

## CHAPTER I : TELL ABOUT YOURSELF

**Chapter overview** In this chapter you will learn how to tell about yourself. You will learn how to introduce yourself and how to describe yourself to others by making short conversation. You will also learn how to construct your own sentences.

**CAN DO statements:**

- Vocabulary :** I can tell new friends in a community about myself.
- Grammar :** I can construct a simple sentence about my daily life and what I will do using the correct grammar.
- Speaking :** I can have active conversations with new friends. I can express my personal views and opinions.
- Writing :** I can write a simple recounting paragraph
- Strategy :** I can use strategies to repeat what has been heard to confirm understanding

Language objective	Skills objectives
At the end of the chapter, learners will have learned to: <ul style="list-style-type: none"> <li>• use vocabulary and grammar related to describing themselves</li> </ul>	At the end of the chapter, learners will have learned to: <ul style="list-style-type: none"> <li>• talk about themselves</li> <li>• read and comprehended a simple text</li> <li>• construct sentences for a short paragraph about themselves and their activities.</li> </ul>

### TOPIC 1 INTRODUCING ONESELF

#### Activity 1 Introducing yourself

<b>Activate knowledge and provide context.</b>	Can you introduce yourself to your teacher and also your new friends? Do you know how to tell others about yourself?	
<b>Language focus</b>	Gap-fill Activity Fill in the gaps with one of the following words.	
	1. call	2. full/complete
	3. live	4. from
	5. you	6. always
	7. parents	8. glad

Hello, there.

How are ....(a) ? It is nice to be here. Let me introduce myself.

My ....(b) name is Marry Fransisca Toar but you can ....(c) me Marry.

I'm ....(d) Sangihe. I ... (e) near the campus Poltekkes in Malalayang II, Manado. My ... (f) stay in Sangihe Island. I miss them a lot, but I ....(g) call them everyday to tell them how I am.

I'm new here and I'm so .... (h) to meet all of you.

Answers:

a) you	b) full
c) call	d) from
e) live	f) parents
g) always	h) glad

Useful expressions: Vocabulary building – expressions used to talk about oneself

Good morning/day/afternoon/evening/night ...

Hello ...

Hi ...

Hi everybody/everyone/guys, ...

Dear friends, ...

It is nice/great to be here

Let me introduce myself...

Allow me to introduce myself...

My full/complete name is ...

My nick name is ....

You can call me.../ my friends usually call me ...

I come from ...

I am from ...

	<p>I was born in (name of month)</p> <p>I was born on (name of the day)</p> <p>I live in (name of the city/place)</p> <p>I live at (street– number)</p> <p>I study ...</p> <p>I was graduated from ...</p> <p>I am Indonesian (other nationality) ...</p> <p>It's nice to see/meet you</p> <p>See you</p> <p>Bye</p>
<b>Reflection</b>	<p>What other information do we usually tell new friends?</p> <p>Why do you think we should share some information about ourselves when we are new in a community? What can you do to find out information about your new friends?</p>

<b>Activity 2 Constructing a simple sentence</b>	
<b>Activate knowledge</b>	<p>Do you know how to describe yourself to other people?</p> <p>Do you know what terms you should use when you need to tell people about yourself?</p> <p>Do you know how to get information from others?</p>
<b>Language focus</b>	<p>Error correction</p> <p>All the sentences contain mistakes. Find and correct the mistakes.</p> <p>Example: We no like hot weather.</p> <p>Answer: We don't like hot weather</p> <ol style="list-style-type: none"> <li>1. I a new student.</li> <li>2. I no live in my hometown now.</li> <li>3. She not know the teacher's name.</li> <li>4. We no go to school on Sunday.</li> <li>5. They very diligent.</li> <li>6. We not speak English well.</li> </ol>

7. My sister don't have a job.
8. Chintya does go to school?
9. I studies PBAK at school.
10. Mrs. Simanjuntak teach us English.

Answers:

1. **I'm** a new student.
2. I **don't** live in my hometown now.
3. She **doesn't** know the teacher's name.
4. We **don't** go to school on Sunday.
5. They **are** very diligent.
6. We **don't** speak English well.
7. My sister **doesn't** have a job.
8. **Does** Chintya go to school?
9. I **study** PBAK at school.
10. Mrs. Simanjuntak **teaches** us English.

Useful Grammar - Present Simple Tense

AFFIRMATIVE/ STATEMENT	I-You-We-They <b>live</b> in Manado. She-He-It <b>lives</b> in Semarang.
NEGATIVE	I-You-We-They <b>do not live</b> here. She-He-It <b>does not live</b> there.
INTERROGATIVE/ QUESTION	<b>Do</b> I-you-we-they <b>live</b> in Jakarta? Where <b>do</b> you <b>come</b> from? <b>Does</b> she-he-it <b>live</b> in Bali? Where <b>does</b> she <b>come</b> from?
CONTRACTIONS	I + am = <b>I'm</b> a student.
pronoun + be	you, we, they + are = <b>You're, We're, They're</b> students. she, he, it + is = <b>She's, He's, It's</b> a student.
do + not	does + not = <b>doesn't</b> live      She <b>doesn't</b> live. do + not = <b>don't</b> live      I <b>don't</b> live.
be + not	am + not = <b>am not</b> I am not a student./I'm a student.* I + am = <b>I'm</b> is + not = <b>isn't</b> She <b>isn't</b> a student. are + not = <b>aren't</b> They <b>aren't</b> students.

\*Note: 'am' and 'not' are not contracted. Use **I'm** instead.

**Reflection**

Why is the "Present Simple" normally used when talking about ourselves?  
What present simple sentences can you construct about yourself?

### Activity 3 Completing a conversation between new friends

<b>Activate knowledge</b>	How would you make a new friend? Think about what to ask them and what sort of information you need.
<b>Skills focus</b>	<p>Gap-fill Activity</p> <p>Fill in the gaps with one of the following words or phrases</p> <p>A. Anwar : _____(1) me. Are you Daniel?  Daniel : Yeah, that's me.  Anwar : May I _____(2) myself? I'm Anwar Jailan. How do you do?  Daniel : _____(3) do you do, Anwar. I'm Daniel Tora.</p> <p>B. Irma : Laura! Good to see again. _____(1) things?  Laura : _____(2), Irma. Fine, thanks. Pretty busy, as always, I suppose.  Can I _____(3) you to a friend? Her name is Nur. Nur, this is Irma.  Nurain : _____(4) to _____(5) you, Irma  Irma : Nice to meet you, too, Nur.</p> <p>C. Deborah : Hello. My name is Deborah.  Ezra : Hello. I'm Ezra. It's _____(1) to meet you.  Deborah : Nice to meet you, too. Where _____(2) you _____(3)?  Ezra : I'm from Bandung. _____(4) are you from?  Deborah : I'm from Tomohon.</p> <p>D. Steven : Hey, Nate. Where are you living now?  Nate : I _____(1) in dormitory of Dental Nurse Department at Jl. Manguni, Perkamil. And you?  Steven : I _____(2) at my aunt's place temporarily until I find a dorm.  Nate : _____(3) long have you been in Manado?</p>

Steven : Three days.

E. Azizah : I'm a dental nurse student, what \_\_\_\_ (1) you, Putri?

Putri : \_\_\_\_ (2) a pharmacy student. My campus is in Perkamil.

Azizah : Why do you choose to \_\_\_\_ (3) in Poltekkes Manado?

Putri : Because I heard that Poltekkes Manado is very qualified. They facilitate the students with advanced facilitations. And the accreditation status of pharmacy is Excellent, too. How about you?

Azizah : That's really great. My father is a dental therapist so I would like to \_\_\_\_ (4) a dental therapist like him.

Putri : Wow, that's very cool.

F. Anton : What do you do in your \_\_\_\_ (1) time, Firza?

Firza : I read a lot. English novels especially. How about you?

Anton : I like to play online games. I find it \_\_\_\_ (2) to learn strategic plans and make friends with a lot of people around the world. It's a good way to practice my English, too.

Firza : Really? That's interesting. I \_\_\_\_ (3) to learn playing that, too.

Anton : That's a \_\_\_\_ (4) idea. Let's do that on our free time sometime.

Firza : That would be great!

Anton, I think I better go because my class is going to start soon. \_\_\_\_ (5) you after class, Anton.

Anton : See you, too. Bye.

Answer:

A. 1. excuse

2. introduce

3. How

- |    |              |                |
|----|--------------|----------------|
| B. | 1. How are   | 2. Hi          |
|    | 3. introduce | 4. nice        |
|    | 5. meet      |                |
| C. | 1. Nice      | 2. Are         |
|    | 3. From      | 4. Where       |
| D. | 1. Live      | 2. Stay        |
|    | 3. How       |                |
| E. | 1. About     | 2. I'm         |
|    | 3. Study     | 4. Be/become   |
| F. | 1. Free      | 2. Interesting |
|    | 3. Like      | 4. Good        |
|    | 5. See       |                |

#### Useful expressions in a conversation

<u>Statement:</u>	<u>Response:</u>
How do you do? (formal)	- How do you do?
Nice to meet you	- Nice to meet you, too
How are you? (less formal)	- Fine, thank you. And you?
How have you been?	- Very well, thank you. And you?
How are things?	- Not too bad, thanks for asking.
How are your parents?	- They're fine, thanks.
It was nice meeting you	- I really enjoy meeting you, too
I look forward to our next meeting (formal)	- I do, too
I hope to see you again (less formal)	- I hope so, too
See you again/on...(date)	- See you
Have a nice day	- Same to you, too
Have fun	- You, too

#### **Reflection**

Have you ever met someone new? What kind of conversations do you have? Can you tell the difference between formal and informal introductions?

## TOPIC 2 MY BACKGROUND

### Activity 1 Reading an inspirational biography

**Activate knowledge** In the journey of our life, we find people who inspire and help us grow. Do you have someone who inspires you? A person whom you admire. Who is she/he?

**Skills focus** Reading – Read the following text about Florence Nightingale and decide if the statements are true or false based on the information in the text.



(1820-1910)

Florence Nightingale was born on May 12, 1820, in Florence, Italy. Growing up in a wealthy family, Florence Nightingale was homeschooled by her father and expected to get married at a young age. When she was a teenager, Nightingale believed she received a “calling” from God to help the poor and the sick.

Nightingale told her parents that she wanted to become a nurse, but her parents did not approve her decision because it was not a respected profession at the time. Eventually, her father allowed her to go to Germany to study at Pastor Theodore Fliedner’s hospital and school for Lutheran Deaconesses. When she was 33, Nightingale was already joining the nursing community. She returned to England in 1853 and became the superintendent and manager of a hospital for “gentlewomen” in London.

When the Crimean War began in 1854, the British were unprepared. The lack of medical supplies, overcrowding, and unsanitary conditions caused many complaints. The Secretary of War, Sidney Herbert asked Nightingale to manage a group of nurses that would go treat the wounded soldiers. She agreed, and on November 4, 1854, Nightingale and 38 nurses arrived at the British camp outside of Constantinople. They brought supplies, nutritious food, cleanliness, and sanitation to the military hospital. Nightingale was known for carrying a lamp and checking on the soldiers at night, so they gave her the nickname “the Lady with the Lamp.” Nightingale and her team transformed the hospital within six months. The death rate went down from 40 percent to 2 percent because of their work.

When Nightingale returned from the war, she continued to improve the conditions of hospitals. She presented her experiences and her data to Queen Victoria and Prince Albert in 1856. This data was the reason they formed a Royal Commission to improve the health of the British Army. Nightingale was so skilled with data and numbers that in 1858 she was

also elected as the first woman member of the Royal Statistical Society. In 1859 she published a book called *Notes on Nursing: What it is, and What it is Not* which gives advice on good patient care and safe hospital environments. In 1860, the Nightingale Training School at St. Thomas' Hospital was officially opened.

Florence Nightingale died on August 13th, 1910 at the age of 90. Two years after her death, the International Committee of the Red Cross created the Florence Nightingale Medal, that is given to excellent nurses every two years. Also, International Nurses Day has been celebrated on her birthday since 1965.

**Adapted from "Florence Nightingale" by Alexander, Kerri Lee. National Women's History Museum, 2019.**

Decide if the statements below are **true(T)** or **false(F)**

1. Florence Nightingale was born on May 12, 1820, in Florence, Italy. (T/F)
2. Florence Nightingale raised by a poor family. (T/F)
3. Florence's parents supported her to become a nurse. (T/F)
4. At that time nurse was not a respected profession. (T/F)
5. Florence went for three months to study at Pastor Theodore Fliedner's hospital and school for Lutheran Deaconesses in Italy. (T/F)
6. On November 4, 1854, Nightingale and 38 nurses arrived at the British camp outside of Constantinople to treat the wounded soldiers there. That was her first job as a nurse. (T/F)
7. "The Lady with the Lamp" was the nickname given by Queen Victoria and Prince Albert. (T/F)
8. Two years after she was elected as the first woman member of the Royal Statistical Society, Florence opened the Nightingale Training School at St. Thomas' Hospital. (T/F)

Answer:

1. T
2. F (Florence grew up in a wealthy family)
3. F (Her parents did not approve of her decision to be a nurse and wanted her to get married and raise a family)
4. T
5. F (The Pastor Theodore Fliedner's Hospital and School for Lutheran Deaconesses

	<p>is in Germany)</p> <p>6. F (Her first job was in 1853 as the superintendent and manager of a hospital for “gentlewomen” in London)</p> <p>7. F (Nightingale was known for carrying a lamp and checking on the soldiers at night, so they gave her the nickname “the Lady with the Lamp.”)</p> <p>8. T</p>
<b>Reflection</b>	Besides Florence Nightingale do you know any other inspiring person who has contributed to health and medicine in our country? Who are they? How did they change Indonesia? What did they do?

<b>Activity 2 Recalling past events in our lives</b>	
<b>Activate knowledge</b>	When you describe yourself, sometimes you recall things that happened in your life before. Do you know what tense we use to recall or recount?
<b>Skills focus</b>	<p>Error correction</p> <p>All the sentences contain mistakes. Find and correct the mistakes.</p> <ol style="list-style-type: none"> <li>1. I graduate from my high school last month.</li> <li>2. Yesterday Rahmat help me find my dorm house.</li> <li>3. The teacher isn't in the classroom when we arrive yesterday.</li> <li>4. How do you make that KRS? I still confuse on how to fill it in the application.</li> <li>5. Last week I plan to go to the library to re-register.</li> <li>6. I am at the auditorium last Monday.</li> <li>7. I go to the canteen yesterday and eat my breakfast there.</li> <li>8. What do you do last weekend? I watch a movie with Sandra.</li> <li>9. How do you come to school? I come here by bus.</li> <li>10. I have fried rice for breakfast this morning.</li> </ol> <p>Answer:</p> <ol style="list-style-type: none"> <li>1. I <b>graduated</b> from my high school last month.</li> <li>2. Yesterday Rahmat <b>helped</b> me find my dorm house.</li> <li>3. The teacher <b>wasn't</b> in the classroom when I <b>arrived</b> yesterday.</li> </ol>

4. How **did** you make that KRS? I still confuse on how to fill it in the application.
5. Last week I **planned** to go to the library to re-register.
6. I **was** at the auditorium last Monday.
7. I **went** to the canteen yesterday and **ate** my breakfast there.
8. What **did** you do last weekend? I **watched** a movie with Sandra.
9. How **did** you come to school? I **came** here by bus.
10. I **had** fried rice for breakfast this morning.

Additional focus : Grammar – Past Simple Tense

<b>REGULER VERBS</b>	
AFFIRMATIVE/ STATEMENT	I-You-We-They-She-He-It <b>lived</b> there <b>last year</b> .
NEGATIVE	I-You-We-They-She-He-It <b>did not live</b> there <b>last year</b> .
INTERROGATIVE/ QUESTION	<b>Did</b> I-you-we-they-she-he-it <b>live</b> there <b>last year</b> ?
SHORT ANSWER	Yes, I-You-We-They-She-He-It <b>did</b> . No, I-You-We-They-She-He-It <b>didn't</b> .

<b>BE FORM</b>	
AFFIRMATIVE/ STATEMENT	I-She-He-It <b>was</b> there <b>last year</b> . You-We-They <b>were</b> there <b>last year</b> .
NEGATIVE	I-She-He-It <b>was not (wasn't)</b> there <b>last year</b> . You-We-They <b>were not (weren't)</b> there <b>last year</b> .
INTERROGATIVE/ QUESTION	<b>Was</b> I-she-he-it there <b>last year</b> ? <b>Were</b> you-we-they there <b>last year</b> ?
SHORT ANSWER	Yes, I-she-he-it <b>was</b> . Yes, you-we-they <b>were</b> . No, I-she-he-it <b>wasn't</b> . No, you-we-they <b>weren't</b> .

<b>Reflection</b>	<p>What happened to you in the past that lead you here?</p> <p>What you did to prepare yourself for your studies at Poltekkes?</p>
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### Activity 3 Connect with others

**Activate knowledge** When you go to college you face a new chapter of your life. Sometimes you have to be away from family and friends who support you. What can we do to connect with other people to tell them what happens to us when we're away?

**Skills focus** Writing – Complete the letter with the verbs given below. Remember to change it into the past form.

stay	have	help
forget	get	need
start	don't	find
enjoy	come	is
give	arrive	

Anissa wrote a letter to her friend Widya, because now Anissa have to continue her study in Jogjakarta away from her home in Boyolali village, Central Java.

*Dear Widya,*

*I'm sorry that I haven't written to you since I \_\_\_\_\_ (1) here last month. I \_\_\_\_\_ (2) so busy at that time since I \_\_\_\_\_ (3) to be re-registered as soon as I \_\_\_\_\_ (4) here and I \_\_\_\_\_ (5) to find my dorm before classes \_\_\_\_\_ (6).*

*It was so exhausting, but I \_\_\_\_\_ (7) it because I met some new friends, Patricia and Ferra who \_\_\_\_\_ (8) me with my things. They already \_\_\_\_\_ (9) to live here in Jogja in June so they had been here for two months before I came. I remember the first day I arrived, I \_\_\_\_\_ (10) my lunchbox in the train, and I \_\_\_\_\_ (11) know anyone here, but Patricia \_\_\_\_\_ (12) me some food and I \_\_\_\_\_ (13) at her dorm until I \_\_\_\_\_ (14) mine. My campus is so large and we have many facilities. I hope that next year you will come and visit me, because I want to show you my campus.*

*See you soon!*

*Love,*

*Anissa*

	<p>Answer:</p> <table> <tr> <td>1. got</td> <td>2. was</td> <td>3. needed</td> </tr> <tr> <td>4. arrived</td> <td>5. had</td> <td>6. started</td> </tr> <tr> <td>7. enjoyed</td> <td>8. helped</td> <td>9. came</td> </tr> <tr> <td>10. forgot</td> <td>11. didn't</td> <td>12. gave</td> </tr> <tr> <td>13. stayed</td> <td>14. found</td> <td></td> </tr> </table>	1. got	2. was	3. needed	4. arrived	5. had	6. started	7. enjoyed	8. helped	9. came	10. forgot	11. didn't	12. gave	13. stayed	14. found	
1. got	2. was	3. needed														
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10. forgot	11. didn't	12. gave														
13. stayed	14. found															
<b>Reflection</b>	<p>Why is it important to use the past simple form correctly?</p> <p>What sentences about yourself can you construct in the past simple?</p>															

<b>TOPIC 3 WHY I CHOSE THIS MAJOR</b> <b>Activity 1 Explaining reasons and ideas using <i>because-since-as</i></b>	
<b>Activate knowledge</b>	<p>Why did you choose to study health sciences in Poltekkes? Have you ever thought and told other people about your ideas?</p>
<b>Language focus</b>	<p>Combine each pair of sentences in two different orders. Use <b>because/since/as</b>. Use punctuation carefully.</p> <p>Example : We didn't have class. The teacher was absent.</p> <p>Answer : We didn't have class <i>because</i> the teacher was absent. <b>or</b> <i>Because/since/as</i> the teacher was absent, we didn't have class.</p> <ol style="list-style-type: none"> <li>1. Sinta chose Dental Nurse major over Nutrition Sciences major. Her best friend was there.</li> <li>2. He didn't take the cigarette. He isn't a smoker.</li> <li>3. They studied until midnight. There was a test the day after.</li> <li>4. Stephanie brought a medical kit. Mr. Anwar asked them to.</li> </ol> <p>Answer:</p> <ol style="list-style-type: none"> <li>1. Sinta chose Dental Nurse major over Nutrition Sciences major <i>because</i> her best friend was there. <b>or</b></li> </ol>

*Because/Since/As* her best friend was there, Sinta chose Dental Nurse major over Nutrition Sciences major.

2. He didn't take the cigarette *because* he isn't a smoker. **or**

*Because/Since/As* he isn't a smoker, he didn't take the cigarette.

3. They studied until midnight *because* there was a test the day after. **or**

*Because/Since/As* there was a test the day after, they studied until midnight.

4. Stephanie brought a medical kit *because* Mr. Anwar asked them to. **or**

*Because/Since/As* Mr. Anwar asked them, Stephanie brought a medical kit.

Useful Grammar: **because-since-as**

a) I stayed at home <b>because</b> I was not feeling well	<b>Because</b> expresses a cause. It gives a reason.
b) MAIN CLAUSE: I stayed at home	A main clause is a complete sentence.
c) ADVERB CLAUSE : because I was not feeling well	An adverb clause is NOT a complete sentence.
d) CORRECT (usually formal/written form) I stayed at home <b>because</b> I was not feeling well. <i>or</i> <b>Because</b> I was not feeling well, I stayed at home. (use <b>comma</b> when you write the adverb clause before the main clause)	An adverb clause is connected to a main clause (d). It cannot stand alone as a sentence that starts with a capital letter and ends with a period (e).  <b>Because</b> can be replaced with <b>since</b> and <b>as</b> . We often use <b>since</b> and <b>as</b> when we want to focus more on the result than the reason. <b>Since</b> and <b>as</b> are more formal than <b>because</b> . We usually put a comma before <b>since</b> after the main clause.
e) INCORRECT: I stayed at home. <b>Because</b> I was not feeling well.	
f) CORRECT (usually informal/spoken form) A : Why did she stay at home? B : <b>Because</b> she wasn't feeling well.	In spoken English, an adverb clause can be used as the short answer to a question.

<b>Reflection</b>	Was it difficult to arrange the sentences in different orders? Can you make other sentences about yourself using <i>because</i> , <i>since</i> and <i>as</i> ?

**Activity 2 Discussing future plans**

<b>Activate knowledge</b>	What will you probably do in the college? What kind of activities do you plan to do?
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<b>Language focus</b>	<p>Gap-fill Activity</p> <p>Fill in the gaps using <u>will</u> and one of the following verbs.</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Like</td> <td>pass</td> </tr> <tr> <td>Finish</td> <td>have</td> </tr> <tr> <td>Send</td> <td>come</td> </tr> <tr> <td>Be</td> <td>see</td> </tr> <tr> <td>Go</td> <td>continue</td> </tr> </table> <ol style="list-style-type: none"> <li>1. I'm a little hungry. I think I _____ something to eat.</li> <li>2. It's too late to attend the class now. Mrs. Simanjuntak _____ probably _____ you out.</li> <li>3. You must meet my new friend Richie. You _____ him.</li> <li>4. Thank you for joining the class today. I _____ you next week.</li> <li>5. We _____ to the laboratory this afternoon. Do you want to join us?</li> <li>6. Xavier is taking his final exam. Do you think he _____?</li> <li>7. After the class, I _____ my report.</li> <li>8. I'm going to the library. Then I _____ straight home.</li> <li>9. According to the forecast, the bad weather _____ until this weekend.</li> <li>10. Mr. Anwar said that he _____ late today. We might have to wait for a couple of hours.</li> </ol> <p>Answer</p>	Like	pass	Finish	have	Send	come	Be	see	Go	continue
Like	pass										
Finish	have										
Send	come										
Be	see										
Go	continue										

1. will have
2. will send
3. will like
4. will see
5. will go
6. will pass
7. will finish
8. will come
9. will continue
10. will be

Additional focus: Grammar – Probabilities in the Future

	FORMS WITH BE GOING TO	FORMS WITH WILL
AFFIRMATIVE/ STATEMENT	I <b>am going to</b> attend the class tomorrow. You-We-They <b>are going to</b> attend the class tomorrow. She-He-It <b>is going to</b> attend the class tomorrow.	I-You-We-They-She-He-It <b>will</b> attend the class tomorrow.
NEGATIVE	I <b>am not going to</b> attend the class tomorrow. You-We-They <b>are not going to</b> attend the class tomorrow. She-He-It <b>is not going to</b> attend the class tomorrow.	I-You-We-They-She-He-It <b>will not (won't)</b> attend the class tomorrow.
INTERROGATIVE/ QUESTION	<b>Am I going to</b> attend the class tomorrow? <b>Are</b> You-We-They <b>going to</b> attend the class tomorrow? <b>Is</b> She-He-It <b>going to</b> attend the class tomorrow?	<b>Will</b> I-You-We-They-She-He-It attend the class tomorrow?
SHORT ANSWER	<b>Yes, you-we-they are.</b> <b>Yes, she-he-it is.</b> <b>No, you-we-they are not.</b> <b>No, she-he-it is not.</b>	<b>Yes, you-we-they-she-he-it will.</b> <b>No, you-we-they-she-he-it will not (won't)</b>
<b>PROBABILITY</b>		
100%	I <b>am going to</b> attend the class tomorrow. OR I <b>will</b> attend the class tomorrow.	
90%	Winda <b>is probably going to</b> attend the class tomorrow.	

	<p>OR</p> <p>Kartika <b>will probably</b> attend the class tomorrow.</p> <p>Winda <b>probably isn't going to</b> attend the class tomorrow.</p> <p>OR</p> <p>Kartika <b>probably will not (won't)</b> attend the class tomorrow.</p>
50%	<p>Michael <b>may</b> attend the class tomorrow.</p> <p>Michael <b>may not</b> attend the class tomorrow.</p> <p><b>Maybe</b> Michael <b>will</b> attend the class tomorrow, or <b>maybe</b> he <b>will not (won't)</b>.</p> <p><b>Maybe</b> Michael <b>is going to</b> attend the class tomorrow, or <b>maybe</b> he <b>isn't</b>.</p>
<b>Reflection</b>	<p>What do you plan to do when you study in Poltekkes or after you finish your studies? Can you write or talk about these plans using the forms you've learned?</p>

### Activity 3 Talking about conditional futures

<b>Activate knowledge</b>	<p>Which sentence expresses something that is <i>more</i> likely to happen? Which sentence expresses something that is <i>less</i> likely to happen or sound like wishful thinking?</p> <ol style="list-style-type: none"> <li>1. If I worked during the summer, I would save enough money for a trip.</li> <li>2. If I work during the summer, I'll save enough money for a trip.</li> </ol> <p>Answer: Sentence 1 is more likely to happen. Sentence 2 is less likely to happen.</p>
<b>Language focus</b>	<p>Sentence Completion</p> <p>Choose the correct clause to complete the following sentences:</p> <ol style="list-style-type: none"> <li>1. If you submit your paper now, _____.  <ol style="list-style-type: none"> <li>a. Mr. Anwar will read it tomorrow.</li> <li>b. Mr. Anwar would read it tomorrow.</li> </ol> </li> <li>2. Ani would go to the science museum, _____.  <ol style="list-style-type: none"> <li>a. if she had time in the afternoon.</li> <li>b. if she has time in the afternoon.</li> </ol> </li> <li>3. If I study for this test, _____.  <ol style="list-style-type: none"> <li>a. I'd get a good grade.</li> <li>b. I'll get a good grade.</li> </ol> </li> </ol>

4. If it rained tomorrow, \_\_\_\_\_.
- I can't go to the campus.
  - I couldn't go to the campus.
5. I'd help you practice, \_\_\_\_\_.
- if I had time.
  - if I have time.
6. We couldn't walk to the museum, \_\_\_\_\_.
- if it started to rain.
  - If it starts to rain.
7. I'll send the report to you, \_\_\_\_\_.
- if you gave me your e-mail address.
  - If you give me your e-mail address.

Answers:

- a
- a
- b
- b
- a
- a
- b

Useful grammar: 1<sup>st</sup> and 2<sup>nd</sup> conditional sentences/ If clauses

1 <sup>st</sup> Conditional : Likely/possible	<b>If I study</b> hard, <b>I will</b> pass the exam. OR <b>I will</b> pass the exam, <b>if</b> I <b>study</b> hard.	To show <i>a likely/realistic situation resulting in a probable future.</i> We use a verb in the <i>present</i> form in the conditional clause to indicate <i>probability</i> . Modals ( <b>will/can</b> ) can be used in the main clause.
2 <sup>nd</sup> Conditional : Less likely/less possible	<b>If</b> my instructors <b>didn't</b> give any assignments, I <b>would</b> be happier. OR I <b>would</b> be happier, if my instructors <b>didn't</b>	To show <i>a less likely or unrealistic situation resulting in an imaginary or unrealistic future.</i> Sometimes used to express wishful thinking. We use a verb in the <i>past</i> form in the conditional clause to indicate <i>improbability</i> . Modals ( <b>would/could</b> ) can be used in the main clause.

	give any assignments.	
<b>Reflection</b>	What are the main things to remember when constructing sentences in the 1 <sup>st</sup> and 2 <sup>nd</sup> conditionals? Where can I find more information about 1 <sup>st</sup> and 2 <sup>nd</sup> conditionals? What things are likely to happen in your life? What things are less likely to happen (but nice to imagine) in your life?	

## CHAPTER II IN A WORKPLACE

### A. (Describing Hospitals)- Completed example

<p><b>Chapter overview</b> in this chapter you will learn about facilities / places / units in hospitals. You will also read a short paragraph about a hospital and infer its main idea and construct a concluding sentence.</p>							
<p><b>CAN DO statements:</b></p> <p><b>Vocabulary:</b> I can understand the names of facilities / places / units in a hospital.</p> <p><b>Grammar:</b> I can describe the names of facilities / places / units in a hospital.</p> <p><b>Reading:</b> I can infer the meaning of a paragraph about a hospital.</p> <p><b>Writing:</b> I can construct a concluding sentence for a paragraph about a hospital.</p> <p><b>Strategy:</b> I can find out names for other places / units in a hospital.</p>							
<p><b>Language objective</b></p> <p>At the end of the chapter, learners will have learned to:</p> <ul style="list-style-type: none"> <li>• use vocabulary and grammar related to places/units in a hospital</li> </ul>	<p><b>Skills objectives</b></p> <p>At the end of the chapter, learners will have learned to:</p> <ul style="list-style-type: none"> <li>• read and infer the meaning of a short paragraph about a hospital.</li> <li>• construct a concluding sentence for a short paragraph about a hospital.</li> </ul>						
<p><b>Activity 1 Names of places/units in a hospital</b></p>							
<p><b>Activate knowledge and provide context.</b></p>	<p>How many facilities / places in a hospital can you name? What are they?</p>						
<p><b>Language focus</b></p>	<p>Vocabulary - facilities / places /units in a hospital and some of the equipment in them.</p> <p>Match the pictures of facilities / places / units / equipment with their descriptions.</p>						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">9. Pharmacy</td> <td style="width: 50%;">10. Maternity ward</td> </tr> <tr> <td>11. Magnetic Resonance Imaging (MRI) Unit</td> <td>12. Radiology unit</td> </tr> <tr> <td>13. Pathology Lab</td> <td>14. Dental clinic</td> </tr> </table>	9. Pharmacy	10. Maternity ward	11. Magnetic Resonance Imaging (MRI) Unit	12. Radiology unit	13. Pathology Lab	14. Dental clinic
9. Pharmacy	10. Maternity ward						
11. Magnetic Resonance Imaging (MRI) Unit	12. Radiology unit						
13. Pathology Lab	14. Dental clinic						

15. Dialysis Unit

16. Intensive Care Unit (ICU)

A.



B.



C.



D.



E



F



G



	<table border="1"> <tr> <td data-bbox="487 180 552 415">H</td> <td data-bbox="552 180 857 415">  </td> <td data-bbox="857 180 1421 415"></td> </tr> <tr> <td colspan="3" data-bbox="487 415 1421 478">Answers:</td> </tr> <tr> <td data-bbox="487 478 980 516">1. Pharmacy A</td> <td colspan="2" data-bbox="980 478 1421 516">2. Maternity ward E</td> </tr> <tr> <td data-bbox="487 516 980 590">3. Magnetic Resonance Imaging (MRI) Unit F</td> <td colspan="2" data-bbox="980 516 1421 590">4. Radiology unit B</td> </tr> <tr> <td data-bbox="487 590 980 630">5. Pathology Lab H</td> <td colspan="2" data-bbox="980 590 1421 630">6. Dental clinic D</td> </tr> <tr> <td data-bbox="487 630 980 703">7. Dialysis Unit C</td> <td colspan="2" data-bbox="980 630 1421 703">8. Intensive Care Unit (ICU) F</td> </tr> <tr> <td colspan="3" data-bbox="487 703 1421 798"></td> </tr> </table>	H			Answers:			1. Pharmacy A	2. Maternity ward E		3. Magnetic Resonance Imaging (MRI) Unit F	4. Radiology unit B		5. Pathology Lab H	6. Dental clinic D		7. Dialysis Unit C	8. Intensive Care Unit (ICU) F				
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<b>Reflection</b>	Which of the places/units' names were new to you? Are there other places/units you don't know the name of? What can you do to find out what they are called in English?																					

<b>Activity 2 Describing places/units in hospital</b>				
<b>Activate knowledge</b>	How would you describe a place you know in a hospital? Think about size, equipment, location and function. Write your answers down to reflect on later.			
<b>Language focus</b>	<p>Grammar</p> <p>Gap-fill Activity</p> <p>Fill in the gaps with one of the following words or phrases:</p> <p style="text-align: center;"><i>It has   It is   there is                      there are</i></p> <table border="1" data-bbox="399 1501 1430 1738"> <tr> <td data-bbox="399 1501 467 1738">A.</td> <td data-bbox="467 1501 987 1738">  </td> <td data-bbox="987 1501 1430 1738">_____ lots of medicines.</td> </tr> </table>	A.		_____ lots of medicines.
A.		_____ lots of medicines.		

B.		<p>_____ a machine that takes images of your internal organs and bones.</p>
C.		<p>_____ machines that remove waste products and excess fluid from the blood.</p>
D.		<p>_____ a seat where patients sit or lie down when their teeth are treated or cleaned.</p>
E		<p>_____ where a woman stays before and after giving birth.</p>
F		<p>_____ a large room with a machine that produces detailed pictures of internal body structures.</p>
G		<p>_____ has machines to monitor patients who are critically ill.</p>

H		<p>_____ where tests are performed from blood, urine, and other body fluids.</p>
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Answers:

- |  |                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------|
|  | A. <u>It has</u> lots of medicines.                                                                      |
|  | B. <u>There is</u> a machine that takes images of your internal organs and bones.                        |
|  | C. <u>There are</u> machines that remove waste products and excess fluid from the blood.                 |
|  | D. <u>There is</u> a seat where patients sit or lie down when their teeth are treated or cleaned.        |
|  | E. <u>It is</u> where a woman stays before and after giving birth.                                       |
|  | F. <u>It is</u> a large room with a machine that produces detailed pictures of internal body structures. |
|  | G. <u>It has</u> machines to monitor patients who are critically ill.                                    |
|  | H. <u>It is</u> where tests are performed from blood, urine, and other body fluids.                      |

<b>Reflection</b>	Are there other grammatical structures you can use to describe places or facilities in a hospital?
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**Activity 3 Inferring the main idea of a paragraph about a hospital and constructing a concluding sentence**

<b>Activate knowledge</b>	<p>Here are the top 4 hospitals in the UK according to Newsweek (<a href="https://www.newsweek.com/best-hospitals-2020/united-kingdom">https://www.newsweek.com/best-hospitals-2020/united-kingdom</a>) . Do you know which ones are located in London and which ones are located in Newcastle Upon Tyne?</p> <ol style="list-style-type: none"> <li>1. Thomas' Hospital</li> <li>2. University College Hospital</li> <li>3. The Royal Victoria Infirmary</li> <li>4. Freeman Hospital</li> </ol>
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	<p>Answers:</p> <ol style="list-style-type: none"> <li>1. St Thomas' Hospital, London,</li> <li>2. University College Hospital, London</li> <li>3. The Royal Victoria Infirmary, Newcastle Upon Tyne</li> <li>4. Freeman Hospital, Newcastle Upon Tyne</li> </ol>
<b>Skills focus</b>	<p>1. Reading – Read the following paragraph and choose the best inference for the paragraph.</p> <p style="text-align: center;"> <ol style="list-style-type: none"> <li>a. It is a hospital for the Royal Family.</li> <li>b. It is a modern and well-equipped hospital.</li> <li>c. It is a well-known hospital.</li> </ol> </p> <p>University College Hospital was officially opened by Her Majesty the Queen in October 2005. Services offered at University College Hospital include accident &amp; emergency, hyper-acute stroke unit, cancer care, critical care, endocrinology, general surgery, ophthalmology, dermatology, general medicine, general neurology, rheumatology, orthopaedics, paediatric &amp; adolescents, and urology.</p> <p>Answer: b</p> <p>(from University College Hospital <a href="https://www.uclh.nhs.uk/our-services/our-hospitals/university-college-hospital">https://www.uclh.nhs.uk/our-services/our-hospitals/university-college-hospital</a>)</p> <p>2. Forming a conclusion – Put the following words in the correct order to form a concluding sentence for the paragraph.</p> <p>hospital It a with is UK's a range of services that providing the commitment to quality healthcare symbolizes.</p> <p>Answer: It is a hospital with a range of services that symbolizes the UK's commitment to providing quality healthcare.</p>
<b>Reflection</b>	<p>What are some of the well-known hospitals in your region? What services do they provide?</p>

## B. DESCRIBING JOB

<p><b>Chapter overview</b> In this chapter you will learn about medical personnel including their obligation. You will also read the paragraphs by implementing skimming and scanning techniques.</p>	
<p><b>CAN DO statements:</b></p> <p><b>Vocabulary:</b> I can understand the names of medical personnel and their responsibility in the hospital.</p> <p><b>Grammar:</b> I can describe medical personnel and their responsibility in the hospital.</p> <p><b>Reading:</b> I can get understanding about medical personnel's responsibility through the text.</p> <p><b>Writing:</b> I can construct a paragraph about medical personnel.</p> <p><b>Strategy:</b> I can find out the name of medical personnel and their responsibility in a hospital.</p>	
<p><b>Language objective</b></p> <p>At the end of the chapter, learners will have learned to:</p> <ul style="list-style-type: none"> <li>• use vocabulary and grammar related to medical personnel in hospital and their responsibility.</li> </ul>	<p><b>Skills objectives</b></p> <p>At the end of the chapter, learners will have learned to:</p> <ul style="list-style-type: none"> <li>• read and get information of a short paragraph about medical personnel in a hospital.</li> <li>• construct a paragraph about medical personnel.</li> </ul>
<p><b>Activity 1 Names of medical personnel in a hospital</b></p>	
<p><b>Activate knowledge and provide context.</b></p>	<p>How many medical personnel in a hospital are you familiar with? Mention them!</p>
<p><b>Language focus</b></p>	<p>Arrange the following words into the correct form, so it can be meaningful!</p> <ol style="list-style-type: none"> <li>1. Surgeon</li> <li>2. Dentist</li> <li>3. Radiographer</li> <li>4. Nutritionists</li> <li>5. Cardiographer</li> </ol>

	6. Paediatrician 7. Geriatrician 8. Pathologist
<b>Reflection</b>	According to you, which is/are the name/ names of medical personnel that rarely found in hospital?
<b>Activity 2 Match the pictures with the correct statements!</b>	
<b>Activate Knowledge and Provide Context</b>	How many medical personnel that has the most difficult responsibility?
<b>Language Focus</b>	Gerund Verb 1 + Ing Verb → Noun  Taking 2x Advising Handling 2x Dealing Giving Identifying
1.	 <p>... with the observation about the inside human body by using x-ray</p>
2.	 <p>... the bodies and bodies issues by performing laboratory test</p>

		<p>... people who wants to re-arrange their eating pattern to overcome a specific illness and prevent particular diseases.</p>
		<p>...responsibility in handling the illness related to children</p>
		<p>... the treatment related to operation</p>
		<p>... treatment who has problems with tooth</p>
		<p>... care of the elderly's diseases</p>

		<p>... treatment for those who has heart problem</p>
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**Reflection** What is the others' function of gerund?

**Activity 3 Getting Information from a Text by implementing scanning and skimming in reading**

**Activate Knowledge and Provide Context** What reading technique is that you know most?

**Language Focus** Skimming and scanning are reading techniques that can be used to get information from a text effectively. Skimming is getting the message from a particular text by identifying the topic or main idea through each paragraph in fast way. Scanning is underlining the key words of a text to gain the information.

**Skills Focus** Read the following text and answer the questions:

John Rhys

My name is John Rhys, and I am one of a team of four-cycle paramedics of the London Ambulance Service's traffic- busting bicycle ambulance service. We attend 999 emergency calls in the City of London- the financial center called the Square Mile. The bike itself is the same as those used by the successful cycle units operating in London's West End, which regularly reach patients faster than conventional ambulances.

The team's bikes are fitted with blue lights and sirens, carry a range of equipment, including a heart-starting defibrillator, oxygen, pain- relieving gas, and even a maternity pacy for delivering babies.

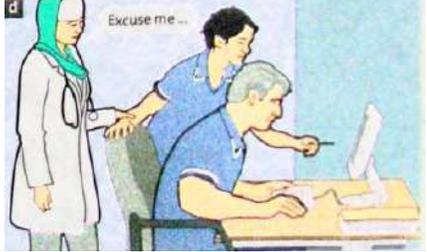
Where the patient is believed to be in a life- threatening condition, we are sent at the same time as a regular ambulance crew so that we can start treatment before they arrive. Where the patient is understood to be suffering from a more minor injury or illness, we are initially sent on our own and then are able to request further assistance- freeing up ambulances to attend other, more potentially life threatening, 999 calls elsewhere in the city.

More than 300,000 people work in the City of London and their numbers are swelled by the several million tourists who visit the area each year. Using the bike gives us an opportunity to save potentially vital seconds in starting

	<p>treatment, especially in the narrow streets which we can negotiate more quickly and easily than ambulances. For example, my colleagues in the West End Cycle Response Unit regularly reach 100 per cent of the most serious, 'Category A', 999 calls within eight minutes. This response is much quicker than the government standard for this category.</p> <p>(Oxford English for Careers Medicine 2 Sam McCarter, Oxford University Press 2010)</p> <p>Questions:          What is John Rhys job?          Mention the responsibility of his job!          How can it be concerned as the effective way to overcome medical case?          Where is it located?</p>
<b>Reflection</b>	<p>Which one is the easiest way to you between skimming and scanning to understand a text?          Have you ever heard about the kind of profession mentioned in the text before in your region?</p>
<b>Activity 4 Constructing a paragraph about medical personnel's responsibility</b>	
<b>Activate Knowledge and Provide Context</b>	What...
<b>Skill Focus</b>	<p>Arrange the following sentences into a meaningful paragraph!</p> <ol style="list-style-type: none"> <li>1. I became interested in this particular area when I saw how distressed people were when they came to the surgery where I work with various skin problems.</li> <li>2. My name is Zahra El- Ashry.</li> <li>3. It is bad enough for adults, but for children and teenagers it is particularly upsetting.</li> <li>4. I am a practice nurse working in a GP surgery, and I have got postgraduate diploma in dermatology.</li> </ol> <p>(Oxford English for Careers Medicine 2 Sam McCarter, Oxford University Press 2010)</p>
<b>Reflection</b>	What responsibility of medical personnel that are closely related to your competence?

## B. TEAMWORK (WORKING IN A TEAM)

<b>Chapter overview</b> In this chapter you will learn about politeness in a teamwork	
<b>CAN DO statements:</b>	
<b>Vocabulary:</b>	I can understand the polite way in communication.
<b>Grammar:</b>	I can understand the structure of polite communication in aspect of asking permission, asking help, and offering help.
<b>Reading:</b>	I can describe someone attitude.
<b>Writing:</b>	I can construct a polite communication in a teamwork.
<b>Strategy:</b>	I can find out the way to produce polite communication
<b>Language objective</b>	<b>Skills objectives</b>
At the end of the chapter, learners will have learned to: <ul style="list-style-type: none"> <li>• use polite communication in a teamwork,</li> <li>• constructing polite communication in a teamwork,</li> <li>• understand different culture to express polite communication in a teamwork</li> </ul>	At the end of the chapter, learners will have learned to: <ul style="list-style-type: none"> <li>• implement politeness in teamwork communication,</li> <li>• construct politeness in teamwork communication,</li> <li>• understand the different culture to express polite communication in a teamwork.</li> </ul>
<b>Activity 1 Names of medical personnel in a hospital</b>	
<b>Activate knowledge and provide context.</b>	Why is it important to build good communication in a teamwork?
<b>Language Focus</b>	Match the picture with the statement!
	
	Engaged in small talk

		Asking for advice or help
		Interrupting a conversation
		Requesting help from a consultant
	<p>Answer:</p> <p>A: Requesting help from a consultant</p> <p>B: Asking for help or advice</p> <p>C. Engage in small talk</p> <p>D. Interrupting conversation</p>	
<b>Reflection</b>	According to you, how to maintain a good working relationship in a teamwork?	
<b>Activity 2 Match the pictures with the correct statements!</b>		
<b>Activate Knowledge and Provide Context</b>	Mention the kind of communication that often occur in teamwork situation!	
<b>Language Focus</b>	<p>1. Asking for Permission</p> <p>When you are in a teamwork it is necessary for you to make polite permission to do something.</p> <p>Example:</p> <p>You think: I want to borrow your pen.</p> <p>You say: Is it okay for me to borrow your pen?</p> <p>You think: I want to open the window because it is hot.</p> <p>You say : Is it okay for me to open the window?</p>	

	<p>2. Asking for Help  You think: I need your help to lift this box up.  You say: May I ask you to lift up this box?</p> <p>3. Offering help:  You think: I can bring you my new dictionary.  You say: Would you mind if I bring you my new dictionary?</p>
<p><b>Skill Focus</b></p>	<p>A. Deciding how to approach different people for help or to offer help in another language can be tricky. Decide which of the two alternatives below is more polite.</p> <ol style="list-style-type: none"> <li>1. Asking close colleagues if you can do something. <ol style="list-style-type: none"> <li>a. Is it OK if I call the dentist?</li> <li>b. I want to call the dentist.</li> </ol> </li> <li>2. Asking close colleagues if you could do something that is more personal. <ol style="list-style-type: none"> <li>a. Is your laptop free? I need it for a second.</li> <li>b. Do you think I could possibly use your laptop?</li> </ol> </li> <li>3. Asking someone you do not know very well if you could do something <ol style="list-style-type: none"> <li>a. Would you mind if I borrowed this notepad?</li> <li>b. I want to borrow this notepad.</li> </ol> </li> <li>4. Interrupting colleagues, you do not know well and asking for help <ol style="list-style-type: none"> <li>a. I know you are busy, but I need help.</li> <li>b. I am sorry to disturb you, but could you help me here?</li> </ol> </li> <li>5. Interrupting a colleague, you know well and asking for help. <ol style="list-style-type: none"> <li>a. Excuse me, but could you help me here?</li> <li>b. Hi, I'd like some help here.</li> </ol> </li> <li>6. Interrupting by acknowledging what the person is doing and then making a request. <ol style="list-style-type: none"> <li>a. I can see that you are very busy, but could you help me?</li> <li>b. You look busy, but I need help.</li> </ol> </li> <li>7. Offering help to a colleague you do not know well <ol style="list-style-type: none"> <li>a. Would you like me to help you?</li> <li>b. Here. Let me help you.</li> </ol> </li> </ol> <p>Answer:</p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. A</li> <li>4. B</li> <li>5. A</li> <li>6. A</li> </ol>

	<p>7. A</p> <p>B. Complete the sentences by using the following words or phrase</p> <ul style="list-style-type: none"> <li>• do you think</li> <li>• would you mind</li> <li>• is it OK</li> <li>• I can see</li> <li>• Excuse me</li> <li>• Sorry to</li> <li>• Closed</li> <li>• Clear</li> <li>• Use</li> <li>• Writing</li> <li>• Bother</li> <li>• Come and have</li> </ul> <ol style="list-style-type: none"> <li>1. I am..., but could you give me a hand?</li> <li>2. ..., but could you... a look at this?</li> <li>3. ... very much if I... the door as there is a draught?</li> <li>4. ... that you are... up your notes, but can I just check something with you?</li> <li>5. ... if I... the things off the table?</li> <li>6. ... I could possibly... your office for this afternoon?</li> </ol> <p>Answer:</p> <ol style="list-style-type: none"> <li>1. writing</li> <li>2. I can see, come and have</li> <li>3. Is it Ok, closed</li> <li>4. I can see, closed</li> <li>5. Is it OK , clear</li> <li>6. Do you think, use</li> </ol> <p>C. Which sentences in B can these responses</p> <ol style="list-style-type: none"> <li>1. It is not a problem at all</li> <li>2. By all means</li> <li>3. Certainly</li> <li>4. Yes, sure</li> <li>5. Not at all</li> </ol>
<b>Reflection</b>	What is the remarkable language in your culture to ask permission, help, or offer help?
<b>Activity 3</b>	
<b>Activate Knowledge and Provide Context</b>	What adjectives are suitable to describe someone's characters?

<b>Language Focus</b>	
<b>Skills Focus</b>	<p>Underline the two adjectives which match the description</p> <ol style="list-style-type: none"> <li>1. Dr. Muir was bad mannered and impolite. He shouted the patient. <ul style="list-style-type: none"> <li>• Offensive</li> <li>• Friendly</li> <li>• Rude</li> </ul> </li> <li>2. Nurse Dunn gets on with everyone, he is very good company. <ul style="list-style-type: none"> <li>• Reserved</li> <li>• Friendly</li> <li>• Sociable</li> </ul> </li> <li>3. Mrs. Paterson knows what she wants to do in life and is sometimes aggressive. <ul style="list-style-type: none"> <li>• Ambitious</li> <li>• Determined</li> <li>• Modest</li> </ul> </li> <li>4. Mr. Conway can be sharp and frank with colleagues at times. <ul style="list-style-type: none"> <li>• Abrupt</li> <li>• Gentle</li> <li>• Blunt</li> </ul> </li> <li>5. Dr. Bedford's attentive and considerate to all her patients and colleagues. <ul style="list-style-type: none"> <li>• Thoughtful</li> <li>• Kind</li> <li>• Cruel</li> </ul> </li> <li>6. Outside work, he is different, he is very easy-going and relaxed. <ul style="list-style-type: none"> <li>• Strict</li> <li>• Calm</li> <li>• Carefree</li> </ul> </li> <li>7. He is always smiling and positive about everything even when stressed. <ul style="list-style-type: none"> <li>• Sad</li> <li>• Cheerful</li> <li>• Lively</li> </ul> </li> </ol> <p>Answer:</p> <ol style="list-style-type: none"> <li>1. Offensive, rude</li> <li>2. Friendly, sociable</li> <li>3. Ambitious, determined</li> <li>4. Abrupt, gentle</li> <li>5. Thoughtful, kind</li> <li>6. Strict, carefree</li> </ol>

	7. Cheerful, lively
<b>Reflection</b>	Choose two or three sets of adjectives from 1 to 7 to describe yourself. Give example from your personal and professional life.

## Chapter IV Medical Procedures

**Chapter overview** In this chapter you will learn about giving instructions to a medical procedure by using imperative verbs and discourse markers.

### CAN DO statements

**Spoken production:** I can read the steps in a medical procedure correctly.

**Listening:** I can understand spoken instructions in a medical procedure.

**Reading:** I can understand key information about a medical procedure.

**Writing:** I can insert discourse markers in a paragraph describing the steps in a medical procedure.

**Grammar:** I can form the imperative when giving instructions.

**Vocabulary:** I can spell the names of materials and instruments used in a medical procedure.

**Strategy:** I can look up the meaning and pronunciation of unfamiliar words.

### Language objectives

At the end of the chapter, learners will have learned to:

- spell some nouns used in a medical procedure
- form imperative verbs when explaining the steps in a medical procedure.

### Skills objectives

At the end of the chapter, learners will have learned to:

- organize steps in a medical procedure using discourse markers
- listen to steps in a medical procedure and say them correctly.
- understand written instructions of a medical procedure well enough to put them in the correct sequence.

### Activity 1 Using imperative verbs to give instructions

#### Activate knowledge and provide context.

Are you familiar with the procedure for extracting a blood sample? What materials or instruments would you need? To find out, unscramble the letters of each item below.

- |                    |               |            |                     |
|--------------------|---------------|------------|---------------------|
| A. lhlcoao<br>awbs | B. ntctoolabl | C. eeednl  | D. peeminsc<br>eutb |
| E. yingers         | F. ettoqnuriu | G. arplste |                     |

Answers:

- |                 |                |            |                     |
|-----------------|----------------|------------|---------------------|
| A. alcohol swab | B. cotton ball | C. needle  | D. specimen<br>tube |
| E. syringe      | F. tourniquet  | G. plaster | H.                  |

<p><b>Language focus</b></p>	<p>Grammar – Using the Imperative</p> <p>1. Below is the basic procedure for extracting a blood sample, but the steps are not in order. Put the sentences in the correct order.</p> <ul style="list-style-type: none"> <li>A. Untie the tourniquet before pulling out the needle.</li> <li>B. Put a plaster over the cotton ball and make sure the patient feels fine.</li> <li>C. Use an antiseptic wipe to the area where the needle will be inserted.</li> <li>D. Write the patient's full name and DOB on a specimen tube.</li> <li>E. Tie the tourniquet tightly around the patient's upper arm.</li> <li>F. Open the tube and use the syringe to fill the tube with blood.</li> <li>G. Insert the needle into the vein and collect blood.</li> <li>H. Pull out the needle and press a cotton ball onto the wound.</li> <li>I. Place the stopper back in the tube and check the label.</li> </ul> <p>(Adapted from <i>English for Nursing</i>, Ros Wright and Bethany Cagnol with Maria Spada Symonds, Pearson Education Ltd. 2012)</p> <p>Answer: C, E, G, A, H, B, D, F, I</p> <p>2. Notice how each sentence begins with a verb. Imperative verbs use the root form of the verb and are used when giving instructions.</p> <p>For example:</p> <ul style="list-style-type: none"> <li><b>Remove</b> the plaster.</li> <li><b>Clean</b> the wound.</li> <li><b>Open</b> the tube.</li> <li><b>Prepare</b> the bandage.</li> </ul>
<p><b>Reflection</b></p>	<p>Was it easy to put the steps in order? Why or why not?</p>

**Activity 2 Using discourse markers to sequence steps in a medical procedure**

<b>Activate knowledge</b>	What usually makes it difficult to understand the steps in a procedure? How can you sequence steps in a procedure clearly?						
<b>Language focus</b>	<p>Using discourse markers</p> <p>1. Recall the steps for extracting a blood sample. Insert the following discourse markers in the paragraph to make the sequencing of the steps clear.</p> <table border="1" data-bbox="391 516 1463 642"> <tr> <td>then (2x)</td> <td>finally</td> <td>once enough blood has been collected</td> </tr> <tr> <td>after checking the patient</td> <td>when the area is clean</td> <td>first</td> </tr> </table> <p>(1) _____, use an alcohol swab to clean the area where the needle will be inserted. (2) _____, tie the tourniquet tightly around the patient's upper arm. Carefully insert the needle into the vein and collect blood. (3) _____, untie the tourniquet, (4) _____ pull out the needle. Press a cotton ball onto the wound, (5) _____ put a plaster over the cotton ball. Make sure the patient feels fine. (6) _____, write their full name and date of birth on a specimen tube. Open the tube and use the syringe to fill the tube with blood. (7) _____, place the stopper back in the tube and check the label.</p> <p>Answer:</p> <p>(1) <u>First</u>, use an alcohol swab to clean the area where the needle will be inserted. (2) <u>When the area is clean</u>, tie the tourniquet tightly around the patient's upper arm. Carefully insert the needle into the vein and collect blood. (3) <u>Once enough blood has been collected</u>, untie the tourniquet, (4) <u>then</u> pull out the needle. Press a cotton ball onto the wound, (5) <u>then</u> put a plaster over the cotton ball. Make sure the patient feels fine. (6) <u>After checking the patient</u>, write their full name and date of birth on a specimen tube. Open the tube and use the syringe to fill the tube with blood. (7) <u>Finally</u>, place the stopper back in the tube and check the label.</p> <p>2. Listen to a recording to check your answers. You can pause the recording to practice saying the sentences.</p>	then (2x)	finally	once enough blood has been collected	after checking the patient	when the area is clean	first
then (2x)	finally	once enough blood has been collected					
after checking the patient	when the area is clean	first					
<b>Reflection</b>	To what extent did the discourse markers help clarify the sequence of steps in a medical procedure? What else could be done to communicate the steps more clearly?						

**Activity 3 Understanding the steps to a medical procedure**

**Activate knowledge** What are some of the common / standard procedures in your field? Are there a lot of steps involved in these procedures?

**Language focus** Reading

Here are instructions from the American Red Cross for giving CPR. Put them in the correct order by writing the numbers 1-7 before each step.

*Source: American Red Cross Training Services*  
<https://www.redcross.org/take-a-class/cpr/performing-cpr/cpr-steps>

	If the chest doesn't rise with the second breath, the person may be choking.
	Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
	Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.
	Blow into the person's mouth to make the chest rise.
	With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal.
	Place your hands, one on top of the other, in the middle of the chest.
	If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath.
	Deliver two rescue breaths, then continue compressions
	After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.

*Answer:*

7	If the chest doesn't rise with the second breath, the person may be choking.
2	Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
9	Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.
4	Blow into the person's mouth to make the chest rise.

	3	With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal.
	1	Place your hands, one on top of the other, in the middle of the chest.
	6	If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath.
	5	Deliver two rescue breaths, then continue compressions.
	8	After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
	<p>Learning strategy</p> <p>Were there words you did not fully understand? Look up their meaning and pronunciation in the online Cambridge Dictionary (<a href="https://dictionary.cambridge.org/">https://dictionary.cambridge.org/</a>).</p>	
<b>Reflection</b>	<p>Why is it important to describe procedures clearly? How confident are you about writing steps for a procedure from your field?</p>	

## CHAPTER V: IN A COMMUNITY

### Topik 1: Sharing ideas (Asking & Giving Information)

*Asking and Giving Information* adalah kegiatan menanyakan atau memberikan informasi kepada lawan bicara. *Asking Information* (bertanya) bisa dilakukan dalam bentuk sederhana seperti menanyakan nama klien/pasien, atau rumit seperti meminta rincian tentang proses. Dalam kedua kasus, hal ini penting untuk menggunakan bentuk sesuai dengan situasi formal

<p><b>Chapter overview</b> In this chapter you will learn about the expressions for Asking information when interviewing a client using question words</p>	
<p><b>CAN DO statements:</b></p> <p><b>Speaking</b> : I can use the expressions for Asking information when interviewing a client</p> <p><b>Listening</b> : <b>I can identify the spoken</b> expressions of Asking information when interviewing a client</p> <p><b>Vocabulary</b> : I can use appropriate question for Asking information when interviewing a client</p> <p><b>Strategy</b> : When interviewing the client, I can ask using the appropriate question words</p>	
<p><b>Language objective</b></p> <p>At the end of the chapter, learners will have learned to: (deal with grammar or vocabulary)-- knowledge</p> <ul style="list-style-type: none"> <li>• Use the Wh-questions when interviewing the client</li> </ul>	<p><b>Skills objectives</b></p> <p>At the end of the chapter, learners will have learned to: Read, write, listen, speak</p> <ul style="list-style-type: none"> <li>• Ask the client for information using Wh-questions</li> <li>•</li> </ul>
<p><b>Activity 1 : Using question for asking information</b></p>	
<p><b>Activate knowledge and provide context.</b></p>	<p>When performing an interview with a client, a health personnel is required to ask questions in order to gather some information from the clients. To do this, Wh-question can be used</p>
<p><i>Task instructions:</i></p>	

<p><b>Main Task</b> <b>Language focus</b></p>	<p>Match the answers below with the questions</p> <ol style="list-style-type: none"> <li>1. November 19, 1994</li> <li>2. I took some aspirin</li> <li>3. two years ago</li> <li>4. I fell off the stairs</li> <li>5. It's my husband</li> <li>6. No, I don't</li> <li>7. yes, but it's kind of hurt</li> </ol> <p>Answers:</p> <ol style="list-style-type: none"> <li>1. <b>What's your date of birth?</b></li> <li>2. What did you take for the pain?</li> <li>3. When were you hospitalized?</li> <li>4. How did you hurt?</li> <li>5. Who is your next of kin?</li> <li>6. Do you smoke?</li> <li>7. Can you move your arm?</li> </ol>
<p><b>Reflection</b></p>	<p>Can you use the other <b>questions</b> ask questions to your client</p>
<p><b>Activity 2 : Using Wh-question words for asking information</b></p>	
<p><b>Activate knowledge and provide context.</b></p>	<p>Here are some <b>Wh-question words you can use for asking information</b> : What, When, Who, Why, Where and How</p>
<p><b>Main Task</b> <b>Language focus</b></p>	<p><i>Task instructions:</i></p> <p>Write the correct question word to start each sentence</p> <ol style="list-style-type: none"> <li>1. _____ are you feeling this morning? (A little better, thanks.)</li> <li>2. _____ is your complaint? (I feel pain on my neck)</li> <li>3. _____ is your next of kin? (My sister)</li> </ol> <p>Answers:</p> <ol style="list-style-type: none"> <li>1. How</li> <li>2. What</li> <li>3. Who</li> </ol>
<p><b>Reflection</b></p>	<p>What other <b>Wh-question words</b> can you use to ask questions to your client</p>

**Activity 2: Using Wh-question words for asking information**

**Activate knowledge and provide context.**

Here are some **Wh-question words** you can use for asking information :  
What, When, Who, Why, Where and How

**Main Task  
Language focus**

**Task instructions:**

*Put the words in the correct order*

Questions:

1. is/breathing/how/your ?
2. seems – problem – to be – what - the ?
3. pain – when – start – the – did ?

Answers:

1. how is your breathing?
2. what seems to be the problem?
3. when did the pain start?

**Reflection**

Using **Wh-question words** to ask questions to your client, try to structure other sentences correctly

## Topik 2: Presenting a topic (Presenting & Giving Information)

*Presenting and Giving Information* adalah kegiatan menjelaskan atau memberikan informasi kepada lawan bicara. *Asking Information* (bertanya) bisa dilakukan dalam bentuk meminta rincian tentang proses. Dalam kedua kasus, hal ini penting untuk menggunakan bentuk sesuai dengan situasi formal

<p><b>Chapter overview</b> In this chapter you will learn about expressions used when presenting information to a client using and question words used when interviewing a client.</p>	
<p><b>CAN DO statements:</b></p> <p><b>Speaking</b> : I can use the expressions of presenting information when meeting a client  <b>Listening</b> : <b>I can identify the spoken</b> expressions of presenting information  <b>Vocabulary</b> : I can use the appropriate question word for presenting information when meeting a client  <b>Strategy</b> : When interviewing the client, I can ask using the appropriate question words</p>	
<p><b>Language objective</b></p> <p>At the end of the chapter, learners will have learned to:</p> <ul style="list-style-type: none"> <li>• communicate using expression for presenting information</li> </ul>	<p><b>Skills objectives</b></p> <p>At the end of the chapter, learners will have learned to:</p> <ul style="list-style-type: none"> <li>• Communicate using the expression of presenting information</li> </ul>
<p><b>Activity 1 : Using words for greetings</b></p>	
<p><b>Activate knowledge and provide context.</b></p>	<p>When performing presentation with a client, a health personnel is required the presenter</p>
<p><b>Main Task</b> <b>Language focus</b></p>	<p><i>Task instructions:</i></p> <p>Match the answers below with their questions on the right</p> <ol style="list-style-type: none"> <li>1. Good morning, it is nice to ... you all</li> <li>2. Thank you for coming to this .....</li> <li>3. Let me introduce my name is ...and my friend ....we are from .....</li> </ol>

	<p>Answers:</p> <p>8. <b>meet</b></p> <p>9. presentation</p> <p>10. Janu, Ary, health polytechnic</p>
<b>Reflection</b>	What other <b>words</b> can you use to greet and introduce yourself during a presentation
<b>Activity 2 : Focus for the topic and share the main content</b>	
<b>Activate knowledge and provide context.</b>	Here are some <b>Wh-question words you can use to focus the topic and share the main information</b> : What, When, Who, Why, Where and How
<b>Main Task Language focus</b>	<p><i>Task instructions:</i></p> <p>Write the correct question word to start each sentence</p> <p>4. _____ are you feeling this morning? (A little better, thanks.)</p> <p>5. _____ is stunting ? (height-for-age is more than two standard deviations below the WHO Child Growth Standards median.</p> <p>6. _____ is responsible to prevent stunting? (Family )</p> <p>7. _____ is important to give exclusive breast feeding?(best source of antibody)</p> <p>8. _____ is the right time for complimentary feeding ( six months)</p> <p>Answers:</p> <p>4. How</p> <p>5. What</p> <p>6. Who</p> <p>7. Why</p> <p>8. When</p>
<b>Reflection</b>	<p>Can you use the other word for example :</p> <p>1. In this presentation we will discuss about stunting, ...is stunting ?</p> <p>2. First I will explain about... then I will explain why..</p>

**Activity 3: Question and answer and making a summary**

<b>Activate knowledge and provide context.</b>	Here are some <b>Wh-question words you can use for Q &amp; A information</b> : What, When, Who, Why, Where and How
------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

<p><b>Main Task</b> <b>Language focus</b></p>	<p><b>Task instructions:</b> <i>Put the words in the correct order</i></p> <p>Questions:</p> <ol style="list-style-type: none"> <li>4. This-explain-how-you-can-this-stunting ?</li> <li>5. seems – problem – to be – what - the ?</li> <li>6. why– happen – it – did ?</li> <li>7. Summarize-to-presentation-this</li> <li>8. Conclusion-the-of-topic-the</li> </ol> <p>Answers:</p> <ol style="list-style-type: none"> <li>4. How can you explain this stunting ?</li> <li>5. what seems to be the problem?</li> <li>6. Why did it happen?</li> <li>7. To Summarize this presentation</li> <li>8. The conclusion of the topic</li> </ol>
<p><b>Reflection</b></p>	<p>Using <b>Wh-question words</b> to ask questions to your client, try to structure other sentences correctly and try to present the information according to the client needs and also to make a conclusion of the topic. What questions would you ask your client ? and how would you present information to your client ?</p>

## CHAPTER VI: PROJECT – BASED LEARNING

Pada bab ini mahasiswa akan melakukan kegiatan praktik dalam Bahasa Inggris, yaitu praktikum pada kemampuan *Listening, Reading, Writing, dan Speaking*.

### Section I. Interviewing A Client (Wawancara)

Dalam melakukan pelayanan kesehatan, salah satu kemampuan yang diperlukan oleh seorang tenaga kesehatan adalah mendapatkan informasi dari klien dengan kegiatan wawancara.

Berikut adalah contoh percakapan antara seorang tenaga kesehatan saat melakukan wawancara (anamnesa) dengan klien pada saat pengkajian.

- Percakapan 1: *Nurse – Client Conversation*

Nurse : “Good morning ”  
Patient : “Good morning nurse”  
Nurse : “ Can I look at your ID bracelet, please?”  
Patient : “ Oh sure ”  
Nurse : “ Can you tell me your full name, please?”  
Patient : “ My name is Wida Hamdan”  
Nurse : “What’s your date of birth?”  
Patient : “ 17 September 1998”  
Nurse : “Okay, this morning I will observe your vital sign and give you medicine“  
Patient : “ Ok nurse “  
Nurse : “ First, I’ll check your blood pressure. Can you roll up your pyjamas please?  
Patient : “ Ok ”  
Nurse : “ Now, I’ll wrap the cuff around your upper arm with the cuffs, and I’ll check your temperature with this tympanic thermometer. I’ll just take your temperature with this special thermometer in your ear”  
Nurse : (after a while) “ well...everything looks okay  
Patient : “ Is that normal? “

- Percakapan 2: *Physiotherapist – Client Conversation*

**Physical Therapy** : Hello, come in sir.

**Patient** : Thank you.

**Physical Therapy** : So, what brings you here today?

**Patient** : I cannot move my right arm.

**Physical Therapy** : Hmm... What's your name?

**Patient** : Julian. Julian Smith.

**Physical Therapy** : Could you tell me your date of birth?

**Patient** : March 30, 1980.

**Physical Therapy** : Well, what do you do?

**Patient** : I'm an office worker.

**Physical Therapy** : Did you do some activities recently that relates to your problem?

**Patient** : Last week I played tennis with my colleagues. When I got home, everything still seemed so normal. Unfortunately in the morning, I couldn't move my right arm easily.

**Physical Therapy** : Hmm... I see. Have you done something for your pain?

**Patient** : Yes, I went to a traditional massager yesterday.

**Physical Therapy** : And then? What is the result?

**Patient** : My pain became worse and now I cannot move my right arm at all.

**Physical Therapy** : Okay, let me examine you.

REFLECTION: Now create your own scenario, performing an interview with your client (patient).