



# **TEACHING MANUAL BOOK FOR BASIC ACADEMIC ENGLISH**

**WITH A COMMUNICATIVE  
APPROACH**



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"Mastering Academic English: A Communicative Approach" is a comprehensive teaching manual designed to empower educators in guiding students through the fundamental aspects of basic academic English. This meticulously crafted resource adopts a communicative approach, fostering an interactive and engaging learning environment that promotes effective language acquisition. Key Features:

**Foundational Concepts:** The manual covers essential grammatical structures, vocabulary, and language skills necessary for academic success. Each concept is presented in a clear and accessible manner, allowing both educators and students to grasp the foundations of academic English effortlessly.

**Communicative Strategies:** Emphasizing the importance of communication in language learning, the manual incorporates a variety of interactive activities, group discussions, and real-world scenarios. These activities not only reinforce language skills but also encourage students to express themselves confidently in academic settings.

**Practical Exercises:** The manual provides a wealth of practical exercises that cater to diverse learning styles. From role-playing exercises to collaborative projects, educators will find a range of activities to reinforce language skills while making the learning process enjoyable for students.

**Assessment Tools:** The manual offers a variety of assessment tools, including quizzes, assignments, and speaking assessments, to help educators gauge student progress accurately. These tools are designed to provide constructive feedback and support continuous improvement in language proficiency.

**Teacher Support:** Understanding the challenges educators may face, the manual includes practical tips, teaching strategies, and sample lesson plans to facilitate effective instruction. Additionally, it addresses common pitfalls in language teaching and suggests solutions to enhance the overall teaching experience.

With its emphasis on communication, cultural relevance, and practical exercises, this manual equips both teachers and students with the tools needed for success in the academic realm of English language learning.

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**Darmawati., S.Kom., M.Pd**



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FOR BASIC ACADEMIC ENGLISH WITH A  
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## PREFACE

Praise be to God SWT's unceasing presence because of the blessings of mercy and gifts bestowed by Him so that this book can be completed in a timely manner. The book is titled "Teaching Manual Book For Basic Academic English With A Communicative Approach". The author expresses his deepest gratitude to his family and all those who have provided support, motivation and direction as well as assistance during the author's completion of this book.

The systematics of this book refers to related concepts and discussions, consisting of 14 unit which are explained in detail in the discussion of each chapter.

|         |   |
|---------|---|
| UNIT 1  | Bluetooth (Speaking) Synonym In Short Conversation (Listening)                        |
| UNIT 2  | Computer Technology (Speaking) Who, What, Where (Listening)                           |
| UNIT 3  | Social Media (Speaking) Negative Expression (Listening)                               |
| UNIT 4  | Agreement And Artificial Intelligent  |
| UNIT 5  | Whatsapp Application (Speaking) Contary Meaning (Listening)                           |
| UNIT 6  | Web Programming (Speaking Idiomatic Expressions (Listening)                           |
| UNIT 7  | Strategy With One Clause  |
| UNIT 8  | Appositives, Preposition And Database   |
| UNIT 9  | Computer Network (Speaking) Participles And Degrees Of Comparison (Listening)         |
| UNIT 10 | Multiple Clauses And Operation System   |
| UNIT 11 | Reading And Speaking About Android Operating System                                   |
| UNIT 12 | Network Security (Speaking) Stated And Unstated Detail Questions (Reading)            |
| UNIT 13 | Computational Thinking (Discussion) Pronoun Referents And Implied Questions (Reading) |
| UNIT 14 | Review Of Units   |

The author hopes that this book can be useful for readers and can be a reference for research taken in the same field. The author realizes that this book cannot be separated from shortcomings. Therefore, the author apologizes and is open to criticism and suggestions for future improvements.

Author

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# UNIT 1

## BLUETOOTH (SPEAKING) SYNONYM IN SHORT CONVERSATION (LISTENING)

| Detail   | Procedure  |
|--|--|
| Chapter 1<br>(100 minutes)   | <b>Synonym</b>   |
| Learning objective   | <ul style="list-style-type: none"> <li>✓ Students understand synonym</li> <li>✓ Students are able to use synonym words which connect to Blue tooth.</li> <li>✓ Students are able to understand listening exercise</li> </ul>   |
| <b>Part 1 vocabulary and conversation</b>  |  |
| <b>Introduction (5 minutes):</b> Show a few examples on the board to visually represent pairs of synonyms. | <p>Synonyms are words that have similar meanings. Imagine you have a word, like a key on your phone, and there is another word that opens the same door of meaning. These words are synonyms—they might look different, but they unlock the same idea.</p> <p><b>Example with Bluetooth Technology:</b> Let's take the word "connect" in the context of Bluetooth technology. In the world of Bluetooth, there are other words that mean almost the same thing, like "pair" or "link." These words are like friends that help you achieve the same goal—making your devices communicate wirelessly.</p> <ul style="list-style-type: none"> <li>• <b>Connect:</b> You can connect your phone to a speaker using Bluetooth.</li> <li>• <b>Pair:</b> You can pair your phone with a speaker using Bluetooth.</li> </ul> |

# UNIT 2

## COMPUTER TECHNOLOGY (SPEAKING) WHO, WHAT, WHERE (LISTENING)

| Detail   | Procedure   |
|--|---|
| Chapter 2<br>(100 minutes)   | Who,what, where and computer Technology   |
| Learning<br>objective  | ✓ By the end of the lesson, students will be able to use the question words "who," "what," and "where" to inquire and respond about basic computer technology concepts.   |
| Opening  | Great students in comfortable manner  |
| Exercise 2.1<br>Bridging: (15)<br>Review the last lesson by asking open ended questions. | <ol style="list-style-type: none"> <li>1. Is Bluetooth a wireless technology?</li> <li>2. Does Bluetooth enable communication between devices without using cables?</li> <li>3. Is Bluetooth commonly used for connecting smartphones to other devices?</li> <li>4. Can Bluetooth be used for transferring files between devices?</li> <li>5. Is Bluetooth technology based on radio waves?</li> <li>6. Does Bluetooth allow for short-range communication between devices?</li> <li>7. Is Bluetooth commonly used for connecting headphones to smartphones?</li> <li>8. Can Bluetooth be used to connect a keyboard to a computer?</li> <li>9. Is Bluetooth technology commonly found in cars for hands-free calling?</li> <li>10. Does Bluetooth enable the connection of multiple devices simultaneously?</li> </ol> |

# UNIT 3

## SOCIAL MEDIA (SPEAKING) NEGATIVE EXPRESSION ( LISTENING)

| Detail  | Procedure  |
|---|--|
| Chapter 3<br>(100 minutes)  | <b>Negative Expression and social media</b>  |
| Learning<br>objective   | <ul style="list-style-type: none"> <li>✓ Students understand negative expression</li> <li>✓ Students are able to use negative expression which connect social media.</li> <li>✓ Students are able to understand negative expression in listening exercise.</li> </ul>  |
| <b>Part 1 vocabulary and conversation</b>   |  |
| <b>Exercise 3.1</b><br><b>Bridging: (15 Minutes)</b><br><ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Review the previous lesson by asking the about computer technology and ask questions</li> </ul> | <ol style="list-style-type: none"> <li>1. Is a computer used for sending emails?</li> <li>2. Do people use social media to connect with friends online?</li> <li>3. Can you play video games on a computer?</li> <li>4. Is Facebook a popular social media platform?</li> <li>5. Do computers need the internet to browse websites?</li> <li>6. Is Instagram a platform for sharing photos and videos?</li> <li>7. Can you watch movies on a computer?</li> <li>8. Is Twitter a platform for sharing short messages called tweets?</li> <li>9. Do people use computers to do online shopping?</li> <li>10. Is WhatsApp a messaging app for smartphones and computers?</li> </ol> |

# UNIT 4

## AGREEMENT AND ARTIFICIAL INTELLIGENT

| Detail   | Procedure  |
|--|--|
| Chapter 4<br>(100 minutes)   | <b>AGREEMENT AND<br/>Artificial Intelligent</b>  |
| Learning<br>objective  | <ul style="list-style-type: none"> <li>✓ Students understand agreement</li> <li>✓ Students are able to use agreement which connect Artificial Intelligent.</li> <li>✓ Students are able to understand the agreement in listening exercise.</li> </ul>  |
| <b>Part 1 vocabulary and conversation</b>  |  |
| <b>Introduction:</b>   | Greet students with comfortable manner   |
| <b>Exercise 4.1</b><br><b>Bridging:</b><br><ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Review the previous lesson by asking the about computer technology and ask questions</li> </ul> | <ol style="list-style-type: none"> <li>1. Do you have an account on at least one social media platform?</li> <li>2. Have you ever posted a photo on social media?</li> <li>3. Do you often use social media to stay connected with friends and family?</li> <li>4. Have you ever participated in an online discussion or forum on social media?</li> <li>5. Do you think artificial intelligence is already a part of your daily life?</li> <li>6. Have you ever used a product or service that utilizes artificial intelligence?</li> <li>7. Do you believe that artificial intelligence can enhance the efficiency of certain tasks?</li> <li>8. Have you encountered chatbots or virtual assistants while using online services?</li> </ol> |

# UNIT 5

## WHASAPP APPLICATION (SPEAKING) CONTARY MEANING (LISTENING)

| Detail   | Procedure  |
|--|--|
| Chapter 5<br>(100 minutes)   | <b>CONTARY MEANING AND ARTIFFIAL INTELLIGENT</b>   |
| Learning objective   | <ul style="list-style-type: none"> <li>✓ Students understand contrary meaning</li> <li>✓ Students are able to use contrary meaning which connect whatsApp.</li> <li>✓ Students are able to understand the contrary meaning in listening exercise.</li> </ul> |
| <b>Part 1 vocabulary and conversation</b>  |  |
| <p>Introduce to students contrary meaning (5 minutes)</p> <p>Structure If + past perfect, would have + past participle</p> <p>Example If I had studied, I would have passed the exam.</p> <p>Meaning: Expresses a condition that did not happen in the past and its hypothetical result</p> <p>More example</p> <p>If the power is off, the computer does not turn on.</p> <p>If you press the power button, the computer will start.</p> <p>If the hard drive crashed, you would lose all your files.</p> <p>If you had backed up your data, you wouldn't have lost everything.</p> |  |
| <b>Exercise 5.1</b><br><b>Bridging:( 15 minutes)</b><br>✓Great students with   | <ol style="list-style-type: none"> <li>1. Is WhatsApp a messaging application?</li> <li>2. Can WhatsApp be used for making voice calls?</li> <li>3. Does WhatsApp support video calls?</li> <li>4. Is WhatsApp owned by Facebook?</li> </ol>                 |

# UNIT 6

## WEB PROGRAMMING (SPEAKING IDIOMATIC EXPRESSIONS (LISTENING))

| Detail  | Procedure   |
|---|---|
| Chapter 6<br>(100 minutes)  | <b>Idiomatic expression and Web Programming</b>   |
| Learning<br>objective   | <ul style="list-style-type: none"> <li>✓ Students understand idiomatic expression</li> <li>✓ Students are able to use idiomatic expression in talking about web programming.</li> <li>✓ Students are able to understand idiomatic expression in listening exercise.</li> </ul>  |
| <b>Part 1 vocabulary and conversation</b>   |   |
| <b>Exercise 6.1</b><br><b>Bridging (10 minutes)</b> <ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Introduce the speaking topic by asking yes-no questions about Web programming</li> <li>✓ Encourage students to practice the questions in pair.</li> </ul> | <ol style="list-style-type: none"> <li>1. Is web programming suitable for Informatics engineering students?</li> <li>2. Does web programming involve creating content for the internet?</li> <li>3. Is web programming focused on building websites and web applications?</li> <li>4. Does web programming require knowledge of coding languages like HTML and CSS?</li> <li>5. Is understanding basic English sufficient to start learning web programming concepts?</li> <li>6. Does web programming involve the use of scripting languages like JavaScript?</li> <li>7. Is it possible for basic English students to create simple web pages after learning introductory web programming concepts?</li> <li>8. Does web programming require problem-solving skills and logical thinking?</li> <li>9. Can basic English students benefit from online resources and tutorials to learn web programming?</li> </ol> |

# UNIT 7

## STRATEGY WITH ONE CLAUSE

| Detail  | Procedure  |
|---|--|
| Chapter 7<br>(100 minutes)  | <b>Strategy with One Clause Algorithm and Language Programming</b>   |
| Learning objective  | <ul style="list-style-type: none"> <li>✓ Students understand one clause</li> <li>✓ Students are able to use one clause in talking about language programming</li> <li>✓ Students are able to identify one clause in multiple choice questions.</li> </ul>  |
| <b>Part 1 vocabulary and conversation</b>   |  |
| <b>Introduction:</b>  | Greet students with conformable manner then introduce the language programming by asking questions in one clause form .  |
| <b>Exercise 7.1 Bridging (30 minutes)</b> <ul style="list-style-type: none"> <li>✓ Introduce simple present tense by asking questions about algorithms.</li> <li>✓ Ask SS questions about language programming</li> </ul> | Simple present tense <ol style="list-style-type: none"> <li>1. Is an algorithm a set of instructions for solving a specific problem?</li> <li>2. Does every programming task require the use of algorithms?</li> <li>3. Can algorithms be written in natural language instead of a programming language?</li> <li>4. Is it true that algorithms are used to perform calculations and make decisions?</li> <li>5. Do programmers use algorithms to design and create software applications?</li> <li>6. Are algorithms only used by computer scientists and programmers?</li> </ol> |

# UNIT 8

## APPOSITIVES, PREPOSITION AND DATABASE

| Detail   | Procedure   |
|--|---|
| Chapter 8<br>(100 minutes)   | <b>Appositives, Preposition and DATABASES</b>   |
| Learning objective   | <ul style="list-style-type: none"> <li>✓ Understand the structures of appositive and preposition</li> <li>✓ Create sentences with appositives;</li> <li>✓ Students are able to use the prepositions and appositives in discussion databases</li> <li>✓ Students are able to identify appositives and preposition in multiple choice questions.</li> </ul>   |
| <b>Part 1 vocabulary and conversation</b>  |   |
| <b>Exercise 8.1</b><br><b>Bridging (20 minutes)</b> <ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Introduce the speaking topic by asking yes-no questions about database.</li> <li>✓ Encourage students to practice the</li> </ul> | <ol style="list-style-type: none"> <li>1. Is a database a collection of organized information?</li> <li>2. Do databases help store and manage data efficiently?</li> <li>3. Are databases used to retrieve information easily?</li> <li>4. Can you create a database to store information about your favorite books?</li> <li>5. Is Excel a type of database software?</li> <li>6. Do databases play a crucial role in many computer applications?</li> <li>7. Can databases store both text and numerical data?</li> <li>8. Is it possible to update information in a database?</li> </ol> |



# UNIT 9

## COMPUTER NETWORK (SPEAKING) PARTICIPLES AND DEGREES OF COMPARISON (LISTENING)

| Detail  | Procedure   |
|---|---|
| Chapter 9<br>(100 minutes)  | <b>PARTICIPLES AND DEGREES OF<br/>COMPARISON AND COMPUTER<br/>NETWORK</b>   |
| Learning<br>objective   | <ul style="list-style-type: none"> <li>✓ Students are able to understand Participle an degrees of comparison in the context.</li> <li>✓ Students are able to Identify Participle an degrees of comparison in exercises.</li> <li>✓ able to use Past Participle and Degrees of Comparison in discussing computer network</li> </ul>  |
| <b>Part 1 vocabulary and conversation</b>   |   |
| <b>Exercise 9.1<br/>Bridging (15<br/>minutes)</b> <ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Introduce the speaking topic by asking yes-no questions about computer networking</li> <li>✓ Encourage students to</li> </ul> | <ol style="list-style-type: none"> <li>1. Is computer networking more complex than standalone computing systems?</li> <li>2. Does the speed of data transmission in wired networks usually surpass that of wireless networks?</li> <li>3. Is it accurate to say that larger networks often require more advanced security measures than smaller ones?</li> <li>4. Are modern networking protocols generally more efficient than their predecessors?</li> <li>5. Does the cost of setting up a wired network usually exceed the cost of establishing a wireless network?</li> <li>6. Is the demand for skilled network administrators increasing faster than the need for other IT professionals?</li> </ol> |

# UNIT 10

## MULTIPLE CLAUSES AND OPERATION SYSTEM

| Detail   | Procedure  |
|--|--|
| Chapter 10<br>(100 minutes)  | <b>MULTIPLE CLAUSES AND OPERATION SYSTEM</b>   |
| Learning objective   | <ul style="list-style-type: none"> <li>✓ Students are able to understand multiple clause in the context.</li> <li>✓ Students are able to Identify multiple clauses in exercises.</li> <li>✓ able to use multiple clauses in discussing operating system</li> </ul>   |
| <b>Part 1 vocabulary and conversation</b>  |  |
| <b>Exercise 10.1</b><br><b>Bridging</b><br><b>Bridging</b><br><ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Introduce the speaking topic by asking yes-no questions about operating system.</li> <li>✓ Encourage students to practice the</li> </ul> | <ol style="list-style-type: none"> <li>1. Does the operating system manage hardware resources such as CPU, memory, and storage?</li> <li>2. Is it true that an operating system acts as an intermediary between the user and the computer hardware?</li> <li>3. Does an operating system facilitate communication between software applications and computer hardware?</li> <li>4. Is it accurate to say that every computer must have an operating system to function?</li> <li>5. Does the operating system play a role in file management and organization on a computer?</li> <li>6. Is it true that an operating system provides a user interface to interact with the computer?</li> </ol> |

# UNIT 11

## READING AND SPEAKING ABOUT ANDROID OPERATING SYSTEM

| Detail  | Procedure  |
|---|--|
| Chapter 11<br>(100 minutes)   | <b>Reading and Speaking about Android Operating System</b>   |
| Learning objective  | <ul style="list-style-type: none"> <li>✓ Students are able to understand Participle an degrees of comparison in the context .</li> <li>✓ Students are able to Identify Participle an degrees of comparison in exercises.</li> </ul> <p>Able to use Past Participle and Degrees of Comparison in discussing computer network</p>  |
| <b>Part 1 vocabulary and conversation</b>   |  |
| <b>Exercise 11. 1</b><br><b>Bridging</b> <ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Introduce the speaking topic by asking yes-no questions about Android operating system.</li> <li>✓ Encourage students to practice the</li> </ul> | <ol style="list-style-type: none"> <li>1. Is Android an operating system used in smartphones?</li> <li>2. Can you find Android on iPhones?</li> <li>3. Is Android an open-source operating system?</li> <li>4. Is it possible to customize the appearance of your Android phone?</li> <li>5. Can you download apps from the Google Play Store on an Android device?</li> <li>6. Is Android developed by Google?</li> <li>7. Does Android support a variety of phone brands, not just one specific brand?</li> <li>8. Can you use voice commands to control your Android phone?</li> <li>9. Is Android considered user-friendly for beginners?</li> </ol> |

# UNIT 12

## NETWORK SECURITY (SPEAKING) STATED AND UNSTATED DETAIL QUESTIONS (READING)

| Detail   | Procedure   |
|--|---|
| Chapter 12<br>(100 minutes)  |   |
| Learning objective   | <ul style="list-style-type: none"> <li>✓ Students are able to speak about network security.</li> <li>✓ Students are able to comprehend reading passage about network security</li> </ul>  |
| <b>Part 1 vocabulary and conversation</b>  |   |
| <b>Exercise 12.1</b><br><b>Bridging</b><br><ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Introduce the speaking topic by asking yes-no questions about network security.</li> <li>✓ Encourage students to practice the questions in pair.</li> </ul> | <ol style="list-style-type: none"> <li>1. Is network security focused on protecting computer systems and data from unauthorized access?</li> <li>2. Does network security involve measures to prevent and detect potential cyber threats?</li> <li>3. Is the goal of network security to ensure the confidentiality of information transmitted over networks?</li> <li>4. Does network security play a role in safeguarding against malicious software, such as viruses and malware?</li> <li>5. Is the concept of passwords part of network security to control access to devices and accounts?</li> <li>6. Does network security involve the use of firewalls to monitor and filter incoming and outgoing network traffic?</li> </ol> |

# UNIT 13

## COMPUTATIONAL THINKING (DISCUSSION) PRONOUN REFERENTS AND IMPLIED QUESTIONS (READING)

| Detail  | Procedure   |
|---|---|
| Chapter 13<br>(100 minutes)   | <b>COMPUTATIONAL THINKING<br/>(DISCUSSION)<br/>PRONOUN REFERENTS AND IMPLIED<br/>QUESTIONS (READING)</b>  |
| Learning objective  | <ul style="list-style-type: none"> <li>✓ Students are able to speak about network security.</li> <li>✓ Students are able to comprehend reading passage about network security</li> </ul>  |
| <b>Part 1 vocabulary and conversation</b>   |   |
| <b>Exercise 13.1</b><br><b>Bridging</b> <ul style="list-style-type: none"> <li>✓ Great students with comfortable manner.</li> <li>✓ Introduce the speaking topic by asking yes-no questions about computational thinking.</li> <li>✓ Encourage students to practice the questions in pair.</li> </ul> | <ol style="list-style-type: none"> <li>1. Is computational thinking a problem-solving approach used in computer science and everyday life?</li> <li>2. Does computational thinking involve breaking down complex problems into smaller, manageable parts?</li> <li>3. Is computational thinking only applicable to professionals in the field of computer science?</li> <li>4. Does computational thinking focus on using algorithms to solve problems step by step?</li> <li>5. Can computational thinking help individuals in organizing and analyzing information more effectively?</li> <li>6. Is computational thinking about understanding the principles behind how computers work?</li> </ol> |

# UNIT 14

## REVIEW OF UNITS

**Listening exercise:**

- ✓ Understand all the listening skills required in short conversations
- ✓ Understand all the topics on Structure & Written Expressions studied
- ✓ Understand all the skills studied on reading

### Exercises14.1

|    |   |
|----|---|
| 1. | A. In a business office<br>B. In a travel agency<br>C. At a bar<br>D. In a doctor's office  |
| 2  | A. She was sure to greet her boss.<br>B. She bought some sheets.<br>C. She got a new piece of clothing.<br>D. She couldn't find anything because she's too short  |
| 3  | A. She would have preferred a better hotel.<br>B. Only a few hotels would have been better.<br>C. The view from the hotel room was spectacular.<br>D. D. The hotel was all right, except for the poor view. |
| 4  | A. Have a bite to eat<br>B. See a doctor<br>C. Try the rest of the work<br>D. Take a nap  |
| 5  | A. She isn't exact about what she gives to others.<br>B. She generally forgives others.   |

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## **AUTHOR'S BIOGRAPHY**

Darmawati, S.Kom., M.Pd adalah seorang dosen bahasa Inggris di program studi teknik informatika, fakultas ilmu komputer di Universitas Pamulang. Dia memiliki latar belakang pendidikan yang kuat, dengan gelar S.Kom yang diterima dari SMIK Bani Saleh Bekasi pada tahun 2008 dan gelar M.Pd dari Universitas Negeri Jakarta pada tahun 2012.

Selain itu, Darmawati juga sedang melanjutkan pendidikan tinggi dengan program doktor (S3) di Universitas Malaysia Sabah dengan fokus pada program studi Teaching English as a Second Language (TESL). Program studi ini akan membantu mengembangkan pemahamannya dalam metode pengajaran bahasa Inggris sebagai bahasa kedua, yang akan sangat berguna dalam pekerjaannya sebagai dosen bahasa Inggris di program studi teknik informatika.

Dengan latar belakang pendidikan yang beragam dan pengalaman pendidikan yang terus berkembang, Darmawati dapat memberikan kontribusi yang berharga dalam meningkatkan kemampuan siswa dalam berkomunikasi dalam bahasa Inggris dan mempersiapkan mereka untuk sukses dalam bidang teknik informatika di Universitas Pamulang.





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