

COMMUNICATIVE ENGLISH READING-BASED
INTERACTIVE INSTRUCTIONAL MATERIALS

for the Publishing Students

Written By

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AUTHOR'S PREFACE

Bismillahirrahmanirrahim...

Assalamualaikum.

All praises to Allah. We always miss Your love. Please take care of us, shower us with Your sustenance and make all our activities easy. Allah is the Greatest.

English is one of the most needed skills to face the era of globalization. The people who pursue specific fields need English language skills to brand themselves and promote their work to the world. Therefore, English has never been separated as a companion course in higher education.

Unfortunately, many lecturers teach general English in vocational schools or colleges. As a result, many students complain that they do not have particular mastery of English according to their fields, including publishing students.

Currently, the publishing industry is included in the creative industry sub-sector in Indonesia, where the creative industry is one of the crucial sectors in the economy. Therefore, students majoring in publishing are potential candidates who need to hone their English skills.

Therefore, the author, who also works as an English lecturer in the publishing department, has collected various sources and compiled these references to be tested on students for one semester, in which the initial distribution of materials and learning processes

as well as students' assignments are collected through the website. And at the end of the semester, the author feels the need to record this teaching material in a book to contribute more to education in Indonesia.

The book, entitled “Communicative English Reading-based Interactive Instructional Materials for the Publishing Students”, is designed to teach English communication skills while providing content and information about publishing. Thus, students can study English with a focus on publishing.

A big thank you to the director, the head of PSDKU Makassar, the head of the department, the head of the study program, lecturers, staff, students, and the entire Politeknik Negeri media Kreatif family, who always provides support. And special thanks to my beloved family for their love and prayers.

Perfection belongs only to Allah, and I believe this book still has many flaws. Therefore, it is hoped that readers and users of this book will provide constructive suggestions and criticisms for future improvements.

Wassalamualaikum.

Makassar, November 25th, 2021

The Author

Dr. Widya Rizky Pratiwi, S. Pd., MM

TEACHING METHODS: A GUIDE FOR LECTURERS

The book entitles “Communicative English Reading-based Interactive Instructional Materials for the Publishing Students” is designed to achieve the learners’ ability for communication. However, to achieve these goals, lecturers are not suggested only concerned about reading or speaking skills. However, we need to integrate all basic English skills in the teaching process. Learners who are provided with reading text as an input, they will be directed to do speaking and writing activities. Besides, they will also be trained to listen and develop their grammar knowledge.

As English is considered difficult and uninteresting, most learners face challenges when learning this compulsory subject. Thus, as lecturers or teachers, of course, our duty is not only to deliver this material. We have to encourage and motivate the learners to love English and keep positive thinking. Therefore, building the learners’ motivation as a mental defense is the first strategy to teach English for publishing.

Next, teachers or lecturers should create a comfortable atmosphere in the classroom. It is introduced by Talkative and Interesting Classroom (TIC) activities (Pratiwi, 2021). This book consists of six chapters, which are started by teaching guidelines in each chapter.

Each chapter is divided into two meetings. While, each session has its' stages, target focus, activities experiences, and time allocation. The author provides these guidelines as the reference to do the learning process, which the users can follow or adjust with the learning condition and their own creativity.

To achieve the learning goals, some inputs can be distributed to the learners, such as teaching speaking through reading practice, teaching speaking through listening practice, teaching speaking through a writing exercise, teaching communicating through visual material, etc. Specifically, this book is taught by distributing reading materials related to publishing as the input. The reading materials are then created into some activities.

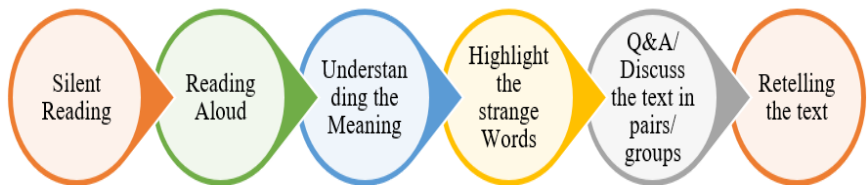


Figure 1. Communicative English Reading-based Interactive Instructional Materials

To master English for communication goals, teachers or lecturers can design the above activities by starting from understanding the reading text. Indirectly, giving reading texts could improve learners' vocabulary mastery and result in better pronunciation.

In the reading text, there are many words in bold. They are the terms related to publishing. The bold words indicate that they

need special attention. In the first activity, the teachers or lecturers can apply the silent reading, then continuing to the drilling method. Students are required to read silently two or three times. After that, the teachers or lecturers instruct the learners to read the text loudly in turns. Each student read one to two paragraphs and would return to read after the last student had finished reading. The activity of reading aloud is carried out in three rounds. After that, the whole class, both lecturers and students, can discuss the storyline, look for meanings in bold words, and pronounce them well. The teachers or lecturers can also train the students some learning strategies of how to understand the text easily.

Furthermore, the activity can be developed into the speaking area by discussing, drawing conclusions, or verbally answering reading questions. These activities further enlivened the classroom atmosphere because students moved from one place to another and talked from one pair to others because the actions are carried out in couples or groups. At the end of the activity, several students are randomly asked to retell the reading content individually.

Overall, the learning experience will be better when it is started by greeting students, giving ice breaking, and stimulating students' motivation. Then, closing the class by giving conclusions, delivering thanks, or appreciating the students for the excellent attention, and sending warm regard to students to establish a good rapport with them.

Source:

Pratiwi, W. R. (2021). *EFL Learners' Motivations and Speaking Learning Strategies in an English Village-based Immersion Program at kampung Inggris Pare* (Unpublished Doctoral thesis), State University of Makassar, Indonesia.

LEARNING STRATEGIES: A GUIDE FOR STUDENTS

The learning strategies could help learners to determine the goals to be more directed. Learners will confuse and get bored without the right learning methods because they do not have a benchmark of what they have to achieve. Learning strategies could regulate and manage the learners to learn and stay focused on the learning goals.

The book “Communicative English Reading-based Interactive Instructional Materials for the Publishing students”, contains integrated language skills. Theoretically, learners will learn several ways to improve communication skills. They sometimes read some books related to the strategies to enlarge vocabularies. The learners may also ask the teachers or lecturers the methods to make their pronunciation better. Then, they try to search for ways to make them fluent in English from the internet. In comparison, practically, all these skills could not be separated. They are integrated and interconnected among others.

Whether the learners realized it or not, they will carry out a series of processes to gain benefits in improving vocabulary, pronunciation, and speaking fluency that involves input, process, and output. So, this cognitive strategy is an activity undertaken to

facilitate the human thought process, including the acquisition, storage, retrieval, understanding, and use of knowledge.

In line with this investigation, specifically, the author proposes five steps of learning strategies based on the study done by herself in 2019-2021. It is introduced as a Neuro-cognitive learning strategy.

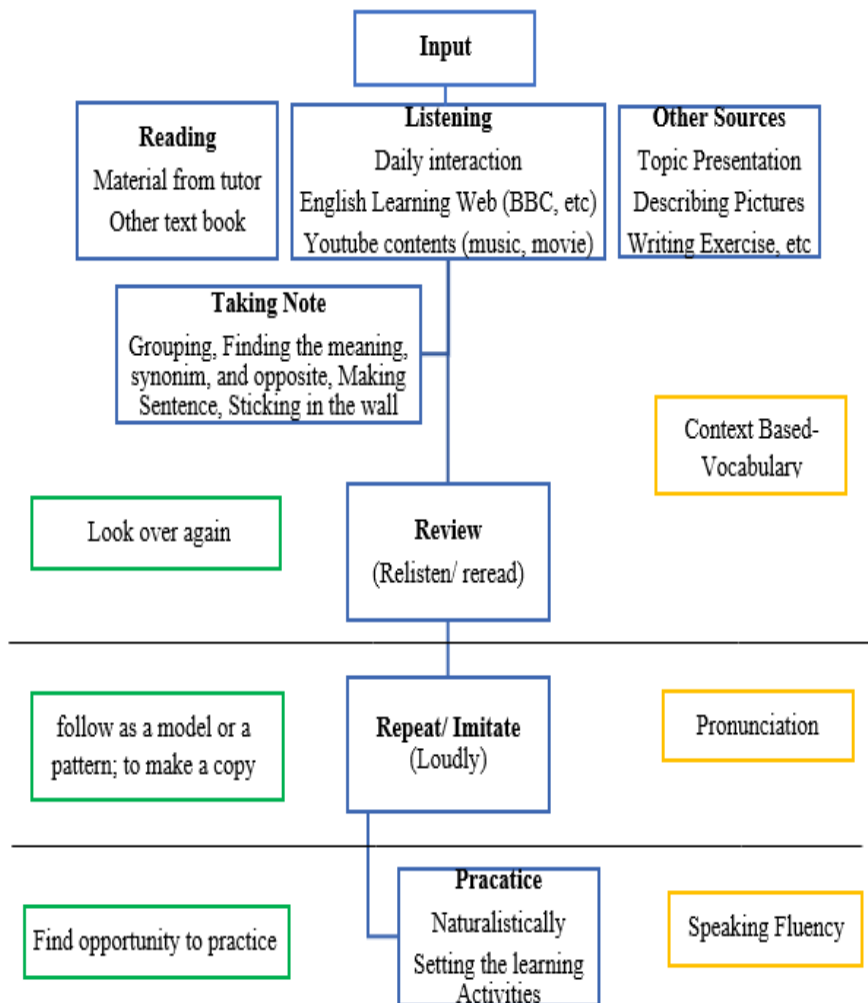


Figure 2. The Flow of Neuro-Cognitive Strategy

Practically, EFL learners do a series of actions to improve their speaking or communication skills: getting input, taking notes, reviewing, imitating, and practicing. Based on the figure, the author proposes these strategies to the users of this book, especially for the learners. Below are the explanations:

At school, the students may get the inputs from listening to material such as podcasts, songs, movies, some YouTube contents, or other internet sources. Other inputs can be from reading texts and writing materials given by lecturers, teachers, or facilitators. Then, the vocabulary inputs can be noted in various ways, such as grouping the words, defining, finding synonyms or antonyms, making sentences, etc. The strategies are believed to enhance vocabulary. The vocabularies noted or listened to can be then reviewed by rereading or relistening many times in every opportunity to be stored well in users' minds. The actions can be done silently. After reviewing, the users imitated the words or sentences loudly. The imitating is done to make a copy of good pronunciation. In this strategy, the users relisten the source, then they can follow it directly. The users can also check the articulations in the dictionary to make them sure. This way is aimed to improve the pronunciations. Lastly, the users practice all the words or sentences daily or set speaking activities with friends.

Source:

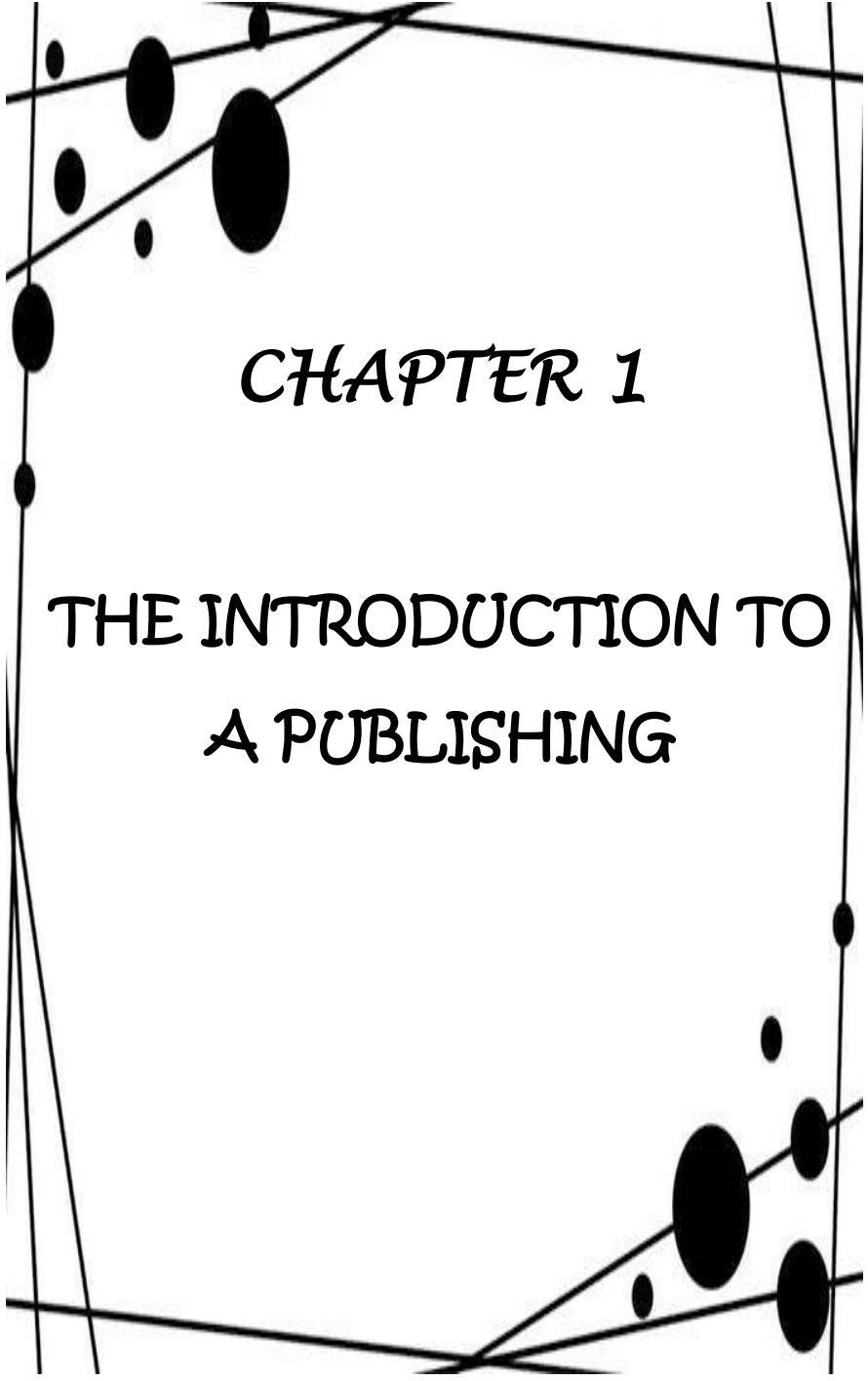
Pratiwi, W. R. (2021). *EFL Learners' Motivations and Speaking Learning Strategies in an English Village-based Immersion Program at kampung Inggris Pare* (Unpublished Doctoral thesis), State University of Makassar, Indonesia.

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CHAPTER 1

THE INTRODUCTION TO
A PUBLISHING

Guidelines:

Meeting 1

The Objectives of the Study:

Students are able to:

1. Gain the information and knowledge of “The Introduction to a Publishing”
2. Improve reading skill
3. Enlarge some vocabularies related to the text
4. Improve communication skills (speaking fluency, listening comprehension, and pronunciation)
5. Develop critical thinking
6. Stimulate self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Understanding the Reading	- Reading comprehension	Silent Reading <i>Students read</i>	20 min

Text	- Pronunciation practice	<i>the text without any sounds (3 times)</i>	
		Reading aloud <i>students read aloud the paragraphs in turn (3 circles)</i>	20 min
Answering Question related to reading text	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>	20 min
Understanding the Difficult Words	- Vocabulary mastery - Pronunciation Practice	Speak after Me - <i>Lecturer asks the students' difficult words</i> - <i>Lecturer explains the difficult words</i> - <i>lecturer mentions the</i>	15 min

		<i>words and students repeat/ imitate the words</i>	
Closing	- Summary/ Mind refresh	Conclusion - <i>Lecturer concludes the materials by giving summaries</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greetings	10 min
Total per meeting			2 x 50 min

Meeting 2

The Objectives of the Study:

Students are able to:

1. Improve writing skill
2. Improve reading skill
3. Increase Vocabulary
4. Improve critical thinking
5. Improve self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Doing some reviews for the previous materials	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Story - <i>Students express their opinion about the knowledge content (the introduction to a</i>	15 min

		<p><i>publishing) of the last meeting</i></p> <p>Students retell the story about the previous text</p>	
Language Focus	<ul style="list-style-type: none"> - Grammar - Critical Thinking 	<p>Will/ Going to</p> <ul style="list-style-type: none"> - <i>Lecturer explains about the use of “will and going to” and give examples of the sentences</i> - <i>Students are allowed to ask unclear explanations</i> <p>Lecturer and students are involved in the discussion (interactive methods)</p>	30 min
Exercise 1	<ul style="list-style-type: none"> - Critical Thinking 	<p>Will/ Going to</p> <p><i>Students are asked to choose one of the</i></p>	7,5 min

		<i>best answers to complete the sentences.</i>	
Exercise 2	- Writing Skill	Will/ Going to <i>Students write some grammar sentences</i>	7,5 min
Exercise 3	- Writing Skill - Reading comprehension - Speaking Fluency - Pronunciation advance - Self-confidence	- <i>Students make a paragraph related to the theme and read the sentences or a paragraph loudly in front of the class</i>	15 min
Closing	- Refresh mind	Conclusion - <i>Lecturer concludes the materials by giving summary</i> - <i>Lecturer delivers thanks for the excellent attention</i>	10 min

		- <i>Lecturer keeps students' motivation</i> Greeting	
Total per meeting			2 x 50 min

THE INTRODUCTION TO A PUBLISHING

A. Reading Text

Reading Comprehension

Instruction: Read the following text silently and loudly!

Most people are familiar with what a publisher is. After all, books, movies, magazines, and **newspapers**, as well as the internet, make up a considerable portion of our **entertainment** and **information** gathering. But the world of publishing is extremely large, and there is a lot to know about it.



<https://voice4thought.org>

What is Publishing?

Publishing is generally defined as the activity behind **duplicating** a work of written content and making it widely available. This is done through **distribution** channels that are already in existence. Although technically, audiobooks, music, and video entertainment are published, we will be focusing on written content for the purposes of this article. This includes things like books, magazines, and newspapers.

What is a Publisher?

Simply put, a publisher is someone who publishes. **Publishers** can range from huge companies that put out hundreds of different types of content to tiny publishers that only **publish** once or twice a year. A publisher may also refer to a person, although it usually refers to the **company** that supports that person. Publishing is a strong **business** in the United States, although print publishing has definitely declined in recent years and decades.

The History of Publishing

Publishing became possible with the **invention** of writing and became more practical with the introduction of **printing**. Before printing, distributed works were copied manually by scribes. Due to printing, publishing progressed hand-in-hand with the development of books.

The Chinese **inventor** Bi Sheng made a movable type of earthenware circa 1045, but there are no known surviving examples

of his work. The Korean civil servant Choe Yun-ui, who lived during the Goryeo Dynasty, invented the first metal moveable type in 1234-1250 AD.

Around 1450, in what is commonly regarded as an independent invention, Johannes Gutenberg invented movable type in Europe, along with innovations in **casting** the type based on a matrix and hand mold. This invention gradually made books less expensive to **produce** and more widely available.

Eventually, printing enabled other forms of publishing besides books. The history of modern newspaper publishing started in Germany in 1609, with the publishing of **magazines** following in 1663.

Historically, publishing has been handled by publishers, although some authors are self-published. The establishment of the World Wide Web in 1989 soon propelled the website into a dominant publishing medium. Wikis and Blogs soon **developed**, followed by online books, online newspapers, and online magazines.

Since its start, the World Wide Web has been facilitating the technological convergence of commercial and self-published content, as well as the convergence of publishing and producing into online production through the **development** of multimedia content.

B. Questions

Conversation Practice

Instruction: Answer the following questions based on the text and practice with your friend!

1. What is publishing?
2. What is a publisher?
3. Explain the history of publishing!
4. Who invented the actual movable machine type in the history of publishing?
5. Mention some products of publishing!

C. Vocabulary

Pronunciation Practice

Instruction: Pronounce the following words and understanding the meaning!

No	List of Difficult Words	Pronunciation	Meaning
1	Newspaper	'n(y)ooz,pāpər	Koran
2	Entertainment	,en(t)ər'tānmənt	Hiburan
3	Duplicating	,d(y)ooplə'kā(t)iŋG	Menduplikasi
4	Distribution	,distrə'byooSH(ə)n	Distribusi
5	Publisher	'pəbliSHər	Penerbit

6	Publish	'pəbliSH	Menerbitkan
7	Company	'kəmp(ə)nē	Perusahaan
8	Business	'biznəs	Bisnis
9	Invention	in'ven(t)SH(ə)n	Penemuan
11	Inventor	in'ven(t)ər	Penemu
12	Printing	'prin(t)iNG	Pencetakan
13	Produce	prə'd(y)oos	Menciptakan
14	Magazines	'magə,zēn	Majalah
15	Development	də'veləpmənt	Perkembangan

D. Language Focus: Will or Going To

Grammar Knowledge

Instruction: Understanding the following language Focus!

Will or Going To?

There are two additional ways to talk about the future in English: will/won't and going to.

Use **going to** for plans and arrangements:

1. On my next vacation, I'm going to stay in a nice hotel in Paris.
2. She's going to look for a new job after her current contract ends.
3. David's going to meet me at the airport at 8:00.
4. We're going to get married next July.
5. They're going to visit Amy next week.

6. They made plans to meet up on Monday.
7. Peter and Paul are going to share an apartment when they move to New York.

Note: We can also use the present continuous for the future in these cases.

1. On my next vacation, I'm staying at a nice hotel in Paris.
2. David's meeting me at the airport at 8:00.
3. We're getting married next July.

Use will/won't for promises:

1. I will send you an e-mail.
2. I won't tell anyone your secret.
3. He will pay you back tomorrow.
4. We won't forget your birthday.

Use will for offers:

1. I will buy you a drink.
2. My secretary will help you with the paperwork.

Use will for decisions made in that moment:

1. "Would you like potatoes or rice?"
"I will have the rice."
2. "Which shirt do you like?"
3. "Well, the red one is cheaper, but I prefer the color blue. I will take the blue one."

You can use either will/won't or going to for predictions or general statements about the future:

1. My company is going to move its headquarters overseas next year.
2. My company will move its headquarters overseas next year.
3. Your wife will love those flowers – they're beautiful!
4. Your wife is going to love those flowers – they're beautiful!
5. The economy is not going to improve much this year.
6. The economy won't improve much this year.
7. He won't pass the test.
8. He hasn't studied at all. He is not going to pass the test. He has not studied at all.

E. Exercise

Exercise 1:

Choose one of the best answers to complete the following sentences!

Will/ Won't/ Going to

1. _____ a new couch. I've already ordered it from the furniture store.
 1. We will get
 2. We are going to get
2. "I'm interested in your online training course."
" _____ you some information right away!"
 - a. I will send

- b. I am going to send
3. "What are their plans for the summer?"
" _____ do an internship at a pharmaceutical company."
a. They are going to
b. They will
4. If you're cold, _____ lend you my jacket.
a. I will
b. I am going to
5. "Have you decided what to do on Friday night?"
Yes, _____ see a show on Broadway. We got cheap tickets on the internet."
a. We will
b. We are going to
6. "I don't have enough money for a taxi."
"Don't worry - _____ give you a ride."
a. We will
b. We are going to
7. _____ ask Melissa to marry him. He's already bought the ring!
a. Craig is going to
b. Craig will
8. "Would you like to sign up for the general English course or the business English course?"
"Hmmm, that's a tough choice... _____ take the business English course."

- a. I will
 - b. I am going to
9. I _____ go to the festival this year.
- a. Think I won't
 - b. Don't think I will
10. _____ join us at the beach because he has to work this weekend.
- a. Tom's not going to
 - b. Tom won't

Exercise 2:

Write five sentences that contain Will and Going To!

Will

1.
2.
3.
4.
5.

Going To

1.
2.
3.
4.
5.

Exercise 3:

Write a paragraph about the theme (*the introduction to a publishing*) based on your opinion and read it aloud in front of the class.

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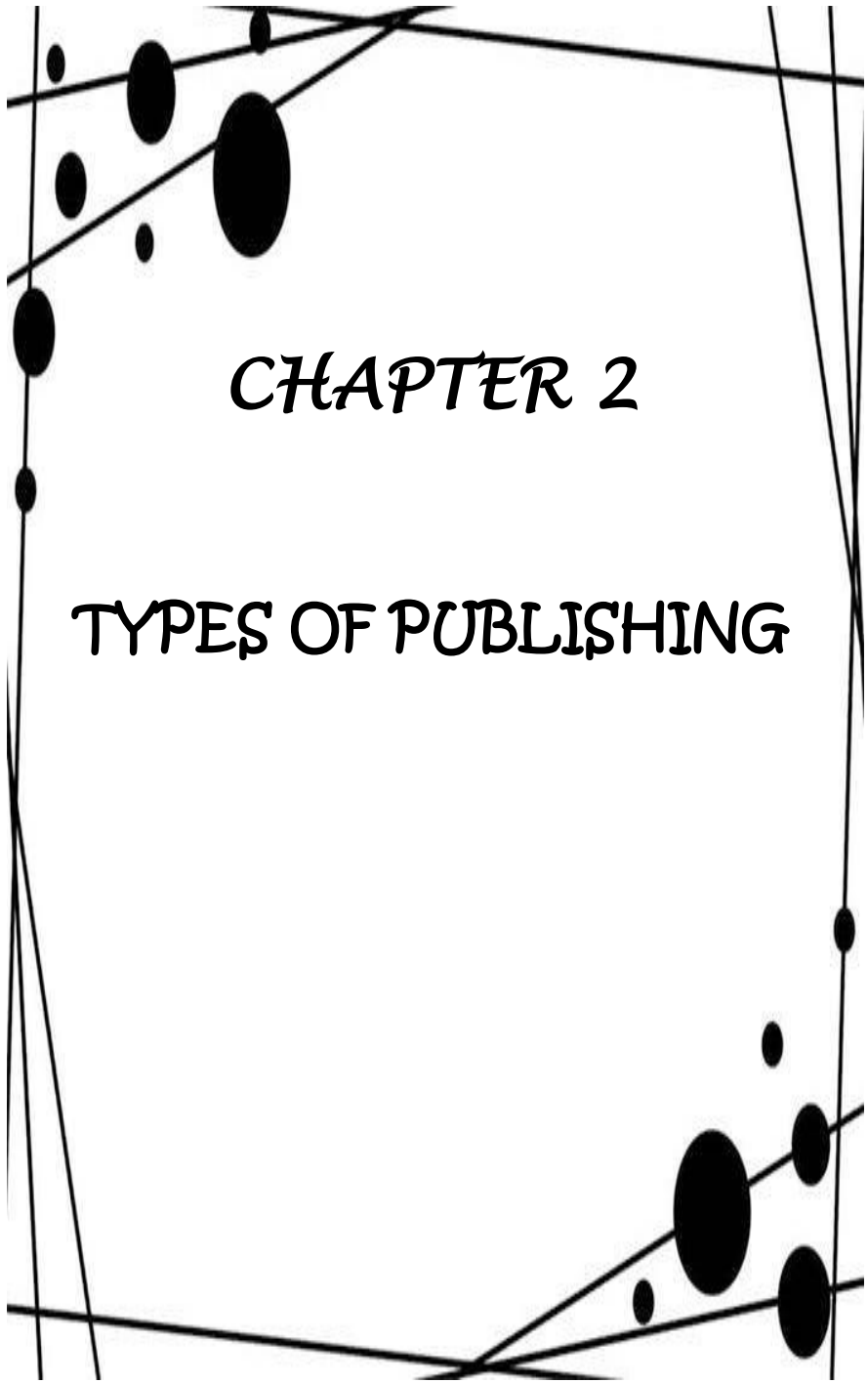
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CHAPTER 2

TYPES OF PUBLISHING

Guidelines:

Meeting 1

The Objectives of the Study:

Students are able to:

1. Gain the information and knowledge of “Types of Publishing”
2. Improve reading skill
3. Enlarge some vocabularies related to the text
2. Improve communication skills (speaking fluency, listening comprehension, and pronunciation)
3. Develop critical thinking
4. Stimulate self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Understanding the Reading	- Reading comprehension	Silent Reading <i>Students read</i>	20 min

Text	- Pronunciation practice	<i>the text without any sounds (3 times)</i>	
		Reading aloud <i>students read aloud the paragraphs in turn (3 circles)</i>	20 min
Answering Question related to reading text	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>	20 min
Understanding the Difficult Words	- Vocabulary mastery - Pronunciation Practice	Speak after Me - <i>Lecturer asks the students' difficult words</i> - <i>Lecturer explains the difficult words</i> - <i>lecturer mentions the</i>	15 min

		<i>words and students repeat/ imitate the words</i>	
Closing	- Summary/ Mind refresh	Conclusion - <i>Lecturer concludes the materials by giving summaries</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greetings	10 min
Total per meeting			2 x 50 min

Meeting 2

The Objectives of the Study:

Students are able to:

1. Improve writing skill
2. Improve reading skill
3. Increase Vocabulary
4. Improve critical thinking
5. Improve self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Doing some reviews for the previous materials	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Story - <i>Students express their opinion about the knowledge content (the introduction to a</i>	15 min

		<p><i>publishing) of the last meeting</i></p> <p>Students retell the story about the previous text</p>	
Language Focus	<ul style="list-style-type: none"> - Grammar - Critical Thinking 	<p>Should/ Could/ Would</p> <ul style="list-style-type: none"> - <i>Lecturer explains about the use of “should, could, would” and give examples of the sentences</i> - <i>Students are allowed to ask unclear explanations</i> <p>Lecturer and students are involved in the discussion (interactive methods)</p>	30 min
Exercise 1	- Critical	Should/ Could/	7,5 min

	Thinking	Would <i>Students are asked to choose one of the best answers to complete the sentences.</i>	
Exercise 2	- Writing Skill	Should/ Could/ Would <i>Students write some grammar sentences</i>	7,5 min
Exercise 3	- Writing Skill - Reading comprehension - Speaking Fluency - Pronunciation advance - Self-confidence	- <i>Students make a paragraph related to the theme and read the sentences or a paragraph loudly in front of the class</i>	15 min
Closing	- Refresh mind	Conclusion - <i>Lecturer concludes the materials by giving summary</i>	10 min

		<ul style="list-style-type: none"> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> <p>Greeting</p>	
Total per meeting			2 x 50 min

TYPES OF PUBLISHING

A. Reading Text

Reading Comprehension

Instruction: Read the following text silently and loudly!

Let's look at some of the publishing methods that are currently in existence today. This is not a comprehensive list, nor does it include audio and video publishing.



<https://id.linkedin.com/>

Books: books are obviously the first thing that comes to mind when you think about publishing. The publishing has been done for centuries, encompassing both **fictions** that you read for pleasure and academic textbooks that are used in schools.

Although the e-book has definitely dealt print books a blow, they are still in the competition and all you have to do is go to a local **bookstore** to see that.

Magazines: magazines are another publishing method that is used today. Periodicals like magazines are published weekly or monthly and encompass a huge range of topics, some broad and some very small.

Newspapers: you are probably also familiar with newspapers. Although many people get their **news** online these days or read newspapers on a tablet, the print newspaper is still very much in fashion. You can buy it at the supermarket or from one of the vending **machines** on the sidewalk. Newspapers are a very specific type of publication that is easy to recognize instantly.

Other Print Media: of course, there is other print media out there as well. Closely related to the newspaper is the newsletter. Newsletters are often just a single **page** perhaps two, and they may be limited to a very small audience. For example, many companies publish newsletters for their **employees**. Other kinds of print media that can be published include mailing **advertisements, flyers** and much more.

Blogs: now we will get into some of the digital publishing that is going on today. The first one that we will be discussing is the modern blog. Although blogs can be considered a form of publishing, oftentimes they are more about personal information

about what is going on in the blogger's life than they are about topics that a broader range of people would be concerned about. However, there are **review** blogs and news blogs as well.

E-Newsletters: E-**newsletters** are a type of publication that is usually sent to an email inbox. Subscribers sign up for an electronic newsletter and then they receive information from the company or individual publishing the newsletter. For the most part, these have replaced the print newsletter because they are so much cheaper to produce.

Websites: another form of publishing is the **website**. Most people do not think about their website – or any website really – as a publication, but under normal definition putting information on the web so that everyone can view it is definitely considered publishing. This is especially true for websites that publish regular content such as **major news organizations** that publish articles solely on their website.

Articles: **articles** are definitely another form of publishing online. You can publish articles in many places around the web with your own content. These are different than articles that you might **post** on your own website or blog. They're usually posted on third-party websites such as Web 2.0 sites.

EBooks: finally, e-books are another form of publishing. E-books have taken over when it comes to fiction. Although it will be a long time before the print book is – out-of-print so to speak

– e-books are steadily becoming more popular as more and more people get devices that can read them. Amazon is definitely the primary party responsible for the rise of e-books and e-book publishing.

Other Online Publishing: there are also other forms of online publishing that we have not covered here. In fact, there is a great deal of variety when it comes to publishing on the web.

B. Questions

Conversation Practice

Instruction: Answer the following questions based on the text and practice with your friend!

1. Mention some examples of printed media!
2. Mention some kinds of online publishing!
3. Explain the difference between magazine and newspaper based on your point of view!
4. Are blogs and websites different? explain!
5. What is the difference between print media and online media?

C. Vocabulary

Pronunciation Practice

Instruction: Pronounce the following words and understanding the meaning!

No	List of Difficult Words	Pronunciation	Meaning
1	Fiction	'fikSH(ə)n	Fiksi
2	Bookstore	'bookstôr	Toko Buku
3	Machine	mə'SHĕn	Mesin
4	Page	Pāj	Halaman
5	Employee	em'plɔiē	Karyawan
6	Advertisement	'advər,tīzmənt	Iklan
7	Flyer	'flī ər	Pamflet
8	Blog	blæg	Blog
9	Review	rə'vyoo	Tinjauan
10	Newsletter	'n(y)ooz,ledər	Buletin
11	Website	'websīt	Situ web
12	Major	'mājər	Besar
13	Organization	,ôrgənə'zāSH(ə)n	Organisasi
14	Article	'ärdək(ə)l	Artikel/ tulisan
15	Post	pōst	Menyiarkan/ memublikasikan

D. Language Focus: Should, Could, Would

Grammar Knowledge

Instruction: Understanding the following language Focus!

Should, Could, Would

The difference between **should**, **could**, and **would** is difficult for many English learners – this lesson will help you understand when to use each one!

Use Should and Shouldn't for Advice

Here are some examples of using **should** and **shouldn't** to ask for and give advice and suggestions:

1. A. "I've had a really bad headache for the past week."
B. "That's not good – you **should** go to the doctor."
2. A. "I want to make more friends, but I don't know how."
B. "First of all, you **shouldn't** spend so much time on the computer.

You **should** go out and join a club or start playing a sport instead!"

3. A. "I had a fight with my best friend. What **should** I do?"
B. "Hmm... I think you **should** call her and tell her you are sorry."

Use Could and Couldn't for Ability in the Past

Could and **couldn't** are the past forms of **can** and **can't**:

1. When I was younger, I **could** run a mile in 7 minutes. Now it takes me 20 minutes!

2. Yesterday, I **couldn't** find my wallet anywhere – but this morning I found it.
3. Last year, he **couldn't** speak English very well, but now he **can**.

Use **Could** for Possibilities in the Future

- A. “Do you have any ideas for our publicity campaign?”
- B. “Yes, I’ve got a few ideas. I **could** put advertisements on Facebook and Google. We **could** also give out pamphlets in our neighborhood. Maybe John **could** even contact local TV stations.”

Use **Could** to Make Polite Requests

1. **Could** you please open the window? It’s hot in here.
2. **Could** you turn the music down? Thanks.
3. **Could** you make 10 copies of this report, please?

Use **Would/Wouldn't** to Talk about Unreal or Unlikely Situations

1. If I were the president of my company, I **would** make a lot of changes.
2. If people were more generous, there **wouldn't** be so much poverty in the world today.
3. She **would** travel around the world if she had more vacation time.

Note: In this case, **would** is often shortened to ‘**d**, for example

- If I were the president of my company, I’d make a lot of changes.

Use Would You Like to Make Polite Offers

Here are some examples of using **would you like...?** to make polite offers:

1. A. “**Would you like** anything to drink?”
B. “A soda would be great. Thanks!”
2. A. “**Would you like** to join us for dinner?”
B. “I’d love to, but I actually have other plans tonight.”
3. A. “**Would you like** to see some pictures from my vacation?”
B. “Sure!”

Don’t use “to” after should, could, and would:

1. ~~You shouldn’t to smoke.~~
You shouldn’t smoke.
2. ~~We could to order pizza tonight.~~
We could order pizza tonight.
3. ~~I would to buy a new car if I had the money.~~
I would buy a new car if I had the money.

E. Exercise

Exercise 1:

Choose one of the best answers to complete the following sentences!

Should/ Could/ Would

Shouldn’t/ Couldn’t/ wouldn’t

Helen, _____ you come over here for a minute? I need to talk to you.

a. Could

b. Should

c. Wouldn't

1. You _____ like my brother if you got to know him better.
 - a. Couldn't
 - b. Should
 - c. Would
2. I _____ call you last night because I left my cell phone at home.
 - a. Couldn't
 - b. Shouldn't
 - c. Wouldn't
4. When your father was a boy, he _____ play soccer for 5 hours straight without getting tired.
 - a. Could
 - b. Should
 - c. Wouldn't
5. In my opinion, you _____ dye your hair blonde. You'd look great!
 - a. Could
 - b. Should
 - c. Would
6. You really _____ stay up so late. I don't think you're getting enough sleep.
 - a. Couldn't
 - b. Shouldn't

- c. Wouldn't
7. I _____ touch that equipment if I were you. It looks dangerous.
- a. Shouldn't
- b. Couldn't
- c. Wouldn't
8. _____ I buy a DVD or a watch for my father's birthday?
What do you think?
- a. Could
- b. Should
- c. Would
9. Joanna, _____ you like some chicken?
- a. Could
- b. Would
- c. Should
10. If it rains on the date of the wedding, we _____ have the ceremony inside the church instead of in the park.
- a. Could
- b. Shouldn't
- c. Wouldn't

Exercise 2:

Write five sentences that contain Should/ Shouldn't, Could/ Couldn't, and Would/ Wouldn't!

Should/ Shouldn't

1.
2.
3.
4.
5.

Could/ couldn't

1.
2.
3.
4.
5.

Would/ Wouldn't

1.
2.
3.
4.
5.

Exercise 3:

Write a paragraph about the theme (*types of publishing*) based on your opinion and read it aloud in front of the class.

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The page features a decorative border composed of several thin, black, slightly curved lines that intersect to form a frame. Scattered throughout this frame are various solid black circles of different diameters, some positioned near the corners and others more centrally. The overall aesthetic is minimalist and modern.

CHAPTER 3

DIGITAL PUBLISHING

Guidelines:

Meeting 1

The Objectives of the Study:

Students are able to:

1. Gain the information and knowledge of “Digital Publishing”
2. Improve reading skill
3. Enlarge some vocabularies related to the text
4. Improve communication skills (speaking fluency, listening comprehension, and pronunciation)
5. Develop critical thinking
6. Stimulate self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Understanding the Reading	- Reading comprehension	Silent Reading <i>Students read</i>	20 min

Text	- Pronunciation practice	<i>the text without any sounds (3 times)</i>	
		Reading aloud <i>students read aloud the paragraphs in turn (3 circles)</i>	20 min
Answering Question related to reading text	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>	20 min
Understanding the Difficult Words	- Vocabulary mastery - Pronunciation Practice	Speak after Me - <i>Lecturer asks the students' difficult words</i> - <i>Lecturer explains the difficult words</i> - <i>lecturer mentions the</i>	15 min

		<i>words and students repeat/ imitate the words</i>	
Closing	- Summary/ Mind refresh	Conclusion - <i>Lecturer concludes the materials by giving summaries</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greetings	10 min
Total per meeting			2 x 50 min

Meeting 2

The Objectives of the Study:

Students are able to:

1. Improve writing skill
2. Improve reading skill
3. Increase Vocabulary
4. Improve critical thinking
5. Improve self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Doing some reviews for the previous materials	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Story - <i>Students express their opinion about the knowledge content (the introduction to a publishing) of the</i>	15 min

		<p><i>last meeting</i></p> <p>Students retell the story about the previous text</p>	
Language Focus	<ul style="list-style-type: none"> - Grammar - Critical Thinking 	<p>Should/ Could/ Would</p> <ul style="list-style-type: none"> - <i>Lecturer explains about the use of “some, any, no” and give examples of the sentences</i> - <i>Students are allowed to ask unclear explanations</i> <p>Lecturer and students are involved in the discussion (interactive methods)</p>	30 min
Exercise 1	<ul style="list-style-type: none"> - Critical Thinking 	<p>Some, any, no</p> <p><i>Students are asked to choose one of the</i></p>	7,5 min

		<i>best answers to complete the sentences.</i>	
Exercise 2	- Writing Skill	Some, any, no <i>Students write some grammar sentences</i>	7,5 min
Exercise 3	- Writing Skill - Reading comprehension - Speaking Fluency - Pronunciation advance - Self-confidence	- <i>Students make a paragraph related to the theme and read the sentences or a paragraph loudly in front of the class</i>	15 min
Closing	- Refresh mind	Conclusion - <i>Lecturer concludes the materials by giving summary</i> - <i>Lecturer delivers thanks for the excellent attention</i>	10 min

		- <i>Lecturer keeps students' motivation</i> Greeting	
Total per meeting			2 x 50 min

DIGITAL PUBLISHING

A. Reading Text

Reading Comprehension

Instruction: Read the following text silently and loudly!

Have you ever thought about how much money you could save by taking a print publication online? How about the added revenue from digital **advertisers**? While you'll find both advantages and disadvantages to digital publishing, its revenue potential is enticing many publishers to make the transition.



<https://www.up.ac.za/>

What Is Digital Publishing?

Chances are, you've interacted with media in the **digital** world. Traditional media encompasses anything that communicates ideas — from fine art to print **newspapers**. Digital publishing is the act of making media available online. For example, print publishers might create digital versions of their **physical** magazines. Now, you can find digital publications that take full advantage of the form by building **content** meant for online viewing.

Are Digital Media and Electronic Publishing the Same as Digital Publishing?

“**Electronic** publishing” is the original term for digital publishing. While it's still in use today, along with the shortened “**e-publishing**,” “digital publishing” is more common. You'll probably also see “digital media” and “digital publishing” used interchangeably. If you want to get super technical, digital media is the content itself, while digital publishing is posting and **disseminating** the content online.

What Are the Types of Digital Publishing?

Many people associate digital publishing with e-books. While e-books are one arm of digital publishing, there are many others. Almost any content **accessed** online falls under this umbrella. It includes newsletters, **journals**, **research** reports, magazines, brochures marketing collateral, white papers, company **reports**, and everything in between.

While digital publications can reach their audiences through web pages or PDFs, they're not the only online formats. The industry is always **searching** for new ways to maximize the digital experience. Publishers use digital- and mobile-first **platforms** that showcase their media in the most user-friendly, immersive format.

Examples of Digital Publishing

The best way to understand digital publishing is to look at how others in your **industry** do it. One great example is bundled digital experiences. You'll see examples of digital publications taking the form of magazines, brochures, **catalogs**, and corporate reports. They have a different look and feel than a website because they may have flappable pages, much like a print magazine. The difference is that this content is specifically for online viewing. Depending on the platform used to create the content, your content might adjust to any screen size and can scroll down to any page length. It also features integrated video, audio, and other interactive elements. Find out how publishers use digital **editions** to reach their **audiences**, increase traffic and engagement and create an ideal viewing experience.

B. Questions

Conversation Practice

Instruction: Answer the following questions based on the text and practice with your friend!

1. What is digital publishing?
2. What is the difference between traditional and digital publishing?
3. What is the difference between Digital Media, Electronic Publishing, and Digital Publishing?
4. Mention the examples of digital publishing!
5. Explain one of the platforms that can be used to publish your writing!

C. Vocabulary

Pronunciation Practice

Instruction: Pronounce the following words and understanding the meaning!

No	List of Difficult Words	Pronunciation	Meaning
1	Advertiser	'advɜrtīzər	Pemasang Iklan
2	Newspaper	'n(y)ooz, pāpər	Koran

3	Digital	'dijidl	Digital
4	Physical	'fizik(ə)l	Fisik
5	Content	kən'tent	Isi
6	Electronic	ə'lek'trənik	Elektronik
7	E-Publishing	ə'pəbliSHiNG	Penerbitan Elektronik
8	Disseminating	də'semə'nātiNG	Menyebarkan
9	Access	'ak'ses	Mengakses
10	Journal	'jərnəl	Jurnal
11	Research	'rē'sərCH	Riset
12	Brochure	brō'SHoor	Brosur
13	Reports	rə'pōrt	Laporan
14	Web Page	'web ,pāj	Halaman Web
15	Searching	'sərCHiNG	Mencari
16	Platforms	'plətfōrm	Panggung/ Peron
17	Industry	'indəstrē	Industri
18	Catalog	'kədl,ōg	Katalog/ daftar
19	Edition	ə'diSH(ə)n	Edisi
20	Audience	'ôdēəns	Peserta

D. Language Focus: Some/ Any/ No

Grammar Knowledge

Instruction: Understanding the following language Focus!

Some / Any / No

Some or Any?

Use **Some** in Positive Statements.

- I've read **some** good books lately.

Use “some” with **uncountable nouns** and with **plural countable nouns**.

With **singular countable nouns**, just use a/an:

- I've read **a** good book lately.

Use **Any** in Negative Statements (With Don't, Didn't, Haven't, Etc)

- I **haven't** read **any** good books lately.

Use “any” with **uncountable nouns** and with **plural countable nouns**. With **singular countable nouns**, just use a/an:

1. I don't have **any** pencils.
(*pencils = plural countable noun*)

2. I don't have **any** paper.
(*paper = uncountable noun*)

3. ~~I don't have **any** dictionary.~~
I don't have **a** dictionary.
(*dictionary = singular countable noun*)

Use **Any** in Questions:

- Have you read **any** good books lately?

Exception: Always use some when offering something (would you like...?) or asking for something (can I have...?)

1. Can I have some soda?
2. Would you like some chicken?

Any Or No?

In sentences that begin with “**There,**” we can say them with two different ways:

1. There **aren’t any** books on the table.
= There **are no** books on the table.
2. There **isn’t any** milk in the fridge.
= There’s **no** milk in the fridge.
3. There **wasn’t any** music at the party.
= There **was no** music at the party.
4. There **weren’t any** cookies in the box.
= There **were no** cookies in the box.

Both forms are correct!

Double Negatives

Never use “not” and “no” together:

1. ~~There **aren’t no** books on the table.~~
2. ~~There **isn’t no** milk in the fridge.~~
3. ~~There **wasn’t no** music at the party.~~
4. ~~There **weren’t no** cookies in the box.~~

Something / Anything / Nothing

The same rules apply to **something**, **anything**, and **nothing**:

1. I want to try **something** new this year.

2. I **didn't** eat **anything** at the restaurant.
3. Are you doing **anything** interesting this weekend?
4. There's **nothing** to do in this town.

Someone / Anyone / No One

Somebody / Anybody / Nobody

Someone and **somebody** are the same, as are **anyone** and **anybody** and **no one** and **nobody**.

1. **Someone** forgot to turn the lights off before leaving.
2. I **don't** know **anyone** who works from home.
3. Did you meet **anyone** new at the conference?
4. **Nobody** likes the new teacher.

Somewhere / Anywhere / Nowhere

1. Let's go **somewhere** warm on our next vacation.
2. I **can't** find my keys **anywhere!**
3. Did you go **anywhere** else before coming home?
4. The waiting room was so crowded that there was **nowhere** to sit down.

E. Exercise

Exercise 1:

Choose one of the best answers to complete the following sentences!

Some/ Any/ No

Something / Anything / Nothing

Someone / Anyone / No One

Somebody / Anybody / Nobody

Somewhere / Anywhere / Nowhere

1. We bought _____ apples at the market.
 - a. Any
 - b. Some
2. They don't have _____ children.
 - a. Any
 - b. Some
3. I have _____ to tell you.
 - a. Anything
 - b. Something
4. We didn't understand _____ the teacher said.
 - a. Anything
 - b. Nothing
5. _____ ate the last piece of cake.
 - a. Anybody
 - b. Somebody

6. I rang the doorbell, but _____ was home.
 - a. Anyone
 - b. No one
7. Do you know where Rachel is? I don't see her _____ in this room.
 - a. Anywhere
 - b. Somewhere
8. Fortunately, there were _____ problems with the software installation.
 - a. Any
 - b. No

Exercise 2:

Write one sentence each of Some/ Any/ No, Something / Anything / Nothing, Someone / Anyone / No One, Somebody / Anybody / Nobody, Somewhere / Anywhere / Nowhere

Some/ Any/ No

1.
2.
3.

Something / Anything / Nothing

1.
2.

3.

Someone / Anyone / No One

1.

2.

3.

Somebody / Anybody / Nobody

1.

2.

3.

Somewhere / Anywhere / Nowhere

1.

2.

3.

Exercise 3:

Write a paragraph about the theme (*digital publishing*) based on your opinion and read it aloud in front of the class.

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An abstract graphic design featuring several thin black lines that intersect to form a roughly rectangular frame. Scattered throughout the frame are various solid black circles of different sizes, some of which are partially cut off by the lines. The overall style is minimalist and modern.

CHAPTER 4

9 STAGES TO BE A GOOD WRITER

Guidelines:

Meeting 1

The Objectives of the Study:

Students are able to:

1. Gain the information and knowledge of “9 Stages to be a Good Writer”
2. Improve reading skill
3. Enlarge some vocabularies related to the text
4. Improve communication skills (speaking fluency, listening comprehension, and pronunciation)
5. Develop critical thinking
6. Stimulate self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Understanding the Reading	- Reading comprehension	Silent Reading <i>Students read</i>	20 min

Text	- Pronunciation practice	<i>the text without any sounds (3 times)</i>	
		Reading aloud <i>students read aloud the paragraphs in turn (3 circles)</i>	20 min
Answering Question related to reading text	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>	20 min
Understanding the Difficult Words	- Vocabulary mastery - Pronunciation Practice	Speak after Me - <i>Lecturer asks the students' difficult words</i> - <i>Lecturer explains the difficult words</i> - <i>lecturer mentions the</i>	15 min

		<i>words and students repeat/ imitate the words</i>	
Closing	- Summary/ Mind refresh	Conclusion - <i>Lecturer concludes the materials by giving summaries</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greetings	10 min
Total per meeting			2 x 50 min

Meeting 2

The Objectives of the Study:

Students are able to:

1. Improve writing skill
2. Improve reading skill
3. Increase Vocabulary
4. Improve critical thinking
5. Improve self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Doing some reviews for the previous materials	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Story - <i>Students express their opinion about the knowledge content (9 Stages to be a Good Writer) of the</i>	15 min

		<p><i>last meeting</i></p> <p>Students retell the story about the previous text</p>	
<p>Language Focus</p>	<ul style="list-style-type: none"> - Grammar - Critical Thinking 	<p>Frequency of time</p> <ul style="list-style-type: none"> - <i>Lecturer explains about the use of “frequency of time” and give examples of the sentences</i> - <i>Students are allowed to ask unclear explanations</i> <p>Lecturer and students are involved in the discussion (interactive methods)</p>	<p>30 min</p>
<p>Exercise 1</p>	<ul style="list-style-type: none"> - Critical Thinking 	<p>Frequency of time</p> <p><i>Students are asked to choose one of the best answers to</i></p>	<p>7,5 min</p>

		<i>complete the sentences.</i>	
Exercise 2	- Writing Skill	Frequency of time <i>Students write some grammar sentences</i>	7,5 min
Exercise 3	- Writing Skill - Reading comprehension - Speaking Fluency - Pronunciation advance - Self-confidence	- <i>Students make a paragraph related to the theme and read the sentences or a paragraph loudly in front of the class</i>	15 min
Closing	- Refresh mind	Conclusion - <i>Lecturer concludes the materials by giving summary</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps</i>	10 min

		<i>students' motivation</i> Greeting	
Total per meeting			2 x 50 min

9 STAGES TO BE A GOOD WRITER

A. Reading Text

Reading Comprehension

Instruction: Read the following text silently and loudly!



<http://www.theindependentpublishingmagazine.com/>

At first, writing a book is an easy job that can be completed simply by writing from home without requiring more energy and effort than completing work in the field. But have you ever tried to start writing a book?

When one is struggling in the world of writing, everything is not as simple as people think. You will find that writing a book

requires excellent thinking and great motivation. Why? Because in the process of completing the book, many obstacles will be faced.

When people want to try writing a book, they don't know how to start. Some have begun writing books but run out of ideas in the middle of their writing journey. Then, they are confused about how to proceed. The other may have written, but they have to stop and turn away from the original **plan** because of other activities.

Here are some strategies to write a book quickly and efficiently so that your dream of becoming a successful book writer soon becomes a reality.

1. Choose ideas and concepts according to your expertise and passion

Choosing a **concept** according to your **expertise** and **passion** will flow ideas smoothly. Why? Because this concept is close to our life. Sharing experiences, work, and hobbies are certainly not difficult for us.

2. Considering the target audience

Remember that readers can accept not all ideas and concepts that match our expertise and passion. So, after recognizing our area of expertise and passion, it is also crucial to pay attention to the

target **audience** and market conditions before starting to write. Then, choose a topic that can benefit many people.

3. Prepare an Outline of Book Content

The outline/**framework** of the book can develop into a table of contents. So, it is crucial to make an overview of the book's main points that we will compile. This book content plan or **outline** is essential to guide us when we are in the process of writing a book. And it also helps when we are stuck in writing because we can jump to another section to refresh our **minds**. But we already have an overview of the contents of the book. So, we are getting more accessible and more focused in the process of writing the book.

4. Complete Book Writing Support Materials

Before starting to write, it's good to do research and collect materials to support the book's content. **Reference** materials can be through the internet, interviewing sources, reading books, discussing, focus group discussions, and **brainstorming**. It is done to maintain the quality of our writing. The data will then be grouped into chapters or tables of contents that have been compiled to make it easier and more systematic.

5. Put all your thoughts into the script

Combine previously found knowledge, experience, and external supporting materials to form a piece of writing into a predetermined concept and idea. Then, free your mind from

writing whatever you want to write. At this stage, avoid over-editing until the concept is complete.

6. Setting a Target Time for Writing a Book with a TimeLine

Setting a target time for writing a book is vital to maintain consistency, **commitment**, and passion. In addition, making a **timeline** will help us write more directed, measurably, and systematically so that the writing process is effective and efficient.

7. Keeping drafts of writing on the track

Write according to the outline that has been made. However, two possibilities can occur in the writing process: our ideas develop or get stuck. If you are stuck because of something, then we can jump to another section or **chapter** that can be done first. While completing the data and other materials to continue the previous-pending writing.

8. Keep Learning and Practice Often

The more we practice writing books, the more skilled we will be in solving the obstacles in writing, and the more we will become experts in writing and making books.

9. Publish Your Books

If your book is ready to be published, look for a Book Publisher willing to work together to publish your books with a mutually beneficial profit/royalty sharing.

B. Questions

Conversation Practice

Instruction: Answer the following questions based on the text and practice with your friend!

1. Describe the challenges faced while writing!
2. Mention 9 steps to write a book!
3. Why do we need to Prepare an Outline of Book Content?
4. Mention two possibilities that can occur in the writing process!
5. What is the function of determining the target time in completing a book manuscript?
6. Where can we find sources of material for writing a book?

C. Vocabulary

Pronunciation Practice

Instruction: Pronounce the following words and understanding the meaning!

No	List of Difficult words	Pronunciaton	Meaning
1	Plan	Plan	Rencana
2	Concept	'kän ,sept	Konsep
3	Expertise	,ekspər'tēz	Keahlian
4	Passion	'paSHən	Kegemaran

5	Audience	'ôdēəns	Penikmat
6	Framework	'frām ,wərk	Kerangka
7	Outline	'out ,līn	Garis Besar
8	Mind	Mīnd	Pikiran
9	Reference	'ref(ə)rəns	Referensi
10	Brainstorming	'brānstôrmīNG	Brainstorming
11	Thought	THôT	Pikiran
12	Script	Skript	Naskah
13	Commitment	kə'mitmənt	Komitment
14	Draft	Draft	Konsep
15	Chapter	'CHaptər	Bab

D. Language Focus: Preposition of Time

Grammar Knowledge

Instruction: Understanding the following language Focus!

Prepositions Of Time

After / Later

Use **after** + **phrase**, and use **later** alone (at the end of a sentence or phrase).

1. I'll call you **later**.

I'll call you **after I get home** from work.

2. First, he bought a new car. Two weeks **later**, he bought a new motorcycle.

He bought a new motorcycle two weeks **after he bought a car.**

You can say “**later + time period**” to refer to an unspecified time in the future, for example:

1. I’ll finish the project **later this week.**
2. We’ll go on vacation **later this year.**

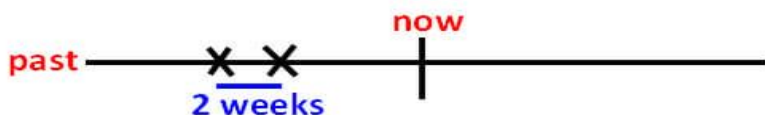
Never end a sentence with “**after.**” Instead, you can use “**afterwards**”

- A. “Did you go straight home after the baseball game?”
- B. “~~No, we went out for drinks **after.**~~”
- B. “No, we went out for drinks **afterwards.**”

Ago / Before

Use **ago** to talk about past times in reference to the current moment.

Use **before** to talk about past times in reference to another moment in the past.



"I met my girlfriend 2 weeks before I graduated."

Difference between “before” and “ago”

By / Until

Use **by** for one specific event that will happen before a certain time in the future. Use **until** for a continuous event that will continue and then stop at a certain time in the future.

1. Please send me the information **by** Monday.
2. He's staying in London **until** the 30th.



"Please send me the information **by** Monday."

by = single event | until = continuous



"He's staying in London **until** the 30th."

Difference between "by" and "until"

During / While

Both **during** and **while** mean that something happens at the same time as something else.

Use **during** + noun.

- o She cried **during the movie**.

Use **while** + subject + verb, or **while** + gerund.

1. She cried **while she was watching** the movie.
2. She cried **while watching** the movie.

From... To / Till / Until

We use **from** + **to** / **till** / **until** to define the beginning and end of a time period.

1. The museum is open **from** 8 AM **to** 4 PM.
2. Jack will be on vacation **from** tomorrow **until** next Friday.
3. I studied English **from** 2001 **till** 2004.

On / In / At

Use **in** for centuries, decades, years, seasons, and months:

1. In the 18th century
2. In the 1960s
3. In 2001
4. In the summer
5. In October

Use **on** for days:

1. On Friday
2. On March 15th.
3. On my birthday
4. On the weekend

Use **at** for times:

1. At 3:30.
2. At noon.
3. At quarter past four.

Be careful with morning, afternoon, evening, and night!

1. **In** the morning
2. **In** the afternoon

3. **In** the evening
4. **At night**

Past / To

We can use these prepositions with **minutes** in relation to the **hour**:

1. 3:50 = Ten to four
2. 6:15 = Quarter past six

For / Since

For is used for a period of time, and **since** is used to reference a specific point in time.

1. I've been waiting **for three hours**.
I've been waiting **since ten o'clock**.
2. We've lived here **for four years**.
We've lived here **since 2008**.
3. She's been working there **for six months**.
She's been working there **since she graduated from college**.

As Soon As / As Long As

As soon as means "immediately after another event."

- We'll call you **as soon as** we arrive.
(if we arrive at 8:00, we'll call you at 8:05)

As long as means "for the period of time" or "on the condition that":

- I stayed awake for **as long as** I could. (period of time)

I'll take the job **as long as** I have the freedom to work from home a few days a week. (condition)

E. Exercise

Exercise 1:

Choose one of the best answers to complete the following sentences using one of the frequencies of time have been explained!

1. I took a shower _____ I finished my workout at the gym.
 - a. After
 - b. Later
 - c. Past
2. She quit her job in January and started her own company two months _____.
 - a. After
 - b. Later
 - c. Since
3. I started doing yoga a few months _____ my second child was born.
 - a. Ago
 - b. Back
 - c. Before
4. I just talked to Henry five minutes _____.
 - a. After
 - b. Ago
 - c. Before
5. I'll be in the office _____ 5 PM. After that, you can reach me on my cell phone
 - a. For
 - b. During
 - c. Until

6. We need to know how many people are coming to the party _____ tomorrow morning.
- By
 - Until
 - In
7. I had a great idea _____ I was taking a shower this morning.
- As long as
 - During
 - While
8. Please, no talking _____ the test.
- During
 - While
 - For
9. The meeting ran from 9:00 _____ 10:30.
- By
 - At
 - To
10. I bought my first car _____ 1995.
- On
 - In
 - Since
11. The conference begins _____ June 25th.
- In
 - On
 - To
12. He got home _____ midnight.
- At
 - On
 - In
13. I've been interested in science _____ I was a child.
- Before
 - For
 - Since
14. My grandparents have been married _____ over 50 years.
- For

- b. Since
 - c. After
15. _____ I saw her face, I knew something was wrong.
- a. While
 - b. As long as
 - c. As soon as
16. The doctors worked to keep the patient alive for _____ possible.
- a. As long as
 - b. Until
 - c. During

Exercise 2:

Write one sentence each of 20 frequencies of time have been explained.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Exercise 3:

Write a paragraph about the theme (*9 stages to be a good writer*) based on your opinion and read it aloud in front of the class.

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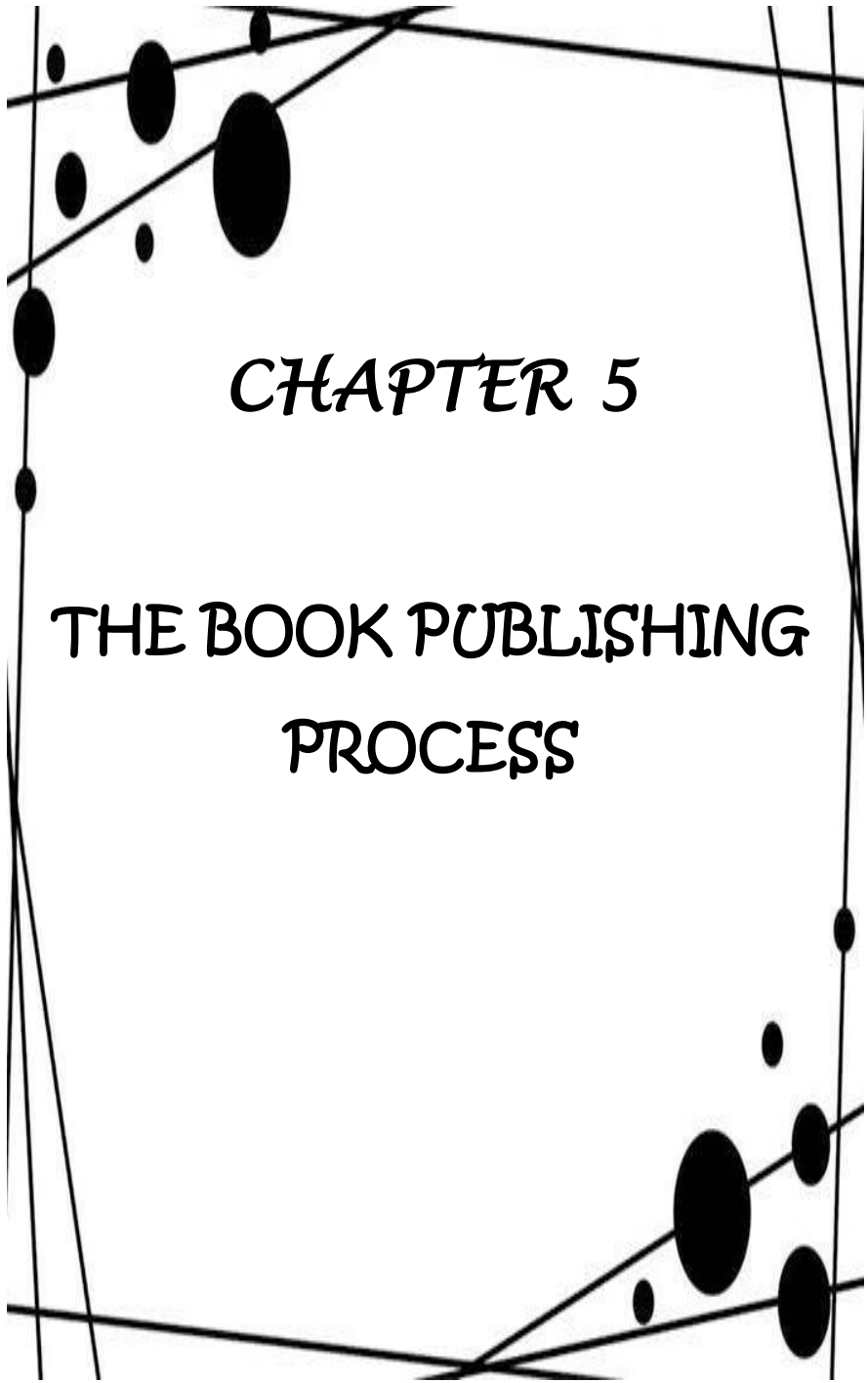
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CHAPTER 5

THE BOOK PUBLISHING
PROCESS

Guidelines:

Meeting 1

The Objectives of the Study:

Students are able to:

1. Gain the information and knowledge of “The Book Publishing Process”
2. Improve reading skill
3. Enlarge some vocabularies related to the text
4. Improve communication skills (speaking fluency, listening comprehension, and pronunciation)
5. Develop critical thinking
6. Stimulate self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Understanding the Reading	- Reading comprehension	Silent Reading <i>Students read</i>	20 min

Text	- Pronunciation practice	<i>the text without any sounds (3 times)</i>	
		Reading aloud <i>students read aloud the paragraphs in turn (3 circles)</i>	20 min
Answering Question related to reading text	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>	20 min
Understanding the Difficult Words	- Vocabulary mastery - Pronunciation Practice	Speak after Me - <i>Lecturer asks the students' difficult words</i> - <i>Lecturer explains the difficult words</i> - <i>lecturer mentions the</i>	15 min

		<i>words and students repeat/ imitate the words</i>	
Closing	- Summary/ Mind refresh	Conclusion - <i>Lecturer concludes the materials by giving summaries</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greetings	10 min
Total per meeting			2 x 50 min

Meeting 2

The Objectives of the Study:

Students are able to:

1. Improve writing skill
2. Improve reading skill
3. Increase Vocabulary
4. Improve critical thinking
5. Improve self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Doing some reviews for the previous materials	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Story - <i>Students express their opinion about the knowledge content (the book</i>	15 min

		<p><i>publishing process) of the last meeting</i></p> <p>Students retell the story about the previous text</p>	
Language Focus	<ul style="list-style-type: none"> - Grammar - Critical Thinking 	<p>Reported Speech (Part 1) Statement</p> <ul style="list-style-type: none"> - <i>Lecturer explains about the use of “reported speech” and give examples of the sentences</i> - <i>Students are allowed to ask unclear explanations</i> <p>Lecturer and students are involved in the discussion (interactive methods)</p>	30 min
Exercise 1	- Critical	Reported Speech	7,5 min

	Thinking	(Part 1) Statement <i>Students are asked to choose one of the best answers to complete the sentences.</i>	
Exercise 2	- Writing Skill	Reported Speech (Part 1) Statement <i>Students write some grammar sentences</i>	7,5 min
Exercise 3	- Writing Skill - Reading comprehension - Speaking Fluency - Pronunciation advance - Self-confidence	- <i>Students make a paragraph related to the theme and read the sentences or a paragraph loudly in front of the class</i>	15 min
Closing	- Refresh mind	Conclusion - <i>Lecturer concludes the materials by giving summary</i>	10 min

		<ul style="list-style-type: none"> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> <p>Greeting</p>	
Total per meeting			2 x 50 min

THE BOOK PUBLISHING PROCESS

A. Reading Text

Reading Comprehension

Instruction: Read the following text silently and loudly!

Although the process may differ between organizations when it comes to publishing large quantities through big-name publishers, the process is very similar.



<https://www.incomediary.com/>

Procurement:

In order to **publish** something, a publisher has to have something to publish. In the book world, **authors** send in their completed

manuscripts in the hopes that the publisher will accept them and publish them.

Acceptance:

Publishers have to accept something that they think they will be able to sell or use in order for them to publish it. Again, using the book world as an example, publishers will accept manuscripts from authors and offer them in advance and a **contract**. The acceptance may come from an **editor** that works directly with writers **employed** by the publisher.

Editing:

editing is also an important step in the process; each book, **article**, or **piece** has to be edited. Writers are expected to do as much editing on their own as they can, whether you are talking about publishing books or publishing articles on the web. Sometimes, depending upon the publisher, a piece gets no editing whatsoever.

Design:

With some publishers, this step will be unnecessary. For example, in order to publish an article on a blog, there will be almost no design done. However, even adding pictures to a blog post may count as design. With the book, the design of the interior is important and the **cover** is especially important.

Pre-Publication Promotion: with some types of publishing, there is a great deal of **promotion** that is done before the pieces are even

published. This is especially true in the book world, although it is not true for every author. Some books get a great deal of promotion before they are published and some get none. With other types of publications such as magazines and newspapers, individual articles are not promoted unless they are front page or featured.

Publication:

This is an interesting step because just because someone is a publisher does not mean that they actually do the physical work of **duplicating** and printing a book or piece. Many local newspaper offices do have their own printing press and do their own publication, but some book publishing companies, magazines, and other publications contract with printing companies that do nothing but print.

Distribution: the next step in the chain is distribution. You cannot just publish something and then hope that people will write to you and somehow order it. Every publishing company has to distribute whatever it is that they are publishing. For example, in the book world, major publishers list their books and a couple of different **catalogs**. One is called the Baker & Taylor catalog, and it is a catalog that **libraries** and schools order from. The other major catalog and distribution channel are called Ingram. Ingram is a catalog for booksellers. **Bookstores** order from the Ingram catalog and then put those books on their shelves.

Post-Publication Promotion: Finally, the very last step in the chain is promotion after the book is been published. Again, not every author gets this treatment. Some authors get hundreds of thousands of dollars in promotion, while others simply get listed in the catalogs and the author has to hope for the best.

B. Question

Conversation Practice

Instruction: Answer the following questions based on the text and practice with your friend!

1. Mention all processes of publishing!
2. Explain the process of publishing!
3. Explain the difference between pre-publication promotion and post-publication promotion base on your opinion!
4. What is Ingram?
5. How do you promote and distribute your own book?

C. Vocabulary

Pronunciation Practice

Instruction: Pronounce the following words and understanding the meaning!

No.	List of Difficult words	Pronunciation	meaning
1	Procurement	prə'kyoormənt	Pengadaan
2	Publish	'kəvər	Menerbitkan
3	Authors	'ɔ̃THər	Pengarang
4	Manuscripts	'manyə,skript	Naskah
5	Acceptance	ək'septəns	Penerimaan
6	Contract	kən'trak	Kontrak
7	Editor	'edədər	Editor
8	Employed	im'plɔɪd	Bekerja
9	Editing	'edət(t)ɪŋ	Mengedit
10	Article	'ɑːdək(ə)l	Artikel
11	Piece	Pēs	Bagian
12	Design	də'zɪn	Desain
13	Cover	'kəvər	Sampul
14	Promotion	prə'mɔʃ(ə)n	Promosi
15	Publication	ˌpʌblə'kɑːʃ(ə)n	Publikasi
16	Duplicate		
17	Distribution	ˌdɪstrə'byʊʃ(ə)n	Distribusi

18	Catalogs	'kɑd̩l, ôg	Katalog
19	Library	'lī, brerē	Perpustakaan
20	Bookstores	'bookstôr	Toko buku

D. Language Focus: Reported Speech Statement

Grammar Knowledge

Instruction: Understanding the following language Focus!

Reported Speech

Reported speech” is when we talk about what somebody else said – for example:

Direct Speech: “I’ve been to London three times.”

Reported Speech: She said she’d been to London three times.

We often use “reported speech” when talking about a conversation that happened in the past. There are some changes to the verbs with reported speech; read the table to find out how each verb tense changes:

Direct Speech	Reported Speech	Example
Simple present	Simple past	“I want to go home.” She said she wanted to go home.
Present	Past	“ I’m reading a good book.”

continuous	continuous	She said she was reading a good book.
Simple past	Past perfect	“I ate pasta for dinner last night.” She said she’ d eaten pasta for dinner last night.
Present perfect	Past perfect	“I’ve just finished cleaning my room.” She said she’ d just finished cleaning her room. “ My mother has never been to Japan.” She said her mother had never been to Japan.
Can / can’t	Could / couldn’t	“I can meet with you next Monday.” She said she could meet with me next Monday.“ Sorry, I can’t talk now. I’m at work.” She said she couldn’t talk at the moment because she was at work.

Will / won't	Would / wouldn't	<p>“I’ll pick him up at the airport.”</p> <p>She said she’d pick him up at the airport.“</p> <p>I won't tell anybody your secret.”</p> <p>She said she wouldn't tell anybody my secret.</p>
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Be careful: “**said**” and “**told**” have a small difference.

After “**told**,” we need to include a person:

1. She **said** she wanted to go home.
2. She **told me** she wanted to go home.
3. She **told John** that she wanted to go home.
4. ~~She told she wanted to go home.~~
5. ~~She said me that she wanted to go home.~~

E. Exercise

Exercise 1:

Choose one of the best answers to complete the following sentences using one of the correct reported speeches have been explained!

1. Maria: "I saw them leave the meeting early."
 - a. Maria said she sees them leave the meeting early
 - b. Maria said she was seeing them leave the meeting early

- c. Maria said she'd seen them leave the meeting early
- 2. Lisa: "I've forgotten your name."
 - a. Lisa said she'd forgotten my name
 - b. Lisa said she wouldn't forget my name
 - c. Lisa said she's forgetting my name
- 3. Kevin: "I'm not hungry."
 - a. He said me he wasn't hungry
 - b. He told me he wasn't hungry
 - c. He told me he hasn't been hungry
- 4. Bill (yesterday): "I won't work late today."
 - a. Bill said he shouldn't work late yesterday
 - b. Bill said he couldn't work late yesterday
 - c. Bill said he wouldn't work late yesterday
- 5. Sharon: "I can give you a ride."
 - a. Sharon said she could give me a ride
 - b. Sharon said she has given me a ride
 - c. Sharon said she is giving me a ride
- 6. James: "My sister is coming over this afternoon."
 - a. James said his sister had come over in the afternoon
 - b. James said his sister was coming over in the afternoon
 - c. James said his sister came over in the afternoon
- 7. Tom: "I'm thinking about buying a new computer."
 - a. Tom told me he was thinking about buying a new computer
 - b. Tom told he was thinking about buying a new computer
 - c. Tom said he had thought about buying a new computer

8. Pat: "Joe has already left."
 - a. Pat said that Joe had already left
 - b. Pat told Joe that I had already left
 - c. Pat told me that Joe was already leaving
9. Jerry, "I'll help you!"
 - a. Jerry said I would help him
 - b. Jerry said he won't help me
 - c. Jerry said he would help me
10. Susan: "I'm not taking any English classes this semester."
 - a. Susan said she wouldn't take any English classes this semester
 - b. Susan said she wasn't taking any English classes this semester
 - c. Susan said she hasn't taken any English classes this semester

Exercise 2:

Write two direct speech that contains simple present, present continues, simple past, present past, present perfect, can/ can't, will/ won't. And the write the reported speech of them!

Simple Present

1. DS:
- IS.....
2. DS.....
- IS.....

Present Continues

- 1. DS:
IS.....
- 2. DS.....
IS.....

Simple Past

- 1. DS:
IS.....
- 2. DS.....
IS.....

Present Past

- 1. DS:
IS.....
- 2. DS.....
IS.....

Present Perfect

- 1. DS:
IS.....
- 2. DS.....
IS.....

Can/ Can't

- 1. DS:
IS.....
- 2. DS.....
IS.....

Will/ won't

- 1. DS:
- IS.....
- 2. DS.....
- IS.....

Exercise 3:

Write a paragraph about the theme (*the Publishing process*) based on your opinion and read it aloud in front of the class.

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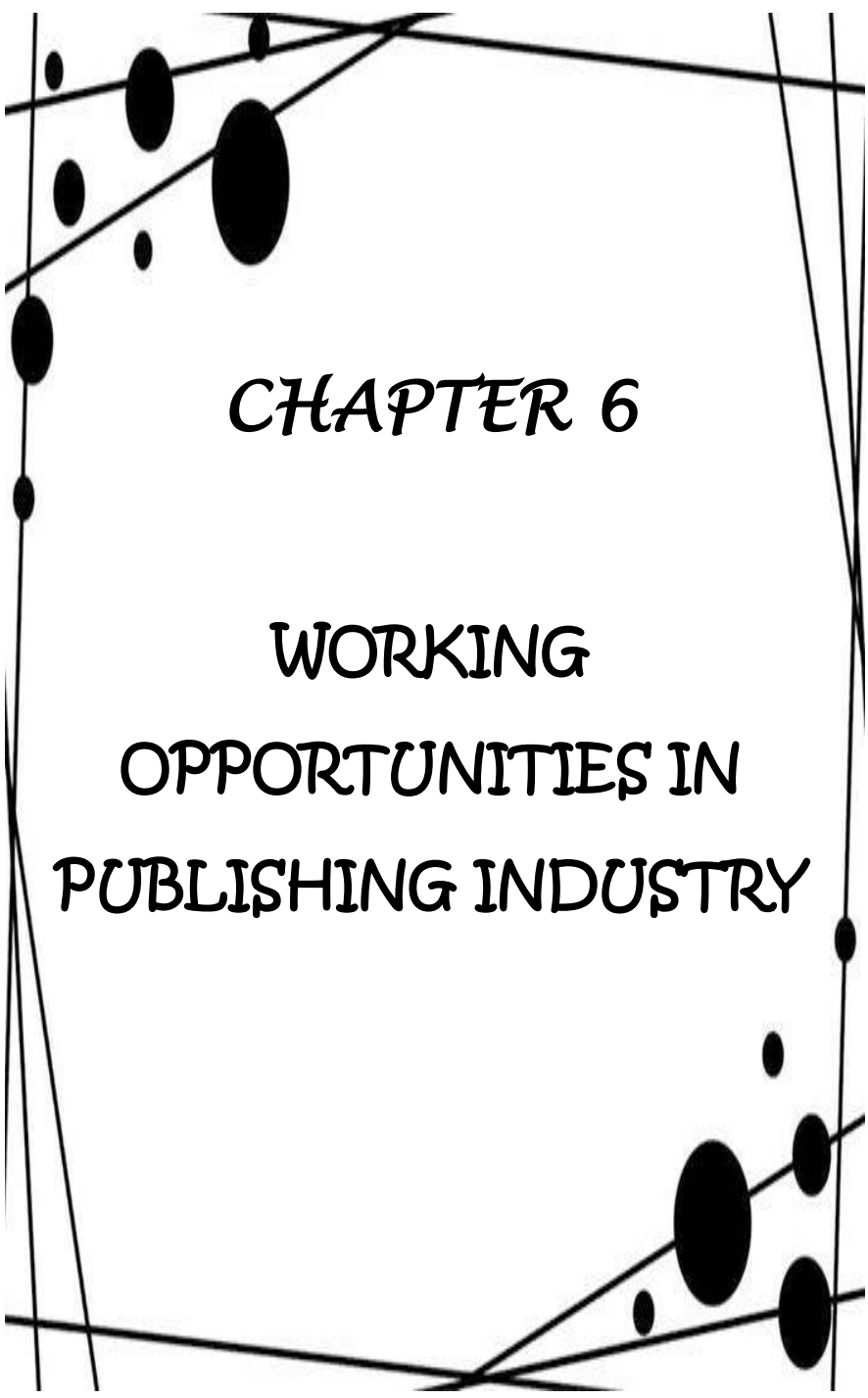
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An abstract graphic design featuring several thin, black, slightly curved lines that intersect to form a roughly rectangular frame. Scattered throughout this frame are various solid black circles and ovals of different sizes. The largest oval is positioned in the upper left quadrant, while other smaller circles and ovals are distributed in the corners and along the lines.

CHAPTER 6

**WORKING
OPPORTUNITIES IN
PUBLISHING INDUSTRY**

Guidelines:

Meeting 1

The Objectives of the Study:

Students are able to:

1. Gain the information and knowledge of “Working Opportunities in Publishing Industry”
2. Improve reading skill
3. Enlarge some vocabularies related to the text
4. Improve communication skills (speaking fluency, listening comprehension, and pronunciation)
5. Develop critical thinking
6. Stimulate self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Understanding the Reading	- Reading comprehension	Silent Reading <i>Students read</i>	20 min

Text	- Pronunciation practice	<i>the text without any sounds (3 times)</i>	
		Reading aloud <i>students read aloud the paragraphs in turn (3 circles)</i>	20 min
Answering Question related to reading text	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>	20 min
Understanding the Difficult Words	- Vocabulary mastery - Pronunciation Practice	Speak after Me - <i>Lecturer asks the students' difficult words</i> - <i>Lecturer explains the difficult words</i> - <i>lecturer mentions the</i>	15 min

		<i>words and students repeat/ imitate the words</i>	
Closing	- Summary/ Mind refresh	Conclusion - <i>Lecturer concludes the materials by giving summaries</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greetings	10 min
Total per meeting			2 x 50 min

Meeting 2

The Objectives of the Study:

Students are able to:

1. Improve writing skill
2. Improve reading skill
3. Increase Vocabulary
4. Improve critical thinking
5. Improve self-confidence

Stages	Target Focus	Activities Experience	Time Allocation
Opening	- Relaxation	Greeting Ice-breaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragements and motivations	15 min
Doing some reviews for the previous materials	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Story - <i>Students express their opinion about the knowledge content (working opportunities in publishing</i>	15 min

		<i>industry) of the last meeting</i> Students retell the story about the previous text	
Language Focus	- Grammar - Critical Thinking	Reported Speech (Part 2) Requests, orders, questions - <i>Lecturer explains about the use of “reported speech” and give examples of the sentences</i> - <i>Students are allowed to ask unclear explanations</i> Lecturer and students are involved in the discussion (interactive methods)	30 min
Exercise 1	- Critical	Reported Speech	7,5 min

	Thinking	(Part 2) Requests, orders, questions <i>Students are asked to choose one of the best answers to complete the sentences.</i>	
Exercise 2	- Writing Skill	Reported Speech (Part 2) Requests, orders, questions <i>Students write some grammar sentences</i>	7,5 min
Exercise 3	- Writing Skill - Reading comprehension - Speaking Fluency - Pronunciation advance - Self-confidence	- <i>Students make a paragraph related to the theme and read the sentences or a paragraph loudly in front of the class</i>	15 min
Closing	- Refresh mind	Conclusion - <i>Lecturer concludes the</i>	10 min

		<i>materials by giving summary</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greeting	
Total per meeting			2 x 50 min

WORKING OPPORTUNITIES IN PUBLISHING INDUSTRY

A. Reading Text

Reading Comprehension

Instruction: Read the following text silently and loudly!



<https://kidlit.com/>

Have we ever thought about who makes school books? Who publishes the magazine? Who edited the novel so that it was **readable**? Who makes the book's cover so that it makes us interested in knowing more about its contents? Of course, the answer is the publishing company.

The publishing **company** is an **industry** that produces and reproduces **literature** and information or activity to create information that the public can enjoy. If we buy a book, whether a novel, comic, or school book, we will see various publishing companies from their logo printed on one corner of the book **cover**.

The publishing industry is a company that can survive long enough even though the technology is developing rapidly. On the other hand, with the advent of technology, the publishing industry has expanded its meaning and scope of work. The publishing industry, which initially only printed conventional books, is now developing into electronic books. That is why job opportunities in the publishing industry are enormous. Here are some of the types of jobs needed in the publishing industry:

Editor

Editors have different types of roles and functions depending on their position. Editors consist of assistant editors, copy editors, senior editors, managing editors, and chief editors. The assistant editor is the person who will have frequent meetings and direct communication with the author. The copy editor is responsible for the technical writing of the book, such as **spelling errors**, language, facts, data, and others. The editor has the task of editing a book. Senior editors have duties that focus on administrative matters, writing, designing, and distribution plans. The managing editor has the highest position in the distribution sector.

Meanwhile, the chief editor is responsible for distributing the work to the staff with the specified **deadline**.

Illustrator

Illustrators are people who add detailed images of a snippet of a story or information. The illustrator makes pictures so that readers are more interested and easier to understand the content of the reading.

Packaging Designer

An artistic cover will attract readers to know more about the book's contents so that they are interested in buying it. A packaging designer is a person who plays a role in designing the appearance of the book, such as the type, color, and image of the book cover to make it look attractive. This profession plays an important role in determining people's interests and purchasing power.

Printing Price Estimator

As a publishing industry, this company certainly has a **budget** for printing. Therefore, a printing price **estimator** is needed so that printing costs are not greater than the budgeted costs.

Digital marketing

Digital **marketing's** job is to attract people's attention to products or books sold interestingly and creatively. Therefore, someone who works as a digital marketer must produce **posters** with attractive language and images.

Those are some of the professions in the publishing industry. The publishing industry has very good prospects. Many other professions are not mentioned in the article.

B. Questions

Conversation Practice

Instruction: Answer the following questions based on the text and practice with your friend!

1. Mention some jobs and responsibilities in the publishing industry that you know!
2. Explain the role of the packaging designer based on your opinion!
3. Mention the roles and functions of the editor!
4. Mention some professions in the publishing industry that you know!
5. Why is a printing price estimator needed in a publishing company?
6. How is the development of the publishing industry in the current era?
7. How does a digital marketer design a poster to attract the public?

C. Vocabulary

Pronunciation Practice

Instruction: Pronounce the following words and understanding the meaning!

No	List of Difficult words	Pronunciation	Meaning
1	Readable	'rēdəb(ə)l	Dapat dibaca
2	Company	'kəmp(ə)nē	Perusahaan
3	Industry	'indəstrē	Industri
4	Literature	'lidərəCHər	Literatur/ dokumen
5	Cover	'kəvər	Sampul
6	Editor	'edədər	Editor
7	Spelling	'speliNG	Ejaan
8	Error	'erər	Kesalahan
9	Deadline	'ded ,līn	Tenggat Waktu
10	Illustrator	'ilə ,strādər	Ilustrator
11	Designer	də 'zīnər	Perancang
12	Budget	'bəjət	Angaran
13	Estimator	'estə ,mādər	Penaksir
14	Marketing	'mārkədiNG	Pemasaran
15	Poster	'pōstər	Poster pengumuman

D. Language Focus: Requests, Orders, Questions

Grammar Knowledge

Instruction: Understanding the following language Focus!

Reported Speech (Part 2) – Requests, Orders, And Questions

Note: In Reported Speech (Part 1), we have learned how to make reported statements. While in Part 2, we will focus on **requests, orders, and questions.**

Direct Speech	Reported Speech	Example
Requests/ orders	Asked (me/him/her) to... Told (me/him/her) to...	“Please make 10 copies of this report.” She asked me to make 10 copies of the report.“ Go to the bank.” He told me to go to the bank.
Yes/no questions	Asked if... Wanted to know if...	“Are you coming to the party?” He asked if I was coming to the party.“ Has John seen the new

		movie?” She asked if John had seen the new movie.
Other questions	Asked... Wanted to know...	“When was the company founded?” She asked when the company was founded.“ What kind of car do you drive?” He wanted to know what kind of car I drive.

Requests/Orders

1. “**Asked me to**” is used for requests.
2. “**Told me to**” is stronger; it is used for orders/commands.
 - The main verb stays in the infinitive:
She asked me **to make** copies.
He told me **to go** to the bank.

Yes/No Questions

- “**Asked if**” and “**wanted to know if**” are equal.
- The main verb changes according to the rules for reported statements:
“**Did you turn off** the TV?” (past simple)
She asked if I **had turned off** the TV (past perfect)

- We don't use the auxiliary verbs "do/does/did" in the reported question.

Other Questions

- "Asked" and "wanted to know" are equal.
- We don't use the auxiliary verb "do" or "does" in the reported question:

"Where **does** he work?"

She wanted to know **where he works**.

- In questions with the verb "to be," the **word order** changes in the reported question:

"Where **were you** born?" (Question word + [to be] + subject)

He asked where **I was** born (Question word + subject + [to be])

~~He asked where was I born~~

E. Exercise

Exercise 1:

Choose one of the best answers to complete the following sentences using one of the correct reported speeches have been explained!

21. "Where does your family usually go on vacation?"
 - a. He asked if my family usually goes on vacation
 - b. He asked where does my family usually go on vacation
 - c. He asked where my family usually goes on vacation
2. "Have you met my sister?"

- a. She wanted to know if I'd met her sister.
 - b. She wanted to know if I will meet her sister
 - c. She told me to meet her sister
3. "Look up these words in the dictionary."
- a. The teacher asked us if we'd looked up the words in the dictionary
 - b. The teacher told us to look up the words in the dictionary
 - c. The teacher wanted to know how to look up the words in the dictionary
4. "How much does it cost to rent a car?"
- a. He told me he wanted to rent a car
 - b. He wanted to know how much it costs to rent a car
 - c. He asked if it costs money to rent a car
5. "Will you help me?"
- a. She asked if I would help her
 - b. She asked if she would help me
 - c. She asked if you would help her
6. "Please don't walk on the grass."
- a. He asked us not to walk on the grass
 - b. He asked us if we'd walked on the grass
 - c. He asked if he could walk on the grass
7. "What time is it?"
- a. My friend told me what time it was
 - b. My friend wanted to know what time is it
 - c. My friend asked me what time it was
8. "Can you swim?"

- a. He asked me if I'd swim
 - b. He asked me to swim
 - c. He asked if I could swim
9. "Finish the report by tomorrow, or else you're fired."
- a. My boss told me he'd finished the report for the next day, or else I was fired
 - b. My boss told me to finish the report by the next day, or else I'd be fired
 - c. My boss told me to finish the report by the next day, or else you are fired
10. "What's her last name?"
- a. He asked what her last name was
 - b. He asked what was her last name
 - c. He asked if she had a last name

Exercise 2:

Write two direct speeches of requests/ orders, Yes/no questions, and other questions. And the write the reported speech of them!

Requests

- 1. DS:
- IS.....
- 2. DS.....
- IS.....

Orders

- 1. DS:
- IS.....
- 2. DS.....
- IS.....

Yes/ no questions

- 1. DS:
- IS.....
- 2. DS.....
- IS.....

Other questions

- 1. DS:
- IS.....
- 2. DS.....
- IS.....

Exercise 3:

Write a paragraph about the theme (*working opportunities in publishing industry*) based on your opinion and read it aloud in front of the class.

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Difference between should, could, and would – Espresso English

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Prepositions of Time in English – Espresso English

Reported Speech (Part 2) – Requests, Orders, and Questions –
Espresso English

Reported Speech (Part 1) – Statements – Espresso English

Some / Any / No + Exercises – Espresso English

ABOUT THE AUTHOR

Dr. Widya Rizky Pratiwi, S. Pd., MM was born in August 1988. She is a lecturer of English. She got her bachelor's degree at Universitas Negeri Makassar in 2010 and her master's degree at Universitas Muslim Indonesia in 2015. Then, she completed her doctoral study at Universitas Negeri Makassar in early 2021.



Widya earned some government scholarships when studying. She got PPA and BUDI-DN scholarship. Since became a lecturer, she joined several international conferences. One of them is the ASIA TEFL conference at the University of Macau, China, in 2018, which was funded by LPDP. She also won PKPI/sandwich-like scholarship at the University of Newcastle, Australia, in 2019.

While doing some academic activities, she involves herself in some organizations. She becomes a volunteer in many social activities since she was in elementary school. She found Bulukumba English Meeting Club (BEMC) and become a president since 2012. With her team, they initiate some English Villages. Besides, she was a deputy director of Rumah Produktif Indonesia English School (RPI-ES) in 2020 and the secretary of the Language Division in Rumah Produktif Indonesia (RPI) from early 2021 till now.

Besides, the author is mandated as the head of Yayasan Bunda Kartini. She is also the founder and the owner of Widyasatya Learning Centrum. This Institution is prepared for learners who need additional course, specifically in English skills. Widyasatya Learning Centrum also has a website that is used to deliver some materials to aid students in learning.

Widya writes some books, such as *Jejak Sang Pemimpi: Cerita dari Kampung Inggris Pare*, *English for Computer: Communication Skills in ICT*, and this current book entitled “Communicative English Reading-based Interactive Instructional Materials for the Publishing Students”.

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