



READING COMPREHENSION STRATEGIES

A TASK BASED INTENSIVE READING

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PREFACE

This handout responds to the need of reading materials that can help students build their reading comprehension strategies. It comprises a series of tasks that begins with knowledge development pertaining to its contexts, vocabulary building, meaning making strategies, and reflection. Each unit covers three types of questions: main idea, stated detail, and implied questions.

The handout employs a task based intensive reading including pre-reading tasks, while reading tasks, and post reading tasks. In the pre-reading tasks, the students are guided with schemata building. They will be asked to write a short paragraph responding to the written and visual prompts. Further, they will be guided to use some vocabularies and contextualize its use. Before reading the text, they will have a chance to predict the content of the passage.

In the while reading tasks, the students will be engaged in repeated reading tasks to help them make meaning of the text. The questions provided will assist them to think critically over what has been discussed in the text. At the end, post reading tasks will help students build their ability in writing summary. Some questions are also given to guide them as reflective thinkers.

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Unit 1 MY EARLY MEMORIES

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to childhood memory contexts in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Do you remember your childhood memories? It was full of fun moments, wasn't it? Most children like spending time playing outside, as you can see from the picture of a boy playing sand on the beach below. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to your own childhood memories.



Source: pixabay.com

Task 2 Vocabulary in Context

When you talk about childhood memories, you may use words related to how you spent your time learning at school, playing with your friends, or sharing stories with your family. Please list 10 words in the table below and write a sentence of each word.

- | | | | |
|----|------------|----|------------|
| a. | Word : | f. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| b. | Word : | g. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| c. | Word : | h. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| d. | Word : | i. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| e. | Word : | j. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |

Task 3 What's in the Text?

The text entitled **My Early Memories** was written by Colin L. Powell, a former US secretary of state between 2001 and 2004. Before reading the passage, please predict in three sentences how Colin spent his childhood. Did he enjoy his childhood? Or did he experience difficulties in his childhood? Begin your sentence with "I think Colin's childhood was ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

My Early Memories by Colin L. Powell

I was born on April 5, 1937, at a time when my family was living on Morningside Avenue in Harlem. My parents' first child, my sister, Marilyn, had been born five and a half years before. I have no recollection of Harlem years. They say our earliest memories usually involve a trauma, and mine does. I was four, and we had moved to the South Bronx. Gram Alice McKoy, my maternal grandmother,

was taking care of me, since both my parents worked. I was playing on the floor and stuck a hairpin into an electrical outlet. I remember the blinding flash and the shock almost lifting me off the floor. And I still remember Gram scolding and hugging me at the same time. When my mother and father came home from work, much intense discussion occurred, followed by more scolding and fussing. My keenest memory of that day is not the shock and pain, but of feeling important, being the center of attention, seeing how much they loved and cared about me.

When I was nine, catastrophe struck the Powell family. As a student at Public School 39, I passed from the third to the fourth grade, but into the bottom form, called “four up” a euphemism meaning the kid is a little slow. This was the sort of secret to be whispered with shaking heads in our family circle. Education was the escape hatch, the way up and out for West Indians. My sister was already an excellent student, destined for college. And here I was, having difficulty in the fourth grade. I lacked drive, not ability. I was a happy-go-lucky kid, amenable, amiable, and aimless.

I was not much of an athlete either, though I enjoyed street games. One of my boyhood friends, Tony Grant, once counted thirty six of them, stickball, stoopball, punch-ball, sluggo, and hot beans and butter among them. One day, I was playing baseball in an empty lot and saw my father coming down the street. I prayed he would keep on going, because I was having a bad day. But he stopped and watched. All the while Pop was there, I never connected. A swing and a miss, again and again, every time I was at bat. I can still feel the burning humiliation. It was always painful for me to disappoint my father. I imagined a pressure that probably was not there, since he rarely uttered a word of reproach to me.

As a boy, I took piano lessons, but the lesson did not take with me, and they soon ended. I later studied the flute. Marilyn thought the noises coming out of it were hilarious. I gave up the flute too. Apparently, I would not be a jock or a musician. Still, I was a contented kid, growing up in the warmth and security of the concentric circles my family formed. At the center stood my parents. In the next circle were my mother’s sisters and their families. My father’s only sibling in America, Aunt Beryl, formed the next circle by herself. These circles rippled out in diminishing degrees of kinship, but maintained considerable closeness. Family members looked out for prodded, and propped up each other.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the childhood memories of Colin L. Powell? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. What is the first paragraph about? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. What can you infer from this sentence "I remember the blinding flash and the shock almost lifting me off the floor" (paragraph 1)?
2. Why did Powell think that the accident made him important?
3. When did Powell consider him a little slow kid?
4. Who did Powell see when playing baseball?
5. Where did Powell usually play with his mates? [desk mate](#)
6. How did Powell reflect on concentric circle of the family?

[inner circle](#), [outer circle](#), [expanding circle](#)

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | |
|--------------------------------------|--------------------------------------|
| a. Word :
Meaning :
Sentence : | d. Word :
Meaning :
Sentence : |
| b. Word :
Meaning :
Sentence : | e. Word :
Meaning :
Sentence : |
| c. Word :
Meaning :
Sentence : | f. Word :
Meaning :
Sentence : |

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	

Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson does the story of Colin L. Powell teach you? Write in three sentences.
3. How did the story relate to your own childhood memories? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

Unit 2 CHILDREN'S EMOTIONS

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to children's expression contexts in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Do you know that it is important for us to know children's expression? Expression plays an important role in communication because it helps us understand what children feel and want. It also enables us to figure out whether they are happy or sad. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to your own childhood expressions.



Source: pixabay.com

Task 2 Vocabulary in Context

When you talk about children expression, you may use words related to how you express feeling such as feeling of sadness or happiness. Please list 10 words in the table below and write a sentence of each word.

- | | | | |
|----|------------|----|------------|
| a. | Word : | f. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| b. | Word : | g. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| c. | Word : | h. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| d. | Word : | i. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| e. | Word : | j. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |

Task 3 What's in the Text?

The following text entitles **Capturing Children's Emotions**. Please predict in three sentences how the text explores children's emotion. Is it about children feeling happy? Or is it about children feeling sad? Begin your sentence with "I think the text is about ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

Capturing Children's Emotions

Looking at children in different settings, one can see the honesty in their expressions. They may be happy or sad, playful or serious, but there is always

integrity in their emotions. Children are the focus of two photographs: Village school by Margaret Bourke-White and Children's Puppet Theatre, Paris 1963 by Alfred Eisenstaedt. In both photographs, children are staring at something, but the light, expressions, and body language differ greatly across the two photographs.



In the Bourke-White photograph, rows of young boys are confined in a dark classroom. The dark light creates a serious mood. Even the sides of the picture are dark. The only light in the room shines on the faces and heads of the boys. This suggests that the photographer wanted to emphasize the children's intellects with the children's emotions are suppressed. Even though there is something frightening about this photograph, all the boys have dignity and appear to have strong individual personalities. The school may be strict, but the children are not defeated. The boys sit up straight on uncomfortable looking wooden benches with their arms out of view. They sit in four rows with faces staring straight ahead. There are large gaps between them. None of the boys touches another, and there appears to be no movement or communication. This arrangement creates a feeling of isolation. However, the boy in front whose face is the largest and whose body you cannot see at all, has a look of hope.

In stark contrast to village school, the children in *Children's Puppet Theatre* are outdoors and having a good time. The photograph is light. Although there is no color, the textures of the woolen sweaters give the photograph a warm feel. The expressions on the children's faces vary greatly. Some laugh out loud, while others hold their hands over their faces. A few are shouting, and some are in awe. One boy covers his ears, which suggests loud sounds. In fact, the whole feeling is loud, bright, and fun. The children are not in neat rows, but seem to be in motion, touching, leaning, and hugging. They display their personalities openly, not quietly as in village school. The children in the Eisenstaedt photograph, both boys and girls, are all bunched together. The main center of interest is a little boy whose mouth is wide open and whose right hand shoots in front of him.

Two groups of children are depicted in these two photographs. One conveys the strength and stillness of the boys. One is structured and the other is free. One shows contrast through light and dark. It focuses on the children's faces. The other also focuses on the children's faces, but it does so by capturing many extreme and diverse expressions. The two photographs show movement versus

stillness. The personalities and individuality of the children draw viewers into both photographs in dramatic ways.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the passage? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. What did the author say about children? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. What photographs are compared in the text?
2. What can be inferred from the word "*light*" in paragraph 1?
3. How did the author describe the emotion of the children in the Bourke-White photograph? Write in two sentences.
4. Why did the picture *Children's Puppet Theatre* give different perspective compared to the first picture? Write in two sentences.
5. Who did the author interest most within the *Children's Puppet Theatre*? Why?
6. What did the author emphasize about the differences between the two pictures? Write in one sentence.

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | | | | | | | |
|----|----------|---|--|----|----------|---|--|
| a. | Word | : | | d. | Word | : | |
| | Meaning | : | | | Meaning | : | |
| | Sentence | : | | | Sentence | : | |

- | | | | |
|----|-----------------------------------|----|-----------------------------------|
| b. | Word :
Meaning :
Sentence : | e. | Word :
Meaning :
Sentence : |
| c. | Word :
Meaning :
Sentence : | f. | Word :
Meaning :
Sentence : |

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	
Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson does the text above teach you? Write in three sentences.
3. How do you respond to the text pertaining to the expressions of the children as depicted from the pictures? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

Unit 3
KEEPING IN TOUCH

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to keep in touch with your friend contexts in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Do you have a close friend? How often do you contact him/her? Keeping in touch with friends is a good way to keep close the relationship. There are some ways people can use to keep in touch with friends. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to your attempt in keeping in touch with friends.



Source: pixabay.com

Task 2 Vocabulary in Context

When you talk about making friends, you may use words related to how you know your friends, spend the time together, and keep in touch. Please list 10 words in the table below and write a sentence of each word.

- | | | | |
|----|------------|----|------------|
| a. | Word : | f. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| b. | Word : | g. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| c. | Word : | h. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| d. | Word : | i. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| e. | Word : | j. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |

Task 3 What's in the Text?

The following text entitled **Keep in Touch**. Before reading the passage, please predict in three sentences what the author is talking about. Is it about the reasons why we should keep in touch with friends? Or is it about tips in keeping in touch? Begin your sentence with "I think the text is about ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

Keeping in Touch

It is important to keep in touch with friends, especially if they are away for extended periods of time, or if they move to a different part of the country. There are many ways to keep in touch with friends, and each has its own advantages.

Writing letters used to be the most common form of communication. Letters often take a couple of days to arrive and, if your friends answer by mail, it may be a week before your letter is answered. On the other hand, finding a letter in

the mailbox and recognizing the handwriting as your friend's is always exciting. You might tear it open immediately, or perhaps take it to your room where you can read it in peace. A letter can be kept, and read over and over again. After all, some famous books are just collections of letters. Letters written by Cicero, back in Roman times, have survived. Writing a letter makes you think about yourself, your activities, and your feelings in a thoughtful way. You choose your words carefully, for they will be on paper for some time.

A faster way of keeping in touch is by phone. If you miss your friend, you may be able to leave a message on the machine. Phoning has the advantage of letting the caller hear a friend's voice and is a more intimate form of communication. Also, it is instant; you do not have to wait for a reply. These days, many people carry cell phones and keep in touch constantly. Phones do have one disadvantage in that people do not always know what to say. Sometimes the moment they hang up they think of things they wish they had said. People can quarrel over the phone and even hang up in a snit. Later they may regret having done so. Of course, if you love phoning, getting the phone bill may come as a terrible shock, especially if you have been doing a lot of long-distance calling.

Nowadays, anybody who has a computer has access to email. Email has some of the advantages of both letter writing and phoning. It is instant – no waiting for postal delivery, and the receiver can reply without delay. The email can be printed and preserved. Emails can be opened at leisure; there is no need to rush to the phone. Attachments can include other documents, greeting cards, and photos – although you need a scanner for the latter. Even better, it is far cheaper than phoning – the only cost is the monthly subscription of about thirty dollars. No wonder many of us love communicating by e-mail.

All in all, keeping in touch with friends can be done in many ways. As technology advances rapidly, people may use letter, telephone, and even e-mail to communicate with their friends.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the text? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. What is the first paragraph about? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.

3. What does the third paragraph tell you about? What’s the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. Why keeping in touch with friends matter? Write the reason in one sentence based on the passage.
2. What is the advantage of writing letter? One sentence please.
3. How can letters be written into a book? Write in one sentence.
4. Why can phone have disadvantages? Write your reason in one sentence.
5. What does the phrase “terrible shock” paragraph 4 imply?
6. What makes email more beneficial compared to telephone and letter? Write your answer in one sentence.

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | |
|---|---|
| <p>a. Word :
 Meaning :
 Sentence :</p> | <p>d. Word :
 Meaning :
 Sentence :</p> |
| <p>b. Word :
 Meaning :
 Sentence :</p> | <p>e. Word :
 Meaning :
 Sentence :</p> |
| <p>c. Word :
 Meaning :
 Sentence :</p> | <p>f. Word :
 Meaning :
 Sentence :</p> |

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	
Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson does the passage teach you? Write in three sentences.
3. How did the story relate to your own experience in keeping in touch with friends? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

Unit 4

A LIFE AS AN UNDERGRADUATE STUDENT

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to writing in academic contexts in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- d. Understand the general and specific information of the text;
- e. Discuss the content of passage with your partner; and
- f. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Have you ever written an academic paper? What do you think, easy or hard? Writing academic paper is a part of university student's life. It helps you deliver your thoughts and ideas academically. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to your attempt in academic writing.



Source: pixabay.com

Task 2 Vocabulary in Context

When you talk about academic writing, you may use words related to how you garner ideas, develop your ideas, and publish your writing. Please list 10 words in the table below and write a sentence of each word.

- | | | | |
|----|------------|----|------------|
| a. | Word : | f. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| b. | Word : | g. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| c. | Word : | h. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| d. | Word : | i. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| e. | Word : | j. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |

Task 3 What's in the Text?

The following text entitled **Becoming an Academic writer**. Before reading the passage, please predict in three sentences what the author is talking about. Is it about writing academic paper only? Or is it about tips in writing academic paper? Begin your sentence with "I think the text is about ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

Becoming an Academic Writer

Learning how to write an academic essay is essential for students who are planning to attend college. Most professors require critiques of books and films, research papers, and formal reports related to the content of their courses. When I first started college, I was excited about facing these challenges and pursuing my major, media and communications. I was determined to improve my writing. To achieve this goal, I focused on three points: the content of my essays, correct grammar, and advanced-level vocabulary.

As soon as I started to write for college, I discovered that the content of the writing required for college courses was different from the content I had used in high school. In the past, most of my writing dealt with my personal experiences. I wrote mainly about my family, childhood, and friends. In contrast, college writing focused on a variety of issues that I was unfamiliar with, such as reacting to a piece of literature or writing about science or politics. Therefore, the most important thing for me was to understand the assignment and research the topic before attempting my first draft. I started by reading encyclopedia articles to build a foundation. I researched the topic so that I could include examples, statistics, and different quotations whenever possible to support my ideas. By giving specific examples, I made my ideas more detailed, easier to read, and much more impressive. However, grammatical problems in my writing were still an issue.

I realized that I had to improve my understanding of grammar to write for college. Before I came to college, grammar was not my strong point. I often created run-on sentences or sentence fragments. In several instances, my professors would not accept my writing. Instead, they required that I revise my work before I returned it in for a grade. Consequently, I made grammar my second priority. I reviewed the basic grammatical structures such as subjects and verbs, and I checked all my work for verb-tense consistency and correct punctuation. Soon my sentences became more complex because I included transitions, gerunds, and embedded clauses. The more I wrote, the more my writing improved, and as my grammar improved, my ideas became more convincing since they appeared to be from a more educated person.

Because I was accustomed to writing informally, I usually write the way I spoke. It was quite common for me to include slang and abbreviated terms, which were appropriate in social contexts but were more not acceptable in formal essays. I soon realized that much of my academic writing required sophisticated vocabulary. Not surprisingly, improving my vocabulary became my third and final goal. I bought a new dictionary and thesaurus to help expand my word knowledge. I became more aware of how I often repeated the same words and phrases throughout my essay. I often searched for synonyms to replace words that I thought were too simple for a college essay. I also focused more on the rules of spelling, and I corrected any errors I found before submitting my assignment to the instructor.

Academic writing requires critical thinking skills, an understanding of the topic, research, high level vocabulary, and correct grammar. Having these skills is empowering since it has made me a better communicator and student. I have come a long way since I started college, and I am now proud of the writing that I produce.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the text? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. What is the first paragraph about? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. Who do you think the targeted readers of the text? Write the reason in one sentence.
2. What is the main difference between writing in high school and writing in university? Write your answer in one sentence.
3. How did the writer begin his early draft? Write your answer in one sentence.
4. Why do specific examples matter? Write your answer in one sentence.
5. In what ways did the author overcome his grammar problems? Write your answer in one sentence.
6. What did the author suggest before submitting the paper? Write your answer in one sentence.

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | | | |
|----|-----------------------------------|----|-----------------------------------|
| a. | Word :
Meaning :
Sentence : | d. | Word :
Meaning :
Sentence : |
| b. | Word :
Meaning :
Sentence : | e. | Word :
Meaning :
Sentence : |
| c. | Word :
Meaning :
Sentence : | f. | Word :
Meaning :
Sentence : |

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	
Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson does the passage teach you? Write in three sentences.
3. How did the story relate to your own experience in writing academic article? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

Unit 5 DREAMS

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to dreams contexts in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

People dream when they sleep, don't they? While some people experience nice dream in their sleep, others have bad dreams. Now, you can see a picture of three girls sleeping close to each other. Please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to dream.



Source: pixabay.com

Task 2 Vocabulary in Context

When you talk about dream, you may use words related to how you express what you dream. Please list 10 words in the table below and write a sentence of each word.

- | | | | | | |
|----|----------|---|----|----------|---|
| a. | word | : | f. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| b. | word | : | g. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| c. | word | : | h. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| d. | word | : | i. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| e. | word | : | j. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |

Task 3 What's in the Text?

The following text entitles **Dreams: Making them work for us**. Please predict in three sentences how the text explores about dream. Is it related to dream in common sense? Or is it dream in scientific ways? Begin your sentence with "I think the text is about ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

Dreams: Making them work for us

Several nights a week Joseph woke up screaming from the same terrible dream. Joseph could never recall his whole dream, though. He only remembered that someone was running after him. Joseph was trying to get away, but in his dream he could not move. He continued having this nightmare for months. He was so tired in the morning that it was hard for him to go to work. Joseph, you see, is not a frightened child, but a grown man.

Milton Kramer is a psychiatrist and dream researcher in Cincinnati, Ohio. He believes that it is very important that people don't ignore their dreams, because they are messages from our sleeping minds. When Kramer studied dreams and dreamers, he found that people wake up feeling very discouraged after they have a bad dream. He also found that after having a good dream, people feel more optimistic. Clearly, dreams can have harmful or beneficial effects. As a result, Kramer believes that we need to learn how to change our bad dreams. When we understand what happened in our dreams, we can change negative, hurtful dreams to positive, helpful ones.

Before we can begin to change a nightmare, however, we first have to remember what happened in our dream. Researchers say there are many ways to do this. We can keep a journal or diary of what we do when we are awake. Then, before going to sleep, we can review our day. This practice helps us connect our dreams with daily life. As we begin to fall asleep, we should remind ourselves that we want to remember our dreams. This reminder helps us to stay in charge. When we wake up, we should lie still while we try to remember our dream. Dream researchers say that by staying in the same sleeping position, we are more likely to recall the dream. We should also try to remember an important word or picture from the dream. This image makes the rest of the dream easier to remember. Finally, if we have trouble remembering dreams, we can try sleeping later. The longer we sleep, the longer and more complex our dreams will be.

Dr. Rosalind Cartwright is a dream researcher too. She has developed another dream therapy for changing dreams. According to Dr. Cartwright, dream therapy involves four simple steps you can learn on your own. The first step is to recognize when you are having a bad dream that will make you feel helpless or upset in the next morning. The second step is to identify what it is about the dream that makes you feel bad for example, weak instead of strong, or out of control instead of in control. Next, stop any bad dream. You do not have to continue your bad dream, because you are in charge. The last step is to change the negative part of the dream. Sometimes you may have to wake yourself up and change the dream before you return to sleep. Other times it is possible to change the dream while you are still asleep.

By using dream therapy, Joseph was able to change his nightmares. Gradually, his bad dreams stopped altogether. He began having more positive dreams and woke up feeling refreshed and cheerful. A night of good dreaming can leave us all in a better mood in the morning. We feel well rested and more optimistic. Stopping a nightmare and changing it to a positive dream experience can be physically and psychologically beneficial to us all.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the passage? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. What did the author say about dream? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. What did Joseph dream? What's the evidence? Write your answer in one sentence.
2. What can be inferred from Joseph's experience of bad dreaming? Write your answer in one sentence.
3. Why should people not ignore their dream? Write your answer in one sentence.
4. What do scientists believe about dream change? Write your answer in two sentences.
5. Dr. Cartwright suggests steps in dream therapy, one of which is to stop bad dream. Why is this possible to do? Write in one sentence.
6. Why can good dream leave people with good mood? Write your answer in one sentence.

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | | | | | |
|----|----------|---|----|----------|---|
| a. | Word | : | d. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| b. | Word | : | e. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |

c. Word :
 Meaning :
 Sentence :

f. Word :
 Meaning :
 Sentence :

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	
Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson do you get from reading the passage? Write in three sentences.
3. How did the story relate to your own dream experience? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

Unit 6 LONELINESS

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to one of psychological topics, loneliness, in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Have you ever felt of being lonely? Some people prefer to stay alone, while some others think that being lonely is stressful. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to your own experience or response about loneliness.



Source: pixabay.com

Task 2 Vocabulary in Context

When you talk about loneliness or being lonely, you may use words related to how you express such feeling. Please list 10 words in the table below and write a sentence of each word.

- | | | | | | |
|----|----------|---|----|----------|---|
| a. | word | : | f. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| b. | word | : | g. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| c. | word | : | h. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| d. | word | : | i. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| e. | word | : | j. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |

Task 3 What's in the Text?

The following text entitles **Loneliness: How Can We Overcome It?** Please predict in three sentences how the text suggests how to carry out the condition of being lonely. Do you think it's worth reading or not? Is it effective? Begin your sentence with "I think the text is about ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

Loneliness: How Can We Overcome It?

Most people feel lonely sometimes, but it usually only lasts between a few minutes and a few hours. This kind of loneliness is not serious. In fact, it is quite

normal. For some people, though, loneliness can last for years. Psychologists are studying this complex phenomenon in an attempt to better understand long-term loneliness. These researchers have already identified three different types of loneliness.

The first kind of loneliness is temporary. This is the most common type. It usually disappears quickly and does not require any special attention. The second kind, situational loneliness, is a natural result of a particular situation—for example, a divorce, the death of a loved one, or moving to a new place. Although this kind of loneliness can cause physical problems, such as headaches and sleeplessness, it usually does not last for more than a year. Situational loneliness is easy to understand and to predict.

The third kind of loneliness is the most severe. Unlike the second type, chronic loneliness usually lasts more than two years and has no specific cause. People who experience habitual loneliness have problems socializing and becoming close to others. Unfortunately, many chronically lonely people think there is little or nothing they can do to improve their condition.

Psychologists agree that one important factor in loneliness is a person's social contacts, e.g., friends, family members, coworkers, etc. We depend on various people for different reasons. For instance, our families give us emotional support, our parents and teachers give us guidance, and our friends share similar interests and activities. However, psychologists have found that the number of social contacts we have is not the only reason for loneliness. It is more important how many social contacts we think or expect we should have. In other words, though lonely people may have many social contacts, they sometimes feel they should have more. They question their own popularity.

Most researchers agree that the loneliest people are between the ages of 18 and 25, so a group of psychologists decided to study a group of college freshmen. They found that more than 50% of the freshmen were lonely at the beginning of the semester as a result of their new circumstances, but had adjusted after a few months. Thirteen percent were still lonely after seven months due to shyness and fear. They felt very uncomfortable meeting new people, even though they understood that their fear was not rational. The lonely freshmen overcame their loneliness by making new friends, but the chronically lonely remained unhappy because they were afraid to do so.

Psychologists are trying to find ways to help habitually lonely people for two reasons. First of all, they are unhappy and unable to socialize. Secondly, researchers have found a connection between chronic loneliness and serious illness such as heart disease. While temporary and situational loneliness can be a normal, healthy part of life, chronic loneliness can be a very sad, and sometimes dangerous, condition.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the passage? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. In what situation is being lonely not a problem? Write your answer in one sentence.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. Why do psychologists study about loneliness? Write your answer in one sentence.
2. In what ways are temporary and situational loneliness different? Write your answer in one sentence.
3. Which type of loneliness can cause physical problems? One word.
4. What can you conclude from the third type of loneliness? Answer in one sentence.
5. How do social contacts help reduce feeling of being lonely? Answer in one sentence.
6. Why can chronic loneliness cause serious disease? Answer in one sentence.

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | | | | | |
|----|----------|---|----|----------|---|
| a. | Word | : | d. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| b. | Word | : | e. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |

c. Word :
 Meaning :
 Sentence :

f. Word :
 Meaning :
 Sentence :

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	
Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson can you learn from the passage? Write in three sentences.
3. How did the text relate to your own loneliness problems? Write in three sentences.
4. What difficulties did you find in the lesson? Write in two sentences.

Unit 7 RESPECT OF DIVERSITY

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to the discourse of diversity in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Do you know the word diversity? Does it mean anything to you? Diversity is a gift from the God that human beings need to respect. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture showcases unity of diversity.



Source: pixabay.com

Task 2 Vocabulary in Context

When you talk about diversity, you may use words related to how you express diversity from various perspectives. Please list 10 words in the table below and write a sentence of each word.

- | | | | | | |
|----|----------|---|----|----------|---|
| a. | word | : | f. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| b. | word | : | g. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| c. | word | : | h. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| d. | word | : | i. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| e. | word | : | j. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |

Task 3 What's in the Text?

The following text entitles **A Cultural Difference: Being on Time**. Please predict in three sentences how the text explores being punctual from difference sociocultural backgrounds. What do you think the text is about? Begin your sentence with "I think the text discusses ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

A Cultural Difference: Being on Time

In the United States, it is important to be on time, or punctual, for an appointment, a class, a meeting, etc. however, this may not be true in all countries. An American professor discovered this difference while teaching a class in a Brazilian university. The two hour class was scheduled to begin at 10 A.M. and end at 12 P.M. On the first day, when the professor arrived on time, no one was in the classroom. Many students came after 10 A.M. Several arrived after 10.30 A.M. Two

students came after 11 A.M. Although all the students greeted the professor as they arrived, few apologized for their lateness. Were these students being rude? He decided to study the students' behavior.

The professor talked to American and Brazilian students about lateness in both an informal and a formal situation: lunch with a friend and in a university class, respectively. He gave them an example and asked them how they would react. If they had a lunch appointment with a friend, the average American student defined lateness as 19 minutes after the agreed time. On the other hand, the average Brazilian student felt the friend was late after 33 minutes.

In an American university, students are expected to arrive at the appointment hour. In contrast, in Brazil, neither the teacher nor the students always arrived at the appointment hour. Classes not only begin at the scheduled time in the United States, but they also end at the scheduled time. In the Brazilian class, only a few students left the class at noon; many remained past 12:30 to discuss the class and ask more questions. While arriving late may not be very important in Brazil, neither is staying late.

The explanation for these differences is complicated. People from Brazilian and North American cultures have different feelings about lateness. In Brazil, the students believe that a person who usually arrives late is probably more successful than a person who is always on time. In fact, Brazilians expect a person with status or prestige to arrive late, while in the United States lateness is usually considered to be disrespectful and unacceptable. Consequently, if a Brazilian is late for an appointment with a North American, the American may misinterpret the reason for the lateness and become angry.

As a result of his study, the professor learned that the Brazilian students were not being disrespectful to him. Instead, they were simply behaving in the appropriate way for a Brazilian student in Brazil. Eventually, the professor was able to adapt his own behavior so that he could feel comfortable in the new culture.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the passage? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. How does the author begin the story? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.

3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. What happened when the US professor teach in Brazilian class for the first time? Write in one sentence.
2. How do the US and Brazilian students react to being late? Write your answer in two sentences.
3. What are American and Brazilian students expected to come to university classes? Write your answer in two sentences.
4. What do Brazilian students perceive about coming late? Write your answer in one sentence.
5. What might happen when Brazilian and American make an appointment for a meeting?
6. What did the professor conclude about his study about Brazilian students?

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | | | | | |
|----|----------|---|----|----------|---|
| a. | Word | : | d. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| b. | Word | : | e. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| c. | Word | : | f. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	
Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson does text teach you? Write in three sentences.
3. How did the story relate to your own culture about being late or punctual? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

Unit 8 EXPERIENCING BI-CULTURE

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to bi-culture experience discourse in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Are you a bi-culture person? Bi-culture is simply defined as someone who immerses himself/herself in two different cultures in different place and period of time. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to the discourse of ~~copyright respect~~.



Source: <https://economy.okezone.com/read/2021/01/22/455/2348861/viral-bule-jualan-mi-ayam-rp7-000-demi-bertahan-hidup-ini-kisahny>

Task 2 Vocabulary in Context

When you talk about copyright, you may use words related to how you discuss academic ethic in writing an academic paper. Please list 10 words in the table below and write a sentence of each word.

- | | | | |
|----|------------|----|------------|
| a. | Word : | f. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| b. | Word : | g. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| c. | Word : | h. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| d. | Word : | i. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| e. | Word : | j. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |

Task 3 What's in the Text?

The following text entitles **A Bi-Cultural Difference**. Please predict in three sentences how the text discusses about being a bi-cultural person. Is it an interesting experience about place? Or is it about a common experience of people experiencing different culture? Begin your sentence with "I think the text is about ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

A Bi-Cultural Difference

When I first moved to **Houston, Texas**, I was nervous about driving. The cars were huge and the streets were wide. I did not want to get lost in a **strange** neighborhood, and I did not like going fast. Eventually, I got my American driver's **license** and became more **comfortable** with the strange city traffic. I learned to drive naturally in Houston and life got easier. **However**, I was very surprised when I returned to Iran after three years. I discovered that I was afraid to drive in **Esfahan**, my **hometown**. I had forgotten that there are **major differences** between driving in the United States and driving in Iran.

The differences start with the way the streets are **organized**. In Esfahan, everything looks **smaller**. Many of the streets are **narrow** because they used to be **alleys** for walking. When buildings were torn down, city **planners** used the space to make room for cars, but there is still not very much room. **Fortunately**, the cars are usually **smaller** too, so they can fit in these smaller streets. In **Houston**, the streets are very **wide**. Sometimes they have six lanes. There are special lanes for turning left and right. Even the traffic lights are bigger because they have a lot of **arrows**. These arrows give drivers permission to make left turns.

The biggest difference is the way the drivers **behave** in each place. **Esfahani** drivers **pay attention to other drivers** but **not the rules**. Cars move from lane to lane so much that they look like fish trying to push their way down a river. When traffic is not moving very fast, Esfahani drivers will go through a red light without stopping and they do not wait for a light to make a left turn. While drivers **honk** at the cars turning left, they are not surprised. These drivers do the same thing when they turn so they know what to expect.

In contrast to drivers in Esfahan, Houston drivers almost always follow the rules, but they do not pay as much attention to other drivers. **Houstonians** stay in their lanes or use their signals when they want to change lanes. They stop and wait for a turn signal or a green light, and they always stop at **stop signs**, even when there are no other drivers around. They are very surprised when other drivers do not follow the traffic rules, and they get angry if they see other drivers driving between lanes.

When I returned to Iran, I discovered that I had changed. I was more like a Houston driver. I was waiting for people to follow the signals, and I did not pay attention to other drivers. I almost got an accident. However, after a couple of weeks, my old habits started to come back, and I was able to drive Esfahani style once again. Now I feel proud that I am a bi-cultural driver. I know the language of the road in Iran and in the United States.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the passage? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. What does the first paragraph tell you about? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. How does the author describe about driving in Texas? Write in one sentence.
2. "... became more comfortable with ..." what can you imply from this clause? Write in one sentence.
3. What is the main difference between the streets in two countries? Write in one sentence.
4. How many lanes are there in Houston? Write in one word.
5. How can drivers in Esfahani and Houston be different? Write in two sentences.
6. What do you think that make the author back to his Esfahani driving style? Write in one sentence.

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | | | |
|----|-----------------------------------|----|-----------------------------------|
| a. | Word :
Meaning :
Sentence : | d. | Word :
Meaning :
Sentence : |
| b. | Word :
Meaning :
Sentence : | e. | Word :
Meaning :
Sentence : |
| c. | Word :
Meaning :
Sentence : | f. | Word :
Meaning :
Sentence : |

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	
Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson does the passage teach you? Write in three sentences.
3. How did the story relate to your own experience dealing with becoming a bi-cultural person? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

Unit 9 RESPECT OF COPYRIGHT

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to respect of copyright contexts in meaningful ways.

Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Do you the word plagiarism? It's simply defined as copying and pasting what a person has written without proper citation. As an undergraduate student, you need to be aware of such academic ethic when writing a paper. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to the discourse of copyright respect.



Source: <https://www.hosseiniilaw.com/stealing-ideas-law/>

Task 2 Vocabulary in Context

When you talk about copyright, you may use words related to how you discuss academic ethic in writing an academic paper. Please list 10 words in the table below and write a sentence of each word.

- | | | | | | |
|----|----------|---|----|----------|---|
| a. | word | : | f. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| b. | word | : | g. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| c. | word | : | h. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| d. | word | : | i. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| e. | word | : | j. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |

Task 3 What's in the Text?

The following text entitles **Japanese Man Found Guilty of Online Movie Theft**. Please predict in three sentences how the text discusses about respect of copyright discourse. Is it an interesting case dealing with plagiarism? Or is it about a common law violation? Begin your sentence with "I think the text is about ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

Japanese Man Found Guilty of Online Movie Theft

For the first time, a Japanese court has found a man guilty of piracy and sentenced him to a year in jail. Yoshihiro Inoue, 42, downloaded movies off the

internet. He made copies of the movie *A Beautiful Mind* and then shared them with others. This is considered a crime in the US, Japan, and most other countries in the world. Inoue's case sets a precedent for anyone who distributes films illegally. His crime was stealing intellectual property. This kind of property, which is someone's creative invention, is protected by copyright law.

Today, over eighty nations have copyright laws. These laws protect filmmakers, writers, photographers, and other innovative professionals. People who download and copy these works often do not understand or care about the financial loss to many of these artists. To protect artistic works within the US, the Copyright Act of 1976 was created. Most recently the Family Entertainment and Copyright Act of 2005 was signed into law. In addition, there are treaties and conventions to protect intellectual property between nations. One of these is the Universal Copyright Convention. Without these laws, piracy would go unchecked. Some of the many types of piracy include making DVDs, duplicating VHS tapes, using hand-held video cameras in movie theatres, and even receiving satellite signals without authorization.

Yoshihiro Inoue is not the first person to steal intellectual property, but he is the first to be charged with a crime for doing it. The movie industry in Hollywood and Asia are particularly interested in this case because they have a lot to lose. For a number of years the recording industry has pursued anyone downloading music from the internet. Now the movie industry is following their example because piracy costs them almost \$3 billion each year.

A major film costs about \$80 million - \$55 million to make and \$27 million to advertise and market. Although many people believe that the film industry makes enormous profits, almost half of all films do not earn enough money to pay back their investors. If people continue to download movies off the internet instead of paying to see them, the movie industry will have trouble surviving.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the passage? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. What does the first paragraph tell you about? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.

4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. What's the first case of stealing intellectual property situated in Japan? Write in one sentence.
2. What does the phrase "...sets a precedent..." in paragraph 1 mean?
3. Why does a nation issue an intellectual property law? Write in one sentence.
4. What might happen if an intellectual property law is not made? Write in one sentence.
5. How much does a movie industry cost caused by piracy? Write in one sentence.
6. *If people continue to download movies off the internet instead of paying to see them, the movie industry will have trouble surviving* (last paragraph). What does the author expect from the readers?

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | | | | | |
|----|----------|---|----|----------|---|
| a. | Word | : | d. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| b. | Word | : | e. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |
| c. | Word | : | f. | Word | : |
| | Meaning | : | | Meaning | : |
| | Sentence | : | | Sentence | : |

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	
Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson does the passage teach you? Write in three sentences.
3. How did the story relate to your own experience dealing with copyright issues? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

Unit 10 TECHNOLOGY IN EDUCATION

General learning goal

At the end of this lesson, you will be able to develop your understanding of the passage and make meaning of the text pertaining to technology in education contexts in meaningful ways.

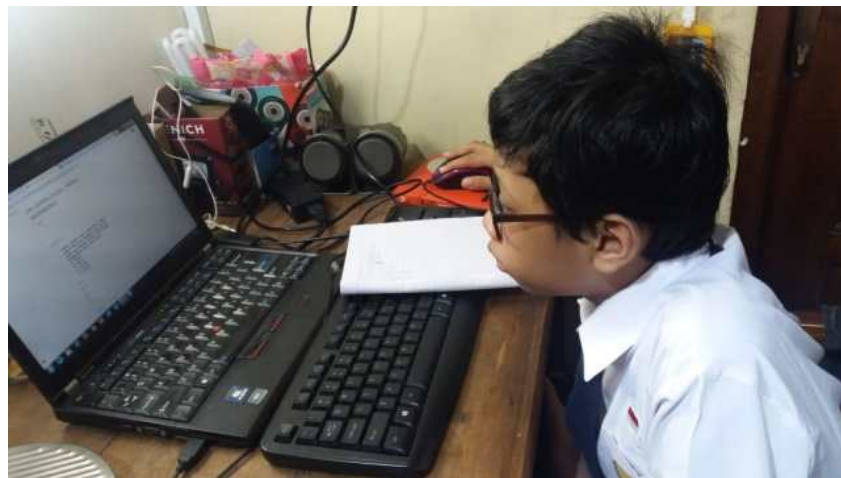
Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information of the text;
- b. Discuss the content of passage with your partner; and
- c. Reflect your reading and relate it with your life context.

Task 1 What do you see?

Do you have any experience of sitting in an online test? Online testing becomes a common practice in 21st century learning where students sit, face their laptop and do the test. Now, please write between 3 and 5 sentences describing the picture. You may include experiences or stories how the picture pertains to the discourse of copyright respect.



Source: <https://niken65.wordpress.com/2020/06/09/tes-daring-pengganti-penilaian-akhir-tahun-pat-di-smpn-1-yogyakarta/>

Task 2 Vocabulary in Context

When you talk about online testing, you may use words related to how you discuss what to prepare and how to do while sitting in an online test. Please list 10 words in the table below and write a sentence of each word.

- | | | | | | | | |
|----|----------|---|--|----|----------|---|--|
| a. | word | : | | f. | Word | : | |
| | Meaning | : | | | Meaning | : | |
| | Sentence | : | | | Sentence | : | |
| b. | word | : | | g. | Word | : | |
| | Meaning | : | | | Meaning | : | |
| | Sentence | : | | | Sentence | : | |
| c. | word | : | | h. | Word | : | |
| | Meaning | : | | | Meaning | : | |
| | Sentence | : | | | Sentence | : | |
| d. | word | : | | i. | Word | : | |
| | Meaning | : | | | Meaning | : | |
| | Sentence | : | | | Sentence | : | |
| e. | word | : | | j. | Word | : | |
| | Meaning | : | | | Meaning | : | |
| | Sentence | : | | | Sentence | : | |

Task 3 What's in the Text?

The following text entitles **Testing in the 21st Century**. Please predict in three sentences how the text discusses about testing in 21st century. Is it a pro and con of online testing? Or is it about a description how to do online testing? Begin your sentence with "I think the text is about ..."

Task 4 First Reading

Please read the following passage in pairs no more than ten minutes. Discuss with your pairs what the passage is about. Answer the questions that follow.

Testing in the 21st Century

Before the invention of computers and the internet, the average classroom was similar to the world outside. People worked at desks, got information from

books, and wrote with pencils. However, today the outside world is very different. People can get information anytime and anywhere. They use this information in their work and daily lives. At the same time, most schools do not allow students to use this tool when they are taking tests. This policy needs to change. Clearly, if schools want to prepare students for the future, they need to allow college students to use the internet when they are taking tests.

Students should have internet access while they are taking tests because the internet is the most important tool in the modern world. Like other tools, students need to learn to use the internet if they want to be successful. For example, an accountant who knows how to get information about tax laws will save client's money. A doctor who can get correct information about new medicines can help her patients. In addition, information changes quickly. For example, new scientific information replaces old information every day. No human can learn about or remember all the changes, so people are better off if they can look up the newest information. Finally, people are using more information now than in the past. Take today's global economy. Business students need to learn about different markets and products, and they need to know where to get the best information. Having experience using the internet to get the right information is more helpful than studying textbooks with information that may not be true anymore.

Old-fashioned people say students need to study facts and information and then use their memories to take tests. They say being able to memorize is important. They have a point. Memorizing is useful for some things like poetry, passwords, and people's names. However, it is not realistic to think that memorizing is the main skill for life outside of school. Students will be more qualified if they learn how to use the internet to get useful new and correct information. Instead, schools can change their tests so that new ways of getting information are part of the test.

In conclusion, the internet is the most important tool for human beings in the world today. Schools need to stop being afraid of it. Being able to go online during test is a better way to help college students prepare for the real world.

Questions

1. What is the passage about? Write in three sentences.
2. What can you learn most from the passage? Write in two sentences.

Task 4 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than ten minutes. You will learn the general information of each paragraph. Answer the questions that follow.

Questions

1. What does the first paragraph tell you about? What's the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What does the third paragraph tell you about? What's the evidence? Write your answer in two sentences.
4. What can you imply from the last paragraph? Write in two sentences.

Task 5 Third Reading

You and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two questions that follow.

1. What makes the world same before and after internet comes? Answer in one sentence.
2. Why do you think school forbids students use internet in testing at first? One sentence please
3. Why can students access internet when taking a test? Give one example.
4. Do you agree with this, "No human can learn about or remember all the changes"? Write your reason in one sentence.
5. What does the word *old-fashioned people* mean as stated in the text? Explain in one sentence.
6. What do you think of the intention of the author writing this text? Explain in two sentences.

Task 6 Fourth Reading

Read for the final round by yourself. This task aims to help you learn new words and grammar. List 6 difficult words you found from the text. And then, write new grammatical features that you can find from the text.

- | | | | |
|----|------------|----|------------|
| a. | Word : | d. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| b. | Word : | e. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |
| c. | Word : | f. | Word : |
| | Meaning : | | Meaning : |
| | Sentence : | | Sentence : |

Write two grammatical features here.

Tense 1	
Sentence	
Analysis	

Tense 2	
Sentence	
Analysis	

Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage in 5 sentences.

Task 8 Reflection

Please reflect your reading activities. Use the questions below to guide your reflective practice.

1. Was your prediction in Task 3 correct? Why or why not?
2. What lesson does the passage teach you? Write in three sentences.
3. How did the story relate to your own experience dealing with testing with internet ? Write in three sentences.
4. What did you learn from this lesson? Write in two sentences.
5. What difficulties did you find in the lesson? Write in two sentences.

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