

GRAMMAR IN TASK BASED LANGUAGE INSTRUCTION



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Hak cipta dilindungi undang-undang.

Dilarang keras menerjemahkan, memfotokopi atau memperbanyak sebagian atau seluruh isi buku ini dalam bentuk dan dengan cara apa pun tanpa izin tertulis dari penerbit.

PREFACE

Some activities in this book were used in the research **funded by the Indonesian Ministry of Higher Education (Kemenristek Dikti) in 2017** to investigate the learners' Willingness to Communicate (WtC) in the classroom context.

Recent Second Language Acquisition (SLA) research has recognized the necessity of attention to grammar to be taught communicatively in Task-Based Instruction. In this vein, grammar learning and teaching should be embedded meaningfully in a series of task activity by enabling the SLA learners to focus on meaning and form consecutively.

This book 'Grammar in Task Based Language Instruction' explicates the task activities in which grammar learning is embedded. The task activities are based on the research findings published in some reputable journals that can be downloaded freely as an [open resources at https://www.irisdatabase.org/iris/app/home/index;jsessionid=76FE609F507C157B5678188FDDE66131](https://www.irisdatabase.org/iris/app/home/index;jsessionid=76FE609F507C157B5678188FDDE66131).

It examines the most recent advances in theory and research on communicative grammar instruction and the various instructional options for implementing it effectively in second language (L2) classrooms. A consideration of L2 teaching over the past few decades reveals a fundamental shift in the teaching of grammar from one in which grammar instruction was central, to one in which grammar instruction was absent, and to the recent reconsideration of the significance of the role of grammar instruction. Some concepts and task-based activities are expected to provide a new insight for the lecturers to stimulate the students to use language communicatively.

The Intended Audience of the Book

This book is intended for the lecturers who are interested in second language learning and its implications for second language teaching. It is particularly directed at English Department lecturers of Widya Kartika University who wish to explore the different ways in which a focus on grammar can be integrated into communicative lessons. Because the book

explores recent developments in one of the key areas of L2 acquisition and their impact on language pedagogy, it will appeal to students in second and foreign language courses who do not have a background in SLA, but who remain interested in the relationships among theory, research and classroom practices. The handout can be used in a variety of ways. It can be used as a classroom text in courses with a focus on different methods of teaching grammar, as a handbook for teachers, or as a supplementary resource along with other more theoretical textbooks on instructed SLA.

Surabaya, January 2019

Y.K., E.F., N.T.

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ACTIVITY ONE

PRESENT TENSE

PATTERN :

- (+) Subyek + VI+ s/es *
- (-) Subyek + do/does + not + VI + O
- (?) Do/does + Subyek + VI + O

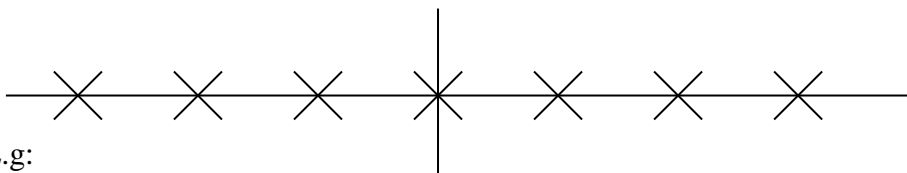
*s/es are added in the third-singular-pronoun She, He, It.

Example :

- (+) She does the homework every week.
- (-) She doesn't do the homework every week.
- (?) Does she do the homework every week ?

Functions;

a. To show habitual actions.



E.g:

1. She always goes to school every day
2. They visit their uncle every month
3. We usually study English at night
4. He often plays chess at noon

b. To show general truth.

E.g.:

1. The sun rises in the east and sets in the west
2. The earth goes round the sun
3. A year has twelve months
4. The universe is ruled by god

c. To show an activity that must be happening in the future while we are talking now.

Contoh :

1. He goes to Surabaya tomorrow morning
2. I arrive in Japan on Sunday
3. The plane leaves tomorrow

d. To replace the function of Present Continuous Tense when the certain verbs cannot be used in present continuous tense.

Such as verbs related to mental activity, possession, emotional state, etc.

E.g. :

- I have only dollar right now.
- He needs a pen right now.
- I don't remember the girl.

The Simple Present is used in Adverbial of Time, Adverbial of Place and Adverbial of Frequency.

When the subject in the singular-third- person he, she, it) then the requirements will be as follows:

1. Verbs that end *-ss, -sh, -ch, -x dan -o* should be added *es*, while beyond that rules should be added *s*.

E.g. :

I kiss my baby	He kisses little brother
They box these pencils	She boxes these pencils
You watch television	Rani watches television

2. Verbs end with *-y* preceded by consonants should be changed into *i* then followed by *es*.

E.g. :

I carry a big bag	She carries a big bag
They fly a kite	He flies a kite
We study English	Jack studies English
You hurry to go to office	She hurries to go to office

3. Verbs end with *Y* preceded by vocals should be followed by *s*.

E.g.:

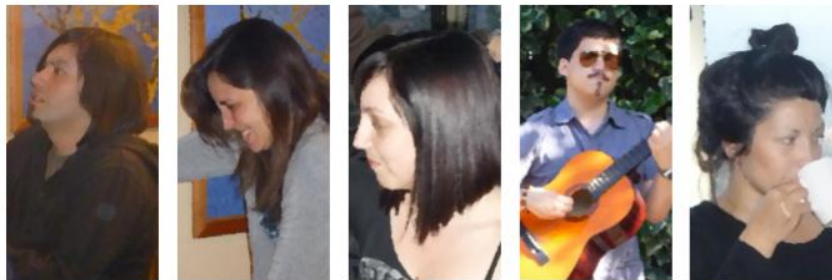
I play this game	Anis plays this game
We say "Get Out"	She says "Take care of yourself"

Task Activity

Task 1

TALKING ABOUT DAILY LIFE

Look at the following pictures. Discuss with your peers what the person usually does for each day.



PABLO

SOFFIA

MAGDA

CARLOS

CAMILA

DAILY ROUTINES

Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday



Task activity

Task 2

Routine activity

You will see some pictures depicting people's ROUTINES (What a person does every Monday, for example).

(Teacher) will choose a person in the picture. Then, you describe what his/her routines are. e.g., "Every Wednesday, she watches a soccer match with her friends."

You can be creative by making up a story. e.g., "Every year, he dances Cueca. He loves his family. He has lots of Chilean traditional clothes."

EVERY WEDNESDAY...



EVERY YEAR...



EVERY DAY...



EVERY TIME THEY GET TOGETHER...



WHAT DOES SHE LOOK LIKE?

Description people

- Mr. Priyo : Hello. How are you Mrs. Kristin
Mrs Kristin : I am fine, thank you. And you
Mr. Priyo : I am fine too thanks. Did you see “Peterpan” concert last night
Mrs Kristin : off course I did. Because I like the vocalist very much
Mr. priyo : what does he look like?
Mrs Kristin : oh. He is handsome. He has a straight black hair. His nose is pointed.
Mr Priyo : is he tall with glasses?
Mrs Kristin : no. he is not tall. He is about average. He does not wear glasses
Mr Priyo : ok Mrs Kris. I have to teach now. See you later
Mrs Kristin : see you

Grammatical focus

Describing people

What does she/he look like? He is quite tall
He has long black hair

What is she like? He is nice person
He is patient

Here are some of the features we commonly mention

Height : *quite tall, quite short, average height, tall*

Hair color : *light brown dark brown, blonde, red, auburn, black*

Hair style : *short, long, straight, curly, wavy, bald*

Face : *small eyes, large eyes, round eyes, round face, oval face*
Pointed nose, flat nose, thin lips, thick lips, beard, moustache

Skin : *Dark complexion, fair complexion, scar*

Discussion

1. Divide class in to five groups in pairs
2. Make a description of a famous person for each group
3. When a group presents the description, the others will guess who he/she is.

ACTIVITY TWO

PRONOUN

A. PERSONAL PRONOUN

Personal pronoun		Possessive		Reflexive pronoun
S	O	Adjective	Pronoun	
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself/your
They	Them	Their	Theirs	selves
We	Us	Our	Ours	Themselves
He	Him	His	His	Ourselves
She	Her	Her	Hers	Himself
It	It	Its	-	Herself
				itself

1. SUBJECT PRONOUN

Rule 1:

subject pronoun as subject

They are wearing a good shirt

She walks to school everyday

Rule 2:

use subyek pronoun as compound subject

My sister and I visited my grandparents yesterday

She and he decide to get married early

Rule 3:

Use subject pronoun after be (tobe): is, am, are, was
were, be, been)

it was I who came or I was the one who came

it is she or she is here

Rule 4:

Use subject pronoun after *than* or *as*:

I play the music better than he (play)

She is happy as I (am)

2. OBJECT PRONOUN

She met me at mall last week

I saw her in front of my house

3. POSSESSIVE PRONOUNS

- function as an adjective followed by Noun

I borrow **his** book to make a small note

She takes **my** bag

- function as adverb

This book is **mine**

The card is **hers**

4. Demonstrative Pronouns

Singular	Plural
This book	These books
That book	Those books

Examples:

- This book is mine
- These books are mine
- That book belongs to my sister
- Those books belong to my sister
- Those books have been borrowed by Amir for three weeks

5. Indefinite Pronoun

- a. one (orang), someone (seseorang), no one (tak seorangpun), none (tak ada orang/benda), every one (setiap orang)
- b. something (sesuatu), nothing (tak satupun), anything (apa saja), everything (segalanya).
- c. Each, every, either (keduanya), neither (tidak keduanya)

6. The use of other

Examples:

Look at your hand. There is a total of five fingers. One is your thumb another is your index finger another one is your middle finger another Finger is your ring finger the other finger is your little finger

Task Activity

The Personal Trust Foundation Task

Background

Mr. Peter Goldenberg is dead. He lived a very productive life and collected a small fortune. He placed the money that he collected into a Personal Trust Foundation. Mr. Goldenberg created the Foundation to finance projects in the borough of Bronx in which he worked and lived most of his life. As you were one of his close friends, he made you a member of the Board for the Personal Trust Foundation. Mr. Goldenberg created the Board to decide how to spend the money in the foundation.

Now you and the other members of the board will decide about two funds. First, you will decide about Personal Trust Foundation #1 (worth \$500,000), then about Personal Trust Foundation #2 (worth \$10,000,000). You must evaluate competing requests for these funds and make judgments about their relative merit. Many programs have merit, but limited resources require that you select the programs that you prefer to fund. This is the opportunity of a lifetime. Just imagine, you can help those people or projects that are closest to your heart.

The schedule of the board meeting will be as follows:

Task 1: Personal Trust Foundation #1 (worth \$500,000)

1. Individually, you will have 5 minutes to make a decision about the first fund.
2. You will have 20 minutes to convince the other students in your small group about your decision. Remember that you MUST come to an agreement.
3. You will share your results and the rationale for your decision with the entire class.

Task 2: Personal Trust Foundation #2 (worth \$10,000,000)

1. Individually, you will have 5 minutes to make a decision about the second fund.
2. You will have 30 minutes to convince the other students in your small group about your decision. Remember that you MUST come to an agreement.
3. You will share your results and the rationale for your decision with the entire class.

Your teacher will tell you the amount of time left every 5 minutes and will also indicate when you have only 1 minute left to complete the tasks. If you have any questions, please feel free to ask your instructor.

Task 1: Small group task

Personal Trust Foundation #1 \$500,000

The Board has \$500,000 to allocate from this fund. Proposals received from various organizations for projects are listed below. Each project is in need of \$500,000, but can benefit from any contribution that the Board might make. The greater the contribution that the Board makes to a particular project, the more likely it is that the chosen project will succeed.

First, make your decision alone. (5 minutes)

<u>Proposed Project</u>	<u>Amount Allocated</u>	<u>Rationale</u>
1. For the purchase of additional volumes for the Bronx library system.	\$ _____	_____
2. To create a tourist bureau to develop advertising and other methods of attracting tourism into the Bronx.	\$ _____	_____
3. To establish an additional shelter for the homeless in the Bronx.	\$ _____	_____
TOTAL FUNDS ALLOCATED	\$ 500,000	

Second, convince the other students in your small group about your decision. Remember that you MUST come to an agreement. (20 minutes)

<u>Proposed Project</u>	<u>Amount Allocated</u>	<u>Rationale</u>
-------------------------	-----------------------------	------------------

Task 2: Small group task

Personal Trust Foundation #2 \$10,000,000

The Board has \$10,000,000 to allocate from this fund. Proposals received from various organizations for projects are listed below. Each project is in need of \$10,000,000 but can benefit from any contribution that the Board might make. The greater the contribution that the Board makes to a particular project, the more likely it is that the chosen project will succeed.

First, make your decision alone. (5 minutes)

<u>Proposed Project</u>	<u>Amount Allocated</u>	<u>Rationale</u>
1. To create a fund for the School of Arts at the Bronx Community College.	\$ _____	_____
2. To develop and operate a consulting service to assist local businesses to develop and market new products.	\$ _____	_____
3. To renovate government facilities, including the court house, police headquarters, and administrative offices in the Bronx.	\$ _____	_____
4. To construct bike paths and jogging trails throughout the Bronx park system.	\$ _____	_____
5. To provide emergency financial assistance to families whose homes are lost due to fire, flooding, earthquake, or other natural disasters.	\$ _____	_____
6. To provide subsidized medical care for low-income families living in the Bronx.	\$ _____	_____
	<u>\$ 10,000,000</u>	
TOTAL FUNDS ALLOCATED		

Second, convince the other students in your small group about your decision. Remember that you **MUST** come to an agreement. (30 minutes)

<u>Proposed Project</u>	<u>Amount Allocated</u>	<u>Rationale</u>
1. To create a fund for the School of Arts at the Bronx Community College.	\$ _____	_____
2. To develop and operate a consulting service to assist local businesses to develop and market new products.	\$ _____	_____
3. To renovate government facilities, including the court house, police headquarters, and administrative offices in the Bronx.	\$ _____	_____
4. To construct bike paths and jogging trails throughout the Bronx park system.	\$ _____	_____
5. To provide emergency financial assistance to families whose homes are lost due to fire, flooding, earthquake, or other natural disasters.	\$ _____	_____
6. To provide subsidized medical care for low-income families living in the Bronx.	\$ _____	_____
TOTAL FUNDS ALLOCATED	<u>\$ 10,000,000</u>	

Task 3: Sharing of decisions

Results of Group _____

Proposed Project

Amount
Allocated

Rationale

- | | | |
|--|---------|-------|
| 1. To create a fund for the School of Arts at the Bronx Community College. | \$_____ | _____ |
| 2. To develop and operate a consulting service to assist local businesses to develop and market new products in the Bronx. | \$_____ | _____ |
| 3. To renovate community government facilities, including the court house, police headquarters, and administrative offices in the Bronx. | \$_____ | _____ |
| 4. To construct bike paths and jogging trails throughout the Bronx park system. | \$_____ | _____ |
| 5. To provide emergency financial assistance to families whose homes are lost due to fire, flooding, earthquake, or other natural disasters. | \$_____ | _____ |
| 6. To provide subsidized medical care for low-income families living in the Bronx. | \$_____ | _____ |

ACTIVITY THREE
WHICH DO YOU PREFER?

Conversation 1

Roger : are you doing anything tomorrow night?
Julie : no, nothing. Why
Roger : there will be music concert of Peterpan. Will you enjoy it?
Julie : I'm sorry. I dislike Peterpan.
Roger : which do you prefer? Dangdut or pop?
Julie : I prefer dangdut to pop. And what about you?
Roger : I prefer pop to dangdut. Where will you go anyway?
Julie : I will go to the supermarket.
Roger : well Julie. Thank you and have a nice day
Julie : same on you Roger.

Conversation 2

Joko : what do you prefer living in a boarding house to own house
Ani : I prefer living in my house to boarding house
Joko : why do you choose living in your house?
Ani : because I don't have to wash my dress by myself. I can have my own room, television etc.

Grammatical focus

Asking about likes

Do you like dangdut or pop?
Do you enjoy sinetron programme?
Rock music is pleasant isn't it?

Response

I prefer pop to dangdut
Yes, I do very much
I'm keen on it
It's very enjoyable

I'm sorry I dislike it
No. I am not keen on it
No I think it is awful

Task activity

Task 1

Preference to live

Pair up and practice

- talk with your partner about television and the programs you watch.
- ask them how she/he feels it

Types of programme

Films

cowboy	romantic	japanese
sinetron	comedies	hongkong
horror	documentary	French

Music

dangdut	rock	classical	folk
campur Sari	pop	jazz	country and western

Food

Rujak Cingur	soto	rawon
Meatball	pecel	krengsengan

Leisure Activities

Watching TV	cooking and making clothes
Going to the cinema	playing sport
Listening to the radio	visiting art galleries

Pair up and practice

Make group and conversation with the other by using like and dislike

Living In A Flat

- Have to do your own washing
- Have to do your own cooking
- Have to do the house work
- Have to buy household supplies
- Can have a single room
- Can come and go when you wish
- Can have visitors when you wish

Living In A Hostel

- have to share a room
- have to obey the hostel room
- have to eat in the canteen
- can meet many other students
- can have a TV in Living room

A. PREFERENCE

Preference shows choice that someone likes one thing more than the other.

Some patterns in preference:

- Prefer

<i>Prefer + noun + to + noun</i>
<i>Prefer + Ving + to + Ving</i>

Examples: David prefers listening to the radio to watching TV

We prefer tea to coffee

- Like

Like +noun+ better than +Noun
Like +Ving +better than + Ving

Examples :

Children like fried-rice better than some bread for breakfast

I like swimming better than staying at home

- Would Rather

Would rather + V1 + than + V1

Example:

I would rather watch TV than listen to the radio

- Would Prefer

Would prefer + (to) V1 + rather than+ (to) V1

Example :

I would prefer to study rather than see the movie

Task Activity

Task 2

Task 2a: Spot-the-differences

Instructions: Picture A

In this task, you and your partner will be given two pictures (labelled A & B) of a room in a house. Almost all of the details in these two pictures are similar. However, there are **NINE** **differences** between picture A and picture B. Your task is to find these differences as quickly as possible **WITHOUT LOOKING AT** each other's pictures. You can describe your pictures to each other and ask each other questions to find out what the **NINE** differences are. An example is provided to help you complete the mission successfully.

Example: In picture A, there is a clock in the middle of the far wall, whereas in picture B, there is a natural scene image.

Picture A



Task 2b: Spot-the-differences

Instructions: Picture B

In this task, you and your partner will be given two pictures (labelled A & B) of a room in a house. Almost all of the details in these two pictures are similar. However, there are **NINE differences** between picture A and picture B. Your task is to find these differences as quickly as possible **WITHOUT LOOKING AT** each other's pictures. You can describe your pictures to each other and ask each other questions to find out what the **NINE** differences are. An example is provided to help you complete the mission successfully.

Example: In picture A, there is a clock in the middle of the far wall, whereas in picture B, there is a natural scene image.

Picture B



Task Activity

Task 3

PART TIME JOB

Cedric is a 16-year-old junior high school. He is very interested in cars. He just loves 1966 Ford Mustangs, and he wants to buy one and fix it up. His parents do not have money, so he decides to get a job after school. He sees in the newspaper that a local-car parts store is looking for a stock boy. He goes to the interview and gets the job. So he works from Monday to Saturday after school. He has a lot of money now but his school has taken a back seat.

Discuss the below question

1. what do you think of Cedric's choice?
2. is it ok for the students getting work?
3. what is your action if you are Cedric's parents?

Interview the other students and ask the questionnaire below.

Education survey

Circle A (AGREE) or D (DISAGREE) for the following statements

- | | | |
|---|---|--|
| A | D | 1. is it ok for young people with part-time job |
| A | D | 2. if a person has a lot of money education is not so important |
| A | D | 3. it is a good idea to let the students work while they are in junior high school |
| A | D | 4. is it ok to let the students while they are in the university |
| A | D | 5. parents are responsible for their children's future |
| A | D | 6. it is important to use a second language in the school |
| A | D | 7. schools and university should be free |
| A | D | 8. the best way to study is study in a group |

ACTIVITY FOUR

SIMPLE PAST

PATTERN :

(+) S + V2 + O

(-) S + did + not + V1 + O

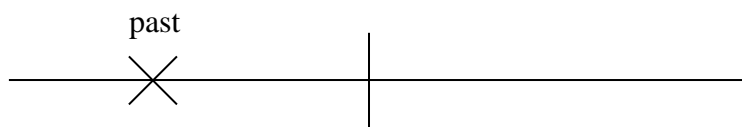
(?) Did + S + V1 + O

Examples:

1. I went to the campus with her yesterday
2. Ina did not accompany him last night
3. Did he smoke a cigarette an hour ago ?

Functions:

- a. To show an activity happened in the past.



E.g.:

1. Last week I went to a theatre
2. My mother got up very late last Sunday

- b. To show habitual actions happened in the past.

E.g.:

1. I always visited my uncle in Surabaya when he was still alive
2. When I was young I usually played this game
3. I used to call you my girl

PAST CONTINUOUS TENSE

PATTERN :

(+) S + was/were + Ving + O

(-) S + was/were + not + Ving + O

(?) Was/were + S + Ving + O

E.g. :

1. My mother was cooking rice in the kitchen
2. Your sister wasn't washing her dress
3. Were they having lunch with their family ?

Functions:

- a. To show an activity that was happening in the past.

E.g. :

Yesterday afternoon I was reading a magazine with my sister at veranda of my house

- b. To show activity that was happening when another activity happened in the past.


Task Activity

Task 2

COSTUMER SATISFACTION

A. Warming Up

1. What makes the difference between good and bad customer service?
2. Have you ever experienced in bad and good customer services? What are they? Mention how to solve them!
3. What should the customer services do to satisfy the customer?
4. Answer the questionnaire. Then discuss your answer with your partner.



Making a customer's choice

- 1** Every month you visit a customer. He works in the centre of a big city, 400 km from you. Options:
 - a take the train (4 hours)
 - b go in your car (5 hours)
 - c take the bus (6 hours)
 - d hire a car (5 hours).
- 2** You want some new furniture for your office. Options:
 - a order from a catalogue
 - b buy it in an office furniture store
 - c order over the Internet
 - d ask your assistant to order it for you.
- 3** You are on a business trip for a week. You eat alone every evening. Options:
 - a order room service
 - b eat in the hotel restaurant
 - c eat in a fast-food restaurant
 - d eat in a local restaurant.
- 4** You are organizing a holiday for a group of Japanese customers. Options:
 - a a sunshine holiday in the Seychelles
 - b a holiday in France, visiting castles and eating in good restaurants
 - c a golfing weekend near the city where you work
 - d ask the Japanese customers to choose.
- 5** You are organizing a training week for your sales reps. Options:
 - a a 5-star city centre hotel, two minutes from your company
 - b a 3-star country hotel, three hours from your company
 - c two training rooms in your company
 - d a conference centre in the city centre.
- 6** You invite an American client to dinner. Options:
 - a a small restaurant with local food and local music
 - b a big restaurant with international (including American) food
 - c your home
 - d the client's hotel.

Customer service and the Internet

TO BUY OR NOT TO BUY ONLINE?

A lot of people think that internet security is the main reason for not buying online. In fact, what stops most people from buying immediately is the desire to compare prices with other websites and problems with Internet connections. There are the results of a survey conducted by *The Times* with Kana, which makes customer service software for business.

PROBLEMS WITH ONLINE SHOPPING

59% percent of shoppers said they had to use a phone to complete a purchase. Almost a half said that the Internet site didn't have their personal details every time the revisited a site. This made ordering much slower. Three-fifths of shoppers said in the future they would stop buying online after a bad service experience. A high number of respondents – one third – said they had 'particularly bad customer service online'.

THE TOP SITES

The most popular online products were books, CDs, and videos (77%), followed by software and computers (56%). Travel came third, with a 47% vote. Grocery sales were at the bottom, with a 20% vote probably because supermarkets don't offer a very good delivery service at the moment.

2) Underline the correct word in italic to complete these statements about the text.

- (1) Computers and software have higher/lower sales than groceries.
- (2) CDs and videos are more/less popular than travel.
- (3) Groceries have the highest/the lowest sales of the products.
- (4) The two least/most important reasons for not buying online were the desire to compare prices and connection problems.
- (5) CDs and video are the best/worst – selling products online.
- (6) Nearly 50% of the people had to spend less/more time giving their personal details again.
- (7) Fewer/More than 50% of customers had to use a phone to complete an order.

Task activity

Task 3

PROBLEM SOLVING

You missed in an island with your four friends. They are a fisherman, beautiful girl, little boy, and old people. There was a bad condition on you. You were chased by wild animals in the jungle.

Your best solution is a cross the sea. However there was only a small boat that could only load three people.

Discussion:

1. Which one will you leave?
2. what is your opinion if you leave
 - a. fisherman
 - b. beautiful girl
 - c. little boy
 - d. old people
 - e. you

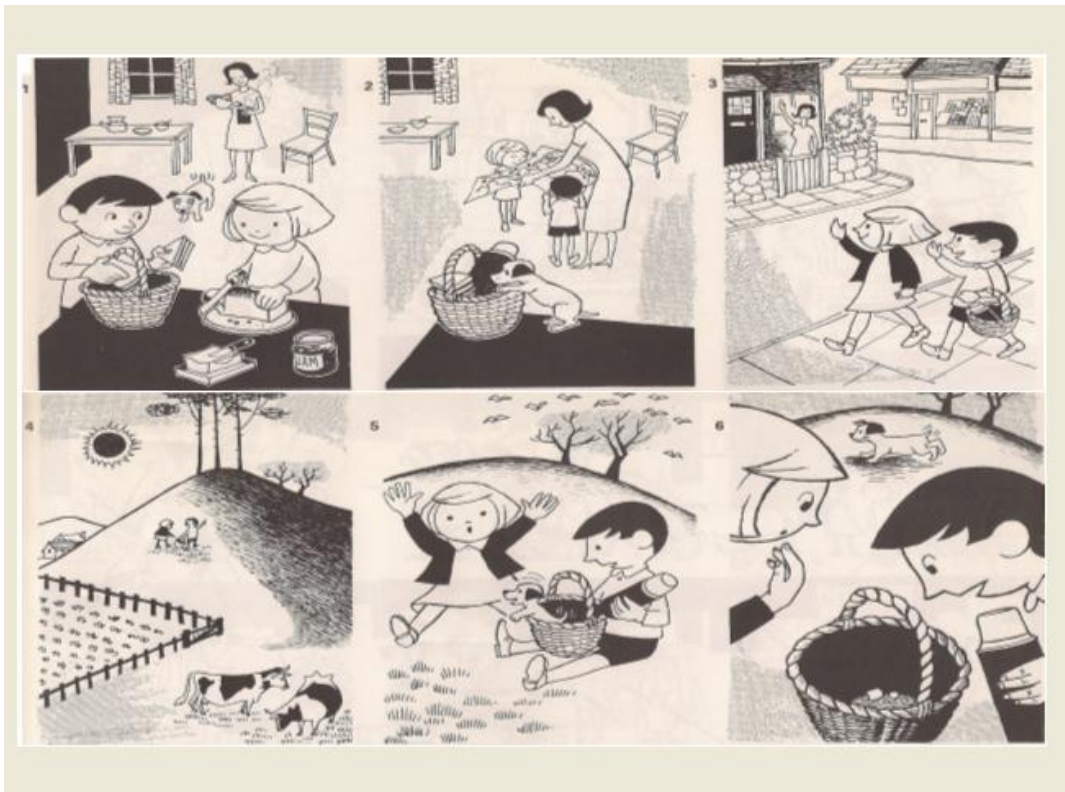
Task activity

Task 4

PICNIC

Work in pair!

Look at the following picture describing a picnic activity. Tono and Hana had planned to go to a picnic. Discuss with your pairs what they prepared and did for their picnic. Re-tell the picture narration in front of the class. Use simple past, past continuous, and past perfect to re-tell the picture.



ACTIVITY FOUR

CAUSATIVE FORM

Causative verbs : a sentence used to ask someone else to do something or the thing done.
 Causative verbs : *Have, Get, Make, Ask, Help*, etc

1. The form of causative in active form

A. Active Causative

S	have make Let	+ O + V1 + O2
S	get ask	+ O + to V1 + O2

Examples:

I will have my brother fix my motor tomorrow
 Ani got her friend take her book

B. Passive Causative

S	have Make Let Get Ask	+ O + V3
---	-----------------------------------	----------

Examples:

I will have my motor fixed
 Ani got her book taken

1. WANT

Pattern :

S + want + pronoun + verb past participle

Examples:

- I want this chair painted
Saya mengizinkan kursi ini dicat
- She wants his typewriter returned to its place
Dia (pr) minta mesin ketik ini dikembalikan ke tempatnya
- He wanted this document signed yesterday
Dia mengizinkan dokumen ini ditandan tangani besok

Task activity

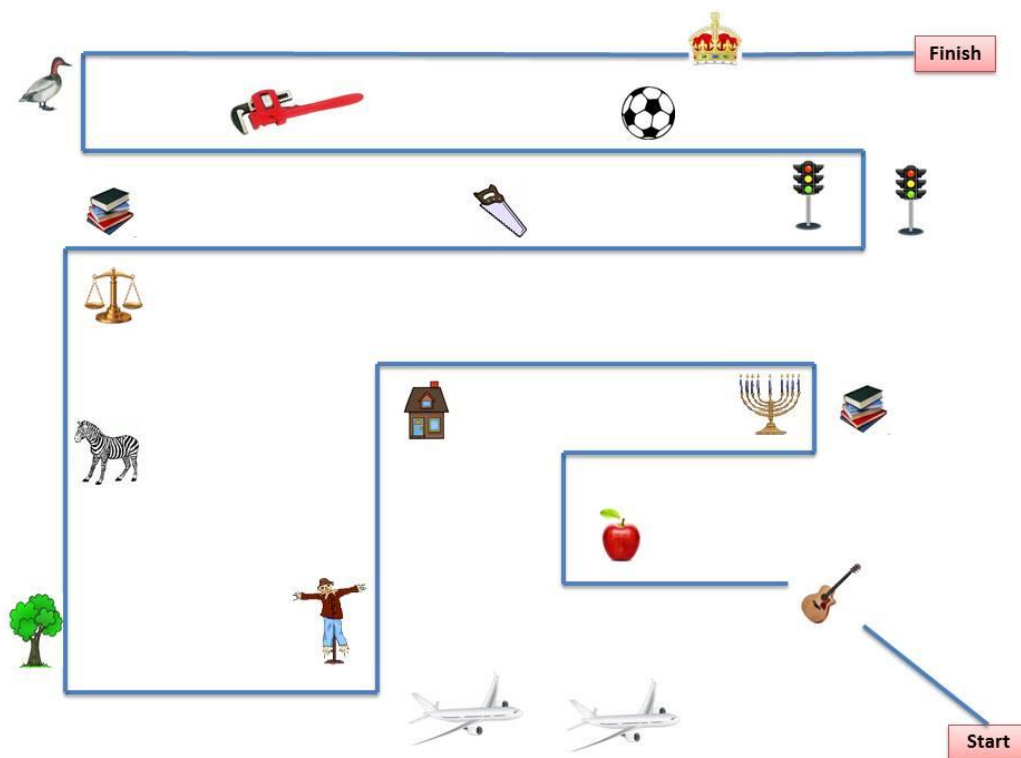
Task 1

Map Game

Instructions:

Please look at the following map. Your partner's map does not have the route. You must guide your partner from start to finish (following the line as accurately as possible). While you are communicating to complete this task, please **do not LOOK AT your partner's map**. The first two steps (lines) have been done for your partner as an example. Please continue!

Map A:



Map B: Instructions

Please look at the following map. Your partner's map has the route. You must follow your partner's directions from start to finish (drawing the route as accurately as possible). While you are communicating to complete this task, please **do NOT LOOK AT your partner's map**. The first two steps (lines) have been done for you as an example. Please continue!

Map B:



Task Activity

Task 2

Mr. Bean Clip

Instructions:

- You are going to watch a clip from the Mr Bean episode “Sandwich for Lunch”.
- Sit in pairs. One of you has to sit facing the screen and the other student sits with their back to the screen.
- The student facing the screen is going to watch and describe what’s happening in the episode to their partner. You should try to describe at least two or three actions accurately rather than trying to describe a big chunk of the scene.
- The student with their back to the screen has to take notes from this description.
- The video will be paused every 90 seconds. At this time, you need to swap your positions and repeat the process until the end of the clip.
- At the end, the whole video will be played from the start so that everyone can watch and enjoy it together; you will be asked to indicate whether you think your partner described the action well.



Task Activity

Task 3

Text editing

Instructions: Read the following text. Work with your partner to insert the missing words and make whatever changes necessary to produce a meaningful and grammatically correct paragraph. Explain why you make those changes.

Original Text: Louise Woodward was the 18-year old nanny convicted in 1998 by a court in the United States of murdering the infant Matthew Eappen. Recently she spoke about her experience of a televised court case at the Edinburg Television Festival.

Louise criticized the televising of trials. ‘It should never be the case of looking into a defendant’s eyes and making a decision on their guilt or innocence’, she told the Edinburg Television Festival. ‘It should be the law that decides on a person’s guilt, but television, with its human and emotional interest, takes the attention away from this.’

Although she thought it was an inevitable development, she added: ‘Television turns everything into entertainment. We should remember that in the end courtrooms are serious places. It is people’s lives and future lives that you are dealing with. It is not a soap opera and people should not see it like that. Serious issues should not be trivialized.’ [...]

Modified Text: Louise Woodward was the 18-year nanny convicted in 1998 by a court in the United States of murder the infant Matthew Eappen. Recently she speak her experience of a televised court case the Edinburg Television Festival.

Louise criticize the televising of trials. ‘It should never be the case of looking into a defendant’s eyes and making a decision their guilt or innocence’, she told the Edinburg Television Festival. ‘It should be the law decides on a person’s guilt, but television, with its human and emotional interest, takes the attention from this.’

Although she thought it was an inevitable development, she add: ‘Television turn everything in entertainment. We should remember that in end courtrooms are serious places. It is people lives and future lives you are dealing with. It is not a soap opera and people should not see it like that. Serious things should not be trivialized.’ [...]

Task activity

Task 4

THE IDEAL SECRETARY

A. Warming Up

1. What are the criteria of good and bad secretary? Lists your answer!
2. Do you think secretary should be always women? Why or why not?
3. What is your consideration to choose a good secretary?

B. Discussion

Discuss the following news with your group!

No	Words	Meaning
1	Ideal	best or perfect
2	Executive	top manager of a business
3	Effective	producing a good result/able to do a job well
4	(to) take dictation	write down the spoken words of another person
5	(to) screen correspondence	separate important from unimportant mail
6	Appointment	schedule of meeting dates and times
7	Filing	putting information in order
8	public relations firm	Company that tries through radio, TV, newspapers, magazines, etc..to gain favorable publicity for a costumer
9	Shorthand	Method of writing rapidly what someone is saying
10	w.p.m.	Numbers of words per minute, <i>as in typing or shorthand</i>
11	Calculator	Office machine that works with numbers automatically
12	Dictating machine	Office machine to record material to be typed later
13	Well groomed	Neat in personal appearance
14	Makeup	Cosmetics, color preparation fro the skin
15	Moody	Changing often in state of mind, <i>as from happy to sad</i>
16	Liberated	Free from traditional ideas about the “proper” roles of men and women
17	Cluttered desk	A desk with many papers, disorganized
18	Messy	Dirty, disorganized, not neat
19	(she) always catches the eye of men	The man always looks
20	Candidate	Person being considered for a job
21	Qualified	Having the necessary skills and training
22	Making excuses	Giving true and untrue reasons that something cannot be done

Make in a pair

Skills	CATHY	DODOY	VIONA	GREECE
Typing	60 wpm	80 wpm	90 wpm	50 wpm
Shorthand	120 wpm	120 wpm	80 wpm	80 wpm
Other skills	Operates: - calculator - electric	Operates: - calculator - electric	Operates: - calculator - electric	Operates: - calculator - electric

	<ul style="list-style-type: none"> - typewriter dictating machine - ms office 	<ul style="list-style-type: none"> - typewriter dictating machine - ms office 	<ul style="list-style-type: none"> - typewriter dictating machine - ms office 	<ul style="list-style-type: none"> - typewriter dictating machine - ms office
Languages	English	English and French	English and Spanish	English, Spanish, and French
Appearance	Neatly and simply dressed	Well-dressed Well-groomed	Well-groomed Natural with no make up	Sexy, wears a lot of makeup
Manner	<ul style="list-style-type: none"> - business like telephone manner - liberated and independent - desk always clean, keeps nothing on it 	<ul style="list-style-type: none"> - pleasant telephone voice - make a lot of personal telephone calls - desk always spotless 	<ul style="list-style-type: none"> - Helpful telephone manner but high voice - Moody - Cluttered desk 	<ul style="list-style-type: none"> - warm and helpful telephone manner - spends a lot of time talking to other workers - desk not very neat
Comments	Doesn't always get along with co-workers	Doesn't know many of his co-workers but always polite	Has some difficulties with female co-workers	Always catches the eye of the men in the office
Age	24	29	41	32
Marital status	Single	Married; two children	Divorced, one child	single

For executives, it is very important to choose a good secretary. An effective secretary helps executives to do their work well. All executive expect a secretary to type well, to take dictation, to screen the daily correspondence, to keep an appointment calendar, to maintain a good filing system, and to do various others related duties.

Mr. Hendarto is an executive in an international public relations firm, and he needs to hire a new secretary. The secretary must have the following qualifications:

- Good typing and shorthand skills
- Pleasant manner with people
- Knowledge of other languages helpful

1. Which candidate do you think is the best qualified for the job?
2. What candidate would you hire if you were Mr. Hendarto?

ACTIVITY FIVE

THE DEGREE OF COMPARISON

There are three comparisons in English:

1. The Positive Degree
2. The Comparative Degree
3. The Superlative Degree

1. THE POSITIVE DEGREE

To show equality, we can use the formula

.....as.....(adj).....as.....

The same(Noun).....as

Contoh : You are as handsome as he (is)

Please drive as fast as you can

I have the same age as my cousin

2. THE COMPARATIVE DEGREE

Comparative degree can be seen as follows:

Formula :(Adj).....er + than +(for 1 or two syllables)

more.....(adj).....+than+ (for 3 or more syllables)

Contoh : My mother is more *beautiful* than his mother (3 syllables)

His wallet is more *interesting* than her wallet (3 syllables)

- he is older than me (1 syllable)
- She is older than I (am)

Tetapi kalau kata ganti digunakan dengan kata kerja, maka hanya subyek pronoun yang boleh digunakan

Contoh :Jhon works harder than I do

(Bukan.....than me do)

1. THE SUPERLATIVE DEGREE

The following is the pattern of superlative:

Formula : The(Adj).....est (for 1 or two syllables)

The most...(adj).... (for 3 or more syllables)

E.g: - This book is cheapest of all.

- My mother is the most beautiful in the world.

Irregular comparison:

The followings are irregular comparisons:

Positive	Comparative	Superlative
Good (well)	better	best
Bad (ill)	worse	worst
Little	less (smaller)	least (smallest)
Old	older (elder)	oldest (eldest)
Near	nearer	nearest, next
Far	farther	farthest
Many (much)	more	most

Some adjective cannot be compared because those adjectives have high quality.

E.g: This bottle is empty

(empty cannot be compared)

The other adjectives are:

Absolute	equal	perfect	supreme
Alone	overlasting	pregnant	square
Blind	fatal	primary	unique
Correct	final	round	universal
Dead	full	single	vertical
Empty	mortal	straight	wrong

* **THE THE**

Dalam bentuk comparative dengan menggunakan “the” dalam car khusus, kita dapat menyatakan bahwa dua perubahan terjadi bersama-sama.

Contoh :

- The older I get, the happier I am
(makin tua saya makin bahagia)
- The more beautiful you are, the more fans you will have
(semakin cantik kamu semakin banyak penggemar)

Notes:

Dalam kalimat-kalimat seperti ini jangan dipisahkan more/ er dari adjective, adverb atau noun

* Untuk menunjukkan gambaran tentang perubahan yang terus menerus, kita dapat menggunakan ‘dua comparative’

Contoh :

- I am getting fatter and fatter
(saya makin lama makin gemuk)
- She is cleverer and cleverer
(dia makin lama makin pandai)

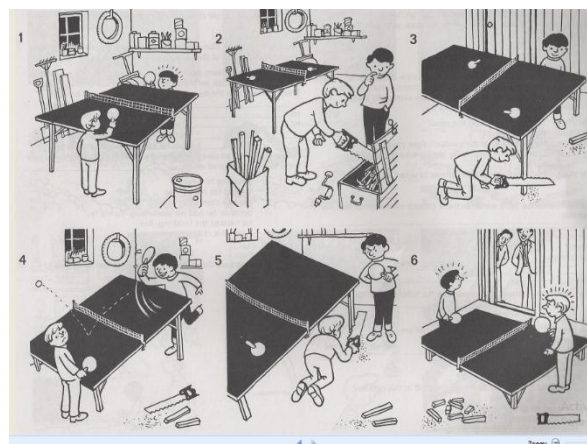
Task activity

Task 1

The table Got Smaller

Discuss the following picture with your friends. Two boys are playing a *tennis table*. Because the table is high, one of the boy prefers to make it shorter.

Tell the story below using your own sentences!



Task activity

Task 2

STRANDED IN THE DESERT

When you were making an adventure with your friends, you stranded in a desert. You did not know the way to go home. There were no telephone and hand phone. You calculate that you have driven about one hour and fifteen minutes at an average speed of eighty kilometers per hour. You really did not where you must step. Luckily there was some equipment left by your friends.

Because you were just alone you just could take five-equipment provided. Imagine tat in the jungle there are a lot of danger like wild animal. So you must pick appropriate equipment. The equipment is in the below:

- roll of toilet paper
- dozen eggs
- book of matches
- first-aid-kit
- sleeping bag
- tent
- insect repellent
- canned food
- camping stove
- flare gun
- compass
- fresh fruit
- can opener
- powder milk
- can of gas
- large knife
- gun
- flash light
- torch
- beach umbrella
- sun screen lotion

Words	Meaning English	Meaning Indonesia
Stranded	Left in an area with no way out	Tersesat/terdampar di suatu tempat
Desert	Large, hot, and open area without waters or tress	Padang pasir
Camper	Cars, trucks. etc. traveling on road	Kendaraan untuk bepergian
To break down	Stop working, in need of repair	Rusak, , macet, tidak berfungsi
Traffic	Van or truck equipped for sleeping	
Solution	Answer the problem	Solusi
(to) calculate	Estimate to find out by working with numbers	Mengkalkulasi, menghitung
Intense	High in degree, as heat	Panas
Mess kit	Utensil for cooking and eating in a small pack	Perlengkapan masak untuk acara piknik dsb.
Powdered milk	Dried milk to which water is added for drinking	Susu bubuk
Canteen	Special container to keep liquids hot or cold	Tempat menyimpan barang panas atau dingin
Flare	Device for making fro making a flaming light, used as a signal at night	Bahan dibuat untuk membuat kembang api
Firs-aid-kit	Small box containing	Kotak P3K

	emergency medical items	
Insect repellent	Chemical used to keep insect away	Penolak serangga
Flare gun	Instrument to shoot a flare into the air	Alat untuk menembakkan kembang api
Flashlight	Battery-powered light	Senter
Thermos	Meal container for water	Termos
Compass	Instrument for finding direction	Kompas
Equipment	Utensils, tools needed for a purpose	Perlengkapan atau peralatan digunakan untuk tujuan tertentu
Sun screen lotion	Liquid to protect the skin from the sun	Losion untuk merawat kulit dari sinar matahari

Class activities

I. Discussion

1. Divide class in to some groups
2. ask a group to represent their choices the others can make question, rebuttal, objection or suggestion
 - calculate the distance and approximate amount of time needed to walk that distance
 - Because of the limitations of space and weight, you can carry only five items
 - Alternative than walking back

I. Review the vocabulary

Memorize the vocabularies and tell your friend

ACTIVITY SIX
PASSIVE SENTENCE

Mini Lesson in Passive Voice (be-past participle in simple present)

The students were shown and shared the copy of the following pictures and sentences:



Sentences 1:

- (a) *'The wild penguins attack my sister'*
- (b) *'The wild penguins attacked my sister'*
- (c) *'The wild penguins have attacked my sister'*

The students were asked:

'What is the subject? What is the verb? What is the object? Who does the action? Who/what is the receiver of the action? What the differences of the three sentences? What tenses are used in each sentence?'



Sentences 2:

- (a) *'My sister is attacked by the wild penguins'*
- (b) *'My sister was attacked by the wild penguins'*
- (c) *'My sister has been attacked by the wild penguins'*

The students were asked:

'What is the difference of the two sentences? What does each sentence tell about? Who does the action? What/who receives the action?'

The students' responses were elicited with the following explanation:

The first sentence (1a): The subject is Penguin, the verb is attack, and the object is my sister. The sentence is in the active form. The Penguins do the action, while my sister receives the action. The tense used is simple present.

The second sentence (2a): the sentence is in the passive form. In the passive sentence, there are some transformations to be made. First, the object in the active sentence is moved into subject. This subject or thing is the person that receives the action. The subject or thing that does the action is called the 'agent'. Second, the verb is made into two changes: the verb 'to be' and verb 'past participle (V3).

The students were then displayed and shared a table containing passive sentence forms

Tenses	To be
Simple present	Is, am, are
Simple past	Was, were
Present perfect	Been

Tenses	Meeting
<p><u>SIMPLE PRESENT</u></p> <p><u>Active sentence :</u> Rule -> Subject + V1 or V_{s/es} + Object</p> <p>(1) <u>The wild penguins</u> <u>attack</u> <u>my sister</u> S (plural) V1 O</p> <p>(2) <u>The wild penguin</u> <u>attacks</u> <u>my sister</u> S (Singular) V_s O</p> <p><u>Passive sentence:</u> Rule --> Subject + to be + past participle (V₃) + (by) + Object</p> <p>(1) <u>My sister</u> <u>is</u> <u>attacked</u> <u>by the wild</u> <u>penguins</u> S (singular) to be V₃ O</p> <p>(2) <u>My sisters</u> <u>are</u> <u>attacked</u> <u>by the wild penguins</u> S (plural) to be V₃ O</p>	<p>Meeting 1</p>
<p><u>SIMPLE PAST</u></p> <p><u>Active sentence:</u> Rule -> Subject + V₂ + Object + (time signals)</p> <p>(1) <u>The wild penguin(s)</u> <u>attacked</u> <u>my sister</u> two days ago S (singular/plural) V₂ O</p> <p><u>Passive sentence:</u> Rule --> Subject + to be + past participle (V₃) + (by) + Object</p> <p>(1) <u>My sister</u> <u>was</u> <u>attacked</u> <u>by the wild penguins</u> two days ago S (singular) to be V₃ O</p> <p>(2) <u>My sisters</u> <u>were</u> <u>attacked</u> <u>by the wild penguins</u> two days ago ago S (plural) to be V₃ O</p>	<p>Meeting 2</p>

<p>PRESENT PERFECT Rule -> Subject + have/has + past participle (V₃) + Object + (time signals)</p> <p>(1) <u>The wild penguins</u> have ever <u>attacked</u> <u>my sister</u> S (plural) V₃ O</p> <p>(2) <u>The wild penguin</u> has ever <u>attacked</u> <u>my sister</u> S (Singular) V₃ O</p> <p>Passive sentence: Rule --> Subject + have/has+Been + past participle (V₃) + (by) + Object</p> <p>(3) <u>My sister</u> has <u>been</u> ever <u>attacked</u> by <u>the wild penguins</u> S (singular) to be V₃ O</p> <p>(4) <u>My sisters</u> have <u>been</u> <u>attacked</u> by <u>the wild penguins</u> S (plural) to be V₃ O</p>	<p>Meeting 3</p>
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Past Tense Pronunciation for Regular Verbs (-ed)

<p>Rule 1: If the verb base ends in a <u>voiceless sound</u>, then the -ed ending sounds like “t”. The “t” is <u>blended</u> together with the previous consonant and <u>not</u> pronounced as an <u>extra syllable</u>.</p>	<p>Rule 2: If the verb base ends in a <u>voiced sound</u>, then the -ed ending sounds like “d”. The “d” is <u>blended</u> together with the previous consonant and <u>not</u> pronounced as an <u>extra syllable</u>.</p>	<p>Rule 3: If the verb base <u>ends in a “t” or “d”</u> sound already, then the -ed ending sounds like “id” or “ud”. It is <u>pronounced as an extra syllable</u>.</p>
<p>A voiceless sound is like a whisper. Your vocal chords don’t vibrate. Voiceless consonant sounds: <i>p, f, k, s, sh, ch, th</i></p>	<p>A voiced sound means that your vocal chords vibrate. Voiced consonant sounds: <i>b, v, g, z, j, th, l, m, n, r</i> All vowel sounds are voiced.</p>	

Past tense verbs where the -ed ending sounds like “t”

- Worked = /'wɜ:k.t/
- Dropped = /dra:pt/
- Finished = /'fɪn.ɪʃt/
- Cooked = /kʊkt/
- Laughed = /læft/
- switched on = /,swɪtʃt'ɒn/

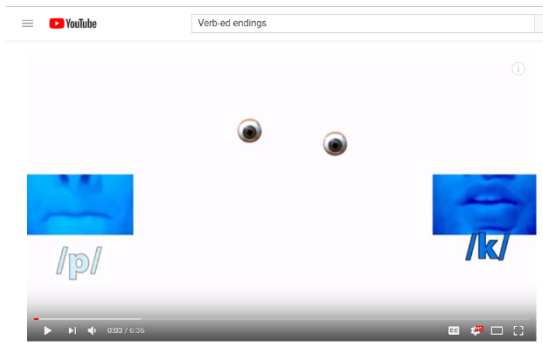
Past tense verbs where the -ed ending sounds like “d”

- Moved = /mu:vd/
- Typed = /taɪpd/
- Stayed = /steɪd/
- Stired = /stɜ:d /
- Poured = /pɔ:rd/
- Served = /sɜ:vɪd/

Past tense verbs where the -ed ending sounds like “ed”

- Inserted = /ɪn'sɜ:trɪd/
- Selected = /sɪ'lektɪd/
- Collected = /kə'lektɪd/
- Printed = /'prɪntɪd/
- Attended = /ə'tendɪd/

Pronouncing V-ed Endings



Screenshot pronunciation Verb ed-endings

Cited in: https://www.youtube.com/watch?v=-_WYJCIELoc



Task Activity

Task 1

Listen to the song and mark the passive sentence!

"Love You Like A Love Song"

Singer: Selena Gomez

[Verse 1]

It's been said and done

Every beautiful thought's been already sung

And I guess right now here's another one

So your melody will play on and on, with the best of 'em

You are beautiful, like a dream come alive, incredible

A centerfold, miracle, lyrical

You saved my life again

And I want you to know baby

[Chorus]

I, I love you like a love song, baby

I, I love you like a love song, baby

I, I love you like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat

I, I love you like a love song, baby

I, I love you like a love song, baby

I, I love you like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat

[Verse 2]

Constantly, boy, you **played** through my mind like a symphony

There's no way to describe what you do to me

You just do to me, what you do

And it feels like ***I've been rescued***

I've been set free

I ***am hypnotized by*** your destiny

You are magical, lyrical, beautiful

You are...

And I want you to know, baby

[Chorus]

I, I love you like a love song, baby

I, I love you like a love song, baby

I, I love you like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat

I, I love you like a (love song, baby) love song, baby

I, I love you like a (love song, baby) love song, baby

I, I love you (I love you, I love you) like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat (like a love song)

[Bridge]

No one compares

You stand alone, to every record I own

Music to my heart that's what you are

A song that goes on and on

[Chorus]

I, I love you like a love song, baby

I, I love you like a love song, baby

I, I love you like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat

I, I love you like a love song, baby

I, I love you like a love song, baby

I, I love you like a love song, baby

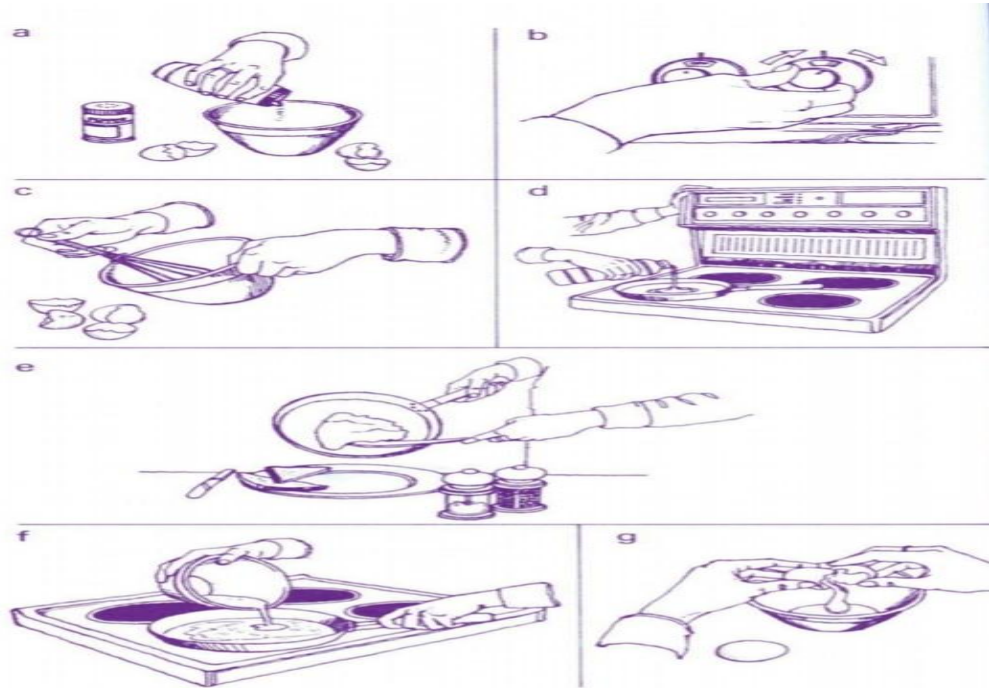
I love you... like a love song

Task activity

Task 2

Procedures to make Omelett

Re-arrange the following pictures into the correct steps in making Omelett. Use passive sentence to describe each pictures!



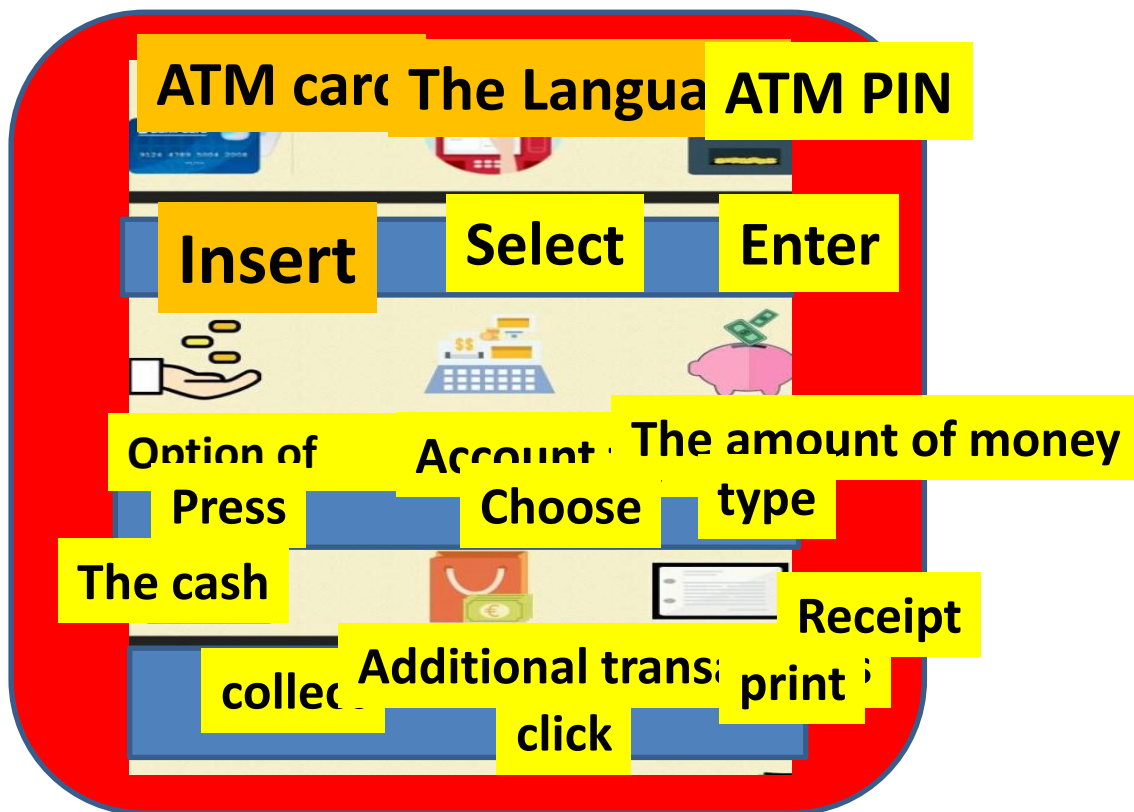
Stir	egg
Mix	pan
Pour	stove
Cook	plate
Put	water
Serve	
Switch on	owl

Task Activity

Task 3

Procedures to withdraw money from ATM

Describe the following pictures telling about how to withdraw money from ATM. Use passive sentence to describe each picture!



Task activity

Task 4

Dictogloss Task

Past passive: to be + V₃

Procedure:

1. Preparation/warming up

- Greeting
- Schemata (Researcher introduce the topic by linking up to the participants' past/existing experience/knowledge.
- Brainstorm words: Researcher provide some difficult vocabularies regarding the topic

Word Bank

Started /sta:rtɪd/

Flooded /'flʌd.ɪd/

Injured /'ɪn.dʒəd/

Hit /hɪt/

Taken /'teɪ.kən/

killed /kɪld/

broken /'brəʊ.kən/

cut /kʌt/

damaged /'dæm.ɪdʒd/

found /faʊnd/

bought /bɔ:t/

stolen /'stəʊlən/

treated /tri:tɪd/

topped /tɒpt/

charged /tʃɑ:rdʒd/

dropped /drɒ:pt/

cracked /krækt/

told /təʊld/

arrested /ə'restɪd/

locked /lɒ:kd/

2. Dictation

- ✓ First: the Researcher reads slowly the text, while the participants only listen to the global meaning without taking a note

The Researcher: "Put your pencils down. I am going to read a text twice.

This is the first time. It is NOT dictation, so you do not need to write. I will read at a slow speaking speed. You will not be able to remember everything, so don't worry."

"Concentrate, listen, and understand. Remember, NO writing."

"At the end of this FIRST reading, you will have five minutes to write down what you remember, but for now NO PENCILS, only listening."

- ✓ Second: the Researcher reads the text in the native/fast speed, while the participants listens and takes the notes individually to the key words or phrases which can help them to reconstruct the text but not the whole sentences

Researcher: "I am going to read the text again. This is the second reading. This time, you may note down keywords and important information AS YOU LISTEN. Write on your own paper."

copy "I will not speak slowly or repeat anything, so you will NOT have time to every word. Try to listen and understand."

stage, "At the end of this (second) reading, you will have five minutes to reconstruct are the words and phrases, and try to write sentences using your notes. At this your goal is to have the same MEANING as my passage even if your words different."

3. Reconstruction Individually

- The Researcher asks participants individually to reconstruct and produce a coherent text close in the content and organization to the original version
- The Researcher asks participants to use some words they have learnt previously but do not need to use accurately the same words as the original text
- The Researcher asks participants to reconstruct the text which is the informational content should not be different and should be grammatically correct)

4. Analysis and Correction

- The Researcher ask the participants to make up a group (3-4 participants/group)
- The Researcher asks the participants to discuss their writing with their partners in groups
- The Researcher asks the participants to compare and make correction to the text they have made
- The Researcher asks the participants to make one copy of correcting text to present

5. Presentation

- The Researcher asks each group to present their complete text (each group has the same amount of time to present their complete text)
- Each group only present one text resulting from their discussion
- The Researcher provides corrective feedback for situated recast group and negotiated corrective feedback group during this session. However, the Researcher does not provide corrective feedback for the communicative task group

Material

An Unlucky day

What an unlucky day! **It all started** this morning at breakfast when my **window was broken and my cat was killed by someone**. Then my hand phone and wallet **were stolen** on the way to work. **They were bought** a week ago. As I was trying to find it, suddenly, **a pile of bricks was dropped** right in my path. I finally got to work when my landlord called to tell me that my whole apartment **was flooded with water**. Now, Look! All the letters that I typed yesterday **is ripped** by someone. All the pens on my desk **broke** in half and the **glass table is cracked** by someone.

A Car Accident

There was a bad car accident yesterday. Three people **were killed**. Also, one child **was injured**. Her leg and arm **were broken**. Her face **was seriously cut**. She was driven to the local hospital. Her injuries **were treated** there. The relatives of the girl **were told** about the accident. A witness said, “The car **was hit** by a big truck. It **was badly damaged**.” The truck was traveling on the wrong side of the road. The driver of the truck tried to run away. But he **was stopped**, and he **was arrested**. He **was taken** to the police station for questioning. Some bottles of beer **were found** in his car. He **was charged** with drunk driving. He **was locked** in a police cell (*cited in Li, Zhu, & Ellis, 2016, p.294*).

Task activity

Task 5

Enhanced Information Gap Game

WORD BANK		
Invented /ɪn'ventɪd/	Introduced /,ɪn.trə'dʒu:sd/	Use /ju:st/
Designed /dɪ'zaind/	Discovered /dɪ'skʌv.əd/	Built /,bɪlt/
Made /meɪd/	create /kri'eɪtɪd/	

(“Be” passive voice construction)

Procedure:

In this task, the researcher deploys the table to the participants that contains the information about the thing and place that change human life. The some participants are then asked to make sentence hints in passive construction ‘*be passive voice*’ for the researcher to be guessed. The participants are asked to make four sentence hints regarding current use, When, where, and who by using available word banks provided. For instance by using verb “invent” and “use”, the sentence hint can be “It is currently used for communication”, “It was invented in 1876”, “It was invented in USA”, and ‘It was invented by Alexander Graham Bell’. Then the researcher will guess the thing meant as “telephone”.

Instruction

Researcher: I am going to begin with a small game. Please take this table. Do you have any questions for vocabulary?

So the chart contains some items that have changed human life in some way. I will give you hints to start.

It was invented in 1876. It was invented in USA. It has been used for communication. It was invented by Alexander Graham Bell. It is located in. What is it?

Material

What?	Who?	Where?	When?	Current use?
Telephone	Alexander graham Bell	USA	1876	communication
Facebook	Mark Zuckerberg	USA	2004	Communication
Ipod	Apple computer	USA	2001	Communication
Taj Mahal	Shah Jahan	India	1632	Tourism
Borobudur temple	King Wisnu	Central Java	770	Tourism
Penataran temple	King Srengga	Blitar, East Java	1200	Tourism
Singhasari Temple	Ken Arok	Malang, East Java	1222	Tourism
Asta Tinggi	Panembahan Somala	Sumenep, East Java	1750	Tourism
Lawang Sewu	Jacob Klinkhamer	Semarang, central Java	1904	Tourism
Museum Rumah Air	Sungkono	Surabaya, East Java	1950s	Education
House of Sampoerna	Liem Seng Tee	Surabaya, East Java	1858	Education
Microsoft	Bill Gates	USA	1975	Education
<i>Tahu</i>	Liu An	Indonesia	BC 164	Side dish
<i>Tempe</i>	Ronggo Sutrasno	Java, Indonesia	1814	Side dish

Version A

What?	Who?	Where?	When?	Current use?
	Alexander graham Bell	USA		communication
	Mark Zuckerberg	USA		Communication
	Apple computer	USA		Communication
	Shah Jahan	India		Tourism
	King Wisnu	Central Java		Tourism
	King Srengga	Blitar, East Java		
	Ken Arok	Malang, East Java		
Asta Tinggi			1750	
Lawang Sewu			1904	
Museum Rumah Air			1950s	
House of Sampoerna			1858	Education
Microsoft			1975	Education
<i>Tahu</i>			BC 164	Side dish
<i>Tempe</i>			1814	Side dish

Version B

What?	Who?	Where?	When?	Current use?
Telephone			1876	

Facebook			2004	
Ipod			2001	
Taj Mahal			1632	
Borobudur temple			770	
Penataran temple			1200	Tourism
Singhasari Temple			1222	Tourism
	Panembahan Somala	Sumenep, East Java		Tourism
	Jacob Klinkhamer	Semarang, central Java		Tourism
	Sungkono	Surabaya, East Java		Education
	Liem Seng Tee	Surabaya, East Java		
	Bill Gates	USA		
	Liu An	Indonesia		
	Ronggo Sutrasno	Java, Indonesia		

Appendix 1

Error Correction Test (ECT)

Name: _____ Date: _____

Instructions :

This error correction test consists of 24 items. On the following pages, each of the items contains **ONLY ONE** mistake. Identify the mistake, correct it and explain your correction.

You can write your explanation in either Indonesian or English.

The maximum score is 5 for each number with the criteria:

Criteria	Maximum score
Identifying the mistake	1
Correcting the mistake	2
Explaining the correction	2
Total	5

For example

1. Everybody know that teenagers like to play computer games.

(Score = 1) The ungrammatical part is know

(Score = 2) The correct form should be knows

(Score = 2) It is ungrammatical because "Everybody" is a singular noun subject, which needs to be followed with a singular verb form"

2. The book give to John yesterday.

(Score = 1) The ungrammatical part is give

(Score = 2) The correct form should be was given

(Score = 2) It is ungrammatical because "The subject noun phrase "The book" is a receiver of an action (give), which requires a passive verb form following it"

1. Apples are picking in the fall.

The ungrammatical part is *picking* _____

The correct form is *picked* _____

It is ungrammatical because _____

2. That window has been breaking three times this year.

The ungrammatical part is *breaking* _____

The correct form is *broken* _____

It is ungrammatical because _____

3. Several trees planted last summer.

The ungrammatical part is *No be/missing be* _____

The correct form is *were planted* _____

It is ungrammatical because _____

4. My father is still sleeping when I left for school this morning.

The ungrammatical part is *is* _____

The correct form is *was* _____

It is ungrammatical because _____

5. Many bridges built in the 1950's.
 The ungrammatical part is *No be/missing be*
 The correct form is *were*
 It is ungrammatical because _____
6. Chess has been play since the middle ages.
 The ungrammatical part is *play*
 The correct form is *played*
 It is ungrammatical because _____
7. The best student is choose for the prize.
 The ungrammatical part is *choose/is choose*
 The correct form is *chosen/has been chosen/was chosen*
 It is ungrammatical because _____
8. John has study English in Toronto for three years.
 The ungrammatical part is *study*
 The correct form is *studied/has been studying*
 It is ungrammatical because _____
9. The tires on the car were changing yesterday.
 The ungrammatical part is *changing*
 The correct form is *changed*
 It is ungrammatical because _____
10. The English classes have taught by David since 2005.
 The ungrammatical part is *No be/missing be*
 The correct form is *been*
 It is ungrammatical because _____
11. Millions of dollars have borrowed by developed countries.
 The ungrammatical part is *no be/missing be*
 The correct form is *been/are*
 It is ungrammatical because _____
-
12. The president comes late to the meeting yesterday.
 The ungrammatical part is *comes*
 The correct form is *came*
 It is ungrammatical because _____
13. The big game was win in overtime.
 The ungrammatical part is *win/was win*
 The correct form is *won/is won/has been won*
 It is ungrammatical because _____
14. This parking space reserved for the boss.
 The ungrammatical part is *no be/missing be*
 The correct form is *is/ has been*
 It is ungrammatical because _____
-
15. The food was bringing to the table.
 The ungrammatical part is *bringing/was bringing*
 The correct form is *brought/is brought/has been brought*
 It is ungrammatical because _____
16. Where you live in the city?
 The ungrammatical part is *no aux do/missing aux do*
 The correct form is *do/where do you ..*
 It is ungrammatical because _____

17. Some files were delete from the computer.
 The ungrammatical part is delete/were delete
 The correct form is deleted/are deleted/have been deleted
 It is ungrammatical because _____
18. In fall, branches cut from the trees.
 The ungrammatical part is no be/missing be
 The correct form is are/were/have been
 It is ungrammatical because _____
19. The road has been fixing three times this year.
 The ungrammatical part is fixing
 The correct form is fixed
 It is ungrammatical because _____
20. His sister is tall than Mary.
 The ungrammatical part is tall
 The correct form is taller
 It is ungrammatical because _____
21. Laws are making by the government.
 The ungrammatical part is making/are making
 The correct form is made/have been
 It is ungrammatical because _____
22. The water in the pool is change every week.
 The ungrammatical part is change
 The correct form is changed
 It is ungrammatical because _____
23. Pets have been keep for hundreds of years.
 The ungrammatical part is keep
 The correct form is kept
 It is ungrammatical because _____
24. He like studying English and history.
 The ungrammatical part is like
 The correct form is likes
 It is ungrammatical because _____

Appendix 2

Code Number:

Computer No.: _____ Name: _____

Elicited Imitation Task

You are going to hear some English sentences.

After each sentence, you will be asked whether the sentence is TRUE or FALSE.
Mark your answer on the sheet of paper.

If the statement is true check TRUE, if it is false check FALSE and if you are not sure, check NOT SURE.

Each statement will be read *once*.

You will have 3 seconds to decide.

True False Not Sure

After you choose **True** **False** **Not Sure** you will hear a “beep”.

After the beep, repeat the sentence using correct English. Do not repeat the sentence until you hear the beep.

The maximum score is 2 for each number with the following criteria

Criteria	Maximum score
Correct sentence repetition	1
Correct pronunciation (V-ed endings)	1
Total	2

Examples

1. Sentence stimulus: **The meat has been cooked for an hour.**

Answer:

The meat has cooked /kɒkt/ for an hour. (score = 0)

The meat is cooked /kɒkt/ for an hour. (score = 1)

The meat has been cooked /kɒkəd/ for an hour. (score = 1)

The meat has been cooked /kɒkt/ for an hour. (score = 2)

2. Sentence stimulus: **My brother traveled around the world last year.**

Answer:

My brother was traveled /trævəld/ around the world last year. (score = 0)

My brother traveled /trævəlɪd/ around the world last year. (score = 1)

My brother traveled /trævəld/ around the world last year. (score = 2)

Let's practice together.

1. ***Everyone repeats:*** Adults need 8 hours of sleep

2. So we heard, “Toronto have only one airport.”

‘But we need to fix the grammatical error and we say, “Toronto has only one airport.” Do you understand? Do you have any questions?’

Tests from number 1 to 21

EIT (A)

- | | |
|--|---------------|
| 1. Healthy food is baked in oil. | /,beɪkt/ |
| 2. Grapes were planted in Italy ten years ago. | /plæntɪd/ |
| 3. Hybrid cars use gasoline. | |
| 4. Birthday cards have been email for hundreds of years. | /'i:.meɪld/ |
| 5. Some seats on planes are reserved for pets. | /rɪ'zɜ:vɪd/ |
| 6. The Canadians missed the chance for a gold medal. | /mɪst/ |
| 7. Baseball was play at the French Olympics. | /,pleɪd/ |
| 8. Family names are change after marriage. | /tʃeɪndʒd/ |
| 9. Russians live on the moon last year. | /'lɪvd/ |
| 10. New stars were discovered last year. | /dɪ'skʌv.əd/ |
| 11. Silver is using in batteries. | /ju:st/ |
| 12. Workers complete the CN Tower last year. | /kəm'pli:tɪd/ |
| 13. A special award received by Michael Jackson. | /rɪ'si:vɪd/ |
| 14. Many babies have been saved by antibiotics. | /seɪvd/ |
| 15. Beckham has played soccer for five years. | /,pleɪd/ |
| 16. Flowers picked in winter. | /'pɪkt/ |
| 17. Parts of the Bible were deleted last year. | /dɪ'li:tɪd/ |
| 18. Engineers have studied stars for a long time. | /'stʌd.ɪd/ |
| 19. The movie, <i>Star Wars</i> , is based on history. | /'beɪst/ |
| 20. Earth was visiting by aliens. | /'vɪz.ɪtɪd/ |
| 21. Computers have change the way people meet. | /tʃeɪndʒd/ |

Instructions:

Please put a check (✓) beside your answer.

Practice Items:

1. True _____	False _____	Not Sure _____
2. True _____	False _____	Not Sure _____
3. True _____	False _____	Not Sure _____
4. True _____	False _____	Not Sure _____

(Now let's begin. Please turn to the other page)

Instructions:

Please put a check (\checkmark) beside your answer.

- | | | | |
|-----|------------|-------------|----------------|
| 1. | True _____ | False _____ | Not Sure _____ |
| 2. | True _____ | False _____ | Not Sure _____ |
| 3. | True _____ | False _____ | Not Sure _____ |
| 4. | True _____ | False _____ | Not Sure _____ |
| 5. | True _____ | False _____ | Not Sure _____ |
| 6. | True _____ | False _____ | Not Sure _____ |
| 7. | True _____ | False _____ | Not Sure _____ |
| 8. | True _____ | False _____ | Not Sure _____ |
| 9. | True _____ | False _____ | Not Sure _____ |
| 10. | True _____ | False _____ | Not Sure _____ |
| 11. | True _____ | False _____ | Not Sure _____ |
| 12. | True _____ | False _____ | Not Sure _____ |
| 13. | True _____ | False _____ | Not Sure _____ |
| 14. | True _____ | False _____ | Not Sure _____ |
| 15. | True _____ | False _____ | Not Sure _____ |
| 16. | True _____ | False _____ | Not Sure _____ |
| 17. | True _____ | False _____ | Not Sure _____ |
| 18. | True _____ | False _____ | Not Sure _____ |
| 19. | True _____ | False _____ | Not Sure _____ |
| 20. | True _____ | False _____ | Not Sure _____ |
| 21. | True _____ | False _____ | Not Sure _____ |

Appendix 3 Scoring Rubric

Part	Scoring principles	Score	Examples		
Passive voice and V-ed ending pronunciation					
Perfect	Perfect sentence repetition and verb-ed ending pronunciation	2	<p>Healthy food is baked in oil.</p> <ul style="list-style-type: none"> ➤ Healthy food is /,beɪkt/ in oil <p>Grapes were planted in Italy ten years ago.</p> <ul style="list-style-type: none"> ➤ <u>Grape was</u> /plæntɪd/ in Italy ten years ago. ➤ <u>Grapes have been</u> /plæntɪd/ in Italy <u>for years/since ten years ago.</u> <p>Baseball was play at the French Olympics.</p> <ul style="list-style-type: none"> ➤ Baseball was /,pleɪd/ <u>in</u> the French Olympics. <p>Computers have change the way people meet.</p> <ul style="list-style-type: none"> ➤ Computers have /tʃeɪndʒd/ people 		
				Changing	correct sentence repetition and verb-ed ending pronunciation by changing the parts of words
				Deleting	correct sentence repetition and verb-ed ending pronunciation by <i>changing preposition</i>
Partial	correct sentence repetition but incorrect verb-ed ending pronunciation	1	<p>Flowers picked in winter.</p> <ul style="list-style-type: none"> ➤ Flowers <u>are</u> /'pɪkəd/ in winter. <p>Flowers picked in winter.</p> <ul style="list-style-type: none"> ➤ Flowers /'pɪkt/ in winter. 		
	Incorrect sentence repetition but correct verb-ed ending pronunciation				
Wrong	Incorrect both sentence repetition and verb-ed ending pronunciation	0	<p>Flowers picked in winter.</p> <ul style="list-style-type: none"> ➤ Flowers <u>is</u> /'pɪkəd/ in winter. <p>Baseball was play at the French Olympics.</p> <ul style="list-style-type: none"> ➤ Baseball /,pleɪed/ at the French Olympics. 		
No answer				0	

Answer Sheet of EIT

No	Answer	Pronunciation
1	Healthy food is /,beɪkt/ in oil	/,beɪkt/
2	Grapes were /plæntɪd/ in Italy ten years ago	/plæntɪd/
3	Hybrid cars use gasoline	
4	Birthday cards have been /'i:.meɪld/ for hundreds of years.	/'i:.meɪld/
5	Some seats on planes are /rɪ'zɜ:vɪd/ for pets.	/rɪ'zɜ:vɪd/
6	The Canadians /mɪst/ the chance for a gold medal.	/mɪst/
7	Baseball was /,pleɪd/ at the French Olympics.	/,pleɪd/
8	Family names are /tʃeɪndʒd/ after marriage.	/tʃeɪndʒd/
9	Russians /'lɪvd/ on the moon last year.	/'lɪvd/
10	New stars were /dɪ'skʌv.əd/ last year.	/dɪ'skʌv.əd/
11	Silver is /ju:st/ in batteries.	/ju:st/
12	Workers /kəm'pli:tɪd/ the CN Tower last year.	/kəm'pli:tɪd/
13	A special award is /rɪ'si:vɪd/ received by Michael Jackson	/rɪ'si:vɪd/
14	Many babies have been /seɪvd/ by antibiotics	/seɪvd/
15	Beckham has /,pleɪd/ soccer for five years.	/,pleɪd/
16	Flowers are/have been /'pɪkt/ in winter.	/'pɪkt/
17	Parts of the Bible were /dɪ'li:tɪd/ last year.	/dɪ'li:tɪd/
18	Engineers have /'stʌd.ɪd/ stars for a long time.	/'stʌd.ɪd/
19	The movie, <i>Star Wars</i> , is /'beɪst/ on history.	/'beɪst/
20	Earth was /'vɪz.ɪtɪd/ by aliens.	/'vɪz.ɪtɪd/
21	Computers have /tʃeɪndʒd/ the way people meet.	/tʃeɪndʒd/

ECT Scoring Rules

I. Error Identification

Correct 1 point
Incorrect 0 point

II. Error Correction

Common rules

Correct target form	2 points; stop
no attempt to correct the target	0 points; stop
AUX: no be	0 points; stop
Present Participle: ing form	0 points; stop

Missing Aux Be: max: 2 points

Many bridges built in the 1950's.

2 points: Providing a correct Aux be ----→ i.e., *were*
1 point: Providing incorrect Aux be ----→ e.g., *was / are*
0 point: No attempt to provide an Aux be.

Past Participle (V₃)-type error: max: 2 points

The water in the pool is change every week.

2 points: Providing a correct PP ---→ i.e., **changed**
1 point: Providing an incorrect PP -→ e.g., **changen**
0 point: No attempt to correct the target verb.

Ing form max: 2 points

Laws are making by the government.

2 points: Providing a correct PP ---→ i.e., **made**
1 point: Providing an incorrect PP ---→ e.g., **maked**
0 point: No attempt to correct the target verb.

Notes on what we have agreed:

- (1) Spelling errors (e.g., **choosen and growen**) : 1 point
- (2) Inserting "have" instead of a *be*-verb : 0 point
e.g., Many cars have stolen last year.
- (3) Another tense is possible : 2 points
e.g., This parking space is/was reserved for boss.
- (4) Active sentences are possible: 1 point.
e.g., Rice has been grow for thousands of years.
→Rice has grown for thousands of years.
→Rice has been growing for thousands of years.
- (5) Deleting *ing* and not providing *en*: 1 point
e.g., Apples are picking in the fall.
- (6) Correcting the error, but also changing tense/aspect, which still make sense: 2 points.

e.g., The big game was win in over time.
→The big game is won in overtime.
e.g., The water in the pool is change every week.
→The water in the pool is being changed every week.

(7) Providing the correct target form, but also changing a preposition incorrectly: 2 points.
e.g., The water in the pool is change every week.
→The water on the pool is changed every week.

(8) Providing the correct target *be*-verb, but also incorrectly regularizing an irregular verb: 2 points.
e.g., In fall, branches cut from the trees.
→In fall, branches are cuted from the trees.

(9) Providing an incorrect form (e.g., tense/agreement error) and also changing other parts: 1 point.
The English classes have taught by Davide since 2005.
→The English classes is teach by David since 2005.

(10) The correct form was provided, but it was completed: 1 point.
e.g., brok

III. Error Explanations

Common rules

Correct and Satisfactory Explanations	2 points
Partially Correct/satisfactory Explanations	1 point
Incorrect explanation	0 point
No explanation	0 point

Scoring Schemes for the ECT and Illustrative Examples (Guidance for inter-rater)

Part	Scoring principles	Score	Examples
The passive construction			
Error identification	Correct identification	1	Laws are make by the government. ➤ The ungrammatical part is <u>make</u> .
	Incorrect Identification	0	Laws are make by the government. ➤ The ungrammatical part is <u>are</u> .
	Item left unanswered	0	
Correction	Correct form is provided	2	Laws are make by the government. ➤ The correct form is <u>made</u> .
	Partially successful attempt to give the correct form • Malformed passive is provided • Subject verb agreement is not followed	1	Laws are make by the government. ➤ The correct form is <u>maked</u> . Many bridges built in the 1950's. ➤ The correct form is <u>was built</u> .
	Incorrect form is provided	0	Laws are make by the government. ➤ The correct form is <u>were</u> .
	Item left unanswered	0	
Explanation	Provided an accurate explanation of the rule in question	2	Laws are make by the government. ➤ It is ungrammatical because it should be "Passive construction = aux be + p.p. [past participle]." The subject is plural 'laws' Many messages were receiving yesterday. ➤ It is ungrammatical because "The subject is the receiver of the action done by the verb. Therefore, it is the passive voice rather than the active voice that should be used here"
	Provided a partially correct or less than satisfactory explanation of the rule in question	1	Laws are make by the government. ➤ It is ungrammatical because "the past participle of the verb make is maked." Vitamins were discovering in the early 1900's. ➤ It is ungrammatical because "V-ing cannot be used in a passive sentence."

	<p>Provided an incorrect, irrelevant, or non explanation of the rule in question</p>	<p>0</p>	<p>Many passages were receiving yesterday.</p> <ul style="list-style-type: none"> ➤ It is ungrammatical because “past tense should be used here.” ➤ It is ungrammatical because “it sounds strange.”

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