Special

(SPECIFIC PURPOSIVE ENGLISH IN COMPREHENSIVE MATERIALS)

for Plantation 1

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SPECIAL (Specific Purposive English in Comprehensive Materials) for Plantation 1

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PREFACE

It is my honour to serve all the bright readers with English materials compiled in this book. So, I would like to thank these people who also take their big roles in this book birth:

1. My little family: my husband and my little champ, Atta

2. All of my colleagues in my institution, Politeknik LPP Yogyakarta

I hope you, the great readers, can enjoy reading the book and get insight to enhance your English skills. Please feel free to contact me at arini@polteklpp.ac.id to drop comments or enhancement about this book.

Arini Sabrina, M.Pd.

SYNOPSIS

This book, entitled *Special for Plantation 1*, is made specifically for plantation students. All of the materials inside are prepared for the bullets to enhance English skills in basic level. All four skills become the base of material compilation in order that the students grasp the complete English learning. Besides, this book is also completed with explanations, examples, and tasks which are targeted to explore the students' critical thinking skills on the higher level, especially on plantation.

FORMAL INTRODUCTION

Starter

How do you introduce yourself?

Do you have different ways in having formal and informal introduction?

What are DOs and DON'Ts in formal introduction?

What should we say to introduce ourselves in a formal meeting?

Main Course

To start the materials, let's watch the video at https://s.id/INTRODUCTION

I'm (first name) OR My name's (first name)

Unlike informal one, formal introduction is a simple but tricky moment that we usually do in some important occasions. If we do it well, everything will run smoothly. On the contrary, if we break some 'formality' rules, disasters might come to ruin our guests' impressions of us.

In informal introduction, we might simply say the name only preceded with *'Hi!'*. But, there are other things that you should add in the formal one. Thus, there are some tips that you can do to enhance your great introduction formally:

- Welcome everyone.

- Make sure that you look at everyone with a smiling and honoring face.

- Start your short and compact introduction.

- Mention full and nick names.

- Mention what company you represent.

- Mention your position in your company.

There are some expressions that can be used in formal introduction, especially in a meeting:

- *Good morning. Let me introduce myself. My name is Anggara Bayu. You can call me Bayu. It is an honour to meet you here.*
- *Welcome to [name of company or event]. My name is [name] and I am the [job title or background information].*
- *Thank you for coming today. I'm [name] and I'm looking forward to talking with you today about [your topic].*
- *Good morning/afternoon ladies and gentlemen. I'd like to quickly introduce myself. I am [name] from [company or position].*
- *On behalf of [name of company], I'd like to welcome you today. For those of you who don't already know me, my name is [name] and I am [job title or background].*
- *Hello everybody, and thanks for joining. I'm Atta Pradika, project manager at Trainea, and I'll be chairing the meeting today.*
- *Hello, my name's Sarah Syifa. I'm the project manager for the Indonesia team. That means I coordinate our teams in the Padang, Jakarta, and Makassar sites. I've been working at Well Office since 2008 and I've been project manager since 2014.*

From the expressions above, there are some points that can be broken down:

1. Telling job position:
- *I am a foreman in Socfin Company.*
- *I'm responsible for...*
- *I manage the human resources department.*
- *My job is to...*
- *I work in...*
- *I take care of...*

2. Stating the work experience duration
- *I've been in this company for 3 years.*
- *I've been managing this department for a year.*

- *I've been working for my company for 10 years.*
- *I've been in the current position for 2 years.*

3. Explaining the next discussion
- *I'd like to talk about the improvement of our company so far.*
- *I'm here to discuss...*
- *I'm going to...*
- *Today we're having a discussion about...*

The last, to get your enrichment about formal self-introduction, you can see the video at https://bit.ly/INTRODUCEURSELF .

taken from https://www.youtube.com/watch?v=NWFDwsNbnP8&t=2s
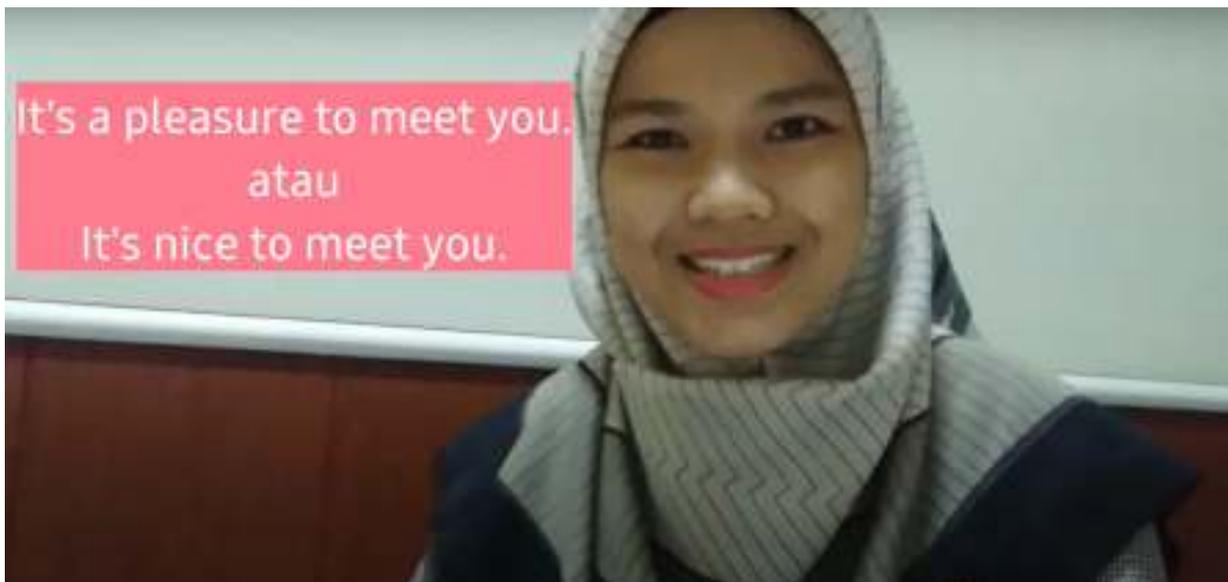
Task

1. Create a short video of your formal introduction.
2. Wear a formal suit and act like your dream position in a plantation company. Do the introduction and add some preliminary statement of starting a meeting.
3. Do not read a note. That's why, understand and memorize each expression.
4. Upload your video on your YouTube account with adding some hashtags such as #polteklpp #politekniklpp #jogja #yogyakarta #perkebunan #english
5. Last, set the video as public, not unlisted.

PARTS OF SPEECH

Starter

What are parts of speech?

Can you give some examples of parts of speech?

How you differentiate between noun and subject?

Main Course

Parts of speech are words classified based on their functions in a sentence/ discourse. At least there are 9 of them such as noun, pronoun, verb, and so on. The picture below can describe and exemplify the parts of speech completely:

PART OF SPEECH	DEFINITION	EXAMPLE
NOUN	A person, place, thing, or idea	Her cat likes to cuddle in the morning
PRONOUN	Replaces a noun	It jumped into the back of the truck
ADJECTIVE	Describes a noun	Our fantastic library is unlike any other.
ARTICLE	Specifies a noun	The fish swam fiercely away from a shark.
VERB	Action	She drank her delicious coffee
ADVERB	Describes a verb	Dave ran quickly down the hall
CONJUNCTION	Connects words, phrases, or sentences	Julie and Sam went hiking last week.
PREPOSITION	Links a noun to another word or phrase	I'll be at Central Park tomorrow morning
INTERJECTION	Short exclamation	Oh! Wow! Ouch!

taken from https://www.teacherspayteachers.com/Product/Parts-of-Speech-Reference-Sheet-FREEBIE-6052533

A. NOUN

Noun is something. It can be only a cat, a person, a place, even state of feeling. It also either contain 1 thing or more than one. It has also many types figured out below:

TYPES OF NOUNS IN ENGLISH

Type	Description	Type	Description
Common Noun	Nonspecific people, places, things or ideas	**Uncountable Noun**	Cannot be counted
Eg: Table, book, window, friends etc...		Eg: Bread, money, milk, food, water, snow, rice etc...	
Proper Noun	Specific people, places, things...	**Compound Noun**	Made up of two or more smaller words
Eg: John, Anna, London, Pacific Ocean etc...		Eg: Sister-in-law, schoolboy, fruit juice, textbook etc...	
Abstract Noun	Something that you can not perceive with your five senses	**Collective Noun**	Refer to a group of things as one whole
Eg: Freedom, love, courage etc...		Eg: Bunch, audience, flock, group, family etc...	
Concrete Noun	Something that you can perceive with your five senses	**Singular Noun**	Refer to one person, place things, or idea
Eg: Apple, dog, house, flower etc...		Eg: Dog, horse, ship, monkey, hero etc...	
Countable Noun	Can be counted	**Plural Noun**	Refer to more than one person, place things, or idea
Eg: Pen/pens, orange/oranges, bike, house etc...		Eg: Dogs, horses, mouses, ships, babies etc...	

Englishstudyonline.org

suffixes are **-ance, -ant, -ence, -er, -ment**, and so forth. Some examples are given below:

1. appear => appearance
2. assist => assistant
3. depend => dependence
4. teach => teacher
5. improve => improvement

Meanwhile, you can also make up a noun simply by adding **-ing** after a verb to define it as the result or the process of the activity, one of which you can choose based on your intention. Here are the examples:

1. Read => reading
2. plant => planting
3. vote => voting

Another thing that you should know is about **noun phrase**. As named, this noun is in the form of a phrase or collection of some words making up a noun phrase. Some examples are such as: blue ocean, ripe fruit, binding book, wooden chair, beautiful rose bouquet, etc. This word

collection is by the way not made up unordered. It does have an order called as adjective order, which is explained below:

OPINION	SIZE	AGE	SHAPE	COLOR	ORIGIN	MATERIAL	PURPOSE	NOUN
silly		young			English			man
	huge		round			metal		bowl
	small			red			sleeping	bag
		old		green			wicked	witch

Next, you need to know about the difference between **noun phrase** and **compound noun**. When you read *a green house*, do you perceive it as a glasshouse or a house which is literally green in the colour?

This example is very interesting to discuss, since there is a crystal-clear difference between both previous terms. A noun phrase is just a collection of words which has a literal meaning. The way of writing the words is also simple: just separating them with space. On the contrary, a compound noun is a collection of words which has 'other' meaning. This 'other' meaning finally leads to the different way of writing the nouns: making the words into one new word (without space) or just separating the words with hyphen (-). Hence, when you see *green house,* it must be a house which is green. In contrast, when you read *greenhouse*, you must understand it as a conservatory or glasshouse.

B. PRONOUN

Besides noun, we also have pronoun. This term can function to replace the existence certain noun to avoid boredom. Take an example of the text below:

Palm oil is very beneficial for us. Palm oil has many nutrients for our body. Palm oil is also potential for biofuel. To add, palm oil can be used to produce many essential products like cosmetics, cooking oil, and so on.

What can you say about the text above? Is it boring, isn't it? It is because the use of words *palm oil* which is repeated. Thus, pronoun comes to give a solution. Palm oil then can be changed into *it* or *this oil*. The words *it* and *this* are referred to as pronouns.

The most complete categories of pronoun are then shown as follows:

TYPES OF PRONOUNS

Pronouns are words that we use in place of Nouns (or other Pronouns) in a sentence to make it less repetitive and less awkward.

PERSONAL PRONOUNS

Used for a specific object or person.

- Subjective Case: I, We, You, They, He, She, It
- Objective Case: Me, Us, You, Them, Him, Her, It
- Possessive Case: My, Our, Your, Their, His, Her, Its

DEMONSTRATIVE PRONOUNS

Used to show or identify one or a number of nouns that may be far or near in distance or time.

- This
- That
- These
- Those

INTERROGATIVE PRONOUNS

Used to ask questions about a person or object that we do not know about.

- Who
- Whom
- Which
- What
- Whoever
- Whichever

RELATIVE PRONOUN

Used to join or relate two different clauses together by referring to the noun in the previous clause using the pronouns.

- Who
- Whom
- Whose
- Which
- That

INDEFINITE PRONOUNS

Used to show unspecified objects or people, whether in plural or in singular.

- Someone
- Anybody
- Anyone
- Nowhere
- Few
- Many
- Nothing
- ...

REFLEXIVE AND INTENSIVE PRONOUNS

Used to indicate a noun which has been used in an earlier part of the same sentence.

- Myself
- Themselves
- Yourself
- Ourselves
- Herself
- Himself
- Itself

RECIPROCAL PRONOUN

Used when two or more nouns are doing or being the same to one another.

- Each other
- One another

www.eslgrammar.org

From the figure above, it can be concluded that there are many pronouns differentiated from the category. When the pronoun *I,* for example, is used in the object, there will be a change into *me.* For the clearer understanding, here are some examples for you:

1. **I** read a story.
   Subjective
2. The story makes **me** moved.
   Objective
3. The cake is **mine**.
   Possessive
4. I will do it **myself**.
   Reflexive

C. ADJECTIVE

Adjective modifies or specifies a noun or pronoun. For example, when there is a person who talks about certain cat she met, she will probably specify by saying, "I saw a **beautiful** cat". The bold word 'beautiful' represents an adjective. Is it the only example? Of course, not.

Please check the adjective order in the noun phrase section before to get more examples of adjective.

D. ARTICLE

Article is used to specify the noun. At least there are three examples of article. Those are *the, a,* and *an*. 'the' is used to specify the noun when it is known. Pay attention on the examples which are provided below:

1. *Men are the opposite of women.*
2. *I see the men wearing black capes.*

The first example talks about 'men' as general. On the contrary, the second example conveys about certain or specific 'men'. Thus, this specific function of 'the' makes it called as 'definite article'.

Besides 'the', there are also 'a' and 'an' which are used when the noun is unknown. The examples are as follows:

1. ***A bicycle*** *had been sent to Anne's house.*
2. *We will try to find **a university** for you.*
3. I have **an apple** in my bag.
4. It takes about **an hour**.

From the examples above, there are some rules that should be followed in using these two articles. 'a' is used before the noun starting with consonant sound/ pronunciation of the first syllable, while 'an' is used before the noun starting with vowel sound/ pronunciation of the first syllable.

E. VERB

Verb here represents the action or activity in the discourse/ sentence. These usually come after subject. Some examples of verb can be learnt below in the bold way:

1. *The students **learn** English.*
2. *They **fertilised** the plants.*
3. *I am **reading** a plantation article.*
4. ***Come** here!*
5. *Boy hasn't **seen** anything.*

From the examples above, the forms of the verb are also various, based on the tenses used (consider the time and the subject). As an example, for word 'see', there can be 'see' for present tense, 'saw' for past tense, 'be + seeing' for continuous tense, or 'have/ has/ had seen' for perfect tense. The more detailed explanation of the verbs in various tenses will be discussed on the tenses section.

F. ADVERB

In Indonesian, there is *kata keterangan* which has several categories such as *kata keterangan tempat, waktu, cara,* and the like. This 'kata keterangan' best replaces the word of 'adverb'. As in Indonesian, in English there also exist adverb of time, adverb of place, and many more. Some examples of adverbs are as follows:

1. Adverbs of time: now, yesterday, tomorrow, two days ago.
2. Adverbs of place: here, there, inside, nowhere.
3. Adverbs of frequency: once, twice, three times, always, usually.
4. Adverbs of manner: so, slowly, accurately, carefully, beautifully, fast.
5. Adverbs of degree: so, too, rather, almost.

G. CONJUNCTION

This term is used to link/ connect words, clauses, even sentences. The basic known conjunctions are such as: *but, and, or.* However, there are more examples if it such as *while, besides, so, if, since, although,* and many more which will be discussed on the section of sentence with multiple clauses.

H. PREPOSITION

In https://dictionary.cambridge.org/, preposition is defined as "a word that is used before a noun, a noun phrase, or a pronoun, connecting it to another word." The examples are such as: *for, of, from, with, over, on, in,* etc.

I. INTERJECTION

Interjection is like '*kata seru'* in Indonesian. So, the examples are such as: *Gosh! Ouch! Wow!*

Task

Determine the parts of speech in the text below.

SA Sugar Cane Growers Welcome Cotton as A Rotational Crop

Sugar cane growers have expressed optimism about using cotton production as part of a diversification strategy.

This emerged in a recent study conducted as part of the Sugar Value Chain Master Plan, according to Andrew Russell, chairperson of the South African Cane Growers' Association.

In recent years, the sugar industry had faced a range of challenges from drought and plunging global sugar prices, to the threat of cheap imports and the tax on sugar-sweetened beverages, commonly referred to as the sugar tax.

The master plan was designed to help the industry recover from these challenges, and to position the industry for a prosperous future, with one aspect being considering whether the production of sugar cane products, other than sugar, would be more profitable, and whether diversifying into other crops, such as cotton, could be beneficial for producers, Russel said.

The study found that cotton could be a profitable rotation crop for sugar cane producers, and that it held benefits for soil health as well.

Cotton also required relatively low start-up capital, making it an ideal rotational crop for small- scale growers.

When cotton was farmed on a small scale, it also created additional short-term job opportunities for cotton pickers during the harvesting process, compared with the high capital outlay for expensive mechanisation associated with commercial operations.

According to the report, new genetically modified varieties of cotton could produce yields of between 4t/ha and 5t/ha under irrigation, which amounted to a return of about R35 000/ha.

While this was nowhere near the revenue that could be generated per hectare for sugar cane, it was preferable to having no income while growers allowed their lands to lay fallow between plantings.

Dreyer Senekal, a commercial sugar cane grower in KwaZulu-Natal agreed that there was good potential for using cotton as a rotational crop.

"I have been using cotton as a rotational crop for the past four years. When we [remove] old cane after seven to 10 years, we establish cotton in March, and harvest in September. We then plant sugar beans, allowing us an additional income before we replant the cane within a 12-month period," he explained.

Senekal said the strong tap root of cotton loosened up the soil compaction caused by sugar cane production, and because it was Roundup Ready seeds, weed infestation could be managed before re-establishing cane.

"I am experiencing a 10% to 15% yield increase in my cane after the cotton and sugar bean rotation," he said.

Challenges associated with cotton mentioned in the report were the limited number of cotton gins in South Africa, which typically made production machinery available to growers, helping to keep start-up costs low.

More extension assistance was also required, especially in areas new to cotton production, the report added.

taken from https://www.farmersweekly.co.za/agri-news/south-africa/sa-sugar-cane-growers-welcome-cotton-as-a-rotational-crop/

SENTENCE

Starter

What is a sentence?

What elements are in a sentence?

Which elements are obligatory to make up a sentence?

Which one is a sentence from the options below?

1. The shop which is so well-known

2. The shop will close soon.

3. The shop I love

4. The shop that I have ever passed by

5. The shop

Main Course

A. DECLARATIVE SENTENCE RULE

When we talk about sentence, we should understand the definition of phrase and clause first. We can say that phrase is a group of words standing together as a single grammatical unit to be a part of clause or sentence, while clause is like a sentence (it can stand alone with full meaning/ idea) before it is added with punctuation mark like full stop, and so on. However, this only attributes one type of clause that is called as independent clause. On the contrary, dependent clause cannot stand alone without the aid from independent clause, since its idea has not finished yet.

Let's have a look at some examples below:

1. *This beautiful bouquet which is very pricy*

The example above, although it is very long that way, is still classified as noun phrase, because they are just a group of words explaining the main noun (bouquet).

2. *Your Dad went home <u>when you were fertilising the plant</u>.*

For number two, there are two parts. The first part which is NOT underlined is called as independent clause since this clause has full thought and can stand alone. Meanwhile, the underlined part is dependent clause because it is still like unfinished when the independent one is omitted.

Furthermore, here you have to also understand some other types of clauses which are subordinates of dependent clause. There are 3: **adjective clause, adverb clause, and noun clause**. They might sometimes confuse anyone who will determine whether they are a clause or a sentence. Now sit tight and read the information carefully.

Although they are like a sentence, but again, these three are only clauses. In addition, they cannot stand alone since they belong to dependent clauses which needs an appearance of independent clause. However, these three, as named, function as adjective, adverb, and also noun, in the form of a clause.

For adjective clause, it is usually indicated with the existence of which, that, who, whom, and whose, where, etc. As an example, *the girl who was wearing a red gown* has 'who' which explains the girl. Even though there is a verb there, the example is not a sentence. Instead, that is a clause. Then, the words 'who' up to the rest function as the adjective to explain the noun (girl) in details. That is why this is called as adjective clause.

The second type is adverb clause. This functions, of course, as an adverb, but in the form of a clause. Regarding the adverb, it has many types like adverb of time, adverb of place, adverb of reason, and so on. An example for adverb of clause which focuses on the time such as *after the class finished.* Can you give clause examples for other adverbs?

Noun clause is the last type of dependent clause. This will be categorised as a noun, but in the form of a clause. Let us look at the example: *who was wearing a red gown is Anna*. The underlined parts act as a subject, although it has a verb and object. They can be altered into a pronoun 'she'. Meanwhile, a subject or object must be in the form of noun or noun phrase or noun clause. This is exactly the role of the clause in this type. For additional information, you may also watch the video about 'which is' at https://bit.ly/WHICHIS .

taken from https://www.youtube.com/watch?v=nK7U2w8DMcM

From the initial understanding of phrase and clause, it can be assumed that you now know about what a sentence is. In Cambridge dictionary, it is defined as "a group of words, **usually** containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written."

Although the dictionary mentions 'usually', I have to say that in English a sentence must consist at least of subject and verb to make it different from Indonesian. Yes! It is because in Indonesian we can simply write or say, "*Kamu cantik*". When we analyse the sentence, it only consists of subject and complement, without a verb!

In contrast, English does not have such exception in formal writing. A verb must exist although it is just a helping verb. To make it clear, I will give you an English version of the previous Indonesian sentence.

Ind : *Kamu cantik.*

Eng: *You <u>are</u> beautiful.*

From the example above, it is clear that TOBE appears as a helping verb, although this verb will not be meaningful. This sentence is called as nominal sentence. On the contrary, when we have a main verb in our sentence, we can call the sentence as verbal one.

Then, apart from the obligation of subject and verb existence, other parts like object or adverb can complete the declarative/ positive sentence as needed such as the following examples:

- *I read.*
- *I read a story.*
- *I read a story for my daughter.*
- *I read a story for my daughter in her bedroom.*
- *I read a story slowly.*
- *I really love the story.*

B. NEGATIVE SENTENCE RULE

When you want to make a negative sentence, make sure that NOT will be added AFTER helping verb (TOBE, MODAL, DO/ DOES/ DID/ HAS/ HAVE, etc)

Ex:

- *I do not read a story.*
- *Toni is not smart*
- *We did not go to the campus.*
- *We will not go down.*

C. IMPERATIVE SENTENCE RULE

To make an imperative sentence, you just start with the verb 1 (basic verb) without any suffixes and end the sentence with exclamation mark (!). The examples below are for you:

- *Cut those trees!*
- *Do your task now!*
- *Put the materials on the desk over there!*

D. INTERROGATIVE SENTENCE RULE

There are two basic types of question: yes/ no question and information question. For yes/ no question, the pattern is as follows:

HELPING VERB (TOBE, MODAL, DO/ DOES/ DID/ HAS/ HAVE, etc) + SUBJECT + COMPLEMENT/ NOUN/ VERB (usually -ing=continuous/ -ed=passive)?

Ex:

- *Are you still confused with that?*
- *Is Tomi a planter?*
- *Is she mixing the formula?*
- *Are they expelled from the school?*

Furthermore, the pattern for information question is:

5W/ 1H + HELPING VERB + SUBJECT + (VERB=adjust it with the tense used/ COMPLEMENT/ ADVERB)?

Ex:

- *What is it?*
- *How do you open that tin?*
- *Why are you still confused with that?*
- *What is on the table?*

Task

I

Decide whether they are a sentence or not. If not, please revise it into a good sentence. After that, change these declarative sentences into negative ones.

1. John fertilizes the farm.

2. John fertilizing the farm.

3. Although she has said sorry to me.

4. Reading a basic story of my favourite artist.

5. Tonny had watered the plants for an hour couple weeks ago.

6. Before we start ploughing the field.

7. If the farmers in Indonesia had more chances to sell their crops.

8. It is as if the farmers in Indonesia had more chances to sell their crops.

9. When the pollutant harms our living in the world.

10. When they come to clean the garden, tell me.

II

Write down a paragraph about oil palm with at least 250 words. Make sure that you beautify the text with **cohesive** devices (using pronouns or key word repetitions to link sentences) and indicate all of the sentences to be about one topic highlighted (**coherent**).

TENSES UNDERSTANDING

Starter

Have you mastered all of the tenses in English?

Could you tell what kind of tense is used in describing present, past, and future activities?

How do they differ?

Main course

There are 5 focal types out of 16 tenses that are regularly used every day. They are present tense, past tense, future tense, perfect tense and continuous tense. To make it clear, let's learn about them together!

A. PRESENT TENSE
- ✓ It describes the current condition (NOW).
- ✓ It uses Verb 1

Ex:

- *I read a story.* >< *I do not read a story.*
- *He comes to me.* >< *He does not come to me.*

Rules:

- ✓ I, you, they, we, & name > 1 HATE -s/-es
- ✓ she, it, he, & name = 1 LOVE -s/-es

If the predicate is TOBE, adjust the TOBE based on the subject.

Ex:

- *She is awesome.* >< *She is not awesome.*
- *You are a hard worker.* >< *You are not a hard worker.*

Time signals: now, currently, etc.

B. PAST TENSE
   - ✓ It describes past events which stop right now.
   - ✓ It uses Verb 2.

   Ex:

   - *I cleaned the room.*   *>< I did not clean the room.*
   - *They went to the campus.*   *>< They did not go to the campus.*
   - *He was hungry.*   *>< He was not hungry.*
   - *They were soldiers.*   *>< They were not soldiers.*

Time signals: yesterday, two days ago, last Sunday, in the previous week, the day before, this morning, etc. For further understanding, you can watch the explanation at https://bit.ly/PASTEVENTS.

C. FUTURE TENSE

   - ✓ It explains the plans.

   - ✓ It uses WILL and verb 1 (base form)

   Ex:

   - *We will ask the lecturer.*   *>< We will not ask the lecturer.*
   - *She will be a manager.*   *>< She will not be a manager.*

 Time signals: tomorrow, the day after tomorrow, next Saturday, next month, this afternoon, tonight, etc.

D. PERFECT TENSE
   - ✓ It explains activities which have been done. It may also indicate the activities are still running now.
   - ✓ It uses HAVE/ HAS + Verb 3

   Ex:

   - *I have waited for an hour.*   *>< I have not waited for an hour.*
   - *She has bought the cooking oil.*   *>< She has not bought the cooking oil.*
   - *They have been upset.*   *>< They have not been upset.*
   - *Toni has been a worker.*   *>< Toni has not been a worker yet.*

Time signals: just, already, never, ever, so far, etc.

E. CONTINUOUS TENSE
   - ✓ It describes the running activities.
   - ✓ It uses TOBE + Verb 1 (base form) + ing

Ex:

- *I am listening to the music. >< I am not listening to the music.*
- *He was harvesting the palm fruits. >< He was not harvesting the palm fruits.*
- *They will be running the program. >< They will not be running the program.*
- *Andre has been calculating the cost. >< Andre has not been calculating the cost.*

Time signals: now, right now, at this moment, at present, today, etc.

Task

Translate these Indonesian sentences into English ones:

1. *Para petani tidak pergi ke sana kemarin.*

2. *Mahasiswa Politeknik LPP akan sangat senang hari ini.*

3. *Kami sedang belajar Bahasa Inggris 2 minggu yang lalu.*

4. *Mereka telah bekerja dengan hati-hati.*

5. *Dulu Yanti bukan seorang akuntan.*

6. *Reni dan Ida tidak meminjam buku itu kemarin*

7. *Shandy dan Rio tidak sedang melakukan percobaan di laboratorium kampus.*

8. *Kami telah menyerahkan tugas kepada dosen kami.*

9. *Saya akan memupuk tanaman ini agar bisa tumbuh subur lusa.*

10. *Ratri dulu bukan asisten saya di perusahaan ini.*

ASKING FOR AND GIVING INFORMATION (DIRECTIONS)

Starter

How do you ask for direction to certain place to somebody?

How do you explain the direction to certain place to somebody?

Main Course

Although everyone is now using their map application to show them to some places, it is not wrong for us to also learn some expressions of asking for and giving directions in English to increase your language skills. So, let's get started with the preliminary video on https://s.id/DIRECTION

Taken from https://www.youtube.com/watch?v=qWO8e54zgPA&t=1s

1. To start, you can ask for permission such as:
   - *Excuse me, can you help me, please?*
   - *Could you give me a hand please?*
   - *Could you do me a favor?*
   - *Can you help me out with (this thing)?*
   - *I need your help with (this thing).*

- *Help me, please.*

2. Some expressions to ask for directions:
   - *I wonder if you could tell me about...?*
   - *Could/ can you tell me about...?*
   - *Do you have any idea about...?*
   - *May I ask you how to get to Parangtritis Beach?*
   - *Could you show me where Malioboro is?*
   - *Where is Ratu Boko Temple?*
3. To end, please thank the person helping you.

4. Regarding how to answer such question, please make sure that your answer should be **concise**, **clear**, and **not ambiguous**.

5. Some expressions that can be used when you do not mind helping the person asking you:
   - *It's OK.*
   - *No problem*
   - *Sure*
   - *I'd be happy to answer your question.*
   - *It is my pleasure to help you.*
   - *My pleasure.*

6. Some expressions usually used to give directions are such as:
   - *It's far/ quite near from here.*
   - *It takes 10 minutes to walk.*
   - *You'd better take taxi/ pedicab/ bus.*
   - *Turn left/ right/ around!*
   - *Go straight/ ahead!*
   - *Go down this street!*
   - *You will see the T-junction/ crossroad.*
   - *The shop will be on your left/ right.*
   - *The school will be across/ behind/ in front of/ next to/ beside the mosque.*
   - *The post office will be between the market and the mall.*

7. But, when you are in hurry or do not have idea in answering the questions, these expressions can be used:
   - *I'm sorry, I can't help you.*
   - *Sorry. But I don't know that.*
   - *I'm afraid I don't know about it.*
   - *I'd like to help you. Unfortunately, I don't have any idea about it.*
   - *I'm sorry, I'm really in hurry right now.*

Besides directions, there will be any information that might be asked and given in your daily lives. To answer it, make sure that your answers are on point and not misleading.

Task

I

1. In pairs, make a role play about asking for and giving information, especially directions.
2. After you act to ask for information, you can change the role with your mate to give information.

II

1. Create a group of 3 or 4 persons.
2. Make an extended role play video about asking for and giving information in any topic.
3. Make sure that each person has fair portion in speaking.
4. Do not read the text. That's why, understand and memorize each expression.
5. Make the video as interesting as possible with properties, storyboard, back sound, etc.
6. Upload the group video on one of the members' YouTube accounts with adding some hashtags such as #polteklpp #politekniklpp #jogja #yogyakarta #perkebunan #english
7. Last, set the video as public, not unlisted.

PLANTATION VOCABULARY ENRICHMENT

Starter

Have you known about plantation terms in English?

How can those help you to achieve your goal to become a planter?

Main course

In this chapter, we will explore vocabularies related to plantation. An article is provided to be the medium and also to challenge you in showing your critical thinking.

REGROWING A TROPICAL FOREST –

IS IT BETTER TO PLANT TREES OR LEAVE IT TO NATURE?

The destruction of tropical forest is a major contributor to biodiversity loss and the climate crisis. In response, conservationists and scientists like us are debating how to best catalyse recovery of these forests. How do you take a patch of earth littered with tree stumps, or even a grassy pasture or palm oil plantation, and turn it back into a thriving forest filled with its original species?

Foresters have traditionally relied on planting trees, which seems obvious enough. Yet this approach has attracted criticism from some restoration ecologists, who argue that planting and caring for young trees is expensive and an inefficient use of scarce resources. They also point out that the carbon locked up in growing trees is quickly released into the atmosphere if plantations are harvested and used for short-lived wood products such as paper or cardboard.

There are even some well-documented case studies where tree planting has had negative outcomes. For instance, when forest cover was expanded on the Loess Plateau in China, soil erosion increased and there was less water available for people and agriculture. In Chile, subsidies for tree planting created a perverse incentive to plant trees instead of conserving natural forests. In the period between 2006 and 2011, the policy triggered a loss of natural forest cover and no net change in the amount of carbon stored in trees across the country.

Leave it to nature?

The alternative approach is referred to as natural regeneration. This generally means protecting the area you want to regrow, perhaps with fences or new legislation, and then letting the forest recover spontaneously through dormant seeds lying buried in soil or with seeds dispersed by wind or animals.

Natural regeneration has many advantages: it requires limited infrastructure or technical know-how and is often cheap to implement. There is also widespread evidence that natural regeneration has been effective at catalysing the recovery of forest biomass and biodiversity. It is tempting to view natural regeneration as a win-win solution for economic development and the environment.

But socio-ecological realities complicate this positive message. The critical first step is to secure the gains from any interventions, as both naturally regenerating and actively restored forest may continue to be degraded through over-harvesting if they are not protected. This requires the close participation of local communities and landowners in decision making, to ensure that the benefits and costs of forest restoration are distributed appropriately.

Natural regeneration often relies on animals to disperse the seeds. But in many tropical forests these animals, especially the larger birds and mammals that disperse the largest seeds, have been severely depleted by hunting. In the Atlantic forests of Brazil, trees with larger seeds have more dense wood, and loss of large seed-dispersing mammals and birds such as tapirs and toucans may result in recovering forests becoming dominated by light-wooded trees which store less carbon. In south-east Asian rainforests, the dominant trees have winged seeds that spin in the air over short distances, and therefore can't recolonise sites more than a few tens of metres away from a seed source

Toucans use their big beaks to disperse seeds around Brazil's Atlantic forest. Rafael Martos Martins / shutterstock

Tropical forests often regenerate naturally on abandoned lands distant from the original, untouched forests. Yet if limitations on seed dispersal mean they lack the tree species that

were originally dominant, then these young forests will store carbon less quickly and become home to fewer animal species.

A 20-year study

So how does natural regeneration match up against a more active approach? We recently published the results of a 20-year study that tried to address this question. After a tropical forest in Malaysia had been logged back in the 1980s and 1990s, our international team first measured how much carbon it still stored in its remaining trees. We then tracked carbon storage across two decades in areas that had been left to regenerate naturally, and adjacent patches that had been actively restored by tree planting and cutting back competitive weeds and climbers.

Research assistant Ridly Mansau records tree trunk diameters. Sonny Royal / SEARRP, Author provided

When we compared the two, we found that the actively restored forest was storing carbon 50% faster than the forest left to regenerate naturally. This finding was supported by measuring the size and number of trees on the ground and by laser scanning the forest from an aeroplane.

We don't yet know how that increase was achieved. One possibility is that the planted trees filled the large gaps between the few large trees left by loggers, whereas equivalent patches in naturally regenerating forest were out of reach of natural seed dispersal. Greater spacing of young trees, combined with weeding out the competing vines and careful species selection, may have allowed them to grow faster and accumulate more carbon through time.

Rainforest tree seedlings are grown in a nursery before being planted in the restored forest. Sonny Royal / SEARRP, Author provided

The restoration treatment was expensive, costing about US$1,500 (£1,080) per hectare of treated forest over the lifetime of the project. Some of this cost could be recovered through selling carbon credits (where polluters would pay for forest restoration to "offset" their own emissions), but covering the whole cost is unrealistic at current prices.

The high cost will inevitably limit the use of active restoration to the most disconnected or degraded sites where it is least likely that forests would regenerate naturally. Though we'll have to rely on animals and wind to spread seeds in many settings, in other settings planting trees will be an ecological necessity we can't afford to reject.

Taken from https://theconversation.com/regrowing-a-tropical-forest-is-it-better-to-plant-trees-or-leave-it-to-nature-156777

Task

1. Write down all the difficult new words and the Indonesian meanings.
2. Find the correct pronunciation for those words and train your pronunciation.
3. Paraphrase the article above with your own words and understanding.
4. Add some comments and suggestions for the case in the article.

DEGREES OF COMPARISON

Starter

What are meant by degrees of comparison?

What are the examples?

How do we differentiate between the use of *more* and *-er* in comparing two things?

Main Course

When something is compared to others, degrees of comparison must exist. These can show whether something or someone, when being compared, has no difference with the others, or have difference which can be further detailed into higher or the highest. Degrees of comparison may explain the same may talk about ADJECTIVE or ADVERB. For ADJECTIVE, it is usually preceded by a helping verb (to be, modal, etc.).

Example: *My work is the best*.

'is' functions as HELPING VERB (TOBE). After 'is', there is 'the best' as an ADJECTIVE.

For ADVERB, it is usually preceded by a main verb.

Example: *He walks as slowly as a snail.*

'walks' is a MAIN VERB. After 'walks', there is SLOWLY as an ADVERB.

From the example above, it can be identified that an adjective can be changed into adverb by adding it with -ly, such as *silently, proudly, happily*, etc. except for FAST (ADVERB for fast is still FAST).

Here are some categories of degrees of comparison:

A. POSITIVE DEGREE

This type is used to show equality (the same level).

Example:

1. My hair is **as beautiful as** yours.

2. Anto is cleaning his house **as diligently as** his mother.

Positive degree highlights the level of two things discussed which are the same. This degree is pointed with the existence of *as + adjective/ adverb + as.* The first example above explains

the use of positive degree for adjective (*beautiful*). The second sentence, as seen, is an example of the positive degree use for adverb (*diligently*).

B. COMPARATIVE DEGREE

This second degree shows comparison between two objects. It can be either identified with the use of *'adjective + -er than'* or *'more … (adjective) than'*. To give the crystal clear difference, here are some rules that can be studied:

1. Attach -ER after ADJECTIVE with one syllable.
2. Attach -ER after ADJECTIVE with two syllables ended with -y (don't forget to change -y into -i).
3. Add MORE before ADJECTIVE with more than one syllable
4. Add MORE before ADVERB
5. Add THAN after ADJECTIVE or ADVERB

Example:

1. *My hair is dark**er than** yours.*

2. *I am happi**er than** her.*

3. *My hair is **more** beautiful **than** yours.*

4. *She dances **more** beautifully **than** Riani.*

INCORRECT: Iam **more** happi**er** than you.

After the word 'than', the pronoun usually used is OBJECT PRONOUN or POSESSIVE PRONOUN. These both pronouns have been introduced before on the parts of speech section.

Example:

1. She works as good as **him.**

Object pronoun

2. My bag is cheaper than **his**.

Posessive Pronoun

C. SUPERLATIVE DEGREE

It tells the object which is the greatest or the least. The rules of this degree are:

1. Add THE before ADJECTIVE/ ADVERB
2. Attach -EST after ADJECTIVE with one syllable or with two syllables ended with -y
3. Add MOST before ADJECTIVE with more than one syllable OR before ADVERB

4. It is usually added with AMONG after adjective or adverb to show the comparison.

Example:

1. My hair is **the** dark**est** among the others'.
2. My hair is **the most** beautiful one.
                    ADJECTIVE
3. This dance is **the most** carefully prepared.
                    ADVERB

INCORRECT: She is **the most** happi**est** woman.

Out of all degrees of comparison, there are some exceptions that need to be remembered:

ADJECTIVE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
good / well	better	the best
bad	worse	the worst
far	farther / further	the farthest / the furthest
many / much	more	the most
little	less	the least

Task

I

The sentences below are incorrect. Please explain why.

1. The lecturers have conducted the teaching process as effective possible.

2. Ilham plays more better than Sony.

3. This is the most craziest thing ever.

4. Can you see highest building over there?

5. We can make it as the simple as yours.

6. For the farer information, please reach me through WhatsApp.

7. Taking a trip to Bali will be the funest idea.

8. Between you and Sari, you are the most critical.

9. During harvest time, pay attention on best way to pick the leave.

10. The treatment was as success as the previous one.

II

1. Create a short video of you explaining about degrees of comparison.
2. The video must explain the degrees of comparison and explain the examples with the objects related to plantation (it can be real object or just picture).
3. The duration is at least 2 minutes.
4. The video should be fully English.
5. Upload your video on your YouTube account with adding some hashtags such as #polteklpp #politekniklpp #jogja #yogyakarta #perkebunan #english
6. Last, set the video as public, not unlisted.

SENTENCE WITH MULTIPLE CLAUSES

Starter

Mention two types of clauses!

How do they differ?

In your opinion, what is a sentence with multiple clauses?

Can you give an example?

Main Course

A. FOUR SENTENCE STRUCTURES

As you know about some types of clauses besides dependent and independent ones, you can take further introduction to four sentence structures. These are simple sentence, compound sentence, complex sentence, and compound-complex sentence.

- Simple sentence

This kind of sentence, as mentioned, simply consists of subject and verb as main pattern without adding another clause inside.

Ex: I will run this tractor tomorrow.

- Compound sentence

Compound sentences combine AT LEAST two INDEPENDENT clauses into one sentence.

Ex: I will run this tractor tomorrow and Mary will see it.

From the example, it can be explained that there are two independent clauses which is linked with conjunction AND. This such conjunction, which is specially used in making up a compound sentence, is called as coordinating conjunction. The conjunction examples are comma (,), and FANBOYS (for, and, nor, but, or, yet, so)

- Complex sentence

Complex sentence consists of one independent clause and one dependent clause.

Ex: I will run this tractor tomorrow before the seeds will be planted.

The underlined clause above is independent clause, while the rest is dependent clause. BEFORE is an indicator of subordinating conjunction to link independent and dependent clauses. The other examples of subordinating conjunctions are figured out below:

taken from https://www.myenglishteacher.eu/blog/subordinating-conjunctions/

- Compound complex sentence

It is a combination of compound and complex sentence.

Ex: I will run this tractor tomorrow and Mary will see it before the seeds will be planted.

Task

I

Find the difficult words in the text below and write down the meanings from the dictionary. Then, classify each sentence in the following text based on 4 sentence structures.

Indonesia Recruits Farmers, Teachers to Battle Anti-Palm Oil Sentiment

Indonesia's giant palm oil industry, long a target of global green groups, is shoring up its defences closer to home as it tries to counter growing anti-palm oil sentiment among a more environmentally conscious generation of young Indonesians.

Indonesia, the world's top palm oil producer, is training farmers and teachers and running social media campaigns to highlight the "positive aspects" of the $50 billion industry.

Palm oil, which is found in many consumer products from potato crisps to soap, has been linked by environmentalists to land clearance, habitat destruction and forest fires.

Indonesia has the world's third biggest rainforest area, vast wildernesses seen as crucial to limiting the effects of climate change, and home to vulnerable species including orangutans, tigers and rhinoceros.

At least 1.6 million hectares of forest and other land were burned in 2019 and losses were estimated at $5.2 billion as a choking haze blanketed Indonesia and neighbouring countries.

Greenpeace analysis shows about a third of forest fires in Indonesia are in palm and pulp areas.

But the government is keen to highlight the positive aspects of the industry which employs more than 15 million Indonesians and generates around 13% of the country's exports.

The BPDP has teamed up with the Smallholder Farmers Association to provide palm farmers with a media training programme to enable them to contribute to news articles and social media content that touches on innovation in the palm oil industry, as well as its importance to the national economy and to Indonesians' livelihoods.

The BPDP has also teamed up with Indonesia's Teachers Association to conduct workshops for teachers across the archipelago to "Unravel Myths and Facts" about palm oil.

adapted from https://www.reuters.com/world/asia-pacific/indonesia-recruits-farmers-teachers-battle-anti-palm-oil-sentiment-2021-11-10/

II

Write down 5 sentence examples for each type of sentence structure with the topic of Politeknik LPP Yogyakarta.

PLANTATION MONOLOGUE UNDERSTANDING

Starter

What kind of plantation crops do you know so far?

Do you know the difference between oil palm and palm oil?

Do you know about the palm oil production process?

Main Course

Before we move on to the video monologue, please find the meanings for these words taken from the video:

1. Vastly
2. Amidst
3. Achieve
4. Enabling
5. Perennial

6. Bunches
7. harvested
8. mill
9. separate
10. rotten

11. go through
12. gauge
13. detached
14. dislodge
15. density

Now, let us look at the video at https://s.id/PALMOIL

taken from https://www.youtube.com/watch?v=xKKt7P5tvdc&t=17s

From this video, there are some stages to process oil palm into crude palm oil (CPO). Now, please arrange the jumbled stages into a correct procedure for processing oil palm:

1. Oil palm harvesting
2. Fruit detaching and empty bunch discharging
3. Oil palm digestion
4. Oil palm grading
5. Palm oil purifying
6. Sterilisation
7. Oil palm transporting to the mill

Correct arrangement: … - … - … - … - … - … - …

Then, answer some following questions:

1. Where does this video take place?
2. What is it about?
3. What are the elements within each fruit of oil palm?
4. What is the function of grading process?
5. Is crude palm oil edible?

Another thing that you have to understand is that when you summarise the video, sometimes you are asked to deliver your presentation in front of your mates. Here is a video that can be watched to help you in the preparation: https://bit.ly/MEETINGDELIVERY

taken from https://www.youtube.com/watch?v=OeggEIpzqIA

Task

Watch some videos below and write down a summary ended with your opinion about the topic or suggestion to the problems existing.

1. https://s.id/PALMOIL1

2. https://s.id/RUBBER

3. https://s.id/COCOA

PLANTATION PROCEDURES

Starter

Have you ever planted some plantation crops?

How are the procedures?

Main Course

Look at the figure below about cocoa processing:
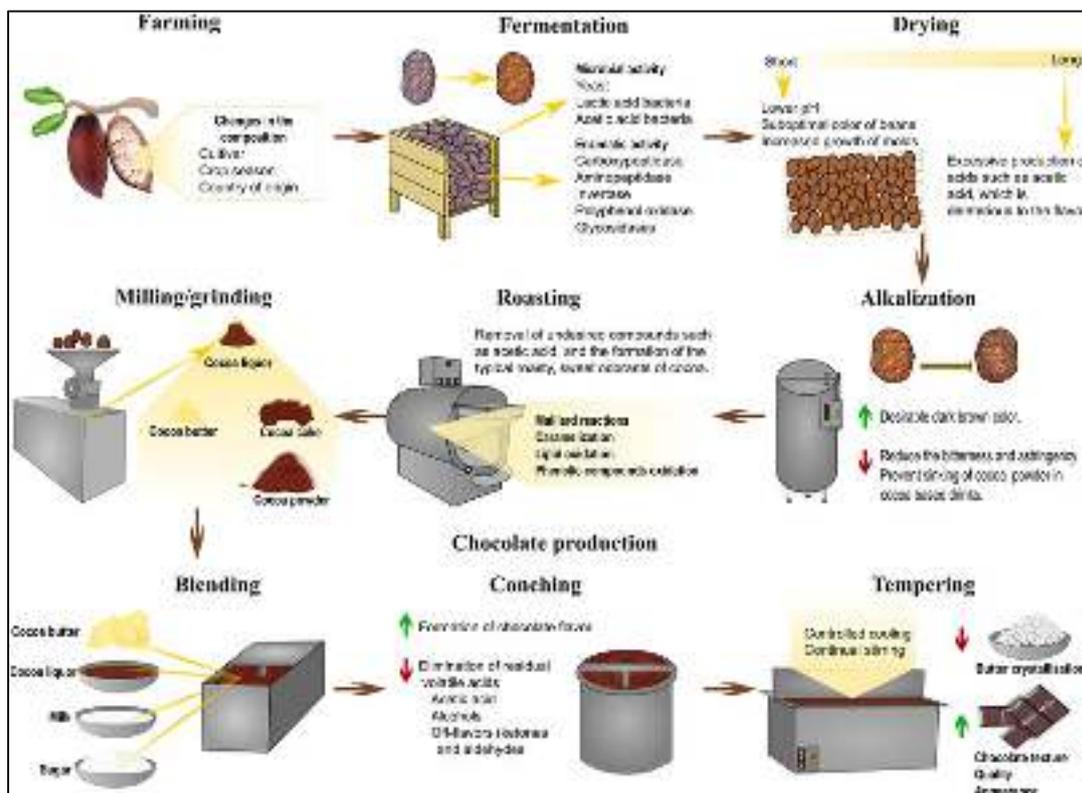
taken from https://www.researchgate.net/figure/Cocoa-processing-and-impact-on-composition-Adapted-from-Frauendorfer-and-Schieberle_fig1_344315335

You can also read the complete text of cocoa processing at https://bit.ly/COCOAPROCESS.

From the figure and also the text, it can be said that both are procedure texts. A procedure text explains about stages/ how to do or make something. This text has some characteristics such as:

- Having generic structures: aim(s), ingredients, steps
- Using simple present tense

- Usually using imperative sentence, although it is not a must.
- Using connectives such as *firstly, then, finally,* etc.
- Using adverbs (time, manner, etc.) such as *for an hour, quickly,* etc.

From the characteristics, although the figure only explains the steps, it can also be categorised as procedure text as long as the readers know what the figure function is.

On the contrary, when you would like to have a presentation on such procedure, you should pay attention on some following expressions:

1. In starting the speech, there are some expressions that can be used:
   - *Ladies and gentlemen, now I would like to tell you about the process of …*
   - *I want to show you about the procedures of …*
   - *Here I'm going to explain about the stages of …*
   - *There are some ways to ….*
   - *As we know, / it is known that ... (introduce the problem or the topic)*
   - *Do you know ...?*
   - *Today we are going to/ will make...*
   - *Let's make ...*
2. Some expressions to explain about the materials are:
   - *Some materials used in this process are …*
   - *The tools for the production of …. are …*
   - *Here are some ingredients and tools used.*
   - *We need...*
   - *To make ..., we'd like to prepare...*
   - *Here we have...*
3. In the process, here are some useful expressions:
   - *Then, we are going to move on to the process.*
   - *Talking about the procedure, firstly, we …*
   - *While we're waiting for it to be ready, we're going to...*
   - *The next step is...*
   - *After we...*
   - *Before we dig the holes, we will...*
   - *Then, …*
   - *After that, ….*
   - *Finally, …*
   - *At last, ….*
4. To end the show, some following expressions might be used:
   - This is it...
   - That's all for making...
   - OK, here we have...
   - Thank you for attention
   - Thanks for watching
   - See you

Task

1. Create a short video of you explaining about the procedures of making or doing something with the topic of plantation in at least 2 minutes in full English.
2. Do not read a note. That's why, understand and memorize each expression.
3. Make the video as interesting as possible with properties, storyboard, back sound, etc.
4. Upload your video on your YouTube account with adding some hashtags such as #polteklpp #politekniklpp #jogja #yogyakarta #perkebunan #english
5. Last, set the video as public, not unlisted.

OTHER TYPES OF GENRES

Starter

Can you mention other types of genres besides procedure?

What is meant by generic structure?

Are the characteristics of all genres the same?

Main Course

Previously, you have learnt about one of the genres that is procedure. It tells us about how to do or make something with specific generic structure and characteristics. Now, we are going to recall some other types of genres and their relation to plantation.

A. REPORT

This text type aims to present information about something in general. It has general classification and description to cover the generic structure. In addition, a report text also has dominant language features stated as follows:

1. Introducing group or general aspect

2. Using conditional logical connection

3. Using Simple Present Tense

Ex:

A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water. **(general classification)**

Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural disaster in coastal area like tsunami. According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers even more, especially after the tsunami. **(description)**

There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very-close to a large fresh water source such as river. Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land but are still part of the ecosystem. The Times of India reported that rare species of mangrove had been found and

was also known as the looking-glass tree, probably because the leaves are silver-coated. **(description)**

B. EXPLANATION

This text has a purpose to explain the processes involved in the formation or working of natural or socio-cultural phenomena. This differs the text form the procedure text in which the writer tries to explain about the stages or instructions within the human's needs. For the generic structure, an explanation consists of general statement, explanation, and closing. Furthermore, there are some dominant language features usually appearing in this text such as:

1. Using Simple Present Tense

2. Using action verbs

3. Using passive voice

4. Using noun phrase

5. Using adverbial phrase

6. Using technical terms

7. Using general and abstract noun

8. Using conjunction of time and cause-effect

Ex:

As we know now, global warming which is happening right now has a very big impact on natural conditions, animals and humans. Well, do you know how global warming which has a particularly serious impact on life happens? To know the process of how this phenomenon occurs, see the following explanation. **(general statement)**

The process starts when sunlight shines the earth where most of the heat is absorbed by the earth and a half of it is reflected back onto the air (atmosphere). Sunshine returning to the air is trapped by gases in the atmosphere such as carbon dioxide, sulfur dioxide, methane, water vapor, and so on. This event is known as the greenhouse effect. **(explanation)**

Solar radiation on the earth's atmosphere makes ozone layer get thinner and makes the sunlight which shines the Earth become hotter. The greenhouse effect also causes the sunlight which is reflected back onto space is reflected back into the earth. This phenomenon causes the earth continuously getting hotter. This condition is known as global warming. **(explanation)**

C. ANALYTICAL EXPOSITION

An analytical exposition tries to reveal the readers that something is the important case. Hence, some points like thesis statement, arguments, and reiteration/conclusion should attribute it. Some key language characteristics are also needed to make up this text such as:

1. Using modals

5. Using adjective

2. Using action verbs

6. Using technical terms

3. Using thinking verbs

7. Using general and abstract noun

4. Using adverbs

8. Using connectives/transition

Ex:

Rain forests are one of the most complicated environments on Earth. They are recognised worldwide as containing the richest source of plants and animals and are believed to contain nearly three-quarters of all the varieties of life on Earth. This is remarkable because rain forests cover only about six per cent of the Earth's land surface. **(thesis)**

Rain forest are the oldest major ecosystem, having survived climate changes for more than one million years. They provide habitats for more species of plants, animals, insects and birds than any other environment found on our planet. Scientists estimate that between 60 and 90 per cent of all species of life are to be found in rain forests. Unfortunately, the widespread destruction of many of the world's rain forests has caused a significant decline in the number of plant and animal species on Earth. **(argument)**

Rain forests influence both our local and global climates. For example, between 50 and 80 per cent of the moisture in the air above rain forests comes from the rain forest's trees. If large areas of these lush rain forests are cleared, the average rainfall in the area will drop. Eventually, the area's climate will get hotter and drier. This process could convert rain forests into a sparse grassland or desert. **(argument)**

To sum up, the role of the rain forest is essential for human life. It creates equilibrium in our environment and its resources are significant for human beings' survival. **(reiteration/ conclusion)**

D. HORTATORY EXPOSITION

Unlike analytical one, hortatory exposition has a goal to persuade the readers that something should or should not be the case or be done. Thus, there is a slight difference in the generic

structure: thesis, arguments, and recommendation/ suggestion. Besides, some language features are usually exposed in the text like:

1. Using Simple Present Tense

6. Using adjective

2. Using modals

7. Using technical terms

3. Using action verbs

8. Using general and abstract noun

4. Using thinking verbs

9. Using connectives/transition

5. Using adverbs

Ex:

Forest plays vital role in maintaining the continuity of the earth's natural resources and supporting life on earth. **(thesis)**

First, forests are the suppliers of valuable products. Forest contains resources that are useful for food, medicine, fibers, fuels, industrial materials, and others. **(argument)**

Second, in forests, we still may find basic life and balance of animal life and food growth. The knowledge of such "system" is used to improve crops and livestock and stimulate industrial research and natural drug development. **(argument)**

Third, forest also has an ecological function. Forest prevents watershed erosion and flooding. They also regulate local and regional climate conditions. **(argument)**

For the reasons listed above, we should take part in forest preservation, even We should save our forests. **(recommendation)**

taken from http://gufymedia.blogspot.com/2012/11/hortatory-exposition-text-forest.html

E.   DISCUSSION

This text is like argument or exposition. However, there is a clear-cut difference. A discussion text aims to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons'). For the generic structure, discussion contains issue, arguments for and against, and conclusion. Regarding the details of it, there are some dominant language features existing:

1. Using Simple Present Tense

5. Using conjunction/transition

2. Use of relating verb/to be

6. Using modality

3. Using thinking verb

7. Using adverb of manner

4. Using general and abstract noun

Ex:

Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate whether the use of nuclear energy is an appropriate choice or not, has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environment. **(issue)**

Those who agree with the operation of nuclear reactors usually argue that nuclear energy is the only feasible choice to answer the ever – increasing energy needs. In their opinion, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be sustainable when produced in a safe way. **(pro-arguments)**

However, people who disagree with the use of nuclear energy point out that the waste of nuclear products can completely destroy the environment and human lives. A meltdown in reactor, for example, usually results in the contamination of the surroundings soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious contamination imperilled people and the environment severely. **(contra-arguments)**

It is obvious that nuclear energy should be avoided because it really endangers the environment but what about a less polluted energy instead of nuclear energy. Is there any alternative energy to overcome the crisis of energy? In my opinion, nuclear energy is the best choice to overcome the crisis of energy. However, government should make sure that nuclear reactor's construction and maintains are safe. **(conclusion)**
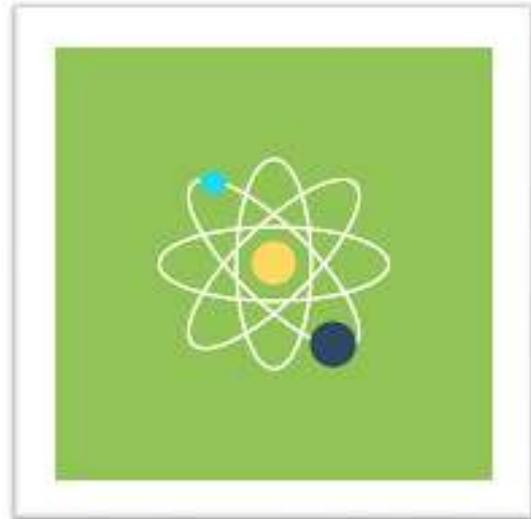
F. NEWS ITEM

Precisely as its name, this text is all about news. So, it has function to inform the newsworthy or important information of the day. It consists of main/ newsworthy event(s), elaboration/ background event(s), and resource of information as the generic structure. To make it perfect, a writer of news item should also add some language features such as:

1. Using a simple language
2. Using saying verbs: "….", He said.
3. Sometimes stating the scene: Yogyakarta – … / Washington – …
4. Using past tense
5. Using adverbs: time, place and manner
6. Using material processes to retell the event

For the example, you can directly read an article at https://bit.ly/PALMOILNEWS.

Task

1. Write down one text type/ genre that you prefer the most with the theme of Plantation Crops in Indonesia.
2. The text should at least consist of 500 words.

RESPONSES

Starter

What is your response when somebody thank you?

How do you say when you want to show your interest to the discussion?

Main Course

Look at the comic below:

taken from https://www.learnwithcomics.com/2014/08/greetings.html
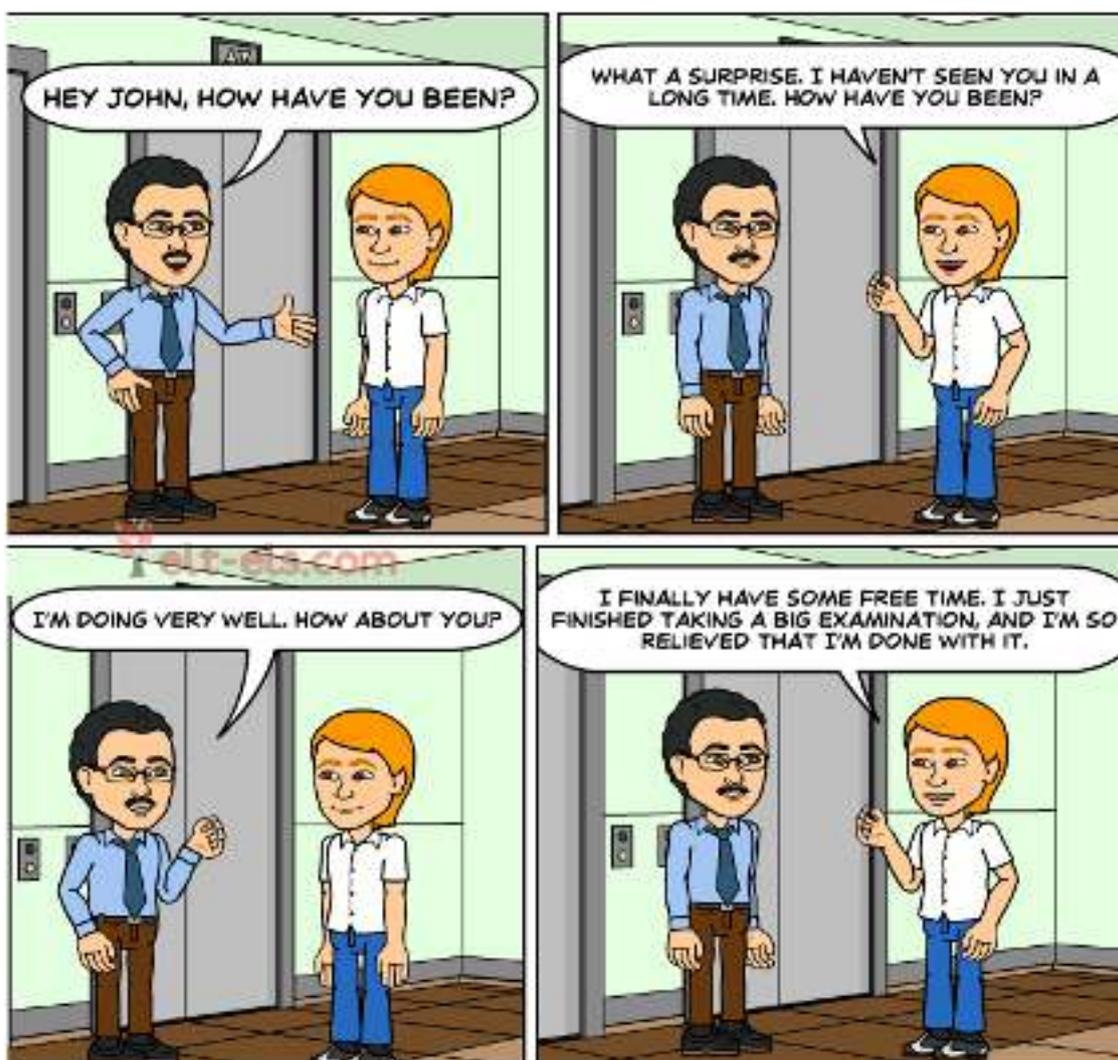
From the comic above, it can be seen that there are two people meeting and greeting. It is very mainstream when you are just answering with, *I'm fine*. In fact, there are some other expressions that can be used to respond such greeting (*how are you?*).

A. RESPONSE TO GREETING (how are you?):
1. *I'm fine.*
2. *Fantastic!*
3. *I'm doing well.*
4. *Pretty good.*
5. *I'm blessed.*
6. *Couldn't be better.*
7. *Not bad.*

B. RESPONSE TO APPRECIATION:
1. *You're welcome.*
2. *Don't mention it.*
3. *My pleasure/ it is my pleasure.*
4. *Anything for you.*

C. RESPONSE OF SHOWING UNDERSTANDING:
1. *I see.*
2. *I know what you mean.*
3. *I know.*
4. *I understand what you are saying.*

D. ASKING FOR REPETITION:
1. *Sorry?*
2. *Pardon me.*
3. *I beg your pardon.*
4. *Could you repeat, please?*
5. *Could you say that again?*
6. *What do you mean?*

E. ASKING FOR APOLOGY:
1. *I'm sorry.*
2. *Forgive me.*
3. *Pardon me.*
4. *I do apologize.*
5. *Please excuse me.*
6. *My bad.*
7. *My fault/ mistake.*
8. *Don't be mad at me.*

F. RESPONSE TO APOLOGY:
1. *Never mind.*
2. *It's OK.*
3. *It's all right.*
4. *Forget it.*
5. *It doesn't matter.*
6. *Don't worry about that.*

G. SHOWING INTEREST:
1. *That's great!*
2. *Sounds nice.*
3. *That's interesting.*

H. TELLING THAT YOU ARE SURPRISED:
1. *Seriously?*
2. *You must be joking!*
3. *No way!*
4. *I don't believe it!*

I. AGREEMENT:
1. *I agree with you.*
2. *I'm with you.*
3. *I couldn't agree more.*
4. *For sure.*

J. DISAGREEMENT:
1. *I don't agree with you.*
2. *I disagree.*
3. *I'm not sure about that.*
4. *I don't see it that way.*

K. RESPONSE TO LEAVE-TAKING:
1. *Take care.*
2. *So long.*
3. *See you (later).*
4. *Keep in touch.*
5. *Bye.*

Task

1. Create a short movie with some responses explained before inside. The group for this movie may consist of 5-6 persons. Feel free to explore the topic, as long as it is educating and entertaining.
2. Make sure that each person has fair portion in speaking.
3. Do not read the text. That's why, understand and memorize each expression.
4. Make the video as interesting as possible with properties, storyboard, back sound, etc.
5. Upload the group video on one of the members' YouTube accounts with adding some hashtags such as #polteklpp #politekniklpp #jogja #yogyakarta #perkebunan #english
6. Last, set the video as public, not unlisted.

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