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Jenis Ciptaan : **Buku**

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RESTU DESSY MAULIDA



Let's Speak English!

Editor: Husni Thamrin, S.S., M.Hum.



Let's Speak English

Ditulis oleh:
Restu Dessy Maulida

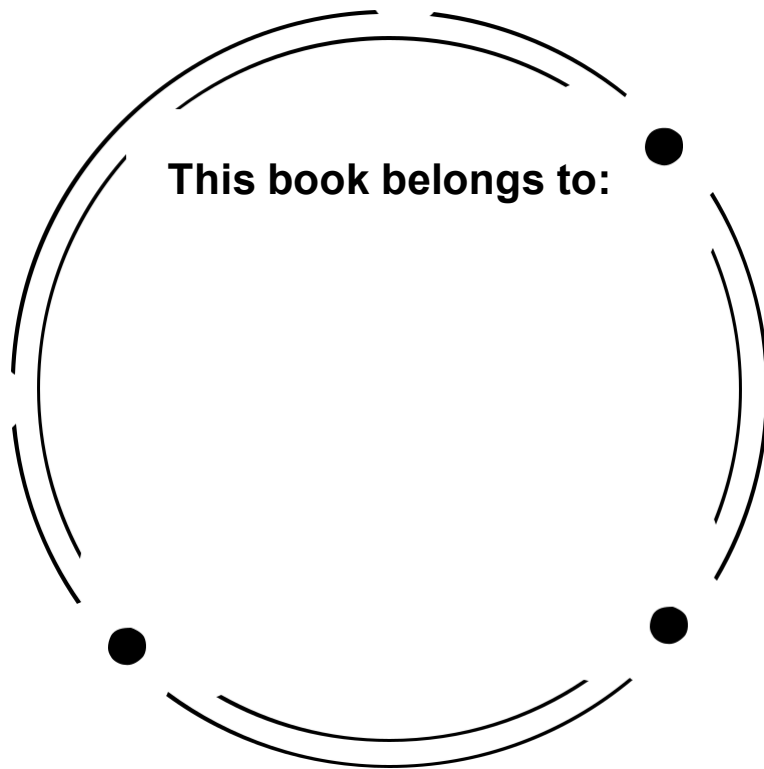
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Husni Thamrin, S.S., M.Hum

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Foreword

It gives me great pleasure to present *Let's Speak English!*, a conversation textbook authored by one of our dedicated lecturers in the English Literature Program. This book reflects our faculty's commitment to providing accessible and practical resources that support learners in building confidence and developing essential communication skills in English.

I truly commend the author for her initiative and dedication in creating this valuable material. I believe this book will serve as a useful guide not only for our students but also for a wider audience of beginner learners who are eager to start their journey in speaking English with confidence.

Budi Setiawan Garda Pandawa, S.Li., M.Sn., M.H
Dean of Faculty of Art and Letters

This book, *Let's Speak English!*, is a meaningful academic contribution from one of our lecturers in the English Literature Program. It provides beginner learners with structured and practical materials that encourage them to practice real-life conversations and develop speaking skills step by step.

We highly appreciate the author's dedication to producing learning resources that enhance students' confidence and enrich the teaching and learning practices in our faculty. I hope this book will be a helpful companion for anyone starting to practice English conversation in both academic and everyday contexts.

Husni Thamrin, S.S., M.Hum
Head of English Literature Study Program



Preface

We are delighted to present **Let's Speak English!**, a conversation textbook designed for adult beginner learners who are starting their journey of speaking English with confidence. This book is intended to support anyone who wants to build a solid foundation in English conversation, regardless of background or field of study.

Speaking is one of the most essential skills in mastering a new language. This book emphasizes practical communication, enabling learners to practice real-life conversations, express ideas clearly, and develop fluency step by step. Each unit contains engaging activities, useful vocabulary, and guided speaking tasks that help learners build confidence while using English in both academic and everyday contexts.

Although primarily developed for beginner-level courses at the university context, this book is versatile enough to be used by self-learners, high school students, or anyone who wants to improve their spoken English. Its accessible design makes it a practical and interactive learning companion for learners at various stages.

We hope this book will not only serve as a guide for practicing conversation but also as a source of motivation for learners to speak without fear, to interact more effectively, and to enjoy the process of language learning. With consistent practice, learners will gain the skills and confidence needed to communicate meaningfully in English across diverse situations.

Restu Dessy Maulida

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Learning Objectives BOARD

At the Campus Gate

- Students will be able to greet others appropriately in formal and informal contexts.
 - Students will be able to introduce themselves and others using correct expressions.
 - Students will be able to ask and answer whether someone knows a person, place, or fact.
- 

At the Parking Lot

- Students will be able to ask for and give factual information accurately (e.g., directions, locations).
 - Students will be able to state or ask whether they remember or have forgotten specific details.
- 

At the Faculty Lobby

- Students will be able to request and provide factual information in a campus setting.
 - Students will be able to express gratitude politely in various contexts.
- 

At the Corridor

Leading to the Classroom

- Students will be able to express likes and dislikes regarding hobbies, subjects, or other preferences.
 - Students will be able to share good or bad news appropriately and respond accordingly.
- 

In the Classroom

- Students will be able to express and ask about ability or inability to do something.
 - Students will be able to make and accept apologies in a polite and appropriate way.
- 

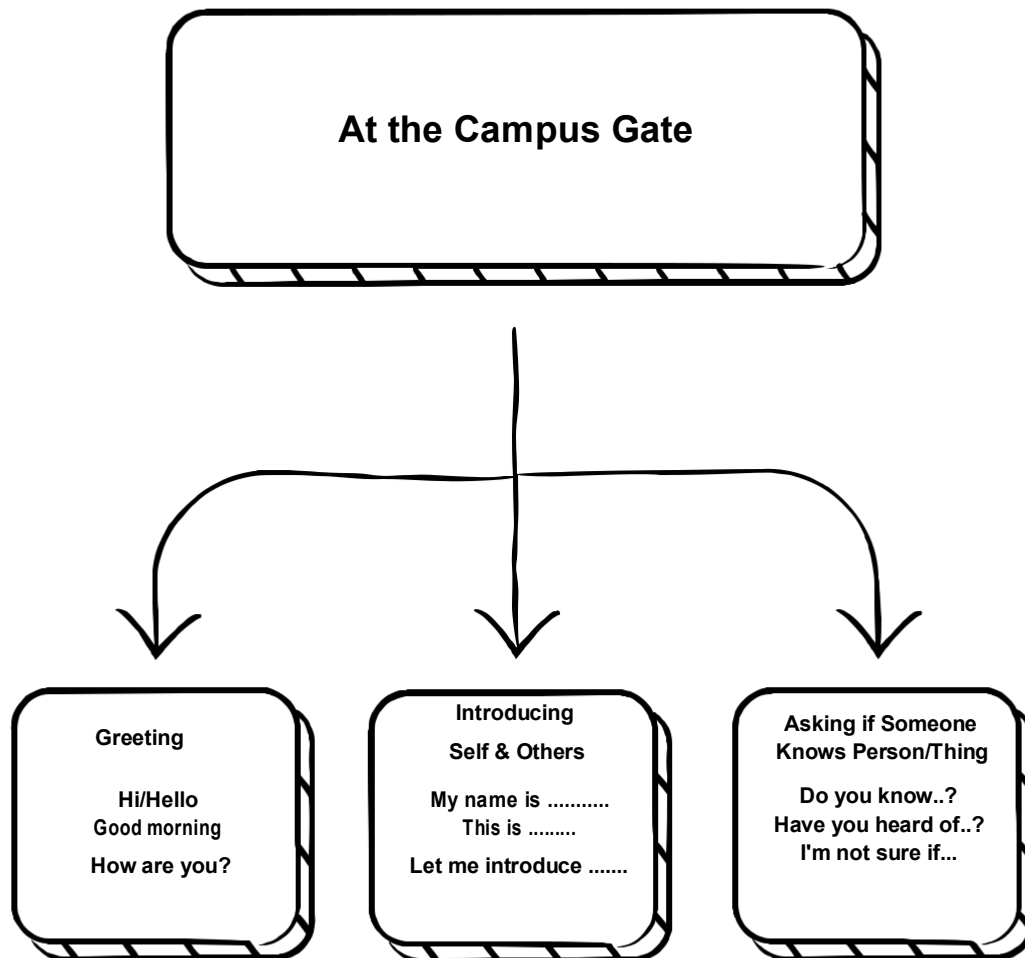
In the Library

- Students will be able to express and ask about wants or desires politely.
 - Students will be able to handle basic telephone conversations related to academic needs.
- 

At the Canteen

- Students will be able to express likes/dislikes and pleasure/displeasure about food or drinks.
 - Students will be able to express and ask about happiness or unhappiness with services or products.
 - Students will be able to deal with and resolve simple communication problems effectively.
- 

Mind MAPPING



AT THE CAMPUS GATE

Welcome to the first step of our campus journey!

Imagine you're standing at the campus gate, meeting friends, lecturers, or even new people. This is where your communication starts. Let's explore how to greet, introduce, and check if we know someone skills that will help you connect from day one!



Source: <https://www.canva.com/photos/MAEfDQeJ45s/>

Before we start talking, let's gather our words. These greetings and introduction phrases are your passport to confident communication!

Table 1. Vocabulary / Expressions

Expression	Meaning	Translation
Good morning / Good afternoon	Formal greeting	Selamat pagi / Selamat siang
Hi / Hello	Informal greeting	Hai / Halo
How are you?	Asking about wellbeing	Apa kabar?
I'm fine, thank you.	Response to greeting	Saya baik, terima kasih
My name is...	Introducing yourself	Nama saya...
This is...	Introducing another person	Ini adalah...
Let me introduce...	Formal way to introduce	Izinkan saya memperkenalkan...
Do you know...?	Asking if someone knows	Apakah kamu tahu...?
I'm not sure.	Uncertain response	Saya kurang yakin
I've never heard of...	Expressing no knowledge	Saya belum pernah dengar...

Repeat after the lecturer. The lecturer reads each line first, and the students repeat.

Conversation 1

Nadine : Good morning! Are you a new student here?
Omar : Yes, I am. My name's Omar. Nice to meet you.
Nadine : Nice to meet you too, Omar. I'm Nadine.
Omar : Are you also studying photography?
Nadine : Yes, I am. Let me introduce my friend. This is Zafran.
Omar : Hello, Zafran. How do you do?

Zafran : How do you do?

Nadine : Do you know where the photography building is?

Zafran : Yes, it's just behind the main library.

Omar : That's great. I was afraid I'd be late for class.

Nadine : Don't worry, we have plenty of time.

Omar : Thanks for your help.

Zafran : No problem at all.

Nadine : Let's walk there together.



"How do you do?" is a formal greeting used when meeting someone for the first time, usually in official events or polite introductions. The proper response is to repeat "How do you do?", not to explain how you are feeling.



1. What is the situation in the conversation above?
2. Where do you think the conversation takes place?

Exercise 1

Complete the conversation below by filling in the blanks by choosing a word/ words from the box!

A: ____! Is this your first day?

B: Yes, it is. My name's Amira. ____ to meet you.

A: ____ to meet you too, Amira. I'm Danish.

B: Danish, this is my friend, Raihan.

C: Hi, Raihan. ____ are you today?

B: I'm fine, _____. How about you?

C: I'm doing well. ____ you know where the film department is?

A: Yes, it's next to the main hall. I can show you.

B: That would be great. ____ so much.

C: You're _____. Are you both in the same program?

A: No, I'm in film studies, and Amira is in photography.

B: That's right. I love taking photos of people and landscapes.

C: Interesting! I prefer making short films.

A: Maybe we can work on a project together someday.

How – Nice - Good morning – Welcome – Do - Thank you

Exercise 2

Read the conversation carefully and answer the questions in the box below!

Hafidz : Good morning! You look a bit confused. Are you looking for something?

Arfan : Yes, Sir. I'm trying to find the student center.

Hafidz : Ah, I see. I can show you the way. My name's Hafidz, by the way.

Arfan : Thanks, Hafidz. I'm Arfan. Nice to meet you.

Hafidz : Nice to meet you too, Arfan. Are you a new student here?

Arfan : Yes, I am. I'm in the photography and film program.

Hafidz : Oh, photography. That's interesting. I often see students taking pictures near the fountain.

Arfan : Really? I just bought a new mirrorless camera.

Hafidz : That's great! If you want, I can tell you some good spots around campus for photos.

Arfan : That would be awesome. Is there a photography club here?

Hafidz : Yes, they meet every Friday afternoon in the student center.

Arfan : Perfect! Thank you for your help, Sir.

Hafidz : No problem. Let's walk there together so you won't get lost.

1. Who is Hafidz and what is his role at the campus gate?

.....

2. Where does Arfan want to go?

.....

3. On which day does the photography club meet?

.....

4. How does Hafidz try to help Arfan feel comfortable in a new environment?

.....

5. In your opinion, how can joining a club help a new student integrate into campus life?

.....

.....

.....

IMPORTANT!

In the conversation you've just read, you might notice some words like *am*, *is*, and *are*. Let's explore what they mean and how to use them.

Do you know Verb To Be?

Be is a 'helping' (or auxiliary) verb when it 'helps' other verbs, for example to form the present or past progressive. For example, He is writing. Be is a full verb when we use it with nouns or adjectives. For example, She's a lecturer, and She's beautiful. The verb *to be* is a very important verb in English. It is used to show the identity, existence, condition, or possession of someone or something as described below:

1. To State Identity or Profession

"To Be" is used to show who or what someone or something is.

Example: "He is a security."

2. To State Condition or State of Being

"To Be" is used to describe how someone or something feels or is.

Example: "I am sad."

3. To State Existence or Location

"To Be" is used to show where someone or something is.

Example: "She is at school."

4. To State Relationship or Possession

"To Be" can be used to express family relationships, friendships, or possession between someone or something.

Example: "He is my elder brother."

Table 2. Forms of Verb To Be in Present Simple

Subject Pronoun	Verb To Be	Example Sentence	Translation
I	am	I am a lecturer.	Saya adalah dosen.
You	are	You are a student.	Kamu seorang mahasiswa.
They	are	They are new students.	Mereka adalah mahasiswa baru.

We	are	We are securities .	Kami adalah para satpam.
He	is	He is a boy.	Ia seorang anak lelaki.
She	is	She is a girl.	Ia seorang anak perempuan.
It	is	It is a cat.	Itu seekor kucing.
Singular noun (Name of someone)	is	Henry is a student.	Henry seorang mahasiswa.
Plural noun (Name of people or things)	are	Catlyn and Charlotte are my friends. The Cars are mine.	Catlyn dan Charlotte adalah teman-temanku. Mobil-mobil itu milikku.

The list of pattern in each to be stated below:

1. Pattern of To be 'Am'

I + am + Nouns/Adjectives

I + am + not +

Nouns/Adjectives Am + I +

Nouns/Adjectives? Example:

I am a lecturer.

I am not a lecturer.

Am I a lecturer?

2. Pattern of To be 'Is'

He/She/It + is + Nouns/Adjectives

He/She/It + is + not + Nouns/Adjectives

Is + He/She/It + Nouns/Adjectives?

Example:

He is a boy.

He is not a boy.

Is he a boy?

Henry is a student.

Henry is not a student.

Is Henry a student?

3. Pattern of To be 'Are'

You/They/We + are + Nouns/Adjectives

You/They/We + are + not +

Nouns/Adjectives Are + You/They/We +

Nouns/Adjectives? Example:

We are securities. We

are not securities.

Are we securities?

Catlyn and Charlotte are my friends.

Catlyn and Charlotte are not my friends.

Are Catlyn and Charlotte my friends?

You can use the *verb to be* to introduce yourself and others, as well as to respond to greetings.

Examples of Expressions and Sentences:

- Greeting
 - Example: Hi! I am Hafidz., Good morning! I am Arfan.
- Introducing Self & Others
 - Example: My name is Hafidz., This is my friend, Arfan.
- Asking if Someone Knows Person/Thing
 - Example: Do you know where the photography building is?, I'm not sure if you know the campus library.

Exercise 3

Complete the sentences with the correct form of the verb to be!

1. I ___ a student of photography and film.
2. She ___ my classmate.
3. We ___ at the campus gate now.
4. They ___ new students this semester.
5. You ___ very helpful, Hafidz.
6. Azkia ___ a woman.
7. Hasan ___ a man.
8. My friends ___ my classmates.
9. Those cameras ___ yours.
10. It ___ my book.

Now, let's read and see how greetings and introductions work in real situations.

Pay attention to tone and expressions.

Exercise 4

Read the text carefully and answer the questions below in the box!

On the first day of the semester, many students gather near the campus gate. Some are talking with their friends, while others are looking for their classrooms. Emma sees a student who looks a bit lost. She approaches him and says, "Good morning! Are you looking for something?" The student, Liam, replies, "Yes, I'm new here. I'm trying to find the photography studio." Emma smiles and says, "I can help you. Let me introduce my friend, Noah. He also studies photography."

Noah shakes hands with Liam and says, "Nice to meet you. I know where the studio is. Follow me." On the way, they talk about their hobbies. Liam says he loves taking pictures of nature, while Noah prefers portrait photography. They both agree to join the photography club together.

By the time they reach the studio, Liam feels happy and less nervous. He thanks Emma and Noah for their kindness. Meeting friendly people at the campus gate makes his first day much better.

1. Where does Emma meet Liam?

.....

2. Who helps Liam find the photography studio?

.....

3. What are Liam's and Noah's photography interests?

.....

4. Why do you think meeting friendly people can make someone's first day better?

.....

5. If you were Liam, what would you do to make new friends on campus?

.....

.....

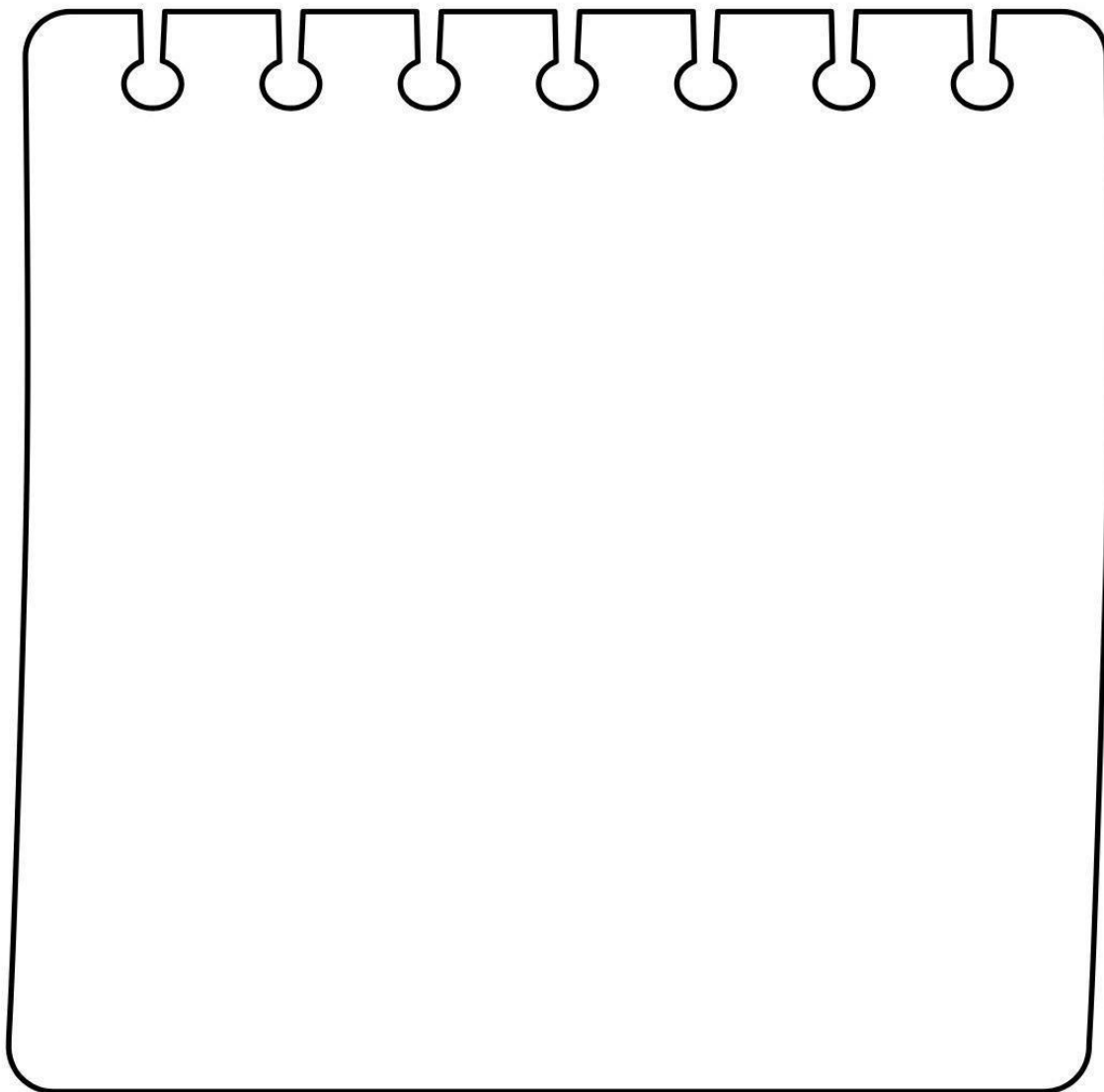
Your turn to create your own campus-gate story! Use the phrases you've learned to introduce yourself and someone else.

Exercise 5

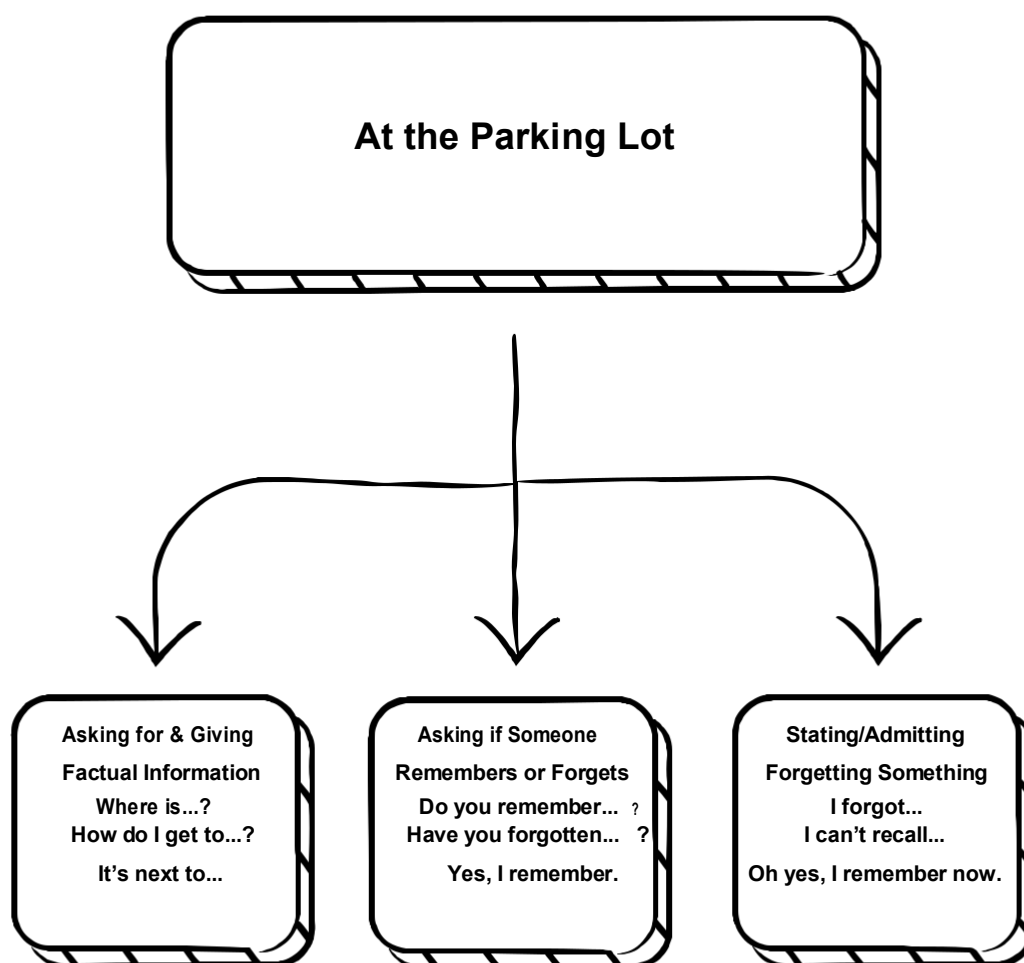
Write a short conversation between you and your classmate meeting at the campus gate. Use at least three greeting expressions and two questions asking if someone knows something.

After writing your conversation, practice it together with your partner. Then, be ready to perform your conversation in front of the class. Speak clearly and try to use natural expressions.

Have fun and support each other!



Mind MAPPING



At the Parking Lot

Imagine arriving at the parking area and needing to ask for information maybe about directions, a building, or where a friend is. This is where asking for and giving factual information becomes super useful!



Source: <https://www.canva.com/photos/MAED91hw7CQ/>

Let's pick up some helpful words and expressions you can use to ask for and give clear information and also to talk about whether you remember something or not.

Table 3. Vocabulary / Expressions

Expression	Meaning	Translation
Excuse me, where is...?	Asking location	Permisi, di mana...?
Could you tell me how to get to...?	Asking for directions	Bisakah Anda memberi tahu saya bagaimana menuju...?
It's next to...	Location reference	Itu di sebelah...
It's opposite...	Location reference	Itu berseberangan dengan...
Do you remember...?	Asking if someone recalls	Apakah kamu ingat...?
I remember now.	Indicating memory return	Saya ingat sekarang
I can't recall.	Can't remember	Saya tidak ingat
I think I forgot.	Forgetting something	Saya pikir saya lupa
Oh yes, I remember.	Sudden recall	Oh iya, saya ingat
Let me check.	Checking information	Biarkan saya periksa dulu

Listen carefully to the lecturer's sentence, then repeat it exactly the same.

Conversation 2

Sherine : Excuse me, could you tell me how to get to the faculty building?

Azhar : Sure. Go straight ahead and turn left at the library.

Sherine : Is it far from here?

Azhar : Not really, just a five-minute walk.

Sherine : Thank you. I'm new here, so I don't know the campus very well.

Azhar : No problem. I was new last year, so I know how it feels.

Sherine : By the way, do you know if there's a café near the faculty building?

Azhar : Yes, there's one opposite the main hall.

Sherine : Great. I might get a coffee after class.

Azhar : Good idea. The coffee there is nice.

Sherine : Do you remember the name of the café?

Azhar : Hmm... I think it's called "Campus Brew."

Sherine : I'll try to remember that.

Azhar : You won't regret it!



1. What is the situation in the conversation above?
2. Where do you think the conversation takes place?

Exercise 6

Complete the conversation below by filling in the blanks by choosing a word/ words from the box!

A: _____, where is the photography lab?

B: It's _____ the library.

A: Thank you. How do I get there from here?

B: Go straight and then turn right after the parking gate.

A: That sounds easy enough.

B: By the way, _____ you remember the lecturer's name for today's class?

A: Oh yes, I _____ now. It's Mr. Harry.

B: That's right! I almost _____.

A: Don't worry, it happens to me too.

B: Let's walk together so we're not late.

A: Good idea.

B: Do you have your student ID?

A: Oh no! I think I _____.

B: Let's go back to your locker quickly.

Remember - Excuse me – Do - next to – I remember -

forgot **Exercise 7**

Read the conversation carefully and answer the questions below in the box!

Hazel : Hello, do you know where we can park our motorbikes?

Parking Attendant : Yes, there's a parking area behind the main hall.

Jack : Is it usually full at this time?

Parking Attendant : Not sure, but it usually has some spaces in the morning.

Hazel : That's good to know. I've never parked there before.

Parking Attendant : Just follow this road and turn left after the cafeteria.

Jack : Thanks. By the way, do you know the schedule for today's photography workshop?

Parking Attendant : I'm not completely sure, but I heard it starts around 10 a.m. in Studio B. You might want to check the notice board to be certain.

Hazel : Oh, I thought it was in Studio A.

Parking Attendant : Someone told me they changed it last week.

Jack : I must have forgotten to check the notice.

Parking Attendant : No problem, it's easy to mix up.

Hazel : We'll park quickly and find out for sure.

Parking Attendant : Alright, have a good day.

1. Where is the parking area located?

.....

2. What does the parking attendant say about the workshop schedule?

.....

3. What does the parking attendant suggest Hazel and Jack do to confirm the schedule?

.....

4. Why did Hazel think the workshop was in Studio A?

.....

5. If you were Hazel or Jack, how would you double-check the information before attending the workshop?

.....

.....

.....

IMPORTANT!

From the conversation you've just read, you can see that Hazel and Jack needed help finding the parking area and confirming the workshop location. This is a common situation where people use Asking and Giving Directions.

Watch the video entitled Asking for and Giving Directions, then write down the key points!



Your Summary

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[illegible]

When discussing *asking and giving directions*, we naturally mention many places or objects around the parking lot. All of these names of places and objects are actually nouns.

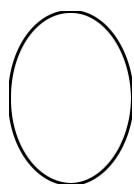
1. What is noun?

A noun is a key part of language that we use in both speaking and writing. It refers to the name of a person, place, object, quality, idea, or even an action.

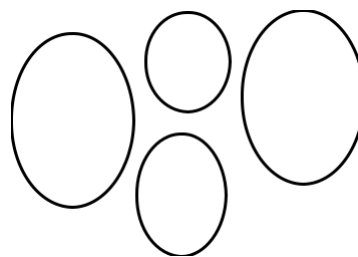
2. What are Singular and Plural Nouns?

Nouns show whether they are singular or plural. A word is singular when it names one person or object, and it becomes plural when it refers to more than one of the same kind.

One (Singular)



More than One (Plural)



The form of a noun's ending shows its number. The last letters of a noun decide how its plural is created. The examples below show how singular nouns can be changed into their plural forms.

- **In most cases, a plural noun is made by adding -s.** Example:
Book => Books, Cat => Cats, Student => Students
- **For nouns that end with s, x, z, sh, or ch, make them plural by adding -es.**
Example: Bus => Buses, Box => Boxes, Quiz => Quizzes, Brush => Brushes, Church => Churches
- **Nouns that end in f or fe usually form their plurals by changing the f/fe into v and then adding -es.**
Example: Leaf => Leaves, Knife => Knives, Wolf => Wolves
- **Nouns ending with -y make their plurals by changing the y to i and then adding -es.**

Example: Baby => Babies, Lady => Ladies, City => Cities

- **Irregular plural nouns**

Example: Aircraft (singular) => Aircraft (plural), Child (singular) => Children (plural), Goose (singular) => Geese (plural), Mouse (singular) => Mice (plural), Ox (singular) => Oxen (Plural), Woman (singular) => Women (plural), Loaf (singular) => Loaves (plural)

When we talk about places or objects, we use nouns in both their singular and plural forms. For example, *a library* (singular) or *two libraries* (plural). To describe the existence or location of these nouns, especially when asking for or giving directions, we use *there is* for singular nouns and *there are* for plural nouns. For instance: “*There is a library near the parking lot*” or “*There are two bookstores across from the campus gate.*”

1. What is “There is”?

“There is” is used to indicate the existence of a single object or thing.

This phrase is applied when the subject being referred to is singular.

Pattern:

There is + singular nouns

There is + not + singular nouns

Is + there + singular nouns?

Example:

There is a library near the parking lot.

There is not a library near the parking lot.

Is there a library near the parking lot?

2. What is “There are”?

On the other hand, “there are” is used when the subject being mentioned is plural. This phrase shows that there is more than one object or thing.

Pattern:

There are + plural nouns

There are + not + plural nouns

Are there + plural nouns?

Example:

There are two bookstores across from the campus gate.

There are not two bookstores across from the campus gate.

Are there two bookstores across from the campus gate?

Exercise 8

PART I

Complete the sentences with there is or there are

1. Excuse me, _____ a bank near here?
2. No, _____ not any bookstores on this street.
3. Yes, _____ a cafeteria next to the library.
4. In front of the parking lot, _____ two buses waiting.
5. Sorry, _____ no ATM in this building, but you can find one across the street.

PART II

Rearrange the words into correct questions or sentences in this box!

Example

how / to / get / could / I / the / library / please / tell / you / me

Could you please tell me how to get to the library?

Questions

1. where / main / the / building / is / campus / located
.....
2. me / how / to / parking area / could / you / tell / get / the / motorbike
.....
3. way / the / to / cafeteria / which / is
.....
4. is / nearest / hall / the / where / lecture
.....
5. get / do / I / the / how / engineering / building / to
.....

6. could / you / me / directions / to / library / give / the
.....
7. is / the / north / gate / near / parking / lot / the
.....
8. me / show / you / to / can / main / hall / the
.....
9. the / next / faculty / of / law / where / is / building
.....
- 10.find / the / how / can / I / auditorium
.....
- 11.turn / left / cafeteria / after / the
.....
- 12.the / between / located / is / hall / main / and / library / parking area
.....
- 13.get / quickest / what's / the / to / way / sports / center / the
.....
- 14.remember / do / where / photography / the / studio / is / you
.....
- 15.to / straight / go / ahead / gate / main / the / from / library / the
.....

Read the short text and discover how factual questions are answered in a natural way in this box below!

Exercise 9

On Monday morning, the campus parking lot is busy with students arriving for their classes. Some students drive cars, while others come on motorbikes or bicycles. Security guards stand at the gate to check parking permits and direct vehicles to the correct spots. For new students, finding the right place to park can be a challenge.

One of the new students, Cherry, is unsure where to park her motorbike. She approaches another student and asks for directions. The student tells her that the motorbike parking area is next to the engineering building and gives her clear instructions on how to get there. Cherry is thankful for the help, as she doesn't want to be late for her film production class.

While walking to class, Cherry tries to remember the lecturer's name but realises she has forgotten. She asks her friend, who reminds her that it is Mr. Jack. Cherry laughs and says she will write it down so she won't forget next time.

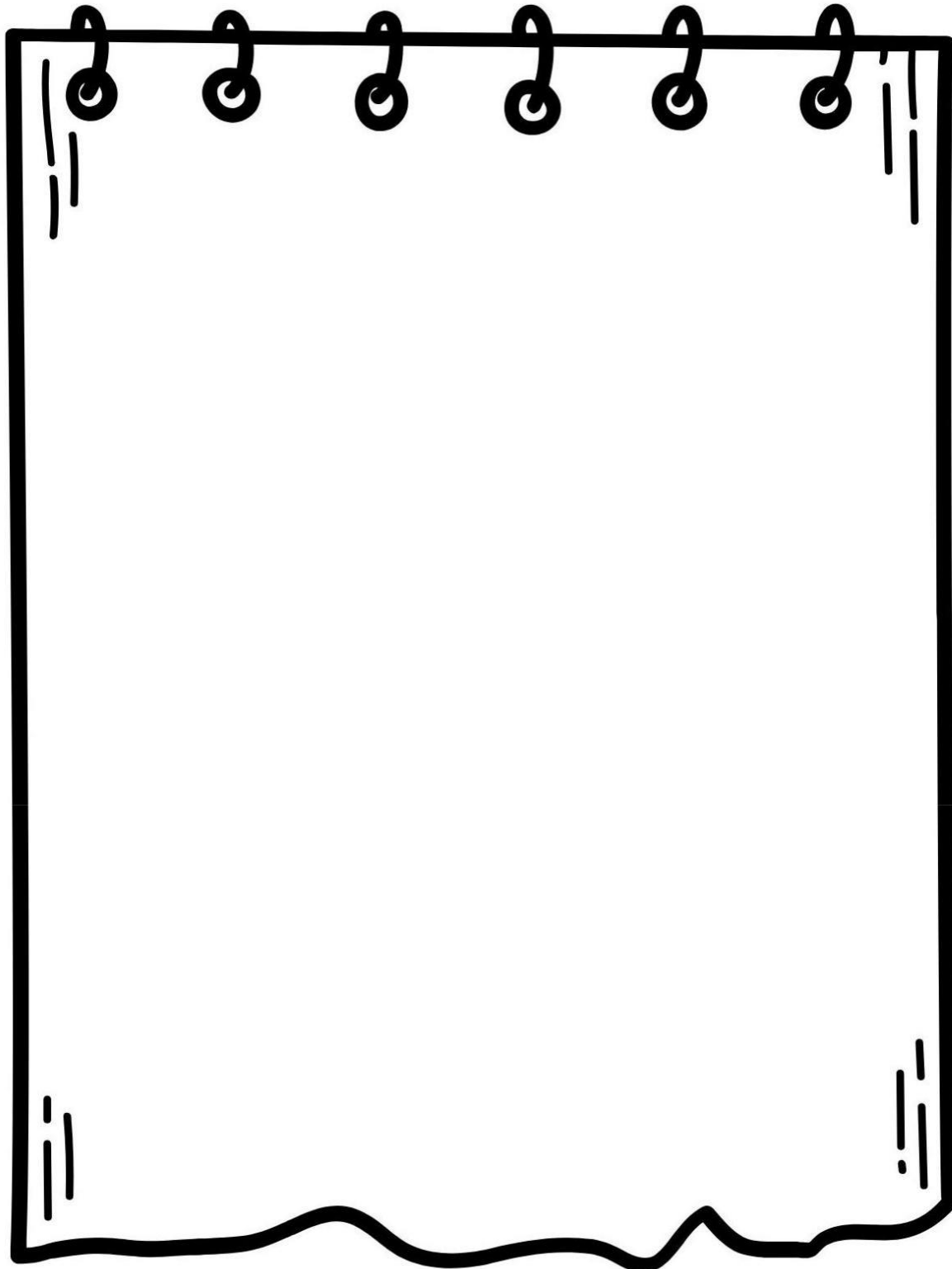
1. Where is the motorbike parking area located?
.....
2. Why is Cherry thankful?
.....
3. How does Cherry plan to remember the lecturer's name in the future?
.....
4. Based on the situation, suggest two strategies new students could use to navigate the campus more effectively.
.....
.....
5. If you were a campus administrator, what improvements would you suggest for helping new students find facilities such as parking areas and classrooms?
.....

Exercise 10

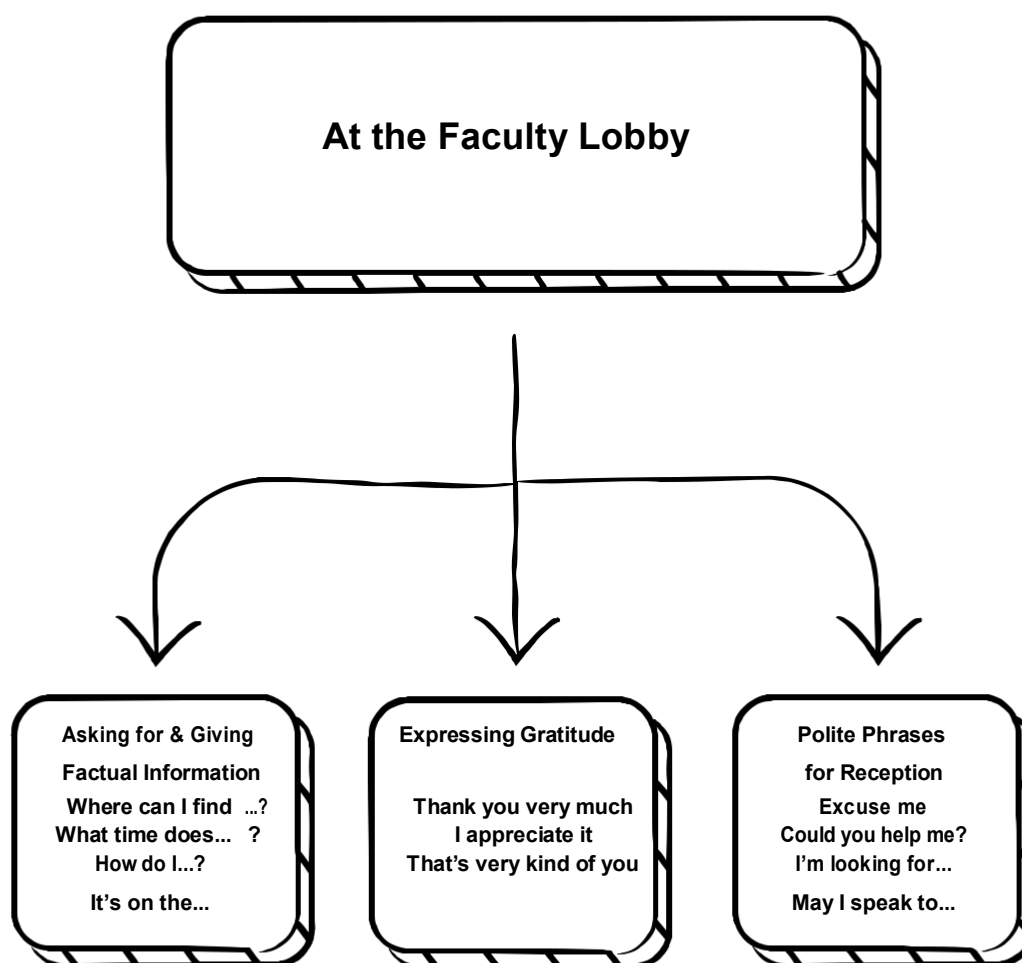
Work in pairs. One person asks, the other gives directions.



Write down your answer here!



Mind MAPPING



At the Faculty Lobby

Picture yourself walking into the faculty lobby and meeting the receptionist. You might need to ask something and don't forget to say thank you! Today, we'll master the art of requesting information and expressing gratitude



Source: <https://www.canva.com/photos/MAEJCc6lbM0/>

Let's learn the polite phrases you'll need when asking for help and showing appreciation.

Table 4. Vocabulary / Expressions

Expression	Meaning	Translation
Excuse me, could you help me?	Asking for assistance politely	Permisi, bisakah Anda membantu saya?
I'm looking for...	Stating what you need to find	Saya sedang mencari...
Could you tell me where...?	Asking for location politely	Bisakah Anda memberitahu saya di mana...?
It's on the second floor.	Giving location	Itu di lantai dua
The office is open from...to...	Giving operating hours	Kantornya buka dari...sampai...
Thank you very much.	Formal thanks	Terima kasih banyak
I appreciate it.	Expressing sincere gratitude	Saya menghargainya
That's very kind of you.	Complimenting helpfulness	Baik sekali Anda
You're welcome.	Responding to thanks	Sama-sama
Glad I could help.	Friendly response to thanks	Senang bisa membantu

Let's step into the lobby through this dialogue. Notice how politeness is expressed. Listen and repeat!

Conversation 3

- Aminah** : Excuse me, could you help me?
Receptionist : Of course. What do you need?
Aminah : I'm looking for the academic office.
Receptionist : It's on the second floor, next to the dean's office.
Aminah : Thank you. What time does it close today?
Receptionist : It's open until 4 p.m.
Aminah : Great. Do I need to bring my student ID?
Receptionist : Yes, that's required for any document request.
Aminah : I see. Thank you for the information.
Receptionist : You're welcome.
Aminah : By the way, where can I find the faculty notice board?
Receptionist : It's right behind you, near the entrance.
Aminah : Oh, I didn't notice.
Receptionist : No worries, it happens to everyone.



What is the situation in the conversation above?

Exercise 11

Complete the conversation below by filling in the blanks by choosing a word/ words from the box!

- A:** _____, could you tell me where the photography studio is?
B: Sure, it's _____ the media lab.
A: Thank you. Do I need to make an appointment to use it?
B: Yes, you should register at the reception desk.
A: Alright, _____ very much.
B: You're _____.
A: Also, could you tell me what time the library closes?

B: It closes at 8 p.m. during weekdays.

A: That's helpful. _____ it.

B: Glad I could help.

A: By the way, is there a café near this building?

B: Yes, just across the street.

A: Great. I might go there after class.

B: Enjoy your coffee!

next to – Excuse me - Thank you – I appreciate -

welcome **Exercise 12**

Read the conversation carefully and answer the questions below in the box!

Corey : Hello, could you help me find the student services office?

Anna : Yes, it's on the first floor, beside the main stairs.

Corey : Thank you. I need to submit a form for my scholarship.

Anna : The staff there will guide you.

Corey : Do you know their working hours?

Anna : They're open from 9 a.m. to 3 p.m., Monday to Friday.

Corey : That's perfect. I'll go there now.

Anna : Make sure you bring your student ID and a copy of the form.

Corey : I have both with me. Thanks for reminding me.

Anna : No problem.

Corey : You've been very helpful.

Anna : I'm glad I could help.

Corey : Have a great day!

Anna : You too!

1. Where exactly is the student services office located within the building?

.....

2. Why does Corey need to go to the student services office?

.....

3. What days and hours is the student services office open?

.....

4. What documents must Corey prepare before going to the office?
.....
5. Based on the conversation, what kind of service might the staff provide once Corey arrives?
.....
- 1.6. WhereHow doesisthe AnnastudentensureservicesCoreyofficeis located?fullyprepared before visiting the office?
2. Whatdoesthestudentneedtosubmit?
7. In what way does Anna show politeness and helpfulness during the conversation?
.....
.....
8. If Corey arrived at 3:30 p.m. on Friday, what problem might occur? Explain.
.....
.....
.....
9. What can we infer about the importance of bringing a student ID to the office?
.....
.....
.....
- 10.How does Anna respond when Corey thanks her for the help, and what does this reveal about their interaction?
.....
.....
.....

IMPORTANT!

In the conversation, Anna doesn't just tell Corey where the office is, but also gives a clue about how to get there by saying *beside the main stairs*. Words like to, towards, into, and past are called prepositions of direction, and they show movement from one place to another. Let's learn how to use them when giving or following directions on campus.

Watch the video entitled prepositions of direction, then write down the key points!



Your Summary

[illegible]

[illegible]

After learning about prepositions of place, you now know how to describe where things are located in the faculty lobby. However, in real conversations, it is not enough just to describe a place. We also need to ask about locations when we do not know where something is. To do this, we use Yes/No Questions and Wh- Questions with prepositions.

1. What are Yes/No Questions?

Yes/No questions are also known as closed questions. These types of questions only allow two possible answers: yes or no. When forming a Yes/No question, the sentence must include one of these verbs: be, do, have, or a modal verb. It is not possible to create a Yes/No question without using one of these verbs. Below are some examples of Yes/No questions. Yes/No questions are simple and direct. As the term implies, they are meant to be answered only with "yes" or "no." Forming them is not complicated, and once you understand the structure, you'll be able to create Yes/No questions easily and naturally.

How to Build Yes/No Questions

Creating Yes/No questions follows an easy pattern:

1. Begin with an auxiliary verb (such as do, does, is, are, can, have, etc.).
2. Place the subject after the auxiliary (the person or thing involved).
3. Add the main verb to show the action or state.
4. Complete the sentence with any other necessary information.

Examples:

1. Is there a notice board on the wall near the entrance? Yes, there is. / No, there isn't.
2. Are there any chairs beside the information desk? Yes, there are. / No, there aren't.
3. Is the security guard at the lobby door? Yes, he is. / No, he isn't.
4. Is the lost-and-found office next to the elevator? Yes, it is. / No, it isn't.

5. Are there students in front of the faculty office? Yes, there are. / No, there aren't.

2. What are Wh-Questions?

Wh-questions are needed an answer and more than just a 'yes' or 'no' answer. Wh-questions have main wh-words they are:

- Who: For asking about people.
- What: For asking about things or actions.
- When: For asking about time.
- Where: For asking about places.
- Why: For asking about reasons.
- How: For asking about methods or amounts (even though it doesn't start with "wh," it's part of the family!).

How to Form Wh- Questions

Here's the pattern for forming wh- questions:

1. Start with a wh- word (who, what, when, where, why, how).
2. Add the auxiliary verb (do, does, is, are, can, have, etc.).
3. Follow with the subject (the person or thing doing the action).
4. Add the main verb (the action or state).
5. Finish with the rest of the sentence.

Examples:

1. Where is the information desk in the faculty lobby? It is next to the main entrance.
2. Who is at the lobby door this morning?
The security guard is at the door.
3. What is on the wall beside the elevator?
There is a campus map on the wall.
4. Where are the chairs in the lobby?
They are in front of the information desk.
5. How many students are there in the faculty lobby right now? There are five students in the lobby.

Exercise 13

This exercise has 5 parts. Read each question carefully and answer correctly.

PART 1

Complete the questions with **is / are / there is / there are**.

1. ___ there a notice board on the wall near the entrance?
2. ___ there students sitting in front of the faculty office?
3. ___ the security guard at the lobby door today?
4. ___ there an elevator next to the stairs?
5. ___ the chairs beside the information desk?

PART 2

Fill in the blanks with **Wh-words (where, who, what, how many, when)** and the correct form of **to be**.

1. ___ is the information desk in the faculty lobby?
2. ___ is at the lobby door this morning?
3. ___ is on the wall beside the elevator?
4. ___ chairs are there in the lobby?
5. ___ is the faculty meeting in the lobby today?

PART 3

Fill in each blank with the correct preposition of direction from the box:

Onto – towards – through – along – past – over – into –
acrossdown - up

1. Go ___ the hallway until you reach the library.
2. Walk ___ the bridge to get to the other side of the campus.
3. The parking lot is straight ___ the main entrance.
4. Turn left and go ___ the stairs to reach the second floor.
5. Go ___ the faculty gate and you'll see the reception desk on your right.

PART 4

Choose the best preposition of direction (a, b, or c) to complete each sentence.

6. The notice board is at the end of the corridor. Walk ____ it and you'll find the computer lab.
 - a) past
 - b) over
 - c) into
7. The path goes ____ the park and ends near the cafeteria.
 - a) along
 - b) through
 - c) down
8. She walked ____ the sports hall and headed to the library.
 - a) into
 - b) over
 - c) across
9. The canteen is ____ the main building, beside the student center.
 - a) onto
 - b) towards
 - c) across
10. To get to the art gallery, go ____ the ramp instead of using the stairs.
 - a) down
 - b) up
 - c) past

PART 5

Arrange the words in the correct order to make a complete sentence using the correct preposition of direction.

11. into / went / the / I / main / office / directly

.....

12. the / down / go / street / until / traffic lights / the / you / reach

.....

13. building / walked / the / along / he / until / library / reached / the

.....

14. park / to / across / the / walked / she / reach / the / canteen

.....

15. walked / the / entrance / towards / main / students / the

.....

Exercise 14

Read the passage carefully. Then, answer in the box below the following 10 questions in complete sentences based on the information in the text.

The faculty lobby is the first place many visitors see when they enter the building. It is usually bright and welcoming, with a reception desk in the middle. The receptionist greets students and guests, answers questions, and provides information about offices and schedules.

On her first day, Ami needs to find the photography studio. She approaches the reception desk and politely asks for directions. The receptionist tells her that the studio is on the third floor, next to the editing room. Ami thanks the receptionist and writes down the location so she won't forget.

Later in the day, Ami returns to the lobby to ask about upcoming workshops. The receptionist gives her a printed schedule and reminds her to check the notice board regularly. Ami expresses her gratitude, saying, "I appreciate it," and the receptionist smiles, replying, "You're welcome."

1. What is the general appearance of the faculty lobby?
.....
.....
2. What is the role of the receptionist in the lobby?
.....
.....
3. Who is **Ami**, and what is the purpose of her visit in the morning?
.....
.....
4. How does **Ami** ask for directions to the photography studio?
.....
.....
5. On which floor is the photography studio located?
.....
.....
6. Which room is located next to the photography studio?
.....
.....
7. Why does Ami return to the lobby later in the day?
.....
.....
8. What kind of schedule does the receptionist give to Ami?
.....
.....
9. What reminder does the receptionist give Ami about the notice board?
.....
.....
10. How does the receptionist respond to Ami's expression of gratitude?
.....
.....

Exercise 15

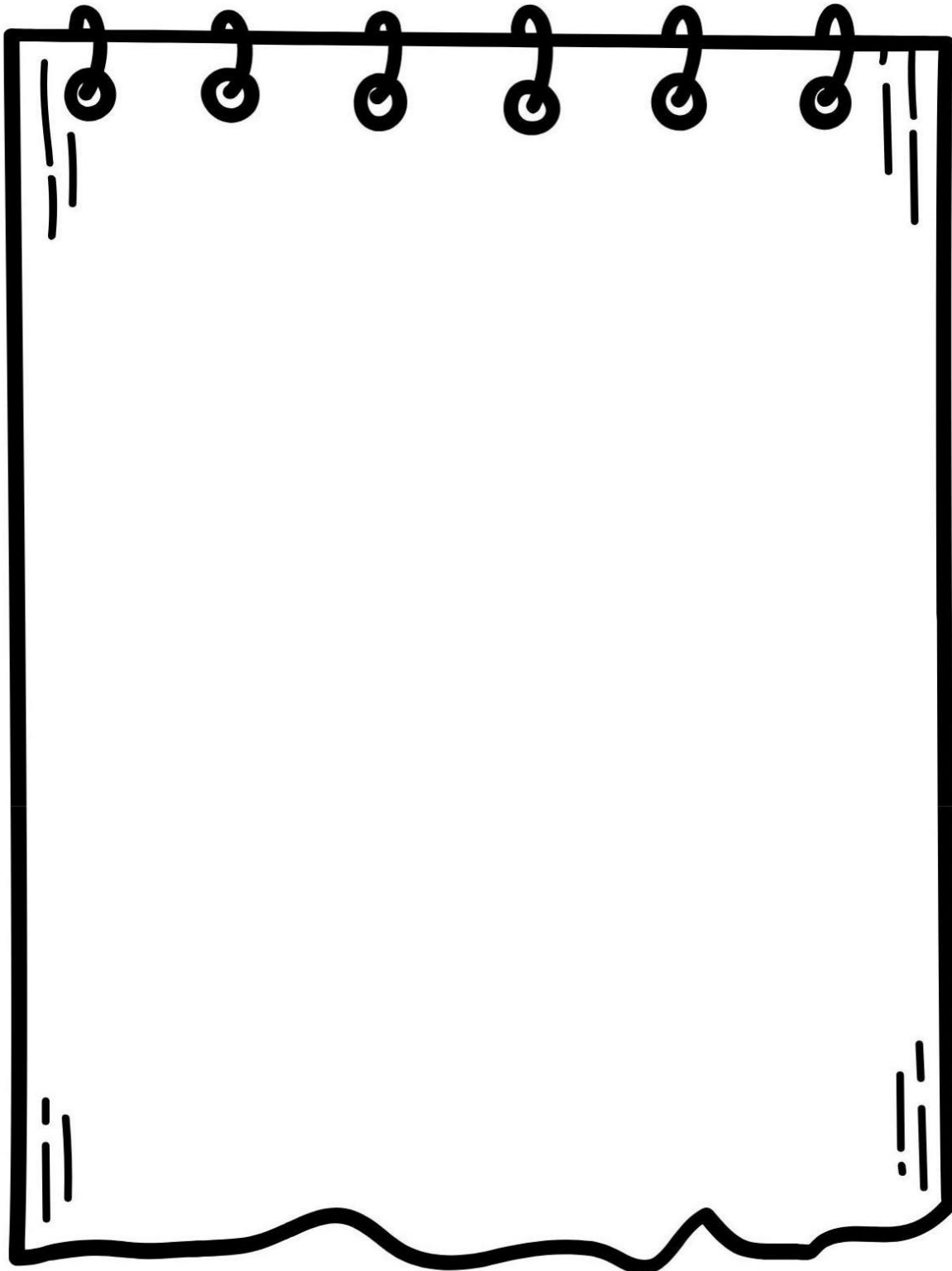
Role Play

Instructions

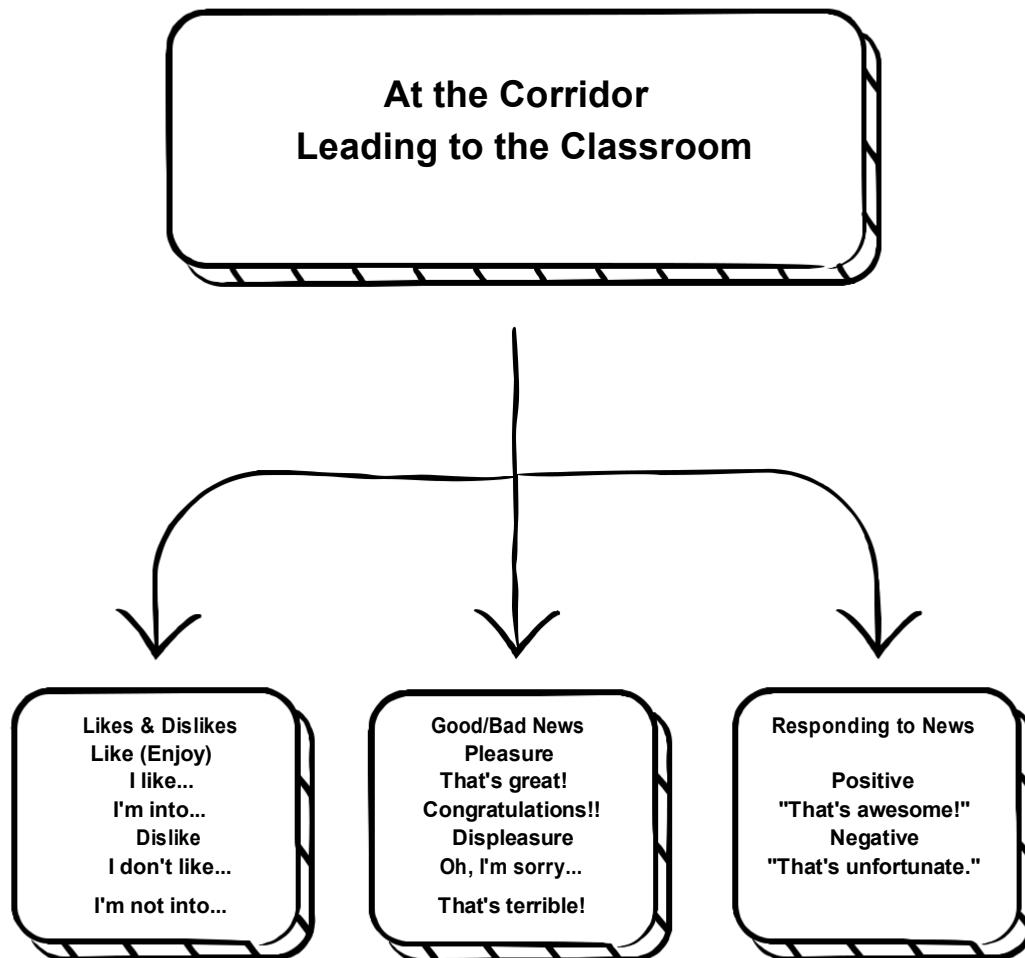
1. Form a group of three people:
 - Person A → Receptionist
 - Person B → Student 1
 - Person C → Student 2
2. Create two different situations in the same conversation:
 - Student 1 asks the receptionist for directions to a photography-related location (e.g., Photography Studio, Photo Exhibition Hall, Camera Equipment Room) using prepositions of direction (e.g., *go straight, turn left, next to, across from, between*). They also check if the receptionist remembers a related fact (e.g., exhibition schedule, room number, equipment pick-up time).
 - Student 2 asks the receptionist for directions to a film-related location (e.g., Film Production Lab, Editing Room, Film Screening Hall) using prepositions of direction and also checks if the receptionist remembers something else (e.g., screening time, film festival date, equipment booking procedure).
3. Your dialogue should have 10–12 lines in total and should include:
 - Expressions for asking directions:
 - “Could you tell me how to get to...?”
 - “Where is...?”
 - “How far is it from here?”
 - “It’s next to...”
 - “It’s between ... and ...”

- Prepositions of direction: *go straight, turn left, turn right, across from, next to, between, in front of, behind.*
 - Expressions for remembering/forgetting:
 - “Do you remember...?”
 - “Have you forgotten...?”
 - “Oh yes, I remember now.”
 - “I can’t recall.”
4. Write your script first, making sure to use at least three different prepositions of direction in your conversation.
5. Practice in your group and then present your role play in front of the class.

Write down your script here!



Mind MAPPING



At the Corridor Leading to the Classroom

Walking down the hallway, you might share something you like or dislike, or even tell a friend some news. Let's learn how to express feelings and share good or bad news naturally.



Source: <https://www.canva.com/photos/MADIkZCrWWY/>

Here are the key words and expressions to talk about likes, dislikes, and news both happy and sad.

Table 5. Vocabulary & Expressions

Expression	Translation
I like...	Saya suka...
I love...	Saya sangat suka...
I'm into...	Saya tertarik pada...
I don't like...	Saya tidak suka...
I'm not into...	Saya tidak tertarik pada...
That's great!	Itu hebat!
Congratulations!	Selamat!
That's awesome!	Luar biasa!
I'm happy for you.	Aku senang untukmu.
Oh no!	Aduh!
That's terrible.	Itu buruk sekali.
I'm sorry to hear that.	Aku turut prihatin mendengarnya.
What happened?	Apa yang terjadi?
Really?	Serius?

Follow the hallway conversation and notice how emotions are expressed

Conversation 4

Rara : Hey, Ihsan! Do you like the photography course this semester?

Ihsan : Yes, I really like it. The lecturer is amazing.

Rara : Same here! I love how we learn about composition techniques.

Ihsan : I'm into editing photos for our assignments too.

Rara : Oh, I'm not really into editing. I prefer taking the shots during campus events.

Ihsan : That's okay. Everyone has different interests.

Rara : True. By the way, I have some good news.

Ihsan : Really? What is it?

Rara : I won first place in the university photo contest!

Ihsan : Wow! That's awesome! Congratulations!

Rara : Thank you! I'm so happy about it.

Ihsan : You should be proud.

Rara : Yeah, I am.

Ihsan : Let's celebrate at the campus café after class!



What is the situation in the conversation above?

Exercise 16

Complete the conversation below by filling in the blanks by choosing a word/ words from the box!

A: Hi, Axel. Do you ___ sports photography?

B: Yes, I ___ it a lot.

A: Nice. I'm more into street photography.

B: Oh, I'm not really ___ street photography.

A: That's fine. Oh, guess what?

B: What happened?

A: I got accepted into the campus photography club!

B: That's _____. Congratulations!

A: Thank you! I'm so _____ to join.

B: I'm happy for you.

A: By the way, how's your project?

B: Not so good. My camera broke.

A: Oh no! That's _____.

B: Yeah, I'm really upset.

That's great – happy - That's terrible - I love - I'm into - like

Exercise 17

Read the conversation carefully and answer the questions below in the box!

Hanif : Morning, Zaki! Do you like today's lecture topic?

Zaki : Honestly, I don't like it very much. It's too technical.

Hanif : I understand. I actually enjoy it.

Zaki : That's good for you. Anyway, I have bad news.

Hanif : Oh no, what is it?

Zaki : My laptop crashed last night.

Hanif : That's terrible! Are your files safe?

Zaki : I'm not sure. I hope so.

Hanif : I'm sorry to hear that.

Zaki : Thanks. But I also have some good news.

Hanif : Really? Tell me!

Zaki : I got a part-time job as a photo editor.

Hanif : Wow, that's awesome! Congratulations!

Zaki : Thanks. I'm excited to start next week.

1. What is today's lecture topic, and how does Zaki feel about it?
--

.....

.....

2. Why does Zaki say he doesn't like the topic?

.....
.....

3. How does Hanif feel about the lecture topic?

.....
.....

4. What bad news does Zaki share with Hanif?

.....
.....

5. What happened to Zaki's laptop?

.....
.....

6. What does Hanif ask after hearing about the laptop problem?

.....
.....

7. How sure is Zaki about the safety of his files?

.....
.....

8. What good news does Zaki share later in the conversation?

.....
.....

9. What is Zaki's new job?

.....
.....

10.If you were Hanif, what advice would you give to Zaki about preventing data loss in the future?

.....
.....

IMPORTANT!

In this conversation, Hanif and Zaki talk about what they like and dislike, and share both good and bad news. This is a great starting point for learning how to use the Present Simple to express opinions and habits, how to use gerunds after verbs such as *like* and *enjoy*, and how to respond naturally to different types of news in everyday student life.

Watch these videos entitled Present Simple!



Present Simple

Your Summary

.....

.....

.....

.....

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.....

.....

.....

.....

.....

.....

[illegible]

After watching the video about the Present Simple pattern, we always repeat the same nouns in each sentence (like *my friend, the student, the teacher*), our sentences may sound unnatural. This is where pronouns become useful, because they help us avoid repetition and make our sentences smoother. At the same time, many verbs in the Present Simple—such as *like, love, enjoy, dislike*—are often followed by another verb in the -ing form (gerund). This shows how the Present Simple connects with gerunds in expressing likes and dislikes.

1. What is Pronoun?

Pronouns act as replacements for nouns. The prefix “pro-” in pronoun means “for,” so the word itself can be understood as “for a noun” or “in place of a noun.” Using pronouns helps us avoid repeating the same nouns over and over again, making sentences smoother and less monotonous.

Example:

Zalina goes to the supermarket. **Zalina** buys some vegetables. Joe asks **Zalina** if **Zalina** wants to cook.

The use of another part of speech—pronouns—can avoid repetition:

Zalina goes to the supermarket. **She** buys some vegetables. Joe asks **her** if **she** wants to cook.

The most common task for pronouns is replacing nouns. Like the nouns they replace, pronouns refer to people, places, or things.

Types of Pronoun

- **Subject Pronouns**

A subject pronoun performs the action of the verb. Subject pronouns are divided into two types such as singular and plural pronouns. The example of singular subject pronouns are I, you, he, she, it. For plural subject pronouns are we, you, and they.

- **Object Pronouns**

An object pronoun receives the action of the verb or is used in a prepositional phrase. Object pronouns are divided into two types such as singular and plural object pronouns. The example

of singular object pronouns are me, you, him, her, it. For plural object pronouns are us, you, and them.

- **Possessive Pronouns**

A possessive pronoun stands alone and shows relationship or ownership. It has no apostrophe. Possessive pronouns are words that replace nouns to indicate possession or ownership. In a simple sense, they work like the Indonesian suffixes “-ku,” “-mu,” and “-nya.” These pronouns are grouped into two types: dependent and independent forms, each of which can be either singular or plural. Check the following table to see the forms of dependent and independent possessive pronouns more clearly.

Table. 6 Types of Pronouns

Type of Pronoun	Singular Examples	Plural Examples
Dependent Pronouns	My, You, Her, His, Its	Your, Our, Their
Independent Pronouns	Mine, Yours, Hers, His, Its	Yours, Ours, Theirs

Examples:

- This is **my** class.
- **Our** lecturer is a nice person.
- **Their** efforts are always amazing.
- Don't judge a book by **its** cover.
- Why don't you bring **mine**?
- This bedroom is **yours** now.
- Which chair is **ours**?
- Those skirt collections are **theirs**.

2. What is Gerund?

A gerund is created by adding -ing to the base form of a verb. In a sentence, it often takes the role of a noun, which is why gerunds are sometimes described as verbs turned into nouns.

Here are several common uses of gerunds with examples:

- **As the Subject of a Sentence**

Gerunds placed at the beginning of a sentence act as subjects.

Examples:

Smoking is not allowed.

Singing is my favourite activity. **Running** is my hobby.

- **As the Object of a Verb**

Gerunds can serve as objects, either after *to be* verbs or other verbs.

My hobby is **dancing**.

Let's go **walking** out.

His hobby is **eating**.

He enjoys **drinking** lemon tea.

- **After Phrasal Verbs**

Gerunds frequently follow phrasal verbs. Examples:

He will never give up **helping**, it's his passion.

You should focus on **trying** to find your phone.

- **After Prepositions**

When a preposition is used, the verb that follows is often in gerund form.

Examples:

She's interested in **reading**. Jonathan is so good at **playing** violin.

Please clean up your plate before **putting** this dough.

Exercise 18

This exercise has 5 parts. Read each question carefully and answer correctly.

PART 1

Fill in each blank with the correct form.

1. She ____ (study) at the Faculty of Engineering.
2. We usually ____ (meet) in the library after class.
3. My lecturer always ____ (start) on time.
4. I ____ (not/like) noisy classrooms.
5. They ____ (discuss) projects every Monday.
6. Hanif ____ (not/attend) photography club meetings.

PART 2

Choose the best answer (a, b, or c) to complete each sentence.

7. Zaki ____ good news before giving the bad news.
a) shares
b) share
c) sharing
d) shared
8. I usually ____ my coffee at the campus café.
a) drink
b) drinks
c) drinking
d) drank
9. She ____ her assignments early.
a) submit
b) submits
c) submitting
d) submitted

10. We ____ part-time jobs during the semester.

- a) have
- b) has
- c) having
- d) had

11. My friends always ____ me when I feel nervous before a presentation.

- a) support
- b) supports
- c) supporting
- d) supported

PART 3

Answer these questions based on your experience.

12. What time do you usually start your first class?

.....

13. Who helps you with your assignments?

.....

14. How often do you visit the campus library?

.....

PART 4

Fill in the blanks with the correct pronoun.

1. ____ am a new student in this faculty.
2. Do you know that girl? I don't know ____.
3. This is my friend, Zaki. ____ is from Bandung.
4. Please tell ____ the way to the library.
5. That bag is not yours. It's ____.

PART 5

Fill in the blanks with the correct gerund form of the verb in brackets.

1. ____ (read) English books is fun.
2. She enjoys ____ (take) photos of nature.
3. We are interested in ____ (join) the debate club.
4. His hobby is ____ (swim) in the morning.
5. They talked about ____ (travel) to Bali last summer.

Exercise 19

Read the passage carefully. Then, answer in the box below the following 10 questions in complete sentences based on the information in the text.

In the corridor leading to their classrooms, university students often engage in brief conversations about their academic interests and extracurricular activities. While some express a preference for technical disciplines, others are more inclined towards creative fields. These interactions provide an opportunity for students to exchange personal viewpoints in an informal setting.

It is also common for students to share recent developments in their lives. Positive news may relate to academic achievements, internship offers, or significant personal milestones. Conversely, negative news might involve academic challenges, unexpected setbacks, or personal difficulties.

Responding appropriately to such news is a key aspect of interpersonal communication. Demonstrating empathy through expressions of congratulations or sympathy not only fosters mutual respect but also strengthens peer relationships within the academic community.

1. According to the text, what topics do students commonly discuss in the corridor?

.....
.....

2. What types of subjects are mentioned as preferences among students?

.....
.....

3. Provide one example of positive news shared by students.

.....
.....

4. Provide one example of negative news mentioned in the text.

.....
.....

5. Why might students choose to share news in an informal setting such as the corridor?

.....
.....

6. How does responding with empathy contribute to peer relationships?

.....
.....

7. Which expressions could be used to congratulate a classmate on academic success?

.....
.....

8. Which expressions could be used to show sympathy when a peer faces difficulties?

.....
.....

9. How do brief corridor conversations contribute to campus life?

.....
.....

10. In what ways might sharing both positive and negative news prepare students for professional communication in the future?

.....
.....

Exercise 20

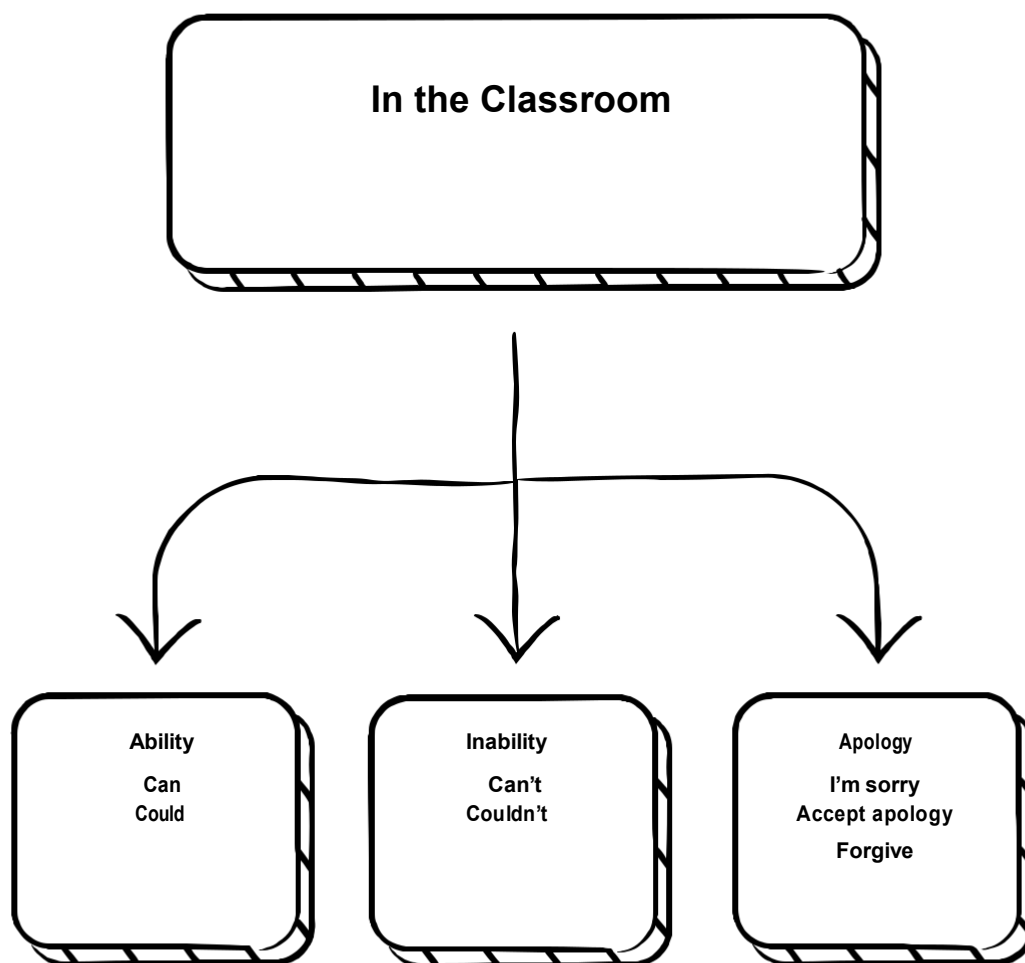
Work in pairs.

Instruction:

1. Take turns asking and answering the questions from the Wordwall Open Box activity.
2. Answer in full sentences, not just single words.
3. Use correct grammar and pronunciation.
4. Switch roles so both of you practise asking and answering all questions



Mind MAPPING



In the Classroom

Inside the classroom, you might need to say what you can or can't do, or even apologize for something. Today, we'll focus on expressing ability and making polite apologies.



Source: <https://www.canva.com/photos/MAEgX0iAVIE/>

Let's get familiar with the key phrases for talking about abilities and saying sorry politely.

Table 7. Vocabulary & Expressions

Vocabulary & Expressions	Translation
Can you...?	Bisakah kamu...?
Are you able to...?	Apakah kamu bisa...?
I can / I'm able to	Saya bisa / saya mampu
I can't / I'm not able to	Saya tidak bisa
I'm afraid I can't	Maaf, saya khawatir tidak bisa
Sorry / I'm sorry	Maaf
I apologise / Please accept my apology	Saya mohon maaf / Tolong terima maaf saya
That's alright / No problem	Tidak apa-apa
Don't worry about it	Jangan khawatir
I'll try my best / I will try my best	Saya akan berusaha semaksimal mungkin
Thank you for understanding	Terima kasih atas pengertiannya
Whiteboard	Papan tulis
Marker	Spidol
Eraser	Penghapus papan
Projector	Proyektor
Wall clock	Jam dinding
Folding chair	Kursi lipat
Lecture desk	Meja kuliah
Attendance	Presensi
Group discussion	Diskusi kelompok
Presentation	Presentasi
Portable instrument	Alat musik portabel

Guitar tuning	Tuning gitar
Reading notation	Membaca notasi
Class sheet music	Partitur kelas
Vocal practice	Latihan vokal
Music performance test	Ujian praktik musik
Listening to harmony	Mendengarkan harmoni
Acoustic panel	Papan akustik
Class sketchbook	Sketchbook kelas
Shading pencil	Pensil arsir
Ruler	Penggaris
Perspective drawing	Gambar perspektif
Magazine layout	Layout majalah
Brainstorming idea	Ide brainstorming
Portfolio review	Review portofolio
Hand in	Menyerahkan tugas
Look up	Mencari informasi/kata
Take down	Mencatat
Go over	Meninjau/mengecek ulang
Work out	Menyelesaikan soal
Write down	Menuliskan
Speak up	Berbicara lebih keras
Figure out	Memahami/mencari solusi
Point out	Menunjukkan/menekankan
Carry out	Melaksanakan instruksi

Exercise 21

Fill in the blank with the correct answer!

1. Students must _____ their assignments on time.
2. The teacher asked us to _____ the formula.

3. Musicians usually _____ their instruments before class.
4. I can't hear her voice, so she needs to _____.
5. The lecturer told us to _____ the answers before submitting.

Listen and repeat how these expressions come to life in a classroom conversation.

Conversation 5

Tedi : Excuse me, Alfian, can you help me set up the projector?

Alfian : Yes, I can help. What seems to be the problem?

Tedi : I can't get the laptop to connect to the HDMI port.

Alfian : Right — let me have a look.

Tedi : I'm afraid I don't know how to change the display settings.

Alfian : No worries; I'm able to do that.

Tedi : That would be great — thank you.

Alfian : There, it's connected now. Can you see the slides?

Tedi : Yes, I can. Perfect.

Alfian : By the way, I must apologise for arriving late this morning.

Tedi : Oh, that's alright. What happened?

Alfian : I missed my bus and had to wait for the next one.

Tedi : I understand. Don't worry about it.

Alfian : Thank you for understanding.



What is the situation in the conversation above?

Exercise 22

Complete the conversation below by filling in the blanks by choosing a word/ words from the box!

Arka (Music): _____ **(1)** you help me carry this keyboard to the classroom?

Sinta (DKV): Sorry, I _____ **(2)**; my wrist hurts today.

Arka: Oh no — could you at least show me how to unplug the cables?

Sinta: Yes, I _____ **(3)** show you.

Arka: Thank you. Also, _____ **(4)** for being late to rehearsal yesterday.

Sinta: _____ **(5)**. It happens.

Arka: I forgot to bring the sketchbook for our poster design.

Sinta: Don't worry — I can lend you mine for the class.

Arka: Really? Thank you. _____ **(6)** for your help.

Sinta: _____ **(7)**.

Arka: I will return it tomorrow — _____ **(8)** to finish my part tonight.

Sinta: I appreciate that.

Arka: I'm sorry again for the trouble. _____ **(9)**.

Sinta: That's fine — good luck with your practice.

A. Could

B. can't

C. can

D. Sorry

E. That's alright

F. Thanks a lot

G. You're welcome

H. I promise

I. No problem

J. Apologies

K. My bad

Exercise 23

Read the conversation carefully and answer the questions below in the box!

Lecturer : Please take out your class sketchbooks for today's session.

Student A : Sir, should we also bring along the sheet music from last week?

Lecturer : Yes, please. We will go over the harmony exercises together.

Student B : May I hand in my portfolio at the end of class?

Lecturer : Of course. But don't forget to write down the key points from the last feedback.

Student C : Excuse me, could you show us again how to adjust the projector?

Lecturer : Sure. First, plug in the cables, then switch on the projector.

Student D : Should we carry out the film analysis later?

Lecturer: 1. What does the lecturer say about the task the students will be carrying out next week?

current of tasks in class?

Student E: Okay, thank you, Sir. We'll look over our mistakes carefully.

Lecturer: Good. Please remember to hand in your assignments before

leaving.

2. Which phrasal verb does the lecturer use to mean "review together"?

3. Why does Student B want to hand in the portfolio at the end of class?

4. What does the lecturer remind the students to write down?

5. According to the lecturer, what should the students do first before switching on the projector?

6. Which task will be carried out next week?

7. How do the students plan to look over their mistakes?

8. Which phrasal verb in the dialogue means "submit an assignment"?

9. What does Student A bring along besides the sketchbook?

.....
.....

10. Do you think using phrasal verbs makes the classroom conversation sound more natural? Why or why not?

.....
.....

IMPORTANT!

In classroom conversations, we often use can and could to express ability, inability, or to make polite requests. Using can makes the request simple and direct, while could makes it sound more polite. This small difference is important in academic and creative settings where teamwork and respectful communication matter.

1. What is 'Can'?

We use can to express that something is possible, permitted, or that someone has the ability to do it. The structure is can + infinitive (for example: can do, can see). Although it is also possible to use be able to, the modal verb can is more common in everyday English. It can describe both general ability (what someone can do in general) and specific ability (what someone can do in a particular situation).

Pattern:

Nouns/Subject pronouns + can + verb 1

Example:

He can play guitar really well.

Jackson can speak Sundanese fluently.

Alia can come to Zahira's birthday party.

“Can” has another form such as in negative statement, Yes/No questions and WH Questions.

- **Negative statement “Cannot”(or its contraction “can’t”)**

Is a modal verb used to express inability. It shows that someone is not able to do something. Cannot can describe both general inability (something someone is never able to do) and specific inability (something someone is unable to do in a particular situation).

Pattern:

Nouns/Subject pronouns + cannot/can’t + verb 1

Example:

She can’t jump.

Merry cannot ride because she is too tired.

- **Yes/No questions**

There are two ways of forming negative Yes/No Questions with Can:

- **Forming Positive Yes/No Questions**

Can + Noun + Verb 1?

Example:

Can I speak English?

Answer: Yes, you can. / No, you can’t.

- **Forming Negative Yes/No Questions**

Can + Noun + not + Verb 1?

Can’t + Noun + Verb 1?

Example:

Can you not buy today?

Can’t you buy today?

- **Forming WH**

Questions Pattern:

WH Questions + can + Noun + Verb 1?

WH Questions + can’t + Noun + Verb 1?

Example:

What can I do?

Answer: You can watch movie on TV.

Why can't she come?

Answer: Because she is getting cold.

2. What is 'Could'?

"Could" is a modal verb used to express general ability in the past. This ability usually no longer exists in the present.

Pattern:

Nouns/Subject pronouns + could + verb 1

Example:

Jessica could speak Turkish when she was a kid.

My father could climb coconut trees when he was younger.

"Could" has another form such as in negative statement, Yes/No questions and WH Questions.

- **"Could not" or its contraction "couldn't"**

Is a modal verb used to express inability in the past. It can describe both general inability and specific inability.

Pattern:

Nouns/Subject pronouns + could not/couldn't + verb 1

Example:

I couldn't play badminton at all when I was in junior school. Liana couldn't attend the school.

- **Yes/No questions**

There are two ways of forming negative Yes/No Questions with Could:

- **Forming Positive Yes/No Questions**

Could + Noun + Verb 1?

Example:

Could I tell my story?

Answer: Yes, you could. / No, you couldn't.

- **Forming Negative Yes/No**

Questions Could + Noun + not +
Verb 1? Couldn't + Noun + Verb 1?

Example:

Could you not buy today?
Couldn't you buy today?

- **Forming WH**

Questions Pattern:

WH Questions + could + Noun + Verb 1?
WH Questions + couldn't + Noun + Verb 1?

Example:

What could I do?

Answer: You could watch movie on TV.

Why couldn't she come?

Answer: Because she had a cold.

3. What is "Simple Past Tense"?

The Simple Past Tense is one of the tenses used to indicate something that happened in the past. It is used to describe an action or event that started and finished in the past. This tense is commonly used in conversations when the speaker talks about events that already happened. It is also used when writing stories about past experiences. In addition, you will often find this tense in fairy tales or storybooks that narrate events from the past.

Pattern 1:

A verbal sentence is a sentence whose predicate uses a verb. In other words, a verbal sentence is characterized by having a verb as its main part of the predicate.

Nouns/Subject Pronouns + Verb 2

Nouns/Subject Pronouns + did + not + Verb 1

Did + Nouns/Subject Pronouns + Verb 1 + ?

Example:

You ate apple yesterday.

You did not eat apple yesterday.

Did you eat apple yesterday?

Answer: Yes, I did. / No, I didn't.

Pattern 2:

A nominal sentence is a sentence whose predicate does not use a verb, but instead uses a noun, pronoun, or adjective to describe or identify the subject. In other words, a nominal sentence expresses a state or condition without relying on an action verb.

Nouns/Subject Pronouns + was/were + Complement

Nouns/Subject Pronouns + was/were + not + Complement

Was/were + Nouns/Subject Pronouns + Complement + ?

Table. 8 Subject and To be in Past Tense

Subject	To Be
I, He, She, It, Singular Noun	was
You, They, We, Plural Noun	were

Example:

She was so happy.

She was not so happy.

Was she so happy? **Answer:** Yes, she was. / No, she wasn't.

Marley and Steffany were so sad.

Marley and Steffany were not so sad.

Were Marley and Steffany so sad?

Answer: Yes, they were. / No, they weren't.

Exercise 24

This exercise has 5 parts. Read each question carefully and answer correctly.

PART 1

Complete the sentences with can or can't.

1. My brother _____ play the guitar, but he _____ sing very well.
2. Sorry, I _____ come to the party tonight.
3. She speaks three languages. She _____ speak English, Japanese, and Korean.
4. We _____ see the stars clearly because it's cloudy.
5. I _____ run fast, but I'm not good at swimming.

PART 2

Complete the sentences with could or couldn't.

6. When I was a child, I _____ climb trees easily.
7. She was sick yesterday, so she _____ join the class.
8. Ten years ago, my grandfather _____ walk without glasses.
9. I _____ remember the answer in the exam yesterday.
10. We tried hard, but we _____ finish the project on time.

PART 3

11. When I was ten, I _____ climb trees easily. (a. can, b. could, c. can't)
12. Sorry, I _____ meet you yesterday. (a. couldn't, b. can't, c. could)
13. She _____ speak three languages now. (a. could, b. can, c. can't)
14. Last year, he _____ run fast, but now he is injured. (a. can, b. can't, c. could)
15. _____ you open this window for me, please? (a. Can, b. Could, c. Can't)

PART 4

Complete the sentences with the correct verb 2.

1. She ___ (visit) her grandmother yesterday.
2. We ___ (watch) a movie last night.
3. They ___ (play) football in the school yard.
4. My father ___ (fix) the car last weekend.
5. I ___ (read) a novel before going to bed.

PART 2

PART 5

Complete the sentences with the correct form of to be (was/were).

1. The weather ___ very cold yesterday.
2. My friends ___ happy after the exam.
3. The book ___ on the table this morning.
4. I ___ in the library two hours ago.
5. The classrooms ___ full of students yesterday.

Exercise 25

Read the passage carefully. Then, answer in the box below the following 10 questions in complete sentences based on the information in the text.

In the classroom, students from different majors such as Photography, Film, Music, and Visual Communication Design (DKV) share similar challenges. They need to take notes, join discussions, and sometimes hand in their tasks under time pressure. For example, a music student might need to tune up a guitar before a performance test, while a DKV student may look up references for a new perspective drawing.

During lectures, teachers often ask students to write down important points from the whiteboard or to go over their answers after a quiz. In music classes, the lecturer may point out mistakes in reading notation, while in photography, the instructor may guide students to figure out the right camera settings. These activities encourage students to collaborate, speak up in discussions, and learn actively.

At the end of the session, students usually carry out group presentations or submit individual assignments. DKV students might present their magazine layout, music students may perform a short harmony exercise, and film students could explain their storyboard. All of them are expected to manage their time, work out solutions to problems, and grow in confidence through practice and feedback.

1. What are the four majors mentioned in the text?

.....
.....

2. Why do Photography students need to figure out the right camera settings?

.....
.....

3. How do students use *write down* as part of their classroom activity?

.....

.....

4. In the DKV class, what task do students usually carry out at the end of the session?

.....

.....

5. What role does classroom equipment (like instruments or cameras) play in learning activities?

.....

.....

6. Which phrasal verb is used in the text to describe problem-solving in assignments?

.....

.....

7. How does the text suggest group collaboration improves classroom learning?

.....

.....

8. Why is looking up references important for DKV students?

.....

.....

9. Based on the text, which major requires more focus on sound or notation, and why?

.....

.....

10. Do you think the classroom activities described here prepare students well for their professional future? Support your answer.

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.....

Exercise 26

Work in Pairs

Instructions:

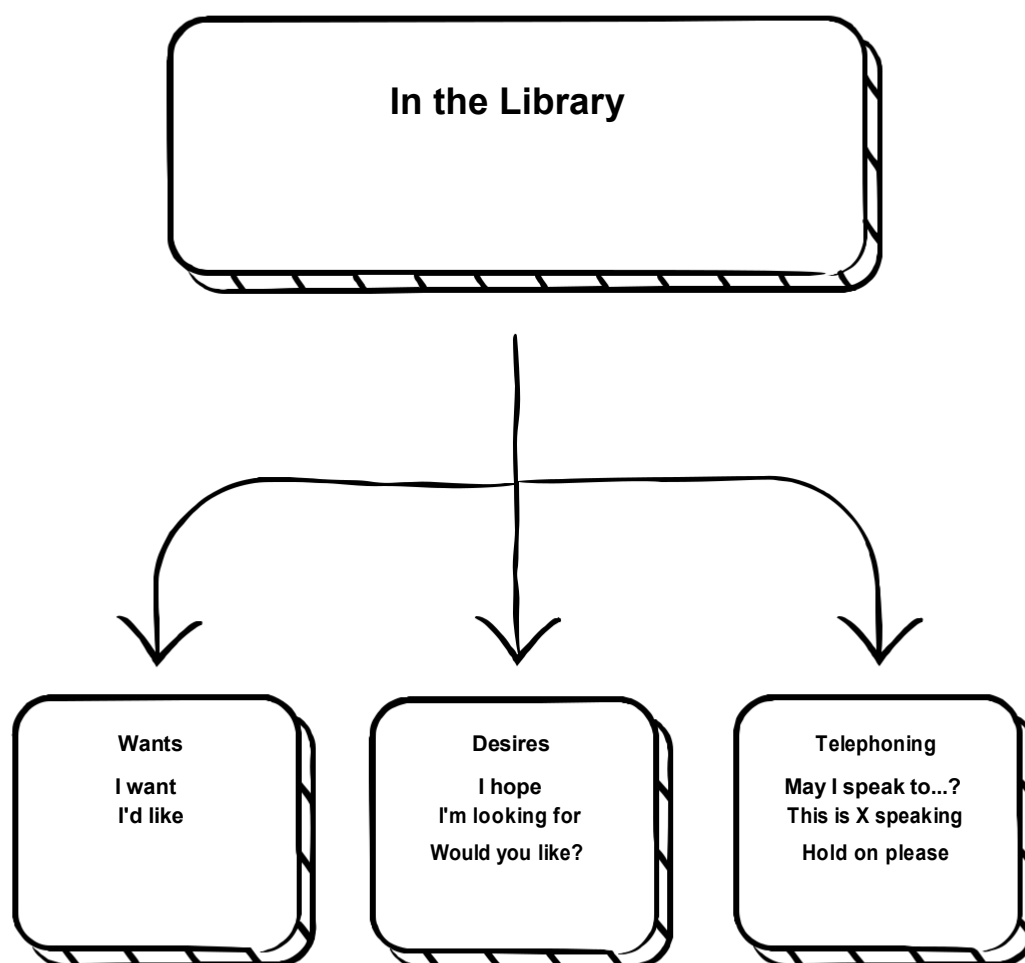
1. Work with your partner to create a short dialogue using *can* and *could*.
2. Take turns being the person who asks and the person who answers.
3. Use full sentences (not just single words).
4. Focus on correct grammar and clear pronunciation.
5. After finishing, switch roles and create a new dialogue.

Write your script here:

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

[illegible]

Mind MAPPING



In the Library

The library is a quiet place, but communication still happens — maybe when you want a specific book or need to make a phone call. Let's learn to express desires and handle telephone conversations.



Source: <https://www.canva.com/photos/MAEgX-cgCv0/>

Here's your toolkit for talking about wants and making polite calls.

Table 9. Vocabulary & Expressions

Vocabulary & Expressions	Translation
I want to... / I'd like to...	Saya ingin... / Saya ingin (lebih sopan)...
I hope to...	Saya berharap...
I'm looking for...	Saya sedang mencari...
Would you like to...?	Apakah kamu ingin...?
Do you want to...?	Maukah kamu...?
May I speak to...?	Bolehkah saya berbicara dengan...?
This is [Name] speaking.	Ini [Nama] yang berbicara.
I'm calling to...	Saya menelepon untuk...
Hold on, please.	Mohon tunggu sebentar.
Could you please...?	Bisakah Anda...?
Could you leave a message?	Bisakah Anda meninggalkan pesan?
Thank you for calling.	Terima kasih telah menelepon.
Bookshelf	Rak buku
Library card	Kartu anggota
Borrowing	Peminjaman
Returning	Pengembalian
Overdue fine	Denda keterlambatan
Reading room	Ruang baca
Reference	Referensi
Encyclopedia	Ensiklopedia
Archive	Arsip
Index	Indeks
Music theory book	Buku teori musik
Composer's biography	Biografi komposer
Sheet music collection	Koleksi partitur
Audio recording	Rekaman audio

Music CD/DVD	CD/DVD musik
Ethnomusicology study	Studi etnomusikologi
Traditional song collection	Koleksi lagu tradisional
Listening booth	Ruang mendengarkan
Graphic design book	Buku desain grafis
Design magazine	Majalah desain
Poster archive	Arsip poster
Typography guide	Panduan tipografi
Illustration collection	Koleksi ilustrasi
Digital database	Basis data digital
Fine arts journal	Jurnal seni rupa
Check out	Meminjam buku
Look for	Mencari
Put back	Mengembalikan ke tempat semula
Go through	Meneliti dengan detail
Look into	Menyelidiki
Pick up	Mengambil
Take out	Membawa keluar (buku)
Look after	Menjaga
Sort out	Menyusun / mengorganisasi
Browse through	Membaca sekilas

Exercise 26

Fill in the blank with the correct answer!

1. Students need a _____ to borrow books.
2. Musicians often use the _____ to hear recordings.
3. DKV students sometimes research using a _____.
4. Don't forget to _____ the book after use.
5. The librarian told us to _____ the index.

Follow this library scene and notice how requests and phone etiquette work together.

Conversation 6

- Gretta** : Hi, are you looking for something in particular?
- Azka** : Yes, I'm looking for a book on studio lighting.
- Gretta** : I'd like to borrow a book about documentary photography.
- Azka** : Would you like to study in the quiet area or the group room?
- Gretta** : I'd rather use the quiet area for now.
- Azka** : I hope to finish my reading before the weekend.
- Gretta** : Do you want to join the research group later?
- Azka** : Yes, I do. I want to discuss references for my essay.
- Gretta** : The librarian can help you find journal articles.
- Azka** : Great — I'll ask at the desk.
- Gretta** : Remember to check the online catalogue first.
- Azka** : Good idea. I'll do that now on my phone.
- Gretta** : If you need a camera kit, the library loans them too.
- Azka** : Perfect — that might help my project.



What is the situation in the conversation above?

Exercise 27

Complete the conversation below by filling in the blanks by choosing a word/ words from the box!

Fira (Music) : Excuse me, _____ I check out these headphones for my listening test?

Librarian : Yes, you _____, but please put them back after 30 minutes.

Fira : Thank you. Also, could you help me _____ books on jazz harmony?

Librarian : Of course—first _____ the index, then browse through section 780.

Raka (DKV) : Hi, _____ I bring my sketchboard to the reading room?

Librarian : I'm afraid you _____; it's too large and may disturb others.

Raka : I understand. Could you help me _____ a smaller table easel?

Librarian : Sure—we can _____ one at the front desk.

Fira : One more thing—am I allowed to _____ this score for practice?

Librarian : For rare items, you _____; please use them in the reading room.

Raka : Got it. I'll _____ the request form later.

Librarian : Please remember to _____ the materials carefully; some pages are fragile.

Fira : _____ for asking so many questions.

Librarian : _____—that's what we're here for.

look for - go through - may I - pick up - take out - may not - sort out -
may I - can - cannot - sort out - look after - I'm sorry - No problem

Exercise 28

Read the conversation carefully and answer the questions below in the box!

Lani (DKV) : Hi, Dito, could you help me look for the poster archive catalogue?

Dito (Music) : Sure. After this, I need to check out a book on rhythm studies.

Lani : Great—let's go through the index first.

Dito : Good idea. We can browse through the digital database too.

Lani : By the way, may I use this listening booth for ten minutes?

Librarian : Yes, you may, but please put back the headphones afterwards.

Dito : Thanks. Could you look into whether we can take out the concert DVDs?

Librarian : DVDs are for in-house use only; you may not take them out.

Lani : No worries; we can pick up the transcripts instead.

Dito : Also, we promised to look after the rare posters when we study them.

Lani : Absolutely. After we finish, we'll put back everything properly.

Dito : If we get stuck, we can ask the librarian to help us sort out the citations.

Lani : Deal. Teamwork like this really speeds up research.

Librarian : Glad to hear that—let me know if you need anything else.

1. Identify two instances of permission being granted and one of permission being denied. Quote the lines.

.....

.....

.....

2. Extract three phrasal verbs and explain their function in context (e.g., process, access, care).

.....

.....

.....

3. Why might DVDs be restricted to in-house use? Give two reasons related to policy and preservation.

.....

.....

.....

4. How do lines 9–12 illustrate collaborative problem-solving?

.....

.....

.....

5. Rephrase line 5 using a more/less formal request.

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.....

6. What risks are mitigated by the phrase "look after the rare posters"?

.....

.....

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7. Evaluate the librarian's communication style: which strategies maintain both clarity and politeness?

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.....

.....

8. Suppose the database is down. Propose an alternative workflow using at least two phrasal verbs from the dialogue.

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.....

9. Compare "check out" vs "take out" in library policy terms. When is each appropriate?

.....

.....

.....

10. Add one final line that closes the interaction professionally while reinforcing shared responsibility.

IMPORTANT!

You've just practised saying what you want. Now, let's move on to the future — how to use *will* and *going to* to talk about your plans.

1. What is 'Will'?

The modal verb "will" is generally translated as "will" or "want," but its meaning can shift based on context. As a modal, "will" is used to talk about future actions or events. It expresses that something is likely to happen later, or that someone is willing to do something. In addition, "will" can show promises, predictions, or intentions. Grammatically, it comes right after the subject, and it can be shortened into the form 'll. For instance, "she will" becomes "she'll.

Pattern:

Nouns/Subject Pronouns + will + verb 1

Nouns/Subject Pronouns + will + not + verb

1 Will + Nouns/Subject Pronouns + verb 1?

- **The Function of 'Will'**

- The modal will is often used to predict future events, especially when the prediction is grounded in one's confidence or evaluation of the situation.

Example:

I will be nineteen next year.

- The modal will is also used to express instant decisions or spontaneous plans that are made for the future.

Example:

What will you eat? I'll have a plate of noodle.

- The modal will can express a promise or an obligation someone is committed to fulfilling later on.

Example:

I will accompany you tomorrow.

- The modal will may also function to deliver directions or orders, but in a respectful and polite manner.

Example:

Will you please take my water bottle when you go to the kitchen?

- The modal will is also used when making an offer to assist another person.

Example:

I will help you clean your room.

2. What is 'Be going to'?

We use "going to" to talk about actions that have already been planned or when there is a clear intention before the moment of speaking. It highlights our purpose or future arrangement.

Pattern:

Nouns/ Subject pronouns + is/are/am + going to + verb 1.

Nouns/ Subject pronouns + is/are/am + not + going to + verb 1.

Is/Are/Am + Nouns/ Subject pronouns + going to + verb 1?

- **Will and Going to Differences in Usage**

- "Will" and "going to" are both used to predict future events, and in many cases, their meanings are practically the same.

Example:

I think it will be sunny tomorrow. = I think it is going to be sunny tomorrow.

- "Will" is applied when we make a decision about a future action right as we are speaking, while "going to" is used when the plan or decision has already been made before the conversation.

Example:

I'll have some berries now. (will)

I'm going to visit my sister next Saturday. (going to)

- We use “will” to make predictions that rely on personal belief, judgment, or experience, whereas “going to” is used when the prediction is supported by current facts or visible evidence.

Example:

I think Team A will win the game. (will)

Look at the rain volume. It is going to flood. (going to)

- “Will” is used to state a definite fact about the future, while “going to” emphasizes that something is on the verge of happening soon.

Example:

You will heal soon. (will)

- “Will” can be used to express promises, offers, threats, or refusals.

Example:

She promise she won't tell anyone he lost his motorcycle. I'll buy you some milk tomorrow.

No, I won't (will not) tidy up your table, you can do it yourself.

- **Key reminders for telling them apart**

- **Quick Choices or Predictions**

We usually use “will” for spontaneous decisions or for predictions made without concrete evidence. For example, if someone says, “I’m thirsty,” we might respond, “I’ll get you a glass of water,” since the decision is made on the spot.

Example:

I will hang the phone.

- **Pre-planned Actions or Evidence**

In contrast, “going to” is used for actions planned prior to speaking, or when there is clear evidence that something will happen.

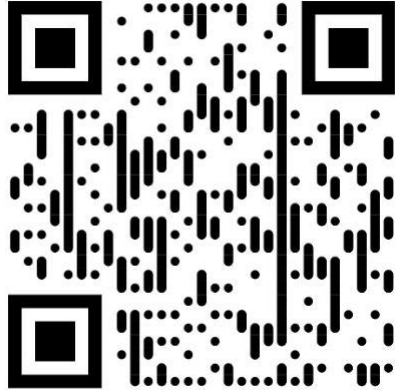
Example:

She is going to wear eye glasses.

Look at the wave! It's going to be high tide.

Exercise 29

The exercise has 2 parts. Read and write down the answer in the box below!



Will & Be going to



Will VS Going to

[illegible]

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Exercise 30

Read the passage carefully. Then, answer in the box below the following 10 questions in complete sentences based on the information in the text.

In university libraries, students plan their searches systematically: they look for keywords, go through indexes, and browse through journals before they check out core monographs. Some resources can be taken out, whereas others are “reading-room only,” so students must ask permission and follow handling rules.

Collaboration makes this workflow efficient. One partner may look into digital databases while the other picks up print items; together they sort out citations and ensure everything is put back correctly. Caring for collections—especially rare scores, posters, or recordings—means users must look after materials and report any damage immediately.

Polite formulae such as “May I...” and “Could you help me...” are not merely formalities; they sustain access, fairness, and trust. In this shared academic space, accurate requests and clear acknowledgements reduce friction and support deeper learning across disciplines like Music and DKV.

1. From Paragraph 1, describe the research workflow using at least four phrasal verbs (e.g., *look for*, *go through*, *browse through*, *check out*).

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2. Why is permission required for some resources that cannot be “taken out”? Relate this to fairness and policy.

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3. In Para 2, what kind of teamwork is shown, and how does it make research faster?

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4. Why are the phrasal verbs *put back* and *look after* important in taking care of library collections?

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5. Give one example of a “reading-room only” item for Music and one for DKV, and explain why.

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6. Rewrite Para 2 into three bullet points as if they were steps in a lab-style SOP (Standard Operating Procedure).

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7. Identify two possible weak points in the research workflow and suggest solutions using phrasal verbs.

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8. How do polite requests such as *May I...* and *Could you help me...* help protect long-term access for everyone?

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9. Suggest one simple activity to train first-year students in following these library procedures.

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10. Write one-sentence policy that balances access and preservation, using at least one phrasal verb.

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Exercise 31

Role Play

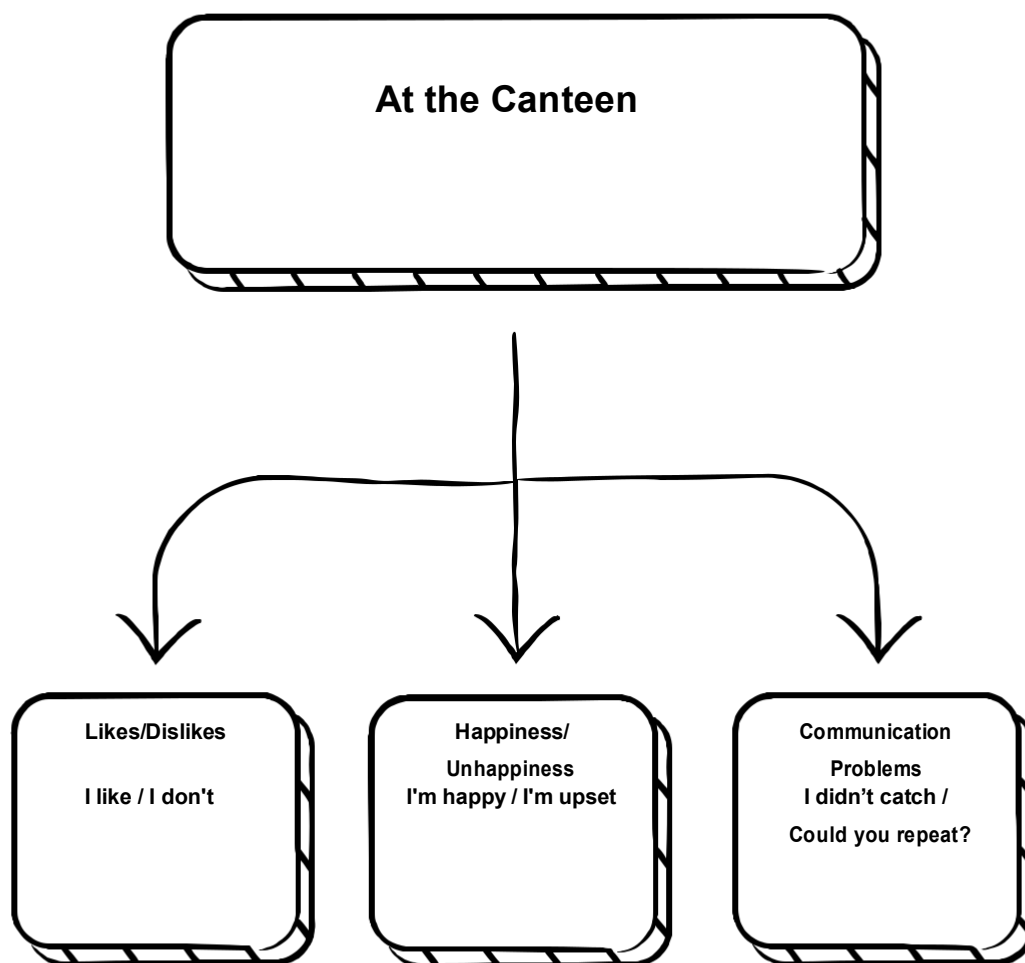
Instruction:

1. Work in pairs. Imagine you are two students in the university library.
2. Use **will** (for spontaneous decisions) and **going to** (for planned intentions) to express your *wants* and *desires*.
3. Take turns being Student A and Student B.
4. Each student should say at least 3 sentences using *will* or *going to*.
5. Finish your role play by agreeing on what you both will/are going to do in the library.

[illegible]

[illegible]

Mind MAPPING



At the Canteen

At the campus canteen, you'll probably share your likes and dislikes about food, talk about how happy or unhappy you are with something, or solve a small problem. Let's master these expressions!



Source: <https://www.canva.com/photos/MAD8TVZ-nvM/>

These are your key words for expressing taste, feelings, and solving communication problems.

Table 10. Vocabulary & Expressions

Vocabulary & Expressions	Translation
I like... / I love...	Saya suka... / Saya sangat suka...
I don't like... / I hate...	Saya tidak suka... / Saya benci...
I'm into... / I'm not into...	Saya suka (ketertarikan)... / Saya tidak tertarik...
That's great! / Congratulations!	Itu bagus! / Selamat!
I'm happy for you.	Saya senang untukmu.
Oh no! / That's terrible.	Aduh! / Itu buruk sekali.
I'm sorry to hear that.	Saya sedih mendengarnya.
Could you repeat that, please?	Bisa ulangi?
I didn't catch that.	Saya tidak menangkap/maaf tidak jelas.
Could you say that again more slowly?	Bisa diulang lebih pelan?
I'd like to complain about...	Saya ingin mengeluh tentang...
May I speak to the manager, please?	Boleh bicara dengan manajer?
Fried rice	Nasi goreng
Fried noodles	Mie goreng
Sweet iced tea	Es teh manis
Orange juice	Jus jeruk
Food stall	Warung makan
Menu list	Daftar menu
Queue	Antrian
Seating area	Tempat duduk

Takeaway	Bawa pulang
Free refill	Gratis isi ulang
Snack before rehearsal	Cemilan sebelum latihan
Warm drink	Minuman hangat
Casual chat	Ngobrol santai
Band meal gathering	Makan bersama band
Song discussion in canteen	Diskusi lagu di kantin
Sketching at the table	Sketsa di meja
Sharing design ideas	Sharing ide desain
Poster discussion	Diskusi poster
Quick brainstorming	Brainstorming cepat
Inspiration from food	Inspirasi dari makanan
Food photography	Foto makanan
Culinary magazine layout	Layout majalah kuliner
Food color palette	Warna makanan
Drink packaging	Packaging minuman
Menu design	Desain menu
Eat out	Makan di luar
Cut down on	Mengurangi (makanan/minuman)
Try out	Mencoba sesuatu yang baru
Fill up	Kenyang
Pick out	Memilih
Warm up	Menghangatkan
Order in	Pesan makanan ke tempat
Go for	Memilih (menu/makanan)
Finish off	Menghabiskan
Cut up	Memotong kecil-kecil

Exercise 32

Fill in the blank with the correct answer!

1. Students have to _____ before ordering food.
2. Musicians like to drink _____ before rehearsal.
3. DKV students often notice the _____.
4. The cashier gave me a _____.
5. Some students _____ junk food during exams.

Listen in on a canteen conversation and see how these expressions are used naturally.

Conversation 7

Angie : Hi, what are you having for lunch today?

Axel : I'm having the chicken sandwich — I really like it.

Angie : I don't like the sauce there, but the bread is nice.

Axel : I'm into spicy food, so I love this place.

Angie : By the way, I have good news.

Axel : Really? What is it?

Angie : I got accepted for the summer internship with a local studio.

Axel : That's great! Congratulations — I'm so happy for you.

Angie : Thank you. I'm excited but a little nervous too.

Axel : That's understandable. You'll do well.

Angie : Do you like the coffee here?

Axel : Not really — I prefer the coffee from the café across the street.

Angie : Let's celebrate your success with a coffee there later.

Axel : Sounds perfect!



What is the situation in the conversation above?

Exercise 33

Complete the conversation below by filling in the blanks by choosing a word/ words from the box!

Nisa: Wow, the canteen is so crowded. Let's _____ before we order.

Rani: Sure. I hope they haven't _____ fried rice yet.

Nisa: Same! That dish really _____ my stomach.

Rani: By the way, can you help me _____ the vegetarian section?

Nisa: Of course. Then we'll _____ a seat near the window.

Rani: Okay. Are you going to _____ junk food this semester?

Nisa: Yes, I'm trying to _____ sugary drinks.

Rani: Good for you! But today, I just want to _____ the spicy noodles.

Nisa: Great idea. We can _____ some fruit juice too.

Rani: After eating, don't forget to _____ your tray.

Nisa: Sure, we shouldn't just _____ leftovers.

Rani: Exactly. We must _____ what's on our plate.

Nisa: Do we need to _____ now or later?

Rani: Now, so we don't waste time.

cut down on - try out - pick up - throw away - line up - run out of - fills up
- look for - sit down - give up - finish up - pay for - warm up - fill up

Exercise 34

Read the conversation carefully and answer the questions below in the box!

Rafi : Let's line up quickly before the crowd gets bigger.

Aisha : Yes, I heard they already ran out of fried chicken.

Rafi : Really? Then I'll just pick up some salad instead.

Aisha : Good choice. I've decided to cut down on oily food this month.

Rafi : Same here. If I don't, I might never give up my bad eating habits.

Aisha : True. Sometimes the canteen staff will even warm up yesterday's soup.

Rafi : That's why I usually look for freshly cooked dishes.

Aisha : Great strategy. Do you want to sit down near the stage area?

Rafi : Sure, let's do that after we pay for the food.

Aisha : Okay, and let's not throw away anything. We should finish up what we take.

Rafi : Right. Last time, I couldn't finish my noodles and felt guilty.

Aisha : Same. Next time we should just try out smaller portions.

1. What phrasal verb in line 2 shows scarcity of food items?

Rafi : Agreed.....Also, maybewecantakeawaysomesnacksforclass.

Aisha : Perfect.....idea—let'seatfirst,thendecide.....

2. How does Arif adjust his choice when the fried chicken is unavailable?

3. Explain the difference between "give up" and "cut down on" in terms of habit change.

4. Why might warming up yesterday's soup (line 6) be problematic?

5. Which phrasal verb shows the action of collecting food before sitting down?

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6. Identify two environmental concerns mentioned in the dialogue.

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7. Suggest an alternative polite expression for "let's sit down near the stage."

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8. Reconstruct the decision-making process of Arif and Sari in steps (3–4 points).

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9. Propose one more phrasal verb that could fit in a canteen setting. Use it in a sentence.

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10. Evaluate: Does this conversation promote healthy and responsible eating? Why?

IMPORTANT!

In your conversation about food, you mentioned habits like cutting down on oily food and choosing fresh dishes. To talk about habits more clearly, we often use Adverbs of Frequency such as always, usually, often, sometimes, and never. These words show how often we do something — for example, 'I usually eat salad,' or 'I never waste food'.

1. What is “Adverbial of Frequency”?

An adverbial of frequency refers to words or phrases that describe how regularly an action happens or how often an event takes place. To ask about frequency, we commonly use question words such as how often, how frequently, or how many times.

2. What are types of Adverbial of Frequency?

- **Adverbial of Definite**

Frequency yearly, annually

monthly

weekly

daily

hourly

every second/minute/hour/year

once, once a minute/week/month, once every

month twice, twice a day/week/month/year

three times

- **Adverb of Indefinite Frequency**

always, constantly (100%)

usually, normally

frequently,

regularly often

sometimes (50%)

occasionally, infrequently, seldom (10-

25%) rarely, hardly ever (1-10%)

never

- **The placement of frequency adverbs in sentence**

- **Adverbs of Frequency in Verbal Sentences**

When a sentence contains an action verb, the frequency adverb is positioned in front of the main verb.

Pattern:

Nouns/Subject Pronouns + Adverb of Frequency + Verb

Example:

Rani always eats breakfast at 8 AM.

- **Adverbs of Frequency in Nominal Sentences**

In sentences with to be, the frequency adverb comes right after the verb to be.

Pattern:

Nouns/Subject Pronouns + to be + Adverb of Frequency

Example:

They are always on time.

- **Adverbs of Frequency for Emphasis**

For stronger emphasis, a frequency adverb may either open the sentence or be placed at the end.

Pattern:

Adverb of frequency + Nouns/Subject Pronouns + Verb + Predicate

Nouns/Subject Pronouns + Verb + Predicate + Adverb of Frequency

Example:

Always, Leni comes late to the school.

Riana met her friend, once.

- **Adverbs of Frequency in Questions**

In questions, the phrase *how often* introduces the sentence, with auxiliaries helping to form the structure.

Pattern:

Auxiliary verb + Nouns/Subject Pronouns + Adverb of Frequency + Verb + Predicate + ?

Example:

Does he often come there?

How often does she visit her parents?

○ **Adverbs of Frequency with Modal Verbs and Auxiliary Verbs**

Frequency adverbs are positioned between the modal/auxiliary and the main verb in such constructions.

Pattern:

Nouns/Subject Pronouns + Modal Verb + Adverb of Frequency + Main Verb

Example:

We can always order the product.

Similarly, with auxiliary verbs, the adverb of frequency goes between the auxiliary and the main verb.

Pattern:

Nouns/Subject Pronouns + Auxiliary Verb + Adverb of Frequency + Main Verb

Example:

I have never eaten Dubai chocolate.

Exercise 35

The exercise has 2 parts. Read and write down the answer in the box below!



Listening Adverb of Frequency



Adverb of Frequency

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

[illegible]

Exercise 36

Read the passage carefully. Then, answer in the box below the following 10 questions in complete sentences based on the information in the text.

At university canteens, students often line up during lunch hours, sometimes worrying that popular dishes may run out of stock. Once they reach the counter, they usually pick up their chosen meals and beverages. Afterward, they must pay for their order before finding a place to sit down with friends.

Eating habits reveal personal responsibility. Some students attempt to cut down on fried snacks, while others gradually give up carbonated drinks. Balanced choices, like salads or fresh juice, can truly fill up the stomach without leaving a heavy feeling. Occasionally, students will try out new menu items or take away snacks for later classes.

Waste management is another important concern. Instead of throwing away leftovers, students are encouraged to finish up their meals and look for recycling bins. Simple acts like returning trays or avoiding unnecessary packaging help maintain cleanliness and reduce canteen waste. These practices show that food culture is tied not only to health but also to sustainability.

1. Identify five phrasal verbs in Para 1 and explain their sequence in the canteen routine.

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2. Why do students sometimes worry about dishes "running out of stock"?

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3. Which eating habits in Paragraph 2 show gradual vs complete change?

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4. What does “fill up the stomach without leaving a heavy feeling” imply about food quality?

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5. In Para 2, why might students “take away” snacks? Provide two practical reasons.

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6. Summarize Para 3 in one sentence about waste management.

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7. Suggest one additional policy to reduce food waste at canteens.

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8. How do phrasal verbs in Para 3 highlight environmental responsibility?

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9. Rewrite Para 1 in the passive voice (focus on actions done by students).

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10. Evaluate the link between personal health and sustainability in this text.

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Exercise 37

Role Play

Instruction:

1. Work in groups of three. Imagine you are students in the university canteen.
2. Use Adverbs of Frequency (always, usually, often, sometimes, never) to talk about your eating habits and choices in the canteen.
3. Take turns being Student A, Student B, and Student C.
4. Each student should say at least 3 sentences using an adverb of frequency.
5. Finish your role play by agreeing on a healthy eating routine together.

Write your script here:

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[illegible]



Biography

Restu Dessy Maulida is a dedicated lecturer and academician specializing in English language education and literature. She is currently pursuing her Doctoral degree in English Language Education at Universitas Pendidikan Indonesia, where she also completed her Master's in 2010 and her Bachelor's in Literature in 2005. Her academic journey began at SMAN 1 Cicalengka in the Language Department. With over a decade of teaching experience, she has been actively involved as a lecturer at Universitas Pasundan since 2012, teaching subjects such as Grammar, Extensive Reading, and Reading Writing Connections in the English Literature Department, as well as English, Creative Writing, and Research Methodology in the Photography and Film Department.

She also served as a lecturer at Universitas Bale Bandung from 2010 to 2019, delivering courses like Speaking, Writing, Pronunciation Practice, and Sociolinguistics. Additionally, she has contributed as a tutor at Universitas Terbuka since 2012, focusing on English language instruction. Her commitment to education is reflected not only in her teaching roles but also in her ongoing academic pursuits.

Let's Speak English!

We are delighted to present **Let's Speak English!**, a conversation textbook designed for adult beginner learners who are starting their journey of speaking English with confidence. This book is intended to support anyone who wants to build a solid foundation in English conversation, regardless of background or field of study.

Speaking is one of the most essential skills in mastering a new language. This book emphasizes practical communication, enabling learners to practice real-life conversations, express ideas clearly, and develop fluency step by step. Each unit contains engaging activities, useful vocabulary, and guided speaking tasks that help learners build confidence while using English in both academic and everyday contexts.

Although primarily developed for beginner-level courses at the university context, this book is versatile enough to be used by self-learners, high school students, or anyone who wants to improve their spoken English. Its accessible design makes it a practical and interactive learning companion for learners at various stages.

We hope this book will not only serve as a guide for practicing conversation but also as a source of motivation for learners to speak without fear, to interact more effectively, and to enjoy the process of language learning. With consistent practice, learners will gain the skills and confidence needed to communicate meaningfully in English across diverse situations.

