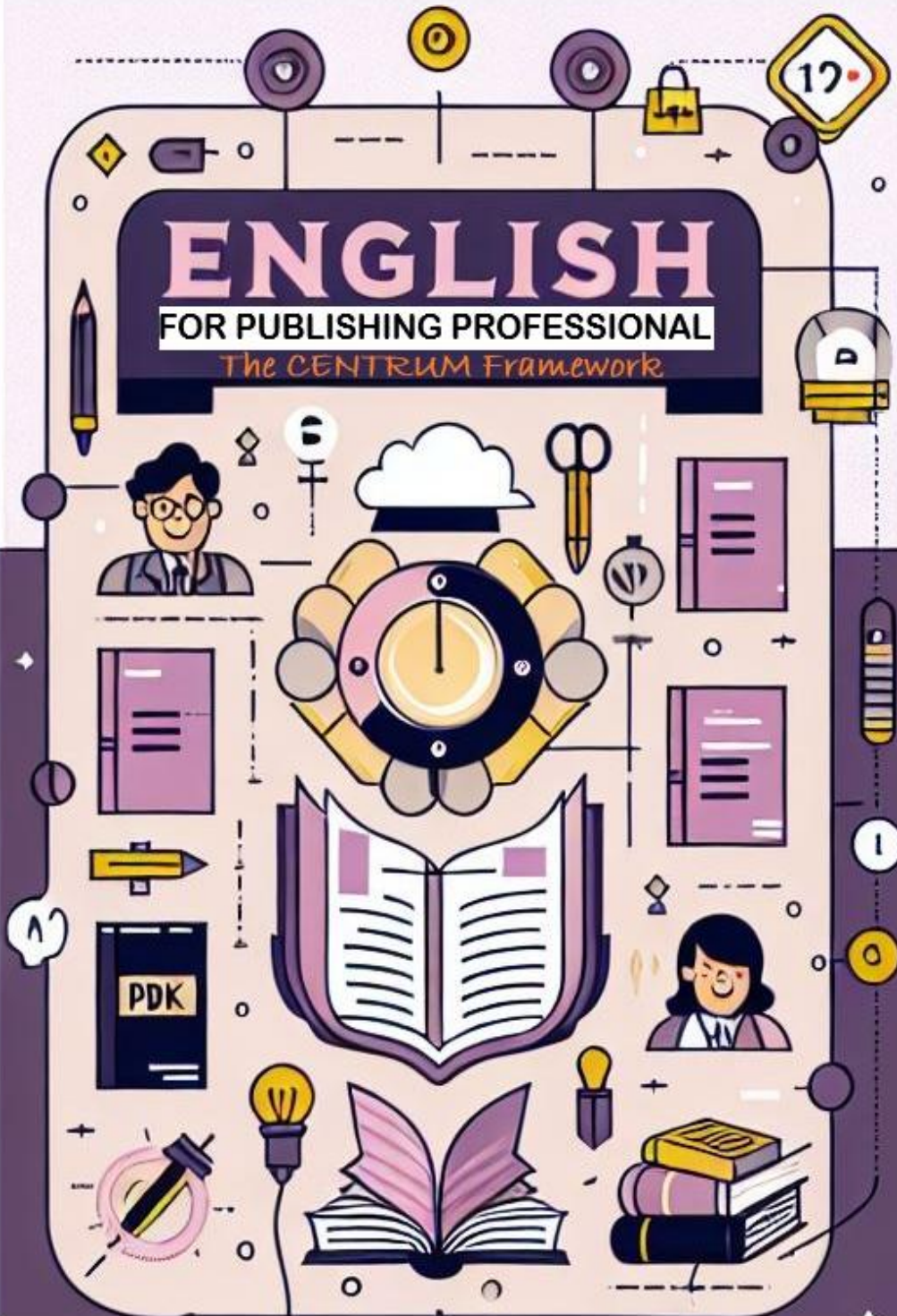


# ENGLISH

FOR PUBLISHING PROFESSIONAL

*The CENTRUM Framework*



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

# English for Publishing Professional:

The CENTRUM Framework



*Author:*

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

# English for Publishing Professional:

The CENTRUM Framework

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1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah). huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
3. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
4. Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

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## PREFACE

*Bismillahirrahmanirrahim...*

*Assalamualaikum.*

In the name of Allah, the Most Gracious, the Most Merciful.  
Peace be upon you.

All praise is due to Allah. We continually seek Your love and guidance. May You protect us, bless us with sustenance, and ease our efforts. Indeed, Allah is the Greatest.

English proficiency is an essential skill in navigating today's globalized world. Individuals in various fields require proficiency in English to showcase their expertise and connect with a global audience. Consequently, English education plays a vital role in higher learning institutions.

Regrettably, many educators provide generic English courses in vocational schools and colleges, leading to students expressing dissatisfaction with their lack of specialized English skills tailored to their specific fields, including publishing.

The publishing industry, a significant pillar of Indonesia's creative economy, requires skilled individuals proficient in English to thrive in the global marketplace. As such, students specializing in publishing represent a promising demographic that needs to refine their English proficiency.

Drawing from my experience teaching English in the publishing department, I have carefully curated various resources and crafted instructional materials. These materials were trialed over a semester, with initial distribution and learning conducted through an online platform. Recognizing the value of this content, I am compelled to preserve it in book form to contribute further to Indonesia's educational landscape.

Titled "**English for Publishing Professionals: The Centrum Framework**," this book aims to enhance English communication skills while offering insights into the publishing field. By focusing on the intersection of English language learning and publishing expertise, this book provides students the opportunity to deepen their understanding of both domains.

I would like to extend my heartfelt gratitude to *Politeknik Negeri Media Kreatif* for their unwavering support and for providing me the opportunity to teach and innovate in the classroom, which made this book possible. Special thanks to my beloved family, whose love and prayers sustained me throughout this journey.

While striving for excellence, I humbly acknowledge that this book may still contain imperfections. Therefore, I warmly welcome constructive feedback and suggestions for future improvements.

May peace and blessings be upon you.

*Wassalamualaikum.*

Tangerang Selatan, February, 2025

The Author

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

## **TEACHING METHODS: A GUIDE FOR LECTURERS**

The book “**English for Publishing Professionals: The Centrum Framework**” is crafted to enhance learners' communication abilities. However, achieving these objectives entails more than just focusing on reading or speaking skills. It necessitates the integration of all fundamental English skills throughout the teaching process. Learners are presented with reading materials as input, which serve as a springboard for speaking and writing activities. Additionally, they are guided to develop listening skills and deepen their understanding of grammar.

Given the perception of English as challenging and uninteresting, many learners encounter hurdles in mastering this compulsory subject. Hence, as educators, our responsibility extends beyond mere content delivery; we must inspire and motivate learners to embrace English positively. Cultivating learners' motivation as a mental fortification is the primary strategy in teaching English for publishing.

Moreover, fostering a conducive classroom environment is imperative. This is facilitated through Talkative and Interesting Classroom (TIC) activities, as proposed by Pratiwi (2021). The book comprises six chapters, each beginning with



teaching and learning guidelines to aid instructors and students.

Each chapter is segmented into two sessions, each with its own stages, focal points, activities, and time allocations. These guidelines serve as a blueprint for the learning process, offering users a framework to follow or adapt based on their circumstances and creativity.

To attain the learning objectives, various inputs can be provided to learners, such as teaching speaking through reading practice, teaching speaking through listening exercises, teaching speaking through writing tasks, and teaching communication through visual aids. Specifically, this book employs reading materials related to publishing as the foundational input, which are then integrated into diverse activities.

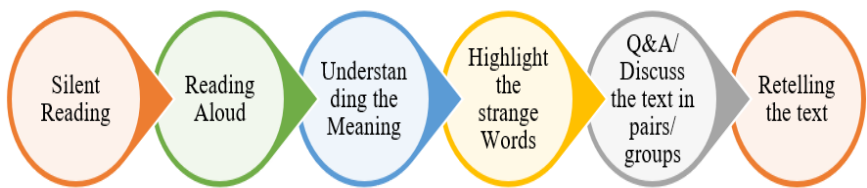


Figure 1. Centrum Framework-based Interactive Communication

To excel in English communication objectives, educators can structure activities starting from the comprehension of reading texts. Providing reading materials indirectly enhances learners' vocabulary acquisition and leads to improved

pronunciation. Notably, bold words in the reading text denote terms related to publishing, indicating their significance.

Initially, instructors may encourage silent reading, followed by drilling exercises. Students are tasked with silently reading the text multiple times before engaging in a round of reading aloud, taking turns to read paragraphs. This oral reading activity typically spans three rounds. Subsequently, the entire class, including both instructors and students, can dissect the storyline, explore the meanings of bold words, and practice pronunciation. Instructors may also impart strategies for text comprehension.

Moreover, these activities can segue into speaking exercises involving discussions, drawing conclusions, and orally responding to comprehension questions. Such interactive tasks invigorate the classroom ambiance as students move between pairs or groups. To conclude, several students are randomly selected to recap the reading content individually.

Overall, initiating lessons with student greetings and icebreakers, followed by motivation-building exercises, contributes to a more enriching learning experience. Concluding classes with summarizations, expressions of gratitude, and commendations for students' participation fosters a positive rapport with learners.

**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**

Learning strategies are crucial in guiding learners towards specific goals and maintaining their focus throughout the learning journey. Without the proper methods, learners may become confused and disengaged, lacking a clear benchmark for their progress. These strategies serve to regulate and steer learners towards achieving their learning objectives.

The book "**English for Publishing Professionals: The Centrum Framework**" encompasses a holistic approach to language acquisition. Theoretically, learners explore various avenues to enhance their communication skills, such as reading relevant literature to expand their vocabulary, seeking guidance from instructors to refine pronunciation, and utilizing online resources to enhance English fluency. However, in practice, these skills are inherently interconnected and interdependent.

Whether consciously or not, learners undergo a series of cognitive processes to improve their vocabulary, pronunciation, and speaking fluency. These processes involve input, processing, and output, thereby facilitating the acquisition, retention, comprehension, and utilization of knowledge.

In alignment with this exploration, the author proposes a Neuro-cognitive learning strategy consisting of five steps based on her own research conducted between 2019 and 2021. This strategy aims to optimize the cognitive processes involved in learning, ultimately enhancing learners' language proficiency.

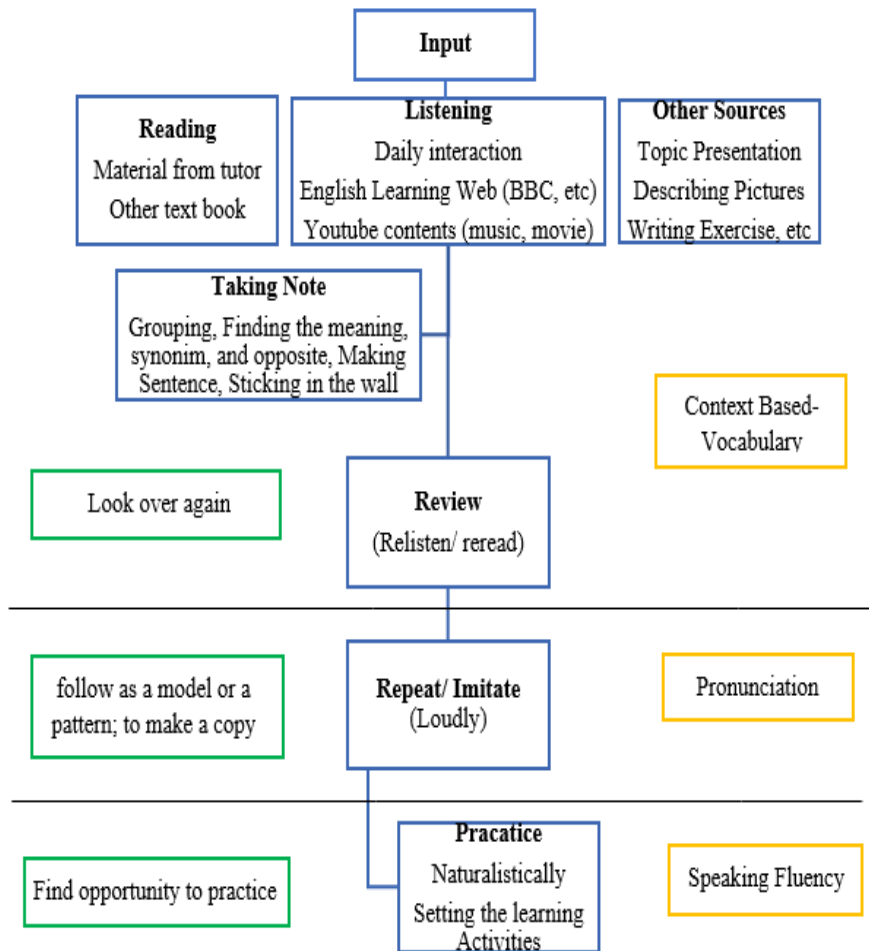


Figure 2. Students' Neuro-Cognitive Strategy-based Interactive Communication

In practical terms, English as a Foreign Language (EFL) learners engage in a series of activities aimed at improving their speaking and communication skills. These activities include acquiring input, taking notes, reviewing, imitating, and practicing. The author proposes these strategies to users of the book, particularly learners, as follows.

**Acquiring Input:** Students immerse themselves in a diverse array of materials both inside and outside the classroom. This includes listening to podcasts and songs, watching movies, exploring YouTube content, and delving into various online resources. Additionally, they engage with written texts and exercises provided by their instructors. Through these activities, learners absorb new vocabulary and language structures.

**Note-Taking:** Learners who encounter new words and phrases diligently take notes to aid retention and comprehension. This process may involve categorizing words, providing definitions, identifying synonyms and antonyms, and crafting example sentences. By actively engaging with the language in this way, students deepen their understanding and reinforce their learning.

**Reviewing:** Learners engage in regular review sessions to solidify their grasp of the newly acquired vocabulary. They revisit their notes, reread texts, and relisten to audio materials multiple times. This repetition reinforces the vocabulary in

their memory, ensuring it becomes readily accessible for future use.

**Imitating:** A crucial step in the learning process involves imitation, where learners vocally mimic the pronunciation and intonation patterns of native speakers. By closely listening to audio samples or spoken passages, students strive to accurately replicate the sounds. This process enhances pronunciation skills and helps internalize correct language patterns.

**Practice and Application:** Finally, learners actively integrate the acquired vocabulary and language structures into daily interactions. They engage in speaking activities with peers, participate in conversations, and apply their knowledge in real-life scenarios. Through consistent practice and meaningful engagement, students solidify their language skills and become more confident communicators.

This systematic approach to language learning, encompassing input acquisition, note-taking, reviewing, imitation, and practical application, empowers learners to progress steadily towards fluency and proficiency in English communication.

**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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The page features a minimalist, abstract graphic design. It consists of several thin, black, slightly irregular lines that intersect to form a roughly rectangular frame. Scattered throughout this frame are various solid black circles of different sizes. The largest circles are positioned in the upper-left and lower-right quadrants, while smaller circles are distributed more sparsely. The overall effect is that of a hand-drawn or gestural sketch.

# **CHAPTER 1**

## **THE INTRODUCTION TO PUBLISHING**

## Guidelines:

### Meeting 1 (2 x 50 min)

#### General Goals:

#### Students are able to:

1. Gain the information and knowledge of “The Introduction to a Publishing”
2. Improve reading skills
3. Increase Vocabulary 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
Opening (15 min)	- Relaxation	Greetings Icebreaking Giving motivations
Understanding the Reading Text (2x20 min)	- Reading comprehension - Pronunciation practice	Silent Reading <i>Students read the text without any sounds to make the students focuss (3 times)</i>
		Reading aloud <i>students read aloud the</i>

		<i>paragraphs in turn (3 circles)</i>
Answering Question related to reading text (20 min)	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>
Understanding Key Words (15 min)	- 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 words and students repeat/ imitate the words</i>
Closing (10 min)	- Summary and Mind refresh	Conclusion - <i>Lecturer concludes the materials by giving summaries</i> Greetings - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps</i>

		<i>students' motivation</i> - <i>Lecturer says goodbye</i>
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<b>Meeting 2 (2 x 50 min)</b> <b>General Goals:</b> <b>Students are able to:</b> <ol style="list-style-type: none"> <li>1. Building Grammar Knowledge about “Will or Going To”</li> <li>2. Improve writing skills</li> <li>3. Increase Vocabulary</li> <li>4. Improve critical thinking</li> <li>5. Improve self-confidence</li> </ol>		
Stages	Target Focus	Activities Experience
Opening (15 min)	- Relaxation	Greetings Checking the Students’ attendance Icebreaking Giving motivations
Reviews of the Previous Materials (15 min)	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Text “The introduction to a publishing” <i>Students retell the previous text based on their own idea</i>

<p>Language Focus (30 min)</p>	<ul style="list-style-type: none"> <li>- Grammar</li> <li>- Critical Thinking</li> </ul>	<p>Language Focus “Will/ Going to”</p> <p>Explanation</p> <ul style="list-style-type: none"> <li>- <i>Lecturer explains about definition/ function, pattern, and give examples of the sentences</i></li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>- <i>Students are asked for unclear explanations</i></li> <li>- <i>The lecturer answers the students’ questions.</i></li> </ul>
<p>Exercises (30 min)</p>	<ul style="list-style-type: none"> <li>- Critical Thinking</li> <li>- Writing Skill</li> <li>- Reading comprehension</li> <li>- Speaking Fluency</li> <li>- Pronunciation advance</li> <li>- Self-</li> </ul>	<p>Students practice their knowledge about Language Focus “Will/ Going to”. The exercise can be</p> <ul style="list-style-type: none"> <li>- <i>Complete the sentences</i></li> <li>- <i>Matching the Words</i></li> <li>- <i>Making Sentences/ Paragraphs</i></li> </ul>

	confidence	<ul style="list-style-type: none"> <li>- <i>Reading the Sentences/ paragraphs</i></li> <li>- <i>Puzzles</i></li> </ul>
Closing (10 min)	Summary and Mind refresh	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- <i>Lecturer concludes the materials by giving summaries</i></li> </ul> <p>Greetings</p> <ul style="list-style-type: none"> <li>- <i>Lecturer delivers thanks for the excellent attention</i></li> <li>- <i>Lecturer keeps students' motivation</i></li> </ul> <p><i>Lecturer says goodbye</i></p>



# THE INTRODUCTION TO PUBLISHING

*“Publishing is not just about printing words; it’s about shaping knowledge, preserving stories, and connecting minds across generations”*

## Let’s Discuss

1. Do you believe everyone can be a writer?
2. Why or why not? If you could publish a book or an article right now, what would the topic be?
3. Imagine a world without books, newspapers, or online articles, how would it affect your life?

## 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 understand the meaning!**

No	List of Words	Pronunciation	Meaning
1	Newspaper	'n(y)ōōz,pāpər	<i>Koran</i>
2	Entertainment	,en(t)ər'tānmənt	<i>Hiburan</i>
3	Duplicating	,d(y)ōōplə'kā(t)iNG	<i>Menduplikasi</i>
4	Distribution	,distrə'byōōSH(ə)n	<i>Distribusi</i>
5	Publisher	'pəbliSHər	<i>Penerbit</i>
6	Publish	'pəbliSH	<i>Menerbitkan</i>
7	Company	'kəmp(ə)nē	<i>Perusahaan</i>
8	Business	'biznəs	<i>Bisnis</i>
9	Invention	in'ven(t)SH(ə)n	<i>Penemuan</i>
11	Inventor	in'ven(t)ər	<i>Penemu</i>
12	Printing	'prin(t)iNG	<i>Pencetakan</i>
13	Produce	prə'd(y)ōōs	<i>Menciptakan</i>
14	Magazines	'magə,zēn	<i>Majalah</i>
15	Development	də'veləpmənt	<i>Perkembangan</i>

## 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.
  - a. We will get
  - b. 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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The page features a decorative border composed of several thin, black, slightly irregular lines that form a roughly rectangular 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 2**

# **TYPES OF PUBLISHING**

## Guidelines:

### Meeting 1 (2 x 50 min)

#### General Goals:

#### Students are able to:

1. Gain the information and knowledge of “Types of Publishing”
2. Improve reading skills
3. Enlarge some vocabulary 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
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Understanding the Reading Text (2x20 min)	- Reading comprehension - Pronunciation practice	Silent Reading <i>Students read the text without any sounds (3 times)</i>
		Reading aloud

		<i>students read aloud the paragraphs in turn (3 circles)</i>
Answering Question related to reading text (20 min)	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>
Understanding the Difficult Words (15 min)	- 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 words and students repeat/ imitate the words</i>
Closing (10 min)	- 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
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<b>Meeting 2 (2 x 50 min)</b>		
<b>General Goals:</b>		
<b>Students are able to:</b>		
<ol style="list-style-type: none"> <li>1. Improve writing skill</li> <li>2. Improve reading skill</li> <li>3. Increase Vocabulary</li> <li>4. Improve critical thinking</li> <li>5. Improve self-confidence</li> </ol>		
<b>Stages</b>	<b>Target Focus</b>	<b>Activities Experience</b>
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Doing some reviews for the previous materials (15 min)	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Story - <i>Students express their opinion about the content (the introduction to a publishing) of the last meeting</i> Students retell the story about the previous text

<p>Language Focus (30 min)</p>	<ul style="list-style-type: none"> <li>- Grammar</li> <li>- Critical Thinking</li> </ul>	<p>Should/ Could/ Would</p> <ul style="list-style-type: none"> <li>- <i>Lecturer explains about the use of “should, could, would” and give examples of the sentences</i></li> <li>- <i>Students are allowed to ask for unclear explanations</i></li> </ul> <p>Lecturers and students are involved in the discussion (interactive methods)</p>
<p>Exercise 1 (7,5 min)</p>	<ul style="list-style-type: none"> <li>- Critical Thinking</li> </ul>	<p>Should/ Could/ Would</p> <p><i>Students are asked to choose one of the best answers to complete the sentences.</i></p>
<p>Exercise 2 (7,5 min)</p>	<ul style="list-style-type: none"> <li>- Writing Skill</li> </ul>	<p>Should/ Could/ Would</p> <p><i>Students write some grammar sentences</i></p>
<p>Exercise 3 (15 min)</p>	<ul style="list-style-type: none"> <li>- Writing Skill</li> <li>- Reading comprehension</li> <li>- Speaking Fluency</li> <li>- Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Students make a paragraph related to the theme and read the sentences or a paragraph loudly in front of the class</i></li> </ul>

	<p>advance</p> <ul style="list-style-type: none"> <li>- Self-confidence</li> </ul>	
<p>Closing (10 min)</p>	<ul style="list-style-type: none"> <li>- Refresh mind</li> </ul>	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- <i>Lecturer concludes the materials by giving summary</i></li> <li>- <i>Lecturer delivers thanks for the excellent attention</i></li> <li>- <i>Lecturer keeps students' motivation</i></li> </ul> <p>Greeting</p>



# TYPES OF PUBLISHING

*“Every great book starts with an idea, but only through publishing does it gain the power to inspire the world”*

## Let’s Discuss

1. Have you ever bought a book, read an online article, or listened to an audiobook? Which type of publishing do you interact with the most?
2. If you were to publish something today, would you choose traditional publishing, self-publishing, or digital publishing? Why?
3. Do you think printed books will eventually disappear due to digital publishing? Why or why not?

## 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 **fiction** 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 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 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 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 understand the meaning!**

No	List of Words	Pronunciation	Meaning
1	Fiction	'fikSH(ə)n	<i>Fiksi</i>
2	Bookstore	'bōokstōr	<i>Toko Buku</i>
3	Machine	mə'SHēn	<i>Mesin</i>
4	Page	Pāj	<i>Halaman</i>
5	Employee	em'ploīē	<i>Karyawan</i>
6	Advertisement	'advər,tīzmənt	<i>Iklan</i>

7	Flyer	'flī ər	<i>Pamflet</i>
8	Blog	bläg	<i>Blog</i>
9	Review	rə'vyōō	<i>Tinjauan</i>
10	Newsletter	'n(y)ōōz,ledər	<i>Buletin</i>
11	Website	'websīt	<i>Situ web</i>
12	Major	'mājər	<i>Besar</i>
13	Organization	,ôrgənə'zāSH(ə)n	<i>Organisasi</i>
14	Article	'ärdək(ə)l	<i>Artikel/ tulisan</i>
15	Post	pōst	<i>Memublikasikan</i>

## 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 minimalist abstract design. It consists of several thin, black, slightly irregular lines that form a roughly rectangular frame. Scattered throughout this frame are various solid black circles and ovals of different sizes. Some are positioned near the corners, while others are more centrally located. The overall effect is that of a hand-drawn or gestural sketch.

## **CHAPTER 3**

# **DIGITAL PUBLISHING**

## Guidelines:

### Meeting 1 (2 x 50 min)

#### General Goals:

#### Students are able to:

1. Gain the information and knowledge of “Digital Publishing”
2. Improve reading skills
3. Enlarge some vocabulary 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
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Understanding the Reading Text (2x20 min)	- Reading comprehension - Pronunciation practice	Silent Reading <i>Students read the text without any sounds (3 times)</i>

		Reading aloud <i>students read aloud the paragraphs in turn (3 circles)</i>
Answering Question related to reading text (20 min)	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>
Understanding the Difficult Words (15 min)	- 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 words and students repeat/ imitate the words</i>
Closing (10 min)	- Summary/ Mind refresh	Conclusion - <i>Lecturer concludes the materials by giving summaries</i> - <i>Lecturer delivers thanks for the excellent attention</i>

		- Lecturer keeps students' motivation Greetings
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<b>Meeting 2 (2 x 50 min)</b>		
<b>General Goals:</b>		
<b>Students are able to:</b>		
<ol style="list-style-type: none"> <li>1. Improve writing skills</li> <li>2. Improve reading skills</li> <li>3. Increase Vocabulary</li> <li>4. Improve critical thinking</li> <li>5. Improve self-confidence</li> </ol>		
<b>Stages</b>	<b>Target Focus</b>	<b>Activities Experience</b>
Opening (15 min)	- Relaxation	Greetings Icebreaking - Asking general questions - Creating Games Giving encouragement and motivations
Doing some reviews for the previous materials (15 min)	- Speaking Fluency - Pronunciation Practice - Critical Thinking	Retell the Story - Students express their opinion about the content (the introduction to a publishing) of the last meeting



		Students retell the story about the previous text
Language Focus (30 min)	- Grammar  - Critical Thinking	Should/ Could/ Would  - <i>Lecturer explains about the use of "some, any, no" and give examples of the sentences</i>  - <i>Students are allowed to ask for unclear explanations</i>  Lecturers and students are involved in the discussion (interactive methods)
Exercise 1 (7,5 min)	- Critical Thinking	Some, any, no  <i>Students are asked to choose one of the best answers to complete the sentences.</i>
Exercise 2 (7,5 min)	- Writing Skill	Some, any, no  <i>Students write some grammar sentences</i>
Exercise 3 (15 min)	- Writing Skill - Reading comprehension - Speaking	- <i>Students make a paragraph related to the theme and read the sentences or a paragraph</i>

	<p>Fluency</p> <ul style="list-style-type: none"> <li>- Pronunciation advance</li> <li>- Self-confidence</li> </ul>	<p><i>loudly in front of the class</i></p>
<p>Closing (15 min)</p>	<ul style="list-style-type: none"> <li>- Refresh mind</li> </ul>	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- <i>Lecturer concludes the materials by giving summary</i></li> <li>- <i>Lecturer delivers thanks for the excellent attention</i></li> <li>- <i>Lecturer keeps students' motivation</i></li> </ul> <p>Greeting</p>

# DIGITAL PUBLISHING

*“Digital publishing transforms ideas into global conversations with just a click”*

## Let’s Discuss

1. When was the last time you read something online instead of in print? Do you prefer digital content or physical books? Why?
2. If you could publish your own book, article, or blog post today, would you choose digital publishing or traditional publishing? Why?"
3. Do you think digital publishing will completely replace printed books in the future? Why or why not?

## 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!

## **F. Vocabulary**

### **Pronunciation Practice**

**Instruction: Pronounce the following words and understand the meaning!**

No	List of Words	Pronunciation	Meaning
1	Advertiser	'advɜrtɪzər	<i>Pemasang Iklan</i>
2	Newspaper	'n(y)ooz,pāpər	<i>Koran</i>
3	Digital	'dijidl	<i>Digital</i>
4	Physical	'fizik(ə)l	<i>Fisik</i>
5	Content	kən'tent	<i>Isi</i>
6	Electronic	ə,lek'trənɪk	<i>Elektronik</i>
7	E-Publishing	ə,'pəbliSHiNG	<i>Penerbitan Elektronik</i>
8	Disseminating	də'semə,nātiNG	<i>Menyebarkan</i>
9	Access	'ak,sɛs	<i>Mengakses</i>
10	Journal	'jɜrnl	<i>Jurnal</i>
11	Research	'rɛ,sərCH	<i>Riset</i>
12	Brochure	brō'SHōor	<i>Brosur</i>
13	Reports	rə'pōrt	<i>Laporan</i>
14	Web Page	'web ,pāj	<i>Halaman Web</i>
15	Searching	'sərCHiNG	<i>Mencari</i>
16	Platforms	'plɑtfōrm	<i>Panggung/ Peron</i>
17	Industry	'ɪndəstrē	<i>Industri</i>
18	Catalog	'kɑdl,ôg	<i>Katalog/ daftar</i>
19	Edition	ə'diSH(ə)n	<i>Edisi</i>
20	Audience	'ôdēəns	<i>Peserta</i>

## 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.
  - b. Any
  - c. 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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The page features a minimalist abstract design. It consists of several thin, black, slightly irregular lines that form a roughly rectangular frame. Scattered throughout this frame are various solid black circles of different diameters. Some circles are positioned near the corners, while others are more centrally located. The overall effect is that of a hand-drawn or gestural sketch.

## **CHAPTER 4**

# **9 STAGES TO BE A GOOD WRITER**

## Guidelines:

### Meeting 1 (2 x 50 min)

#### General Goals:

#### Students are able to:

1. Gain the information and knowledge of “9 Stages to be a Good Writer”
2. Improve reading skills
3. Enlarge some vocabulary 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
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Understanding the Reading Text (2x20 min)	- Reading comprehension - Pronunciation practice	Silent Reading <i>Students read the text without any sounds (3 times)</i>
		Reading aloud

		<i>students read aloud the paragraphs in turn (3 circles)</i>
Answering Question related to reading text (20 min)	- Speaking Fluency	Speaking in Pairs <i>students ask and answer the questions face to face with partner</i>
Understanding the Difficult Words (15 min)	- 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 words and students repeat/ imitate the words</i>
Closing (10 min)	- 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'</i>



		<i>motivation</i> Greetings
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<b>Meeting 2 (2 x 50 min)</b>		
<b>General Goals:</b>		
<b>Students are able to:</b>		
<ol style="list-style-type: none"> <li>1. Improve writing skills</li> <li>2. Improve reading skills</li> <li>3. Increase Vocabulary</li> <li>4. Improve critical thinking</li> <li>5. Improve self-confidence</li> </ol>		
<b>Stages</b>	<b>Target Focus</b>	<b>Activities Experience</b>
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Doing some reviews for the previous materials (15 min)	- Speaking Fluency - Pronunciation Practice - Critical	Retell the Story - <i>Students express their opinion about the knowledge content (9 Stages to be a Good</i>

	Thinking	<i>Writer) of the last meeting</i> Students retell the story about the previous text
Language Focus (30 min)	- Grammar - Critical Thinking	Frequency of time - <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> Lecturer and students are involved in the discussion (interactive methods)
Exercise 1 (7,5 min)	- Critical Thinking	Frequency of time <i>Students are asked to choose one of the best answers to complete the sentences.</i>
Exercise 2 (7,5 min)	- Writing Skill	Frequency of time <i>Students write some grammar sentences</i>

<p>Exercise 3 (15 min)</p>	<ul style="list-style-type: none"> <li>- Writing Skill</li> <li>- Reading comprehension</li> <li>- Speaking Fluency</li> <li>- Pronunciation advance</li> <li>- Self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Students make a paragraph related to the theme and read the sentences or a paragraph loudly in front of the class</i></li> </ul>
<p>Closing (10 min)</p>	<ul style="list-style-type: none"> <li>- Refresh mind</li> </ul>	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- <i>Lecturer concludes the materials by giving summary</i></li> <li>- <i>Lecturer delivers thanks for the excellent attention</i></li> <li>- <i>Lecturer keeps students' motivation</i></li> </ul> <p>Greeting</p>

# 9 STAGES TO BE A GOOD WRITER

*“A good writer is not the one who knows the most words, but the one who touches the most hearts”*

## Let’s Discuss

1. What do you think makes someone a good writer? Is it talent, practice, or something else?
2. Have you ever struggled with writing? What was the biggest challenge you faced?
3. If you could improve one aspect of your writing, what would it be, creativity, grammar, storytelling, or something else?

## A. Reading Text

### Reading Comprehension

**Instruction: Read the following text silently and loudly!**

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.



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

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 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 understand the meaning!

No	List of words	Pronunciation	Meaning
1	Plan	Plan	<i>Rencana</i>
2	Concept	'kän,sept	<i>Konsep</i>
3	Expertise	ˌɛkspər'tēz	<i>Keahlian</i>
4	Passion	'paSHən	<i>Kegemaran</i>
5	Audience	'ɒdēəns	<i>Penikmat</i>
6	Framework	'frām,wərk	<i>Kerangka</i>
7	Outline	'out,līn	<i>Garis Besar</i>
8	Mind	Mīnd	<i>Pikiran</i>
9	Reference	'ref(ə)rəns	<i>Referensi</i>
10	Brainstorming	'brānstôrmiNG	<i>Brainstorming</i>
11	Thought	THôt	<i>Pikiran</i>
12	Script	Skript	<i>Naskah</i>
13	Commitment	kə'mitmənt	<i>Komitment</i>
14	Draft	Draft	<i>Konsep</i>
15	Chapter	'CHaptər	<i>Bab</i>

## D. Language Focus: Will or Going To

### 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**.

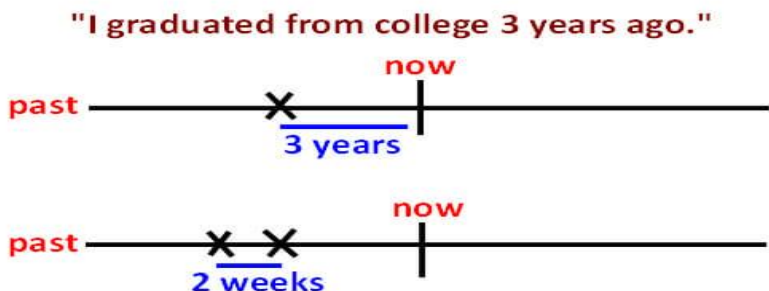
Never end a sentence with "**after**." Instead, you can use "**afterwards**"

- 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.



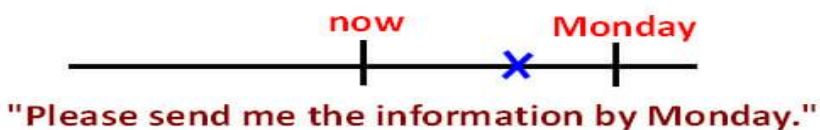
"I met my girlfriend 2 weeks before I graduated."

Difference between "before" and "ago"

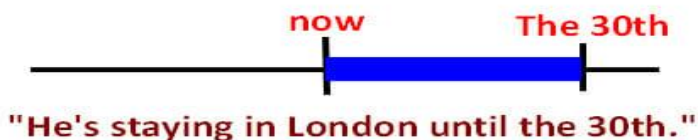
### By / Until

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.



by = single event | until = continuous



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**.

- 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 for 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.
  - a. By
  - b. Until
  - c. In
7. I had a great idea \_\_\_\_\_ I was taking a shower this morning.
  - a. As long as
  - b. During
  - c. While
8. Please, no talking \_\_\_\_\_ the test.
  - a. During
  - b. While
  - c. For
9. The meeting ran from 9:00 \_\_\_\_\_ 10:30.
  - a. By
  - b. At

- c. To
10. I bought my first car \_\_\_\_ 1995.
- a. On
  - b. In
  - c. Since
11. The conference begins \_\_\_\_ June 25th.
- a. In
  - b. On
  - c. To
12. He got home \_\_\_\_ midnight.
- a. At
  - b. On
  - c. In
13. I've been interested in science \_\_\_\_ I was a child.
- a. Before
  - b. For
  - c. Since
14. My grandparents have been married \_\_\_\_ over 50 years.
- a. 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 the 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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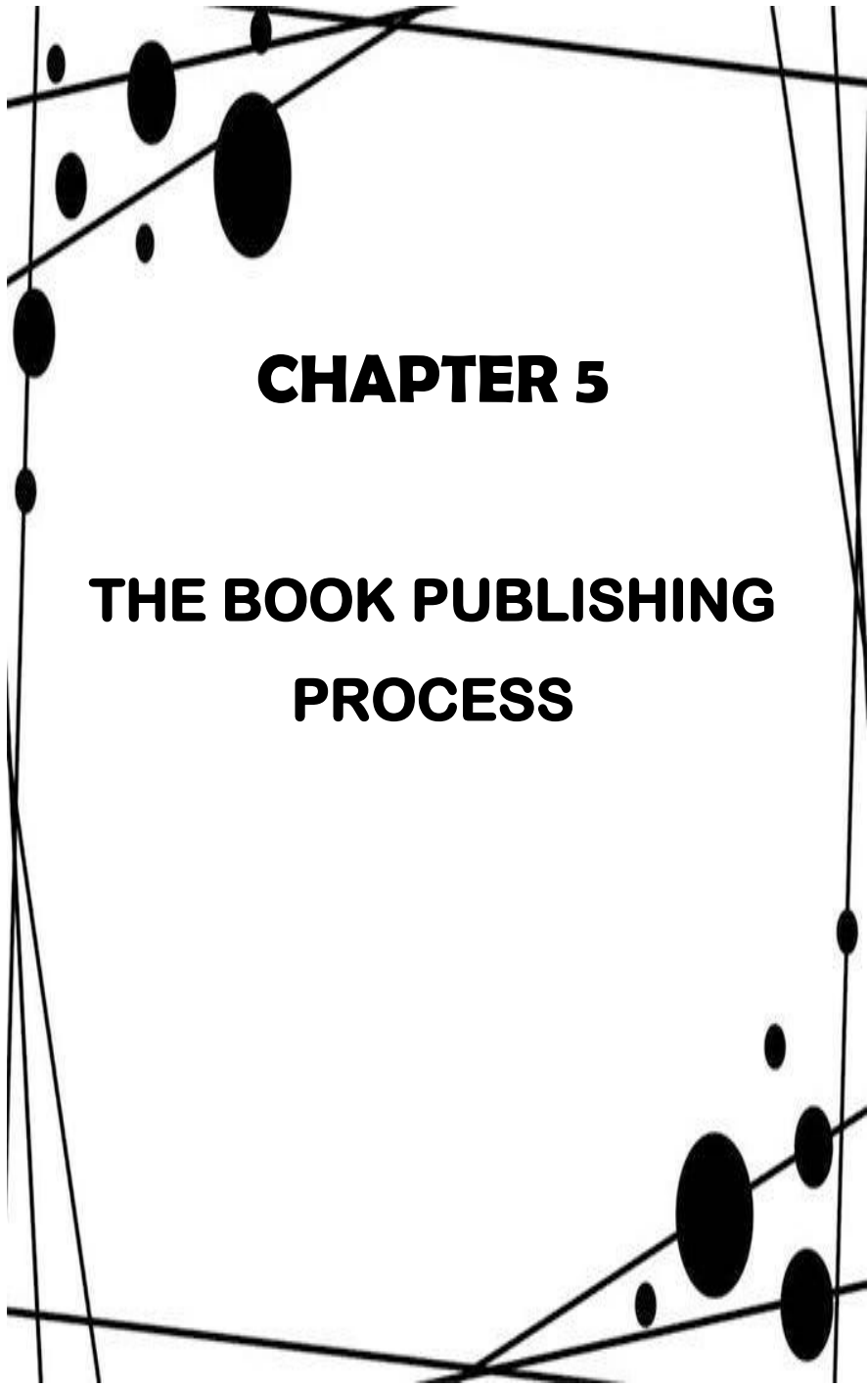
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# **CHAPTER 5**

## **THE BOOK PUBLISHING PROCESS**

## Guidelines:

### Meeting 1 (2 x 50 min)

#### General Goals:

#### Students are able to:

1. Gain the information and knowledge of “The Book Publishing Process”
2. Improve reading skills
3. Enlarge some vocabulary 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
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Understanding the Reading Text (2x20 min)	- Reading comprehension - Pronunciation practice	Silent Reading <i>Students read the text without any sounds (3 times)</i>

		<p>Reading aloud</p> <p><i>students read aloud the paragraphs in turn (3 circles)</i></p>
<p>Answering Question related to reading text (20 min)</p>	<p>- Speaking Fluency</p>	<p>Speaking in Pairs</p> <p><i>students ask and answer the questions face to face with partner</i></p>
<p>Understanding Key Words (15 min)</p>	<p>- Vocabulary mastery</p> <p>- Pronunciation Practice</p>	<p>Speak after Me</p> <ul style="list-style-type: none"> <li>- <i>Lecturer asks the students' difficult words</i></li> <li>- <i>Lecturer explains the difficult words</i></li> <li>- <i>lecturer mentions the words and students repeat/ imitate the words</i></li> </ul>
<p>Closing (10 min)</p>	<p>- Summary/ Mind refresh</p>	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- <i>Lecturer concludes the materials by giving summaries</i></li> <li>- <i>Lecturer delivers thanks for the excellent attention</i></li> </ul>

		- Lecturer keeps students' motivation Greetings
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<b>Meeting 2</b> <b>General Goals:</b> <b>Students are able to:</b> <ol style="list-style-type: none"> <li>1. Improve writing skills</li> <li>2. Improve reading skills</li> <li>3. Increase Vocabulary</li> <li>4. Improve critical thinking</li> <li>5. Improve self-confidence</li> </ol>		
<b>Stages</b>	<b>Target Focus</b>	<b>Activities Experience</b>
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Reviews of the Previous Materials (15 min)	- Speaking Fluency - Pronunciation Practice	Retell the Story - <i>Students express their opinion about the knowledge content (the</i>

	- Critical Thinking	<i>book publishing process) of the last meeting</i> Students retell the story about the previous text
Language Focus (30 min)	- Grammar - Critical Thinking	Reported Speech (Part 1) Statement - <i>Lecturer explains about the use of "reported speech" and give examples of the sentences</i> - <i>Students are allowed to ask for unclear explanations</i> Lecturers and students are involved in the discussion (interactive methods)
Exercise 1 (7,5 min)	- Critical Thinking	Reported Speech (Part 1) Statement <i>Students are asked to choose one of the best answers to complete the sentences.</i>

Exercise 2 (7,5 min)	- Writing Skill	Reported Speech (Part 2) Statement <i>Students write some grammar sentences</i>
Exercise 3 (15 min)	- 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>
Closing (10 min)	- Refresh mind	Conclusion - <i>Lecturer concludes the materials by giving summary</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greeting



# THE BOOK PUBLISHING PROCESS

*"Behind every successful book is an author who believed in their work and the publishing process that brought it to life."*

## Let's Discuss

1. What do you think is the most challenging part of the book publishing process; writing, editing, designing, or marketing? Why?
2. If you could choose between traditional publishing and self-publishing, which one would you prefer? Why?
3. Why do you think some books become bestsellers while others don't? What factors influence a book's success?

## 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:**

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 has 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 must hope for the best.

## B. Questions

### 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 understand the meaning!**

No.	List of words	Pronunciation	Meaning
1	Procurement	prə'kyɔ̃rmənt	<i>Pengadaan</i>
2	Publish	'kævər	<i>Menerbitkan</i>
3	Authors	'ðTHər	<i>Pengarang</i>
4	Manuscripts	'manyə,skript	<i>Naskah</i>
5	Acceptance	ək'septəns	<i>Penerimaan</i>
6	Contract	kən'trak	<i>Kontrak</i>
7	Editor	'edədər	<i>Editor</i>

8	Employed	im'plɔɪd	<i>Bekerja</i>
9	Editing	'edət(t)ɪŋg	<i>Mengedit</i>
10	Article	'ɑːrdək(ə)l	<i>Artikel</i>
11	Piece	pēs	<i>Bagian</i>
12	Design	də'zɪn	<i>Desain</i>
13	Cover	'kəvər	<i>Sampul</i>
14	Promotion	prə'mɔʃ(ə)n	<i>Promosi</i>
15	Publication	ˌpʌblə'kæʃ(ə)n	<i>Publikasi</i>
16	Duplicate		
17	Distribution	ˌdɪstrə'byʊʃ(ə)n	<i>Distribusi</i>
18	Catalogs	'kɑːdl,ɒg	<i>Katalog</i>
19	Library	'lɪbrerē	<i>Perpustakaan</i>
20	Bookstores	'bʊkstɔː	<i>Toko buku</i>

## 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:

<b>Direct Speech</b>	<b>Reported Speech</b>	<b>Example</b>
Simple present	Simple past	“I <b>want</b> to go home.” She said she <b>wanted</b> to go home.
Present continuous	Past continuous	“I’ <b>m reading</b> a good book.” She said she <b>was reading</b> a good book.
Simple past	Past perfect	“I <b>ate</b> pasta for dinner last night.” She said she’ <b>d eaten</b> pasta for dinner last night.
Present perfect	Past perfect	“I’ <b>ve just finished</b> cleaning my room.” She said She’ <b>d just finished</b> cleaning her room. “ My mother has never been to Japan.” She said her

		mother <b>had</b> never <b>been</b> to Japan.
Can / can't	Could / couldn't	<p>"I <b>can</b> meet with you next Monday."</p> <p>She said she <b>could</b> meet with me next Monday. "Sorry, I <b>can't</b> talk now. I'm at work."</p> <p>She said she <b>couldn't</b> talk at the moment because she was at work.</p>
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. "I <b>won't</b> tell anybody your secret."</p> <p>She said she <b>wouldn't</b> tell anybody my secret.</p>

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.~~

## **F. Exercise**

### **Exercise 1:**

**Choose one of the best answers to complete the following sentences using one of the correct reported speeches that 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**

- 4. DS: .....
- IS:.....
- 5. DS:.....
- IS:.....

**Simple Past**

- 4. DS: .....
- IS:.....
- 5. 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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The page features a minimalist abstract design. It consists of several thin, black, slightly irregular lines that intersect to form a roughly rectangular frame. Scattered throughout this frame are various solid black circles of different diameters. The largest circles are positioned in the upper-left and lower-right quadrants, while smaller circles are more sparsely distributed. The overall effect is that of a hand-drawn or gestural sketch.

## **CHAPTER 6**

# **WORKING OPPORTUNITIES IN PUBLISHING INDUSTRY**

## Guidelines:

### Meeting 1 (2 x 50 min)

#### General Goals:

#### Students are able to:

1. Gain the information and knowledge of “Working Opportunities in Publishing Industry”
2. Improve reading skills
3. Enlarge some vocabulary 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
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Understanding the Reading Text (2x20 min)	- Reading comprehension - Pronunciation practice	Silent Reading <i>Students read the text without any sounds (3 times)</i>

		<p>Reading aloud</p> <p><i>students read aloud the paragraphs in turn (3 circles)</i></p>
<p>Answering Question related to reading text (20 min)</p>	<p>- Speaking Fluency</p>	<p>Speaking in Pairs</p> <p><i>students ask and answer the questions face to face with partner</i></p>
<p>Understanding the Difficult Words (15 min)</p>	<p>- Vocabulary mastery</p> <p>- Pronunciation Practice</p>	<p>Speak after Me</p> <ul style="list-style-type: none"> <li>- <i>Lecturer asks the students' difficult words</i></li> <li>- <i>Lecturer explains the difficult words</i></li> <li>- <i>lecturer mentions the words and students repeat/ imitate the words</i></li> </ul>
<p>Closing (10 min)</p>	<p>- Summary/ Mind refresh</p>	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- <i>Lecturer concludes the materials by giving summaries</i></li> <li>- <i>Lecturer delivers thanks for the excellent attention</i></li> </ul>



		- Lecturer keeps students' motivation Greetings
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<b>Meeting 2</b> <b>The Objectives of the Study:</b> <b>Students are able to:</b> <ol style="list-style-type: none"> <li>1. Improve writing skills</li> <li>2. Improve reading skills</li> <li>3. Increase Vocabulary</li> <li>4. Improve critical thinking</li> <li>5. Improve self-confidence</li> </ol>		
<b>Stages</b>	<b>Target Focus</b>	<b>Activities Experience</b>
Opening (15 min)	- Relaxation	Greetings Icebreaking - <i>Asking general questions</i> - <i>Creating Games</i> Giving encouragement and motivations
Doing some reviews for the previous materials	- Speaking Fluency - Pronunciation Practice	Retell the Story - <i>Students express their opinion about the knowledge content</i>

(15 min)	- Critical Thinking	<i>(working opportunities in publishing industry) of the last meeting</i> Students retell the story about the previous text
Language Focus (30 min)	- 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> Lecturers and students are involved in the discussion (interactive methods)
Exercise 1 (7,5 min)	- Critical Thinking	Reported Speech (Part 2) Requests, orders, questions <i>Students are asked to choose one of the best</i>

		<i>answers to complete the sentences.</i>
Exercise 2 (7,5 min)	- Writing Skill	Reported Speech (Part 2) Requests, orders, questions <i>Students write some grammar sentences</i>
Exercise 3 (15 min)	- 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>
Closing (10 min)	- Refresh mind	Conclusion - <i>Lecturer concludes the materials by giving summary</i> - <i>Lecturer delivers thanks for the excellent attention</i> - <i>Lecturer keeps students' motivation</i> Greeting

# WORKING OPPORTUNITIES IN PUBLISHING INDUSTRY

*“A career in publishing is a gateway to creativity, innovation, and storytelling that can reach audiences across the globe”.*

## Let’s Discuss

1. What do you think are the different job roles available in the publishing industry besides being a writer?
2. If you could choose a career in publishing, would you prefer to be an editor, a book designer, a marketer, or something else? Why?
3. What skills do you think are most important for someone who wants to work in publishing?

## A. Reading Text

### Reading Comprehension

**Instruction: Read the following text silently and loudly!**

Have we ever thought about who makes schoolbooks? 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.



<https://kidlit.com/>

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 schoolbook, 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 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 understand the meaning!**

No	List of words	Pronunciaton	Meaning
1	Readable	'rēdəb(ə)l	<i>Dapat dibaca</i>
2	Company	'kəmp(ə)nē	<i>Perusahaan</i>
3	Industry	'indəstrē	<i>Industri</i>
4	Literature	'lidərəCHər	<i>Literatur/ dokumen</i>
5	Cover	'kəvər	<i>Sampul</i>
6	Editor	'edədər	<i>Editor</i>
7	Spelling	'speliNG	<i>Ejaan</i>
8	Error	'erər	<i>Kesalahan</i>
9	Deadline	'ded,līn	<i>Tenggat Waktu</i>



10	Illustrator	'ilə,strədər	<i>Illustrator</i>
11	Designer	də'zīnər	<i>Perancang</i>
12	Budget	'bəjət	<i>Angaran</i>
13	Estimator	'estə,mādər	<i>Penaksir</i>
14	Marketing	'mārkədiNG	<i>Pemasaran</i>
15	Poster	'pōstər	<i>Poster pengumuman</i>

## **D. Language Focus: Reported Speech (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**.

<b>Direct Speech</b>	<b>Reported Speech</b>	<b>Example</b>
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. “

		<p>Go to the bank.”</p> <p>He told me to go to the bank.</p>
Yes/no questions	<p>Asked if...</p> <p>Wanted to know if...</p>	<p>“Are you coming to the party?”</p> <p>He asked if I was coming to the party. “</p> <p>Has John seen the new movie?”</p> <p>She asked if John had seen the new movie.</p>
Other questions	<p>Asked...</p> <p>Wanted to know...</p>	<p>“When was the company founded?”</p> <p>She asked when the company was founded. “</p> <p>What kind of car do you drive?”</p> <p>He wanted to know what kind of car I drive.</p>

**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~~

## **G. 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. "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 the Publishing Industry*” based on your opinion and read it aloud in front of the class.**

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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 an English lecturer who earned her bachelor's degree from Universitas Negeri Makassar in 2010 and her master's degree from Universitas Muslim Indonesia in 2015. She then completed her doctoral studies at Universitas Negeri Makassar in early 2021.



Throughout her academic journey, Widya received several government scholarships, including the PPA and BUDI-DN scholarships. As a lecturer, she has participated in various international conferences, including the ASIA TEFL Conference at the University of Macau, China, in 2018, funded by LPDP. Additionally, she was awarded the PKPI/Sandwich-like scholarship to study at the University of Newcastle, Australia, in 2019. Then, she attended the AAOU International Conference in Islamabad, Pakistan.

Beyond academia, Widya is actively involved in several organizations and social initiatives. Since elementary school, she has volunteered in numerous social activities. In 2012, she founded the Bulukumba English Meeting Club (BEMC) and has

been its president ever since. She initiated several English Villages with her team to support language learning in local communities. Moreover, she served as the Deputy Director of Rumah Produktif Indonesia English School (RPI-ES) in 2020 and has been the Secretary of the Language Division at Rumah Produktif Indonesia (RPI) since early 2021. Currently, she is a coordinator of *Asosiasi Dosen PkM Indonesia* (ADPI) and one of the administrators of *Asosiasi Program Studi Pendidikan Bahasa Inggris* (APSPBI).

In addition, she is entrusted as the Head of Yayasan Bunda Kartini. She is also the founder and owner of Widyasatya Learning Centrum, an institution dedicated to helping learners improve their English skills. The institution also operates a website with learning materials to support students' studies.

Widya has authored several books, including *Jejak Sang Pemimpi: Cerita dari Kampung Inggris Pare*, *English for Computer: Communication Skills in ICT*, *Motivasi Menulis Bagi Pemula: Modal Dasar Menjadi Penulis Besar*", etc. Her works and achievements can be viewed at <https://widya-pratiwi.staff.ut.ac.id/>.