbahasa Inggris*, *Memukau Khalayak dengan Buklet Promosi Pariwisata Dwibahasa*, *Kamus Saku Peristilahan Keris: Terjemahan ke Bahasa Inggris*, *The Master of TOEIC*, *Toilet Lantai 13*, *Semoga Kebahagiaan Tidak Pernah Ada*, and *Dongeng Fabel Pilihan*. She also translated a phenomenal book *Brigitte Bardot dan Sindrom Lolita* and is actively involved as a board member of the Association of Indonesian Translators (HPI) for 2020-2024. She is a passionate lifelong learner who thrives on challenges and is always seeking opportunities to grow.



Bayu Dewa Murti

Bayu, majoring in English Linguistics and Translation, has been an English teaching staff of Universitas Sebelas Maret (UNS) for approximately 8 years. He was ever assigned to teach classes of English for Academic Purposes at UNS Language Centre before joining English Diploma Program Vocational School of the university. Being active in the Research Group of English for Vocational Purposes, he has written some articles and become one of book writers entitled Voice Over Video Promosi Pariwisata Berbahasa Inggris and Memukau Khalayak dengan Buklet Promosi Pariwisata Dwibahasa. For translation fields, he handled Legal Translation and Subtitling courses. The scope of legal text covers agreement texts but in a small scale. He is also interested in Systemic Functional Linguistics (SFL). He scrutinized the significance of ergativity (extra causer) in detective novel for his dissertation. In the result, he managed to contribute in providing a new theory that relates to ergativity. SFL and translations always intrigues him to conduct more research and very welcome to the rapid development of technology.

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