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**PENDALAMAN MATERI PROFESIONAL BAHASA INGGRIS**  
**MODUL 2: ENGLISH FOR PERSONAL COMMUNICATION**

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**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**

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Dilarang memperbanyak modul ini dalam bentuk dan dengan cara apapun tanpa  
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## KATA PENGANTAR

Puji syukur kami panjatkan kehadirat Tuhan Yang Maha Esa yang telah melimpahkan rahmat dan hidayahNya sehingga telah tersusun *Modul 2 English for Personal Communication* sebagai *Modul Hybrid Learning* Pendalaman Materi Professional Bahasa Inggris pada program Pendidikan Profesi Guru (PPG). Modul 2 ini memuat materi pembelajaran tentang *Personal Letter, Invitation, Announcement, dan Advertisement*.

Pengadaan modul pembelajaran ini dimaksudkan sebagai panduan bagi para peserta di program Pendidikan Profesi Guru (PPG) selama mengikuti proses pembelajaran Daring 2. Modul 2 ini menyediakan sumber belajar dan contoh teks yang memuat informasi, pengetahuan dan ketrampilan yang perlu diketahui dan dikuasai oleh para peserta; didukung dengan latihan-latihan yang membantu para peserta memahami materi modul; dan dilengkapi tes formatif dan tes summative untuk menguji pemahaman para peserta PPG akan materi yang terdapat dalam modul.

Keberhasilan dalam penyelesaian modul 2 ini tidak terlepas dari dukungan, kerjasama dan komitmen dari seluruh pihak yang terlibat mulai dari tahap persiapan, pelaksanaan hingga penyelesaian modul 2 ini. Oleh karena itu, kami mengucapkan terima kasih kepada Direktur Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan yang telah memfasilitasi kami dalam penyusunan modul ini. Tak lupa ucapan terima kasih kami sampaikan kepada Prof. Dr. Putu Kerti Nitiasih, M.A. dan Dra. Nury Supriyanti, MA. yang telah dengan setia mendampingi dan membimbing kami dalam membuat Modul 2 ini.

Dalam penyajian modul 2 ini kami sadari masih memerlukan penyempurnaan. Oleh karena itu dukungan, masukan, dan pemikiran semua pihak dalam penyempurnaan modul ini menjadi unsur penting kebersamaan dalam memajukan pendidikan guru di Indonesia.

Purwokerto, 5 November 2019  
Penyusun Modul 2

Listiani, M. Pd

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**WELCOME TO MODULE 2  
ENGLISH FOR PERSONAL COMMUNICATION.**

Module 2 is created to develop your skills in English for personal communication. The skills can keep and build social relationship and interaction with other people both in written and spoken contexts of English. The teachers of English as a Foreign Language (EFL) in Indonesia should have the English skills, and be able to implement them appropriately and keep the skills improve for becoming professional English teachers in the future.

In this module, you will learn *personal letter* in written contexts, and also learn *invitation*, *announcement*, and *advertisement* for both spoken and written contexts. These materials are divided into four learning activities, and each activity provides you with *expected learning outcomes*, *learning materials* and *learning activities* consisting of *definition*, *generic structure*, *social/language function*, and *language features* and supporting with learning sources as well as assignments. Then, these are followed by *discussion forum*, *summary*, *reflection*, *formative test*, and *references*, and ended by the *final test*.

Please read all materials given in this module in order to help you understand the topics and to achieve the goal of this module. Read and follow each instruction carefully. We wish you all the best for this hybrid learning.

## LEARNING ACTIVITY 1 *PERSONAL LETTER*

### A. INTRODUCTION



#### 1. Short Description

Welcome to the learning activity one of module 2, *personal letter*. In this learning activity, you will learn about *personal letter*. This topic will help you to maintain and build your personal relationship and interaction with other people.

2. Relevance

Understanding, applying and comparing the social functions, the text structures and the language features of a number of personal letters, and making a number of personal letters which are contextually acceptable social function, text structure and language features in regard to the contexts of situation are significant to be learned by you as the participants of teacher profession. You can improve your comprehension, and your English skills and competence towards these materials.

3. Learning Guide

In this learning activity, you will observe and comprehend the text structure, the language features, the social function of a number of personal letters regarding to their contexts of situation. You will also produce a number of personal letters which are contextually acceptable social function, text structure and language features. To start with, you will be exposed to some examples of personal letters. You will also analyze the parts of personal letters to see how different structures of personal letters present to meet their social / language purposes.

**B. MAIN SECTION**

**1. Learning Outcomes**

a. Attitude

To uphold and apply religious values, moral values, ethical values, personal and social values (honesty, discipline, accountability, independence), care and respect for differences and diversity, tolerance, peace, collaboration, nationalism.

b. Knowledge

- 1) To understand, and compare the social functions, text structures, and language features of a number of personal letters in regard to the contexts of situation.
- 2) To analyze the social functions, text structures, and language features of a number of personal letters in regard to the contexts of situation.
- 3) To apply the knowledge to engage in social functions with personal letters, in contextually acceptable text structures and language features.

c. Skills

- 1) To read a number of personal letters meaningfully from varied contexts of situation.
- 2) To compare the social functions of a number of personal letters regarding the context of situation, the target receiver, and the points of interests or importance.
- 3) To compare the structure of each of the personal letter texts, including the layout, the structure, and the detailed information.
- 4) To compare the language features of personal letters by determining the choice of words and expressions, the use of direct and indirect sentences, the tenses, the fonts, the punctuation marks, etc.
- 5) To write a personal letter and respond to the letter according to their context of situation, social function, text structure, and language features.

## **2. Learning Materials and Learning Activities**

In this section, you are going to learn personal letter sending through mail and e-mail. Some examples of personal letter and some sources of learning

personal letter are also available to help you identify some information related to the personal letter and to guide you to write the personal letter.

a. Definition

How to define the personal letter requires you to comprehend the content of this personal letter. Please read the following examples of personal letter sending through mail and email provided in text 1, text 2, and text 3. Then, you do the following TASK 1, TASK 2, and TASK 3 to lead you how to define the personal letter.

TEXT 1

Hello,

I would like to get to know someone from your country and a friend has told me that you would like to practice your English. Perhaps we could email each other. Could you tell me a bit about yourself and your family? Could you suggest how we might meet sometime in the future?

Thanks.

Simon

Adapted from: <https://libertyenglishschool.wordpress.com/writing-fce-part-2-sample-informal-email/>

## TEXT 2

April 17th 2018

Dear Fatima,

I hope this letter finds all of you in the best of health and spirits. All of us are also doing fine here. It has been a very long time since we met or wrote to each other. So I thought of penning down a few lines to check things with you.

We just got back from our vacation to Malang and had a great time. We went to Bromo and Kota Batu. Amazing must see places. If you happen to ever plan a holiday to that side of the world do let me know and I shall give you tips on sightseeing, culinary, etc.

I want to share something that is disturbing me these days. Mom has not been keeping good health and I am really worried for her. Sometimes I see bad dreams about mom and they wake me up in the middle of the night. I am sure you know what bad dreams I am talking about. Please don't share this with anybody and I know I can trust you on this.

Anyways you say what is up with you and how is work? I can see that it is keeping you really busy, as I haven't heard from you at all.

Give my love to your mom and dad and loads of love to you too.

Stay in touch and do write!

Take care

Love,

Aleena

Adapted from: <http://www.letters.org/friendship-letter/friendship-letter.html>

TEXT 3

Hello Alexa,

I'm glad you're interested in my country. As your friend said, I'd like us to email each other to help me improve your English.

Let me start by telling you a bit about myself and my family. My name's Ivo and I live in KutnaHora, which is about 45 minutes from Prague by car. I used to work for a medical company but now I'm learning to be a salesperson. In the future I want a job where I can travel for my work. I've already been to a few places in Europe but I've never been to an English-speaking country.

I live at home with my parents, which is convenient, as I don't have to do much housework and my meals are cooked for me. My younger brother is studying at university. Although he is four years younger than me, we get on quite well. We both enjoy snowboarding and music.

What about you? Have you ever been to the Czech Republic? It would be great if you could come over one

Anyway, I must go and get on with my work! Looking forward to hearing from you soon.

Best wishes,

Ivo

Adapted from <http://www.rubervalero.com/english/content/fce-informal-letter-or-email>

## **TASK 1**

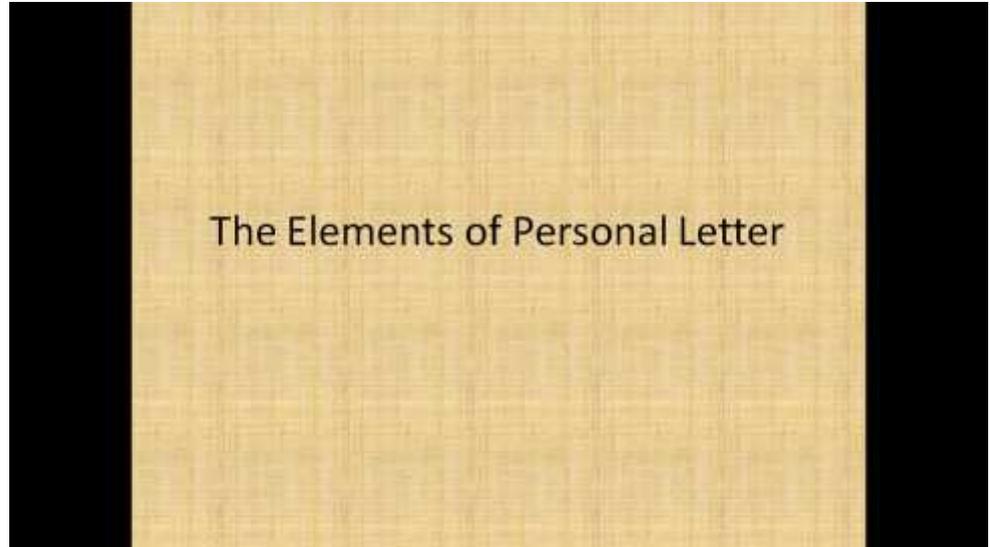
Text 1, text 2, and text 3 are the examples of personal letter. Understanding the three texts is necessary to help you to define the personal letter. Please answer the following questions to guide you to the definition of the personal letter.

1. To whom do the letters send to? Please you give evidence from the texts.
2. Do the senders know the receivers personally? Please give your reasons and evidence.
3. Do you think the letters discuss about personal matter? Please give your reasons and evidence.
4. What matters do the letters discuss about? Please give your reasons and evidence.
5. How do the senders send the letters? Post or email? Both? Please give your reasons and evidence.
6. After answering questions 1 to 5, can you conclude the definition of personal letter? Please give your reasons.

### **b. Generic Structure**

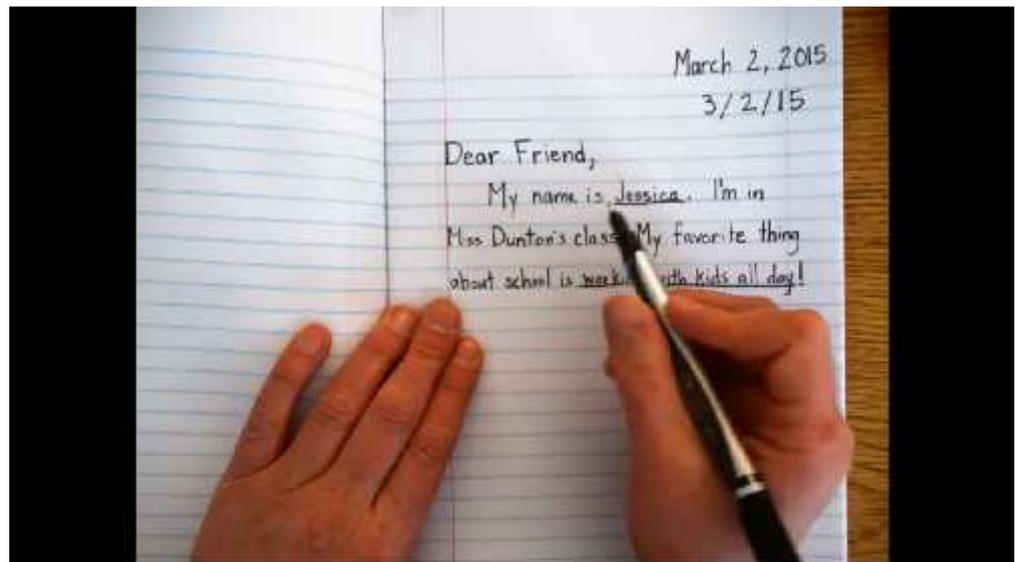
This section will help your understanding towards the structure of personal letter. You need to read the three texts: text 1, text 2, and text 3 provided in the definition section. You also need to read and listen to the explanation of personal letters provided in the following three videos and a provided link. Understanding those materials will help you to understand the structure of personal letter. Then, answering questions provided in TASK 2, TASK 3, and TASK 3 will lead to the comprehension of text structure.

Video 1



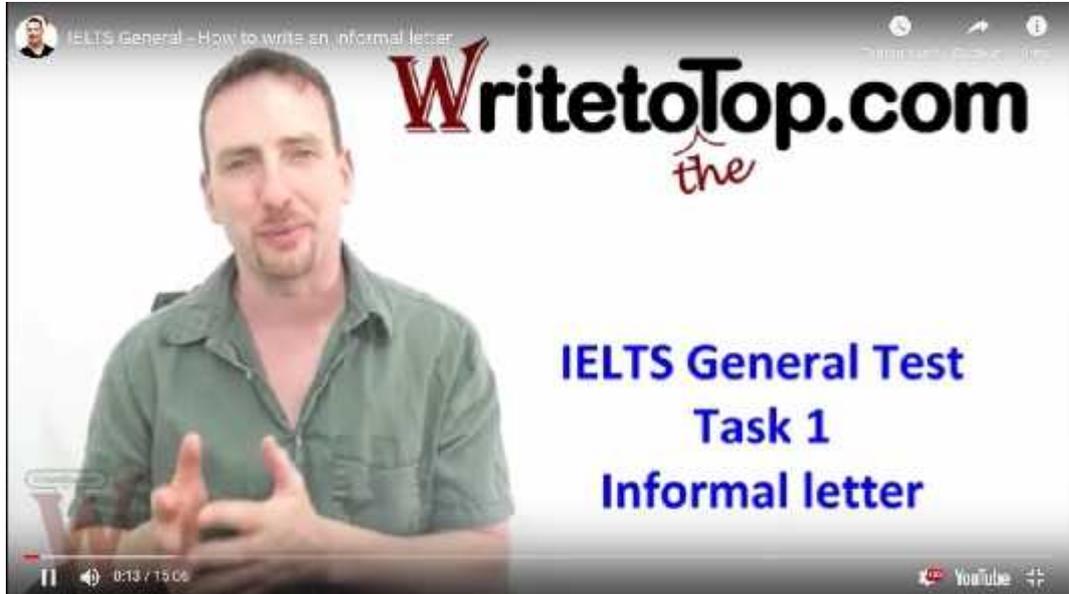
Understanding how to write a personal letter available in <https://www.wikihow.com/Write-a-Friendly-Letter> will also help your comprehension to the structure of text.

Video 2



Adapted from "How to write a Friendly Letter" is <https://www.youtube.com/watch?v=8I2Y-i7Qq4>

Video 3



Adapted from “IELTS General - How to write an informal letter” is

<https://www.youtube.com/watch?v=TLJDIX2I6FI>

**TASK 2**

Do the letters provide the following information? Please, complete the table below.

<i>Information</i>	<b>Letter 1</b>	<b>Letter 2</b>	<b>Letter 3</b>
Date of writing			
Receiver			
Greetings form			

Ice breaker			
Main Purpose			
Personal news			
Closing			
Complementary close/Sign off			
Sender			

**TASK 3**

Do you find more information regarding to the structure of personal letter provided in a provided link and in video 1, video 2, and video 3? Answer the following questions to get deeper understanding towards the structure of personal letter.

1. What information can be included in the personal letter? Please provide evidence.
2. Can you add more examples of greetings and complimentary close for personal letter? Please write the examples.

3. What information can be expressed when starting the body of letter? Please provide evidence.
4. What information can be expressed when writing the ending part of body? Please provide evidence.

#### **TASK 4**

After responding to TASK 1, TASK 2, and TASK 3, you can conclude the structure of personal letter. Please answer the following questions to lead you to the structure of this personal letter.

1. What information can you put in the heading of personal letter? Please provide evidence.
2. What information can you put in the body of personal letter? Please provide evidence.
3. What information can you put in the closing part of personal letter? Please provide evidence.
4. After responding to questions 1 to 3, what is the generic structure of personal letter?

#### c. Social/Language Function

Do you know the social/language function of this personal letter? Read again the provided three letters, link and videos in the previous section to respond the questions provided in TASK 5.

#### **TASK 5**

Responding to the following questions help you to know the social/language function of personal letter.

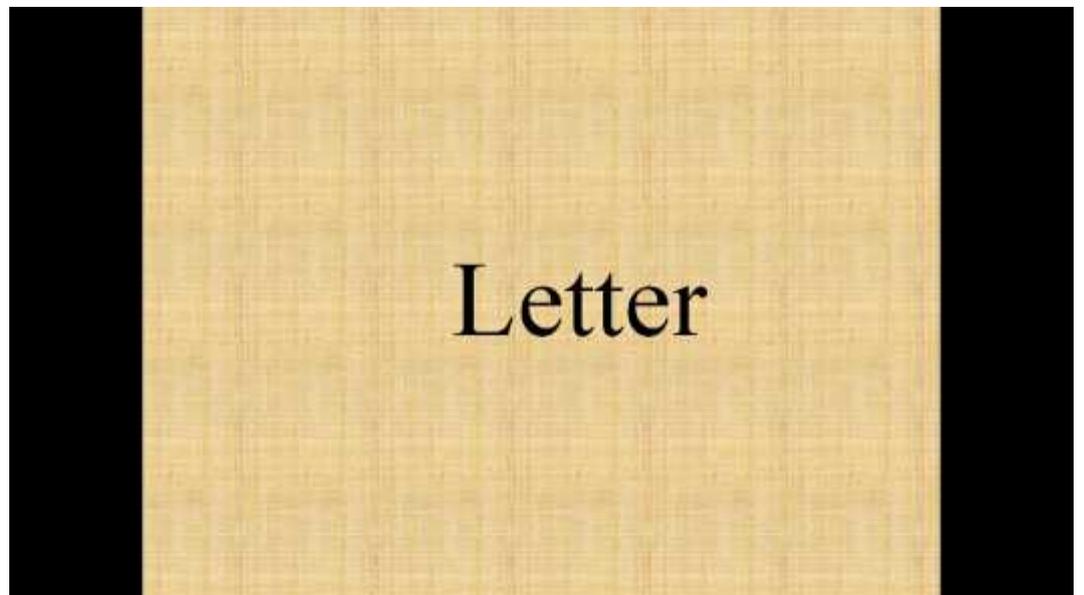
1. What personal matter does each sender write?
2. Why do the senders need to send the letters?

3. What personal relation is between the sender of the letter and the addressee? Provide evidence from the letters?
4. To whom can you write personal letter?
5. After responding questions 1 to 4, what social function can you infer from personal letter?

d. Language Features

Personal letter has language features. You need to know and be able to implement the features when you write the personal letter. You also need to learn how to pronounce some common terms used in personal letters provided in video 4. Please, you listen and repeat the sounds. To guide you to the features of language for personal letter, please answer TASK 6

Video 4



## **TASK 6**

Please learn again the three personal letters, a link of source, and the three videos provided in the definition and generic structure section. Then, please answer the following questions to lead you to the language features used in personal letter.

1. What is the tone of each letter provided in the text 1, text 2, and text 3?
2. How do the senders of the letters write date and names?
3. Do you think contraction and slang words are implemented in the personal letters? Please provide evidence.
4. What tenses are implemented in the personal letters provided in the text 1, text 2, and text 3? Please provide evidence.
5. What pronoun is used in writing the personal letters provided in the text 1, text 2, and text 3? Please provide evidence.
6. What examples of stiff expression should be avoided for writing complimentary close?
7. Is it necessary to include honorific expression to write names in the personal letters? Please write the examples of honorific expressions.
8. After responding to question items number 1 to 7, can you make a list of language features used in this personal letter?

## **TASK 7**

In this task, you are trained to write a personal letter using mail/post format. The letter should include **HEADING, SALUTATION/GREETING, BODY OF LETTER, COMPLIMENTARY CLOSE, and SIGNATURE.**

In your letter, you want to say thank you for a present that your grandmother gives you in your birthday. Please, consider the following writing descriptors in your writing work.

No	Writing Elements	Descriptors
1.	Task Response	a. fully addresses all part of the task b. presents a fully developed position c. fully extended and well-supported ideas
2.	Coherence and Cohesion	a. skillfully manages paragraphing b. sequences information and ideas logically
3.	Lexical Resource	a. provides wide range of vocabulary b. rare minor errors occur only as “slips”
4.	Grammatical Range and Accuracy	a. provide wide range of structure with full flexibility and accuracy b. rare minor errors occur only as “slips”

Write your letter in the following provided space.

### 3. Discussion Forum

Since you have learnt this topic and involved in some learning activities, it is necessary for you to confirm your understanding, share your knowledge and experience, and improve your comprehension towards this topic of materials either with other participants or instructor. Therefore, you should get involved in this discussion forum.

## C. CLOSING SECTION

### 1. Summary

A personal letter or a friendly letter is a type of letter which concerns about personal matter, and it is addressed to a person who is known well. Personal letter may help you to maintain and build personal relationship with a person you know well. To understand what the personal letter is and how to write the letter, you need to identify and comprehend social function, generic structure, language features.

The language features of personal letter are as follows:

- Focus on exchanging personal current news, feelings, and conditions
- Use of pronouns, simple present tense, and past tense
- Use of date and address
- Informal greetings or salutations

(Silabus SMA & SMK, dan SMP, 2013)

**2. Reflection**

You have learnt all materials about personal letter given in this first learning activity. Please you write your reflection on the sheet provided.

***REFLECTION***

*In this activity, I have learned.....*  
.....  
.....  
.....

*The key features of personal letter include .....*  
.....  
.....  
.....

*What I like most about this activity is/are.....*  
.....  
.....  
.....

*What I need to improve/learn more is/are.....*  
.....  
.....  
.....

### 3. Formative Test

In this part, you are given a formative test to see how much you have learnt personal letter available in this first learning activity. Please you do the formative test carefully.

**Read and choose the best answer a, b, c, or d.**

Text 1 for questions 1 – 4

Clifton School

Newport, Gwent  
Wales  
15 September 2012

Dear Tia,

I don't live in England. I live in Wales! Newport is a big town in the south of Wales. It has got a population of 120, 000 people. My school is in the north of the town. Near the school there are shops, offices and cafes.

A lot of students like football. After school they play football in the park near the sea. I don't like football. I go to the swimming pool near the bus station after school. I'm in the school swimming team. I live about four kilometers from school. I don't walk to school. I go on the school bus. There are a lot of factories near my flat. My mother works in one of the factories. My father doesn't work.

On Saturday mornings I have guitar lessons in my teacher's house near the library and museum.

Write and tell me about your town and school.

Love, Anne

1. Anne and Tia...
  - a. used to be classmates
  - b. lived in the same country
  - c. are close friends

- d. were college students
2. Anne's flat was close to...
- a. the hospital
  - b. the factories
  - c. the museum
  - d. Clifton school
3. It is implied in the text that Anne lived in...
- a. close to Clifton School
  - b. Southern part of Wales
  - c. New England
  - d. South London
4. Tia's answer to the letter would likely be about...
- a. the condition of her apartment
  - b. her marital status
  - c. her parents' position at work
  - d. the success in her daily life

Text 2 for questions 5 to 10

Dear Joanne,

I really want to thank you for all of the trouble you went to entertaining the entire family over the past holiday season.

I know that you organize these holiday gatherings because you enjoy doing it and you love to have everyone get together at your place. Nevertheless, I just want to make sure that you understand how much the rest of us appreciate everything you do to make these get-togethers happen.

Having helped Susan organize a few much smaller social gatherings over the years I know how much work is involved. I realize how much planning and preparation you must have to do each and every year so that the entire extended family and assorted friends and acquaintances have a happy and fun holiday celebration. It's amazing really, that you are able to do such a great job, year after year, in parallel with your other duties, both as a mom and an active volunteer worker!

So Joanne, on behalf of everyone I want to express my sincere thanks to you for all that you do to assemble and entertain us during the holiday season. You really are the glue that holds our extended family together!

With love and admiration,

John

5. How did the writer begin the letter?
  - a. by asking for help
  - b. by asking for apology
  - c. by complimenting

- d. by greeting
6. What does the word “glue” mean in (You are really the glue that holds our extended family.)
- a. The family bounding
  - b. The connection
  - c. To join
  - d. The link
7. What is the function of the expression (You are really the glue that holds our extended family together)?
- a. to sign off
  - b. to quit
  - c. to leave
  - d. to stop
8. What is the relation between the sender and the receiver?
- a. lovers
  - b. close friends
  - c. boss and employee
  - d. family members
9. What is the purpose of the text?
- a. to invite to a social work
  - b. to ask for apology
  - c. to complaint about the event
  - d. to express gratitude
10. Who is Susan?
- a. the writer’s close friend
  - b. the writer’s wife

- c. the sender's close friend
- d. the sender's wife

#### 4. References

Example of personal letter. Retrieved at <http://www.letters.org/friendship-letter/friendship-letter.html>

Example of personal letter. Retrieved at <http://www.rubervalero.com/english/content/fce-informal-letter-or-email>

Example of personal letter. Retrieved at <https://libertyenglishschool.wordpress.com/writing-fce-part-2-sample-informal-email/>

How to write a Friendly Letter. Retrieved at [https://www.youtube.com/watch?v=\\_8I2Y-i7Qq4](https://www.youtube.com/watch?v=_8I2Y-i7Qq4)

How to write a personal letter. Retrieved at <https://www.wikihow.com/Write-a-Friendly-Letter>

IELTS General - How to write an informal letter. Retrieved at <https://www.youtube.com/watch?v=TLJDIX2I6FI>

Silabus SMA & SMK, dan SMP, 2013

#### 5. Key answer

1. A (used to be Classmates)
2. B (the factories)
3. B (Southern part of Wales)
4. D (the success in her daily life)
5. C (by complimenting)
6. B (The connection)
7. D (to stop)
8. B (close friends)
9. D (to express gratitude)
10. D (the sender's wife)

LEARNING ACTIVITY 2 *INVITATION TEXT*



Adapted from <https://i.pining.com>

**A. INTRODUCTION**

1. Short Description

In Learning Activity 2, you will learn formal invitations. An Invitation Letter is a document that presents a formal request for the presence of an individual, a group of people or an organization at an event. An invitation may be formal or informal. It could be printed on paper or sent via email. Invitation can be used for a variety of events such as weddings, graduation ceremonies, annual dinners, anniversary parties and birthday parties. An invitation usually contains some information about the host, the date and time of the event, the venue of the event and how to accept the invitation. An invitation is usually sent many days in advance of the event, to give the invitees an opportunity to respond to the invitation.

## 2. Relevance

Understanding, applying and comparing the social functions, the text structures and the language features of a number of invitations, and making a number of invitations which are contextually acceptable social function, text structure and language features in regard to the contexts of situation are significant to be learned by you as the participants of teacher profession. You can improve your comprehension, and your English skills and competence towards these materials.

## 3. Learning Guide

In this learning activity, you will observe and comprehend the text structure, the language features, the social function of a number of invitations regarding to their contexts of situation. You will also produce a number of invitations which are contextually acceptable social function, text structure and language features. To start with, you will be exposed to some examples of written and spoken invitation. You will also analyze the parts of invitations to see how different structures of invitations present to meet their social / language purposes.

# **B. MAIN SECTION**

## **1. Learning Outcomes**

### a. Attitude

To uphold and apply religious values, moral values, ethical values, personal and social values (honesty, discipline, accountability, independence), care and respect for differences and diversity, tolerance, peace, collaboration, and nationalism.

b. Knowledge

1. To understand and compare the social functions, text structures, and lexico-grammatical features of a number of formal invitations in regard to the contexts of situation.
2. To analyze the social functions, text structures, and language features of a number of formal invitations in regard to the contexts of situation.
3. To apply the knowledge to engage in social functions with formal invitations, in contextually acceptable text structures and lexico-grammatical features.

c. Skill

1. To analyse the contextual differences and similarities between a number of formal invitations in regard to the social functions, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
2. To analyse the contextual differences and similarities between a number of formal invitations in regard to the text structures, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
3. To analyse the contextual differences and similarities between a number formal invitations in regard to the lexicogrammatical features, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
4. To respond a number of formal invitations accordingly.
5. To write a formal invitation text for contextually appropriate social functions, in contextually appropriate text structures and lexicogrammatical features.

6. To practice a formal invitation orally for contextually appropriate social functions, in contextually appropriate text structures and lexicogrammatical features.

## 2. Learning Material and Learning Activities

In this section, you are going to learn two types of formal invitation. Some sources of learning are provided including some videos and some texts to identify some information related to formal invitation.

### a. Definition

Can you define what formal invitation is? What possible topics can you have to invite other people formally? To help your understanding towards the definition of this formal invitation and the topics of invitation, you need to learn and read more examples about the formal invitation. The following video 1, video 2, and video 3 provide one type of formal invitation. Please, watch the following three videos carefully, and answer the questions provided in TASK 1 to help your understanding towards the definition of this type of formal invitation.

#### **VIDEO 1**



Adapted from “Family and Friends: Inviting Friends” at <https://www.youtube.com/watch?v=UPB0ms02W3A>

**VIDEO 2**



Adapted from “inviting someone for a meal - phone conversation” at <https://www.youtube.com/watch?v=ip8Ik3F0q48>

**VIDEO 3**



Adapted from “Inviting to a Wedding Anniversary Party - English Conversation Lesson” at <https://www.youtube.com/watch?v=hc2kTBWjOVg>

### **TASK 1**

Video 1, video 2 and video 3 provide the examples of invitation. After watching the videos, please respond the following questions.

1. Do the people ask other people to do something? Please give your reasons.
2. How do the people ask other people to do something? Please give your reasons.
3. Do the people ask other people to go somewhere? Please give your reasons.
4. How do the people ask other people to go somewhere? Please give your reasons.
5. What event(s) or activity(s) is being discussed in the videos?
6. After answering questions 1 – 5, what can you infer the definition of this formal invitation type?

The following text 1 and text 2 help your comprehension towards another type of formal invitation. Please, read the texts carefully, and answer some questions provided in TASK 2. Your responses lead you to the definition of another type of this formal invitation.

TEXT 1

EMYL Group  
123 Street West, Lafayette, MI, USA 23123

---

April 21, 2016  
Bob Harps  
Harps Consulting  
Indianapolis, IN, USA 12980

Dear Dr. Bob Harps,

EMYL is a group of business minded youths living in the Lafayette area. Each of our members started their business below age 20 from which they make a living, having this in common we gather to help achieve our goals together.

Like partners, we track progress from business to business by following set structures that we have formed from reading good books. Your book titled "Get Set, Go!" is one of the books that we have used and many of our members saw tremendous progress while we were studying it.

Among other things on your website, I appreciate one of your goals that has to do with 'helping younger people succeed'. And in this regard I would like to formally invite you to be the main speaker at our annual year-end dinner. This is schedule for Saturday the 8<sup>th</sup> of December, 2016 at the Lafayette City Hall. I know that our members will be thrilled to have you in person.

Kindly confirm your acceptance for the date. However, if you are not available to speak for that day, we still have ample time to make some date changes to accommodate your availabilities. I could be reached by phone at 627-448-1234 or by email at [Larrygolders@EMYL.org](mailto:Larrygolders@EMYL.org).

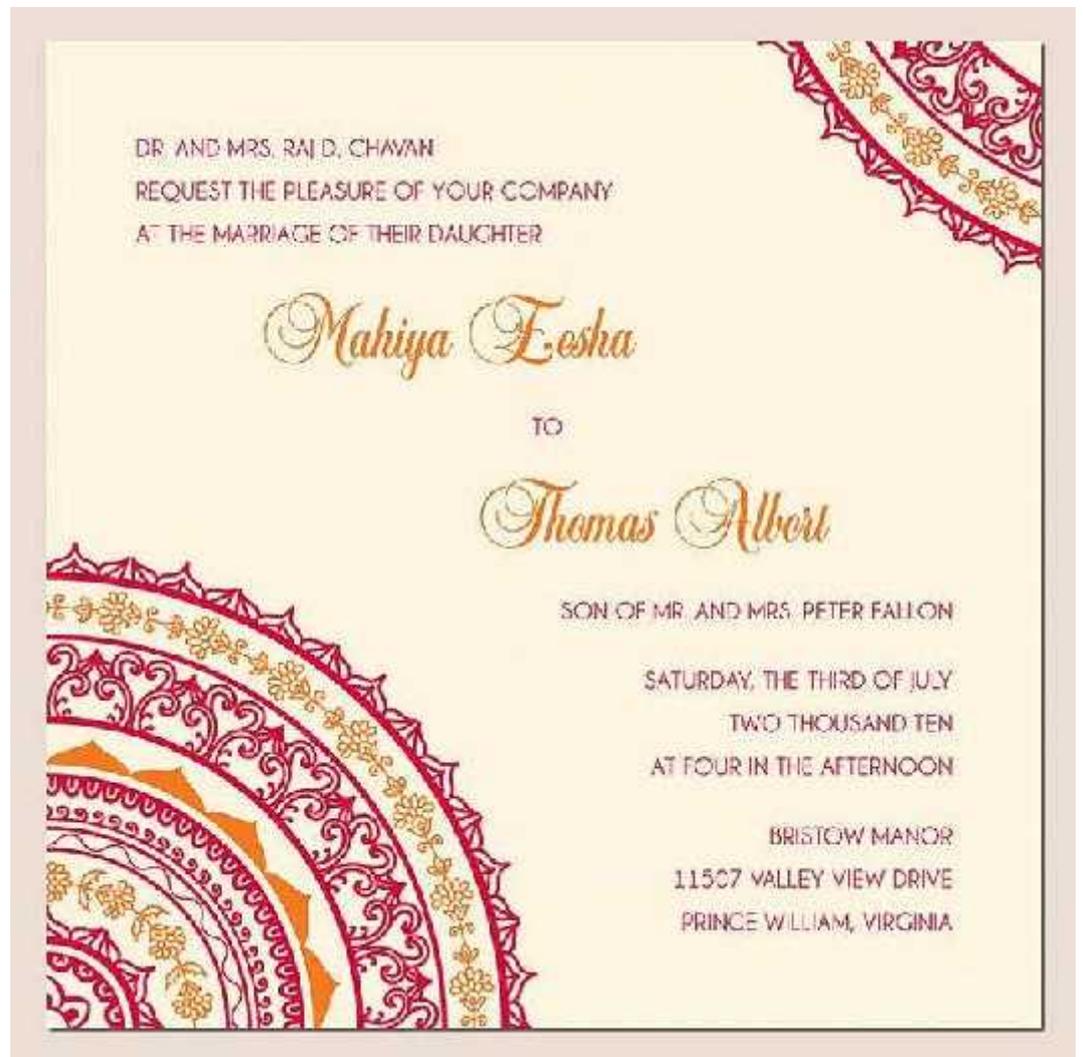
Our website is [www.EMYL.org](http://www.EMYL.org) to give you more information about the group.

Sincerely,

Steve Harris  
President

Adapted from: <https://letters.sampleinvitationletter.info/guest-speaker-invitation-letter/>

TEXT 2



Adapted from: <https://t20international.org/wedding-invitation-unique-wording/26-online-maker-wedding-invitation-unique-wording-photo/>

**TASK 2**

Text 1 and text 2 are another type of this formal invitation. To help your understanding towards the definition of this invitation type, please complete the table below and answer the following question.

		TEXT 1	TEXT 2
1	Name of Event		
	Reason		
2	Formal Invitation Expressions		
	Reason		
3	Medium of Invitation (card, letter, etc)		
	Reason		
4	Type of formal Invitation		

1. After completing the table, can you conclude what the definition of this invitation type for both text 1 and text 2 is?

### TASK 3

After responding to TASK 1 and TASK 2, please respond the following questions, so you comprehend the definition of invitation.

1. What is the type of invitation referring to video 1, video 2 and video 3?
2. What is the type of invitation referring to text 1 and text 2?
3. After answering TASK 1 and TASK 2, what is the definition of invitation you can infer from the three videos and the two texts?

Let's move to the possible topics of discussion you can have for inviting other to do something or to go somewhere. Please watch the following video 4 to get more topics of inviting other, and answer TASK 4.

## VIDEO 4



Adapted from: <https://www.youtube.com/watch?v=vz5bJoVFJMA>

### TASK 4

After watching four videos (video 1, video 2, video 3, and video 4) and reading two texts (text 1 and text 2), you can find out the possible topics of inviting others to do something or to go somewhere. Please answer the following questions.

1. Mention the topic provided in video 1. Please provide the evidence.
2. Mention the topic provided in video 2. Please provide the evidence.
3. Mention the topic provided in video 3. Please provide the evidence.
4. Mention the topic provided in video 4. Please provide the evidence.
5. Mention the topic provided in text 1. Please provide the evidence.
6. Mention the topic provided in text 2. Please provide the evidence.

#### b. Generic Structure

After understanding the two types of invitation, do you know the structures of each invitation type? Watch again the four videos (video 1, video 2, video 3, and video 4), read again the two texts (text 1 and text 2), and learn video 5 to help you to understand the structure of

each invitation type. By responding TASK 5 and TASK 6, they lead you to the structure of the invitation.

Video 5



**Task 5**

Video 1, video 2, video 3, and video 4 provide the examples of spoken invitation. Please watch the videos again and analyze some information to complete the following table. Then, answer some questions about your result of the analysis.

	Video 1	Video 2	Video 3	Video 4
Event 1				
Inviting Expression(s)				
Response(s)				
Event 2				
Inviting Expression(s)				
Response(s)				

Event 3				
Inviting Expression(s)				
Response(s)				
<i>You may add table if it is necessary.</i>				

1. After doing some analysis, can you conclude what the structure of spoken invitation is?
2. Why do conclude the structure of spoken invitation in that way?

### **TASK 6**

Text 1 and text 2 are the form of written invitation. Please you read them again, and analyze each part of the invitation to fill the table. Then, you respond the following questions.

	Text 1		Text 2
Heading		Hosts	
Greeting/salutation		Guests	
Recipient		Day	
The Content of paragraph 1		Date	
The Content of paragraph 2		Time	
The Content of paragraph 3		Venue	
The Content of paragraph 4		Formal phrase of invitation	

The Content of paragraph 5		Reason of invitation	
Formal Phrase of invitation		RSVP	
Reason of Invitation		Date of RSVP	
Complimentary sign/closing		Dress code	
Sign off		Special note	
Sender			

1. Do you think text 1 and text 2 have different generic structure?
2. Why do you think text 1 and text 2 have different or similar generic structure? Please, provide evidence from the texts.

c. Social function

After completing TASK 1 to TASK 6, can you draw a conclusion towards the social function of invitation? Please read again the results of your works to have more understanding towards this social function of this invitation material, and respond the questions provided in TASK 7.

**TASK 7**

1. Why do people need to invite other?
2. What aims do the people in the four videos and the two texts invite other? Please provide reasons and evidence.
3. After responding question 1 and 2, what is the social function of both types of the formal invitation?

d. Social/Language Features

After understanding the content of spoken and written invitation, do you know the social or language features used in the invitations? Watch again the four videos and two texts of invitation. Then, you listen and repeat the common terms used in formal invitation to

practice your pronunciation provided in video 6. After that, please respond TASK 8 to understand the language features.

#### Video 6



#### **TASK 8**

1. Do you think the tone used in the expressions provided in the videos is formal? Please give your reasons and evidence from the videos.
2. What tone do the two texts use? Please provide evidence from the texts.
3. What tenses do the sentences of inviting use in the videos and texts?
4. Does text 1 use special phrases of invitation? Please provide evidence from the texts.
5. What are the differences between formal and informal invitation in writing *day*, *date*, and *name* of host/sender and receiver?

**TASK 9**

The following email is an invitation letter. Please change the invitation letter below into a formal invitation card considering the following writing descriptors.

Dear Mr Smith,

My name is Sue Jenkins and I am writing as I work for Reef Technologies plc.

We are happy to tell you that we are sponsoring a series of presentations on the future of renewable energy. The presentations are going to be performed by world-renowned experts in the field (for example Dr Josh Bartlett from MIT and Mrs Jennifer Woods from Clean Future inc.) and will consider future advances in the technology of renewable technology.

Due to your company having worked with Reef Technologies plc in the past, we want to invite you to the event. The event will take place at the Randalls Conference Centre in Leeds between 3pm and 8pm on the 12 April 2013. If you need directions to the place, please tell me.

If you want to come, please tell your presence by replying to this email by the 18 March 2013.

If you have any questions about the event, please don't hesitate to contact me by email (on [sjenkins@reeftech.com](mailto:sjenkins@reeftech.com)) or by mobile/cell (on 07867 7433123).

I am waiting for your reply.

Yours faithfully,

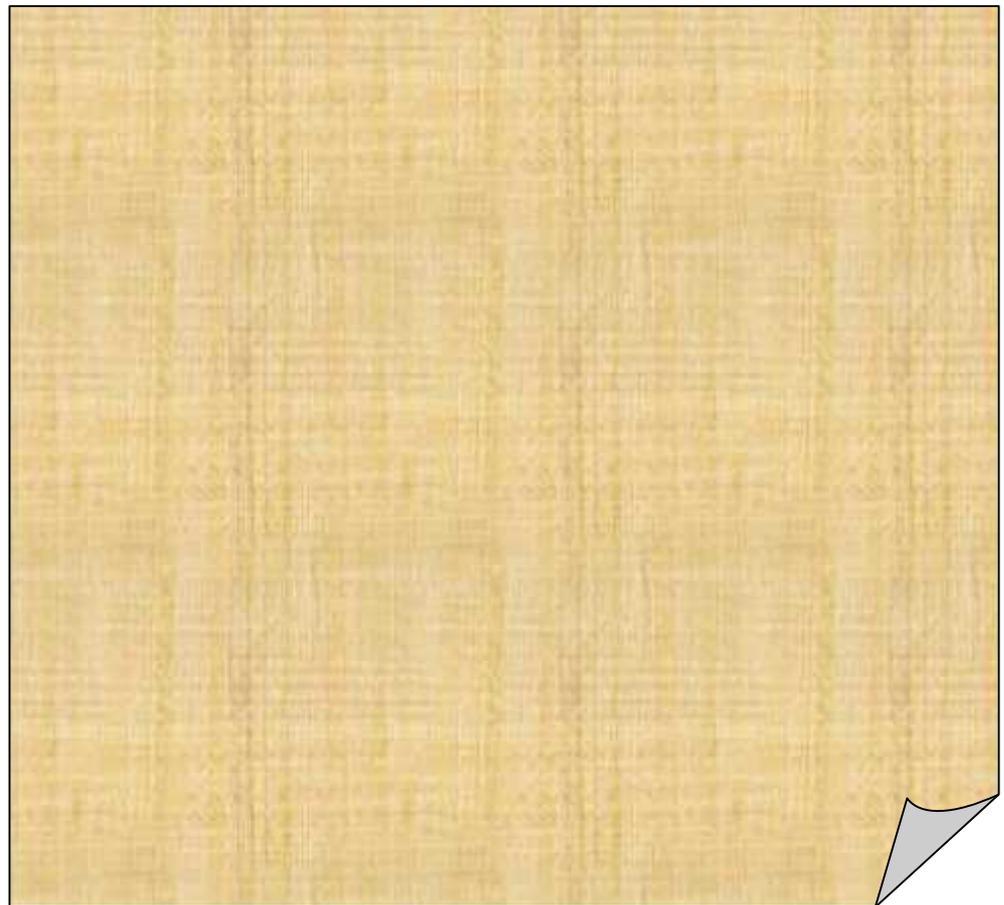
Sue Jenkins  
PR Manager  
Reef Technologies plc

Adapted from

[http://www.blairenglish.com/exercises/emails/exercises/how\\_to\\_write\\_email\\_invitation/how\\_to\\_write\\_email\\_invitation.html](http://www.blairenglish.com/exercises/emails/exercises/how_to_write_email_invitation/how_to_write_email_invitation.html)

No	Writing Elements	Descriptors
1.	Task Response	a. fully addresses all part of the task b. presents a fully developed position c. fully extended and well-supported ideas
2.	Coherence and Cohesion	a. skillfully manages paragraphing b. sequences information and ideas logically
3.	Lexical Resource	a. provides wide range of vocabulary b. rare minor errors occur only as “slips”
4.	Grammatical Range and Accuracy	a. provide wide range of structure with full flexibility and accuracy b. rare minor errors occur only as “slips”

Write your invitation in the following card.



**TASK 10**

In this task, you work in pair. Please, think for inviting the head master of your school to your wedding anniversary. Record your invitation using audio file considering the following speaking descriptors, and send it to your instructor.

No	Speaking elements	Descriptors
1.	Fluency	<ul style="list-style-type: none"> <li>a. Speaking normally</li> <li>b. Speaking without hesitation</li> <li>c. Spaking without too many stops</li> <li>d. Speaking without too many fillers</li> </ul>
2.	Accuracy	<ul style="list-style-type: none"> <li>a. Speaking with full range of structure naturally and appropriately</li> <li>b. Speaking with full flexibility of vocabulary</li> <li>c. Speaking with natural and accurate idiomatic language</li> </ul>
3.	Appropriateness	<ul style="list-style-type: none"> <li>a. Speaking with a right topic</li> <li>b. Speaking with right phrases</li> <li>c. Speaking with a right way</li> </ul>

3. Discussion Forum

Since you have learnt this topic and involved in some learning activities, it is necessary for you to confirm your understanding, share your knowledge and experience, and improve your comprehension towards this topic of materials either with other participants or instructor. Therefore, you should get involved in this discussion forum.

**C. CLOSING SECTION**

1. Summary

An invitation is a written or verbal request inviting someone to go somewhere or to do something (<https://www.lexico.com/en/definition/invitation>).

From another source, the invitation is defined as a written or spoken request to come to an event such as a party, a meal, or a meeting (collinsdictionary.com).

From the definition, it can be inferred that the invitation is divided into written form and spoken form which function to request someone to join an event. This following source provided in video 7 may help you to understand this material.

### Video 7



Moreover, the written form of invitation can be in the form of letter or card which is printed on paper or sent via mail or email. An invitation letter is a document that presents a formal request for the presence of an individual, a group of people or an organization at an event. (<https://letters.sampleinvitationletter.info/>).

Therefore, an invitation is a document that presents a formal request for the presence of an individual, a group of people or an organization at an event. An invitation may be formal or informal, and it can also be printed form or soft file sent via email. An invitation has key features, namely: social function, generic structure and language features.

2. Reflection

You have learnt all materials about personal letter given in this first learning activity. Please you write your reflection on the sheet provided.

*REFLECTION*

*In this activity, I have learned.....*  
.....  
.....  
.....

*The key features of personal letter include .....*  
.....  
.....  
.....

*What I like most about this activity is/are.....*  
.....  
.....  
.....

*What I need to improve/learn more is/are.....*  
.....  
.....  
.....

3. Formative Test

In this part, you are given a formative test to see how much you have learnt formal invitation available in this second learning activity. Please you do the formative test carefully.

Text 1 is for questions 1 to 3

Text 1



1. Who might be concerned with the exhibition?
  - a. a house owner
  - b. an architect
  - c. a home designer
  - d. a real estate agent
  
2. Why does Home Décor hold the exhibition?
  - a. they want to décor people's houses.
  - b. they want to promote their new collections.
  - c. they want to offer benefits to the visitors.
  - d. they want to please the visitors.
  
3. The word 'honour' in "It is an honour for us to have a privilege to invite you..." is closest in meaning to....
  - a. pride
  - b. advantage

- c. benefit
- d. preference

Text 2 for questions 4 – 7

Text 2

To,  
MNT Product Ltd.  
67 Parkville  
USA  
Sept 15, 2013

Dear Sir,

This is to invite you for the grand sale of our products. In this sale our latest products are on display and at huge discounts. You are one of our valuable customers and we are sending this invitation to be a part of our sale. A discount of 10% is on for every purchase above \$150.

Please do bring the invitation card with you when you arrive to our venue so as to evade inconvenience. The timings for our sale is from 9 AM to 5 PM from September 20 to September 25.

We will be pleased to see you at our sale.

Yours truly,

Rimpson Jill  
(Sales Manager)

Adapted from <http://www.letters.org/sales-letter/invitation-letter-for-sale.html>

4. Who might be eligible for the grand sale?
  - a. Anyone who receives the email
  - b. All the customers
  - c. Selected customers
  - d. Anyone visiting the event
  
5. Based on the text, the items on sale are....
  - a. new products
  - b. valuable products
  - c. discounted products
  - d. clearance products
  
6. If you want to get a discount price of the product, what should you do?
  - a. Present the customer membership
  - b. Come during the promotion period
  - c. Come on weekdays
  - d. Present the invitation
  
7. The word 'evade' in '...when you arrive to our venue so as to "evade" inconvenience...' is closest in meaning to....
  - a. overcome
  - b. solve
  - c. avoid
  - d. escape

Text 3 for questions 8-10

Text 3

Inaugural Invitation

It is our pleasure to invite you for the inauguration of our company, Star Enterprises, on 5th October, 2013 at 10.30 am. This event is attended by all the members of the software companies.

The inauguration of the new premises will be done by the Minister for Industries. This event will give you an opportunity to meet with the members of the industry. It will be convenient for us if you can confirm your presence on the inauguration day. It will be helpful in making necessary arrangements for the event.

The inauguration is followed by lunch and we request to stay back for all the programmes and make the event a grand success.

We look forward to meet you at the event

RSPV: [star.enterprises@gmail.com](mailto:star.enterprises@gmail.com)

Rajesh Mittal

Corporate Communication

Adapted from <http://www.letters.org/business-letter/sample-business-event-invitation-letter.html>

8. The invitation above is about ....
- a company anniversary
  - a company member gathering
  - a ministry visit

- d. a branch opening
9. We know from the text that Star Enterprises is a/an ....
- a. production house
  - b. IT company
  - c. manufacture company
  - d. retail company
10. What do attendees benefit from attending to the event?
- a. Networking with members
  - b. Easy arrangements with the company
  - c. Having free full course lunch
  - d. Meeting and greeting with the minister
4. References
- Definition of invitation. Retrieved at  
<https://www.lexico.com/en/definition/invitation>
- Example of invitation card. Retrieved at  
<https://t20international.org/wedding-invitation-unique-wording/26-online-maker-wedding-invitation-unique-wording-photo/>
- Example of invitation email. Retrieved at  
[http://www.blairenglish.com/exercises/emails/exercises/how\\_to\\_write\\_email\\_invitation/how\\_to\\_write\\_email\\_invitation.html](http://www.blairenglish.com/exercises/emails/exercises/how_to_write_email_invitation/how_to_write_email_invitation.html)
- Example of invitation letter. Retrieved at  
<https://letters.sampleinvitationletter.info/guest-speaker-invitation-letter/>
- “Family and Friends: Inviting Friends” Retrieved at  
<https://www.youtube.com/watch?v=UPB0ms02W3A>
- Invitation letter for sale. Retrieved at <http://www.letters.org/sales-letter/invitation-letter-for-sale.html>

Invitation letter. Retrieved at <http://www.letters.org/category/invitation-letter>

Inviting someone for a meal - phone conversation. Retrieved at <https://www.youtube.com/watch?v=ip8Ik3F0q48>

Inviting to a Wedding Anniversary Party - English Conversation Lesson.  
Retrieved at <https://www.youtube.com/watch?v=hc2kTBWjOVg>

Inviting people to events. Retrieved at <https://www.youtube.com/watch?v=vz5bJoVFJMA>

Sample business event invitation letter. Retrieved at <http://www.letters.org/business-letter/sample-business-event-invitation-letter.html>

Sample Invitation Letter. Retrieved at <https://letters.sampleinvitationletter.info/guest-speaker-invitation-letter/>

Sample of Invitation Card. Retrieved at <https://i.pinimg.com>

5. Key Answer

1. A (a house owner)
2. C (they want to offer benefits to the visitors.)
3. A (pride)
4. A (Anyone who receives the email)
5. A (new products)
6. D (Present the invitation)
7. C (Avoid)
8. D (a branch opening)
9. B (IT company)
10. A (Networking with members)

## LEARNING ACTIVITY 3 ANNOUNCEMENT TEXT



adapted from <https://www.neatorama.com/images/2013-01/lance-armstrong-book-reclassified-fiction.jpg>

### A. INTRODUCTION

#### 1. Short Description

In Learning Activity 3, you will learn announcement. An announcement is a statement made to the public or to the media which gives information about something that has happened or that will happen. The announcement of something that has happened is the

act of telling people about it. An announcement in a public place, such as newspaper or the window of a shop, is a short piece of writing telling people about something or asking for something (<https://www.collinsdictionary.com/dictionary/english/announcement>). An announcement can be spoken or written form. It could be printed on paper or informed orally.

2. Relevance

Understanding the definition, the difference between spoken and written announcement on the structures of text and the features of language, how to make the announcement, and how to announce orally is significant to be learned by you as the participants of teacher profession. You can improve your comprehension, and your English skills and competence towards these materials.

3. Learning Guide

In this learning activity, you will observe and comprehend the text structure, the language features, the social function of a number of announcements regarding to their contexts of situation. You will also produce a number of announcements which are contextually acceptable social function, text structure and language features. To start with, you will be exposed to some examples of announcements. You will also analyze the parts of announcements to see how different structures of announcements present to meet their social / language purposes.

**B. MAIN SECTION**

**1. Learning Outcomes**

a. Attitude

To uphold and apply religious values, moral values, ethical values, personal and social values (honesty, discipline, accountability,

independence), care and respect for differences and diversity, tolerance, peace, collaboration, and nationalism.

b. Knowledge

1. To understand, apply, and compare the social functions, text structures, and lexico-grammatical features of a number of announcements in regard to the contexts of situation.
2. To analyze the social functions, text structures, and language features of a number of announcements in regard to the contexts of situation.
3. To apply the knowledge to engage in social functions with announcements, in contextually acceptable text structures and lexico-grammatical features.

c. Skill

1. To analyse the contextual differences and similarities between a number of announcements in regard to the social functions, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
2. To analyse the contextual differences and similarities between a number of announcements in regard to the text structures, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
3. To analyse the contextual differences and similarities between a number of announcements in regard to the lexicogrammatical features, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
4. To respond a number of announcements accordingly.

5. To write an announcement text for contextually appropriate social functions, in contextually appropriate text structures and lexicogrammatical features.
6. To practice an announcement broadcasting orally for contextually appropriate social functions, in contextually appropriate text structures and lexicogrammatical features.

## 2. Learning Materials and Learning Activities

In this section, you are going to learn two types of announcement. Some sources of learning are provided including some videos and some texts to identify some information related to announcement.

### a. Definition

In this section, you are going to learn two types of announcement. Please watch five videos and some texts provided and identify some information related to announcement. In the beginning, you are going to find out the definition of these two types of announcement by responding TASK 1, TASK 2 and TASK 3. Please, watch the videos and read the texts carefully.

#### Video 1



Adapted from <https://www.youtube.com/watch?v=zvELussbwIQ>

Video 2



Adapted from [https://www.youtube.com/watch?v=Qylh\\_E6xdGk](https://www.youtube.com/watch?v=Qylh_E6xdGk)

Video 3



Adapted from <https://www.youtube.com/watch?v=uFpADwabPd4>

Video 4



Adapted from <https://www.youtube.com/watch?v=No2SkAxS0ZQ>

Video 5



Adapted from [https://www.youtube.com/watch?v=Cq\\_hz\\_2-tDQ](https://www.youtube.com/watch?v=Cq_hz_2-tDQ)

## TASK 1

Video 1, video 2, video 3, video 4, and video 5 provide the examples of announcement. After watching the videos, please respond to the following questions and table.

1. Are the events provided in the five videos informed publicly?  
Please, give your reasons
2. What are the forms of information delivered in the announcements?
3. Where do you think the announcements are commonly found?  
Please give your reasons.

		Video 1	Video 2	Video 3	Video 4	Video 5
1	Name of Events (happen in the future)					
	Evidence					
2	Name of Events (happen in the past)					
	Evidence					
3	Addressed to (target group)					
	Reason & Evidence					
4	People who might be interested to watch					
	Reason & Evidence					
5	Media for delivering the					

	announcements					
--	---------------	--	--	--	--	--

4. After answering questions 1 – 3 and completing the table, what can you infer the definition of this announcement type?

The following text 1, text 2 and text 3 help your comprehension towards another type of announcement. Please read the texts carefully, and answer some questions provided in TASK 2. Your responses lead you to the definition of another type of announcement.

Text 1



Adapted from <http://hgcsms.blogspot.com/>

Text 2

**ANNOUNCEMENT**

In accordance with the international security regulations, the following items are never allowed to be taken onto a plane by passengers, either in their carry-on bags or in their checked luggage: weapons, including knives and guns; explosives, including dynamite and fireworks.

The following items may be placed in checked luggage but not on carry-on bags. Tools, including hammers, screwdrivers, and wrenches; sports equipment such as golf clubs, baseball bats, skis and ski poles.

When you pass through the security line, all bags will go through our X ray machines and some bags will be manually checked by personnel, as well.

Thank you for your cooperation. Have a safe and pleasant flight

Adapted from <http://englishadmin.com/wp-content/uploads/2015/08/announcement-7.png>

Text 3

It's time to send in your Summer collection of **Box Tops for Education**. Our school earns 10 cents for each Box Top submitted. We will give out prizes to the students submitting the most Box Tops in each grade level! Box Tops are due by **Sept 18th**. Student's name and grade should be written on the bag/envelope and given to your homeroom teacher. High School students turn them in at the High School office.

A new way to save...**get the Box Tops for Education App**. Traditional Box Tops are being phased out of production but may continue to be found on many products. Just scan your store receipt and our school will be credited online. Forward a copy of your confirmation email to [yjkj4him@carolina.rr.com](mailto:yjkj4him@carolina.rr.com) and designate your child's name for contest credit.

You can earn Box Tops for our school if you shop **online** at the following places:

- Instacart
- Shipt
- Jet.com
- SamsClub.com
- Target.com
- Target pickup/drive up
- Walmart.com
- Walmart Grocery

1) Make sure you have a **Box Tops for Education** account. (via app or website)

2) Forward your email receipt to [receipts@boxtops4education.com](mailto:receipts@boxtops4education.com) using the same email associated with your BTFE account.

3) Box Tops will be credited within 10 business days - view your earnings detail in the **My Earnings** section of the app.

Thank you for helping our school!

Adapted from <http://hgcsms.blogspot.com/>

## TASK 2

Text 1, text 2, and text 3 are the examples of another announcement type. To help your understanding towards the definition of this type, please you answer the following questions.

1. Are the events provided in the three texts informed publicly?  
Please, give your reasons
2. What are the forms of information delivered in the announcements?
3. Where do you think the announcements are commonly found?  
Please give your reasons.

		Text 1	Text 2	Text 3
1	Name of Events (happen in the future)			
	Evidence			
2	Name of Events (happen in the past)			
	Evidence			
3	Addressed to (target group)			
	Reason & Evidence			
4	People who might be interested to watch			
	Reason & Evidence			
5	The media for delivering the announcements (letter, card, etc)			

4. After answering questions 1 – 3 and completing the table, what can you infer the definition of this announcement type?

**TASK 3**

After responding to TASK 1 and TASK 2, please respond to the following questions, so you get comprehension towards the definition of announcement in general.

1. What type of announcement is used in video 1, video 2 video 3, video 4, and video 5?
2. What type of announcement is used in text 1, text 2 and text 3?
3. After answering TASK 1 and TASK 2, what is the definition of announcement you can infer from the five videos and three texts?

b. Generic Structure

After understanding the two types of announcement, do you know the structures of each announcement type? Watch again the five videos (video 1, video 2, video 3, video 4, and video 5) and read again the three texts (text 1, text 2 and text 3) to help your understanding towards the structure of each announcement type. Then, please respond TASK 4 for understanding the structure of spoken announcement and TASK 5 for comprehending the structure of written announcement.

**Task 4**

Video 1, video 2, video 3, video 4, and video 5 provide the examples of spoken announcement. Please watch the videos again and analyze some information to complete the following table. Then, answer some questions about your result of the analysis.

	Video 1	Video 2	Video 3	Video 4	Video 5
Purpose of					

announcement					
Detailed information					
Receiver					
Announcer					
Day					
Date					
Time					
Place					
<i>More information...</i>					

1. After doing some analysis, can you conclude what the structure of spoken announcement is?
2. Why do you conclude the structure of spoken announcement in that way?

### **TASK 5**

Text 1, text 2 and text 3 are the form of written announcement. Please you read them again, and analyze each part of the announcement to fill the table. Then, you respond the following questions.

	Text 1	Text 2	Text 3
The purpose of announcement			
Detailed information			

Day			
Date			
Time			
Place			
Receiver			
Sender			
<i>More information...</i>			

1. Do you think text 1, text 2 and text 3 have different generic structure with the spoken one?
2. Why do you think the three texts have different or similar generic structure with the spoken one? Please, provide evidence from the texts.

c. Social function

After completing TASK 1 to TASK 5, can you draw a conclusion towards the social function of announcement? Please read again the results of your works to have more understanding towards this social function of this announcement material, and respond the questions below provided in TASK 6.

**TASK 6**

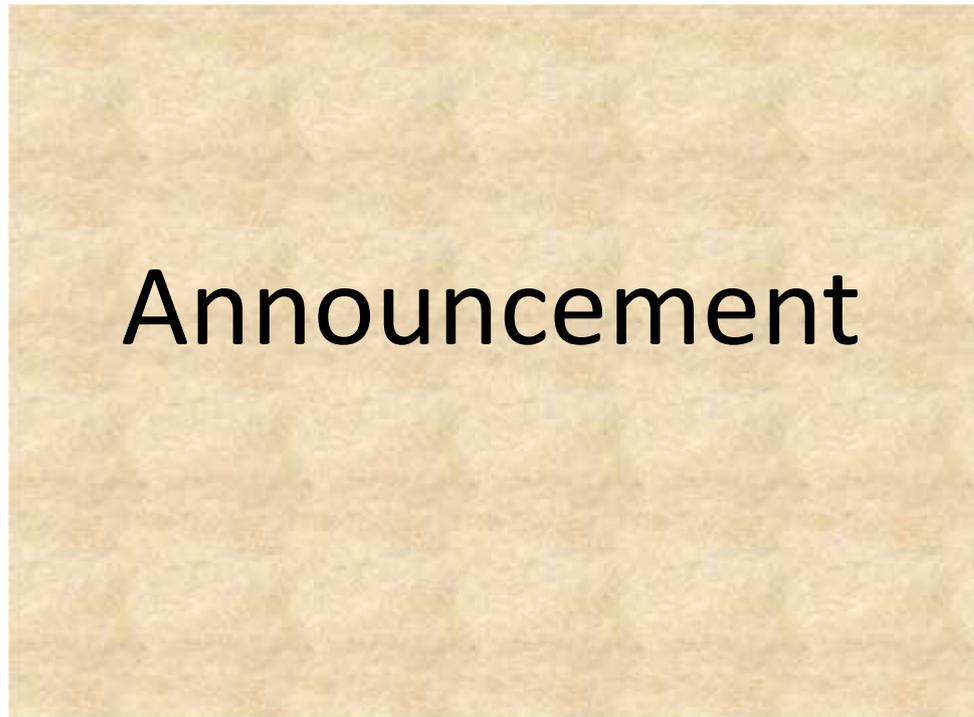
1. Why do people need to understand both types of the announcement provided in the five videos and the three texts? Please provide reasons.
2. Why do people need to inform an event that is going to happen or that has happened to other people?

3. After answering question 1 and 2, what is the social function of both types of announcement?

d. Social/Language Features

After understanding the content of spoken and written announcement, do you know the social or language features used in the announcements? Watch again the five videos and the three texts of announcement. Then, you listen and repeat the common terms used in announcement to practice your pronunciation provided in video 6. After that, please respond TASK 7 and TASK 8 to lead you to social/language features.

Video 6



**TASK 7**

1. Do you think the tone used in the expressions provided in the videos (video 1, video 2, video 3, video 4 & video 5) is formal? Please give your reasons and evidence from the videos.
2. What tone do the two texts use? Please provide evidence from the texts.
3. What tenses do the sentences of announcement use in the videos and the texts? Please provide reasons and evidence.
4. Do the five videos use special phrases of announcement? Please provide evidence from the videos.
5. Do the three texts use special phrases of announcement? Please provide evidence from the texts.

**TASK 8**

Please create a written announcement using information below considering the following writing descriptors and write your written announcement in the following card.

- School graduation photo
- September 4th 2018
- Get 5 shots for only 20K
- Pre register online at [www.gradsphoto.com](http://www.gradsphoto.com)

No	Writing Elements	Descriptors
1.	Task Response	a. fully addresses all part of the task b. presents a fully developed position c. fully extended and well-supported ideas
2.	Coherence and Cohesion	a. skillfully manages paragraphing b. sequences information and ideas logically
3.	Lexical Resource	a. provides wide range of vocabulary b. rare minor errors occur only as “slips”
4.	Grammatical Range and Accuracy	a. provide wide range of structure with full flexibility and accuracy b. rare minor errors occur only as “slips”

## Announcement Card



### TASK 9

Based on your written announcement resulted from TASK 8, please create a spoken announcement. Record your announcement using video file considering the following speaking descriptors, and send it to your instructor.

No	Speaking elements	Descriptors
1.	Fluency	<ul style="list-style-type: none"><li>a. Speaking normally</li><li>b. Speaking without hesitation</li><li>c. Spaking without too many stops</li><li>d. Speaking without too many fillers</li></ul>
2.	Accuracy	<ul style="list-style-type: none"><li>a. Speaking with full range of structure naturally and appropriately</li><li>b. Speaking with full flexibility of vocabulary</li><li>c. Speaking with natural and accurate idiomatic language</li></ul>

3.	Appropriateness	a. Speaking with a right topic b. Speaking with right phrases c. Speaking with a right way
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3. Discussion Forum

Since you have learnt this topic and involved in some learning activities, it is necessary for you to confirm your understanding, share your knowledge and experience, and improve your comprehension towards this topic of materials either with other participants or instructor. Therefore, you should get involved in this discussion forum.

**C. CLOSING SECTION**

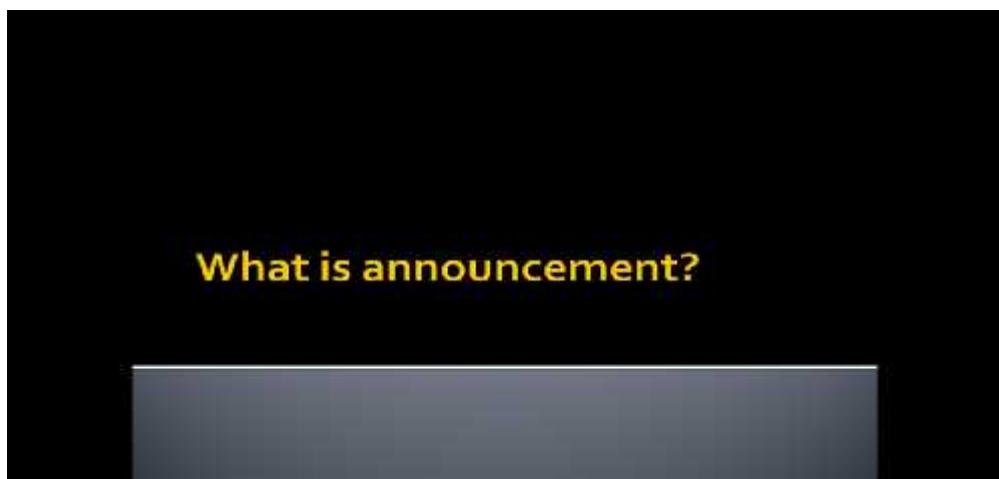
1. Summary

An announcement is a statement made to the public or to the media which gives information about something that has happened or that will happen. The announcement of something that has happened is the act of telling people about it. An announcement in a public place, such as newspaper or the window of a shop, is a short piece of writing telling people about something or asking for something

Taken from:

<https://www.collinsdictionary.com/dictionary/english/announcement>

Video 7



2. Reflection

You have learnt all materials about personal letter given in this first learning activity. Please you write your reflection on the sheet provided.

<p><b><i>REFLECTION</i></b></p> <p><i>In this activity, I have learned.....</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><i>The key features of personal letter include .....</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><i>What I like most about this activity is/are.....</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><i>What I need to improve/learn more is/are.....</i></p> <p>.....</p> <p>.....</p> <p>.....</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. Formative Test

In this part, you are given a formative test to see how much you have learnt announcement available in this third learning activity. Please you do the formative test carefully.

**Read and choose the best answer a, b, c, or d.**

Text 1 for questions 1 to 3

Text 1

<b>TROUBLESHOOTING</b>			
If your TV does not work, check the following points:			
PICTURE	SOUND	POSSIBLE CAUSES	WHAT TO DO
No picture	Noise	Not properly tuned	Adjust tuning
Picture visible	No sound	Volume control dial tuned too low Earphones inserted	Turned up volume Disconnect earphones
Picture all white	Sound heard	Brightness control not set correctly	Adjust brightness control
Picture dark or blurred	Sound heard	Brightness control not set correctly	Adjust brightness control

1. If the brightness control on your TV is set incorrectly, ....
  - a. you need to adjust the tuning
  - b. no sound can be heard
  - c. it is necessary to turn up the volume
  - d. the picture is not visible
  
2. What does the manual advise if the picture is all white?
  - a. Adjust the brightness control.
  - b. Turn down the volume.
  - c. Turn to another channel.
  - d. Disconnect the earphones.

3. What is this chart used for?
- To pick a TV program.
  - To wrap packages.
  - To compare prices.
  - To determine a problem with TV.

Text 2 for questions 4 to 8

Text 2



**SCHOOL ANNOUNCEMENTS**

**⚠ Important Weather-Related Announcement**  
**Due to the intensity of the up-coming winter storm and travel conditions expected, New Rochelle High School will be closed tomorrow, February 28th, 2014. Schools will re-open at the conclusion of the weekend on Monday, March 3rd.**

4. We can find such information in the places below, EXCEPT?
- At the coffee shop
  - At the school notice board
  - At the school hall
  - At the school website
5. What information is given?
- School is open for public.
  - School is closed and re-open at the given dates.
  - School has been damaged.
  - School is closed for no reason.

6. What is the purpose of the text?
  - a. To tell reader that this announcement is important.
  - b. To inform reader that the winter storm is over.
  - c. To inform reader that the school will be closed temporarily
  - d. To tell reader that the school has closed.
  
7. Who is incharge to announce such information?
  - a. School authorities.
  - b. Parents
  - c. School principals.
  - d. Students
  
8. Why did the school need to announce this information?
  - a. Due to the lack of facilities.
  - b. Due to the weather forecast.
  - c. Due to the principal's condition.
  - d. Due to the weather condition.

Text 3 for questions 9 to 10

Text 3

Announcement

**IN-FLIGHT INSTRUCTIONS:**

In the event of an emergency, please go to your seat and fasten your seatbelt. Attendants will be on hand to assist you. All electronic devices should be turned off, as these could interfere with the pilot's radio transmissions. Should the cabin lose pressure, an oxygen mask will automatically fall from the overhead compartment. Simply slide the plastic cord over your head, fit the mask to your face and then breath through the mask. If you are with a child, first put on your own mask. This will help you to assist your child. In the unlikely event that the plane is forced to make a water landing, the seat on which you are sitting is also a floatation device. Simply pull it up and out. Exit ramps from the plane are clearly marked.

9. Where are the oxygen masks stored?

- a. Next to the exit ramps.
- b. Under the seats.
- c. In overhead compartments.
- d. In the rear of the cabin.

10. Where would someone most likely read this?

- a. On a plane.
- b. On a boat
- c. At an airport.
- d. In a hospital.

#### 4. References

Definition of Announcement. Retrieved from

<https://www.collinsdictionary.com/dictionary/english/announcement>

Example of Announcement. Retrieved from <http://hgcsms.blogspot.com/>

Example of Announcement. Retrieved from <http://englishadmin.com/wp-content/uploads/2015/08/announcement-7.png>

Example of announcement. Retrieved from

<https://www.neatorama.com/images/2013-01/lance-armstrong-book-reclassified-fiction.jpg>

Morning Announcements Friday May 5th, 2017. Retrieved from

<https://www.youtube.com/watch?v=uFpADwabPd4>

North Wales Elementary 1-25-13 Morning Announcements. Retrieved

from [https://www.youtube.com/watch?v=Cq\\_hz\\_2-tDQ](https://www.youtube.com/watch?v=Cq_hz_2-tDQ)

9/14/17 Morning Announcements. Retrieved from

<https://www.youtube.com/watch?v=zvELussbwIQ>

Principal Tina Holt does first day announcements and pledge. Retrieved

from <https://www.youtube.com/watch?v=No2SkAxS0ZQ>

9/23/16 Morning Announcements. Retrieved from  
[https://www.youtube.com/watch?v=Qylh\\_E6xdGk](https://www.youtube.com/watch?v=Qylh_E6xdGk)

5. Key Answer

1. D
2. A
3. D
4. A
5. B
6. C
7. A
8. B
9. C
10. A

## LEARNING ACTIVITY 4 ADVERTISEMENT TEXT



adapted from <https://cdn.business2community.com/wp-content/uploads/2012/04/What-is-online-advertising.jpg>

### A. INTRODUCTION

#### 1. Short Description

In Learning Activity 4, you will learn advertisement. Advertising (as it is adopted in <https://economictimes.indiatimes.com/definition/advertising>) is a means of communication with the users of a product or service. Advertisements are messages paid for by those who send them and are intended to inform or influence people who receive them, as defined by the Advertising Association of the UK. Advertising is always present, though people may not be aware of it. In today's world, advertising uses every possible media to get its message through. It does this via television, print (newspapers, magazines, journals etc), radio, press, internet, direct selling, hoardings, mailers, contests, sponsorships, posters, clothes, events, colours, sounds, visuals and even people (endorsements).

2. Relevance

Understanding, applying and comparing the social functions, the text structures and the language features of a number of advertisements, and making a number of advertisements which are contextually acceptable social function, text structure and language features in regard to the contexts of situation are significant to be learned by you as the participants of teacher profession. You can improve your comprehension, and your English skills and competence towards these materials.

3. Learning Guide

In this learning activity, you will observe and comprehend the text structure, the language features, the social function of a number of advertisements regarding to their contexts of situation. You will also produce a number of advertisements which are contextually acceptable social function, text structure and language features. To start with, you will be exposed to some examples of advertisements. You will also analyze the parts of advertisements to see how different structures of advertisements present to meet their social / language purposes.

**B. MAIN SECTION**

**1. Learning Outcomes**

a. Attitude

To uphold and apply religious values, moral values, ethical values, personal and social values (honesty, discipline, accountability, independence), care and respect for differences and diversity, tolerance, peace, collaboration, and nationalism.

b. Knowledge

1. To understand and compare the social functions, text structures, and lexico-grammatical features of a number of advertisements in regard to the contexts of situation.
2. To analyze the social functions, text structures, and language features of a number of advertisements in regard to the contexts of situation.
3. To apply the knowledge to engage in social functions with advertisements, in contextually acceptable text structures and lexico-grammatical features.

c. Skill

1. To analyse the contextual differences and similarities between a number of advertisement texts in regard to the social functions, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
2. To analyse the contextual differences and similarities between a number of advertisement texts in regard to the text structures, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
3. To analyse the contextual differences and similarities between a number of advertisement texts in regard to the lexicogrammatical features, by showing the evidence from the texts (expressions, sentences, paragraphs, etc.) in fluent and lexicogrammatically accurate spoken and written English.
4. To respond a number of advertisements texts accordingly.
5. To write an advertisement text for contextually appropriate social functions, in contextually appropriate text structures and lexicogrammatical features.

6. To practice an advertisement broadcasting orally for contextually appropriate social functions, in contextually appropriate text structures and lexicogrammatical features.

## 2. Learning Materials and Learning Activities

In this section, you are going to learn two types of advertisement. Some sources of learning are provided including some videos and some texts to identify some information related to advertisement.

### a. Definition

In the beginning, you are going to find out the definition of these two types of advertisement by responding TASK 1, TASK 2 and TASK 3. Please, watch the videos and read the texts carefully.

#### Video 1



Adapted from <https://www.youtube.com/watch?v=0MUsvCvYhERY>

Video 2



Adapted from <https://www.youtube.com/watch?v=-J4yweW-Vfs>

Video 3



Adapted from  
[https://www.youtube.com/watch?v=pqpbDB2qgdE&list=PLnFowhGh-oTOZ7\\_o6gMgsq5v69g4Dr1gG&index=16&t=0s](https://www.youtube.com/watch?v=pqpbDB2qgdE&list=PLnFowhGh-oTOZ7_o6gMgsq5v69g4Dr1gG&index=16&t=0s)

Video 4



Adapted from <https://www.youtube.com/watch?v=tDbd3QB6bBA>

Video 5



Adapted from <https://www.youtube.com/watch?v=0nck39ttmZE>

## TASK 1

Video 1, video 2, video 3, video 4, and video 5 provide the examples of advertisement. After watching the videos, please answer the questions below and complete the following tables to lead you to the definition of this advertisement type.

1. Are the messages of the advertisements delivered publicly? Please give your reasons and evidence.
2. What are the forms of messages delivered in the advertisements? Please give your reasons.
3. Where do you think the advertisements are commonly found? Please give your reasons.

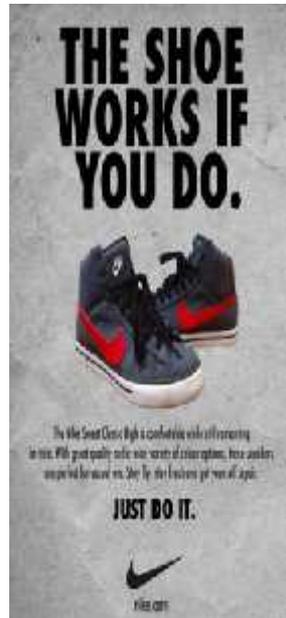
		Video 1	Video 2	Video 3	Video 4	Video 5
1	Message of Advertisement					
	Reason & Evidence					
2	Addressed to (target group)					
	Reason & Evidence					
3	People who might be interested to watch					
	Reason & Evidence					

4. After answering questions 1 – 3 and complete the table, what can you infer the definition of advertisements?

The following text 1, text 2, text 3 and text 4 help your comprehension towards another type of advertisement. Please read the texts carefully,

and answer some questions provided in TASK 2. Your responses lead you to the definition of another type of advertisement.

Text 1



Adapted from <https://goworkshop.com/magazine/nike-unique-ads/>

Text 2



Adapted from <https://www.lisbonlx.com/examples/15/print-ad-examples.html>

Text 3



Adapted from <https://dlpng.com/vector/708061>

Text 4



Adapted from <http://ferdin.yasamayolver.com/product-advertisement/advertisement-research-tons-s-visual-storytelling-blog.html>

**TASK 2**

Text 1, text 2, text 3, and text 4 are the examples of another advertisement type. To help your understanding towards the definition of this type, please answer the questions below and complete the following tables.

1. Are the messages of advertisements delivered publicly? Please give your reasons and evidence.
2. What are the forms of messages delivered in the advertisements? Please give your reasons.
3. Where do you think the advertisements are commonly found? Please give your reasons.

		Text 1	Text 2	Text 3	Text 4
1	Message of Advertisement				
	Reason & Evidence				
2	Addressed to (target group)				
	Reason & Evidence				
3	People who might be interested to read				
	Reason & Evidence				
4	Media for delivering Advertisement (brochure, menu list, etc)				

4. After answering questions 1 to 3 and complete the table, can you conclude what the definition of advertisement from the four texts is?

### **TASK 3**

After responding to TASK 1 and TASK 2, please respond to the following questions, so you comprehend the definition of advertisement in general.

1. What is the type of advertisement referring to video 1, video 2, video 3, video 4, and video 5?
2. What is the type of advertisement referring to text 1, text 2, text 3, and text 4?
3. After answering TASK 1 and TASK 2, what is the definition of advertisement you can infer?

#### **b. Generic Structure**

After understanding the two types of advertisement, do you want to know the structures of each advertisement type? Watch again the five videos (video 1, video 2, video 3, video 4, and video 5) and read again the four texts (text 1, text 2, text 3, and text 4) to help your understanding towards the structure of each advertisement type. Then, please respond TASK 4 for understanding the structure of spoken advertisement and TASK 5 for comprehending the structure of written advertisement.

### **Task 4**

Video 1, video 2, video 3, video 4, and video 5 provide the examples of spoken advertisement. Please watch the videos again and analyze some information to complete the following table. Then, answer some questions about your result of the analysis.

Module 2: English for Personal Communication

	Video 1	Video 2	Video 3	Video 4	Video 5
Topic					
Detailed information					
Purpose					
Name of Product/Service/Event					
Target Reader/Users					

1. After doing some analysis, can you conclude what the structure of spoken announcement is?
2. Why do you conclude the structure of spoken announcement in that way?

**TASK 5**

Text 1, text 2, text 3, and text 4 are the forms of written advertisement. Please you read them again, and analyze each part of the advertisement to fill the table. Identify the topic, the purpose, and the target readers of the advertisements. Read the advertisements carefully then complete the following table! Advertisement 1 has been done as the example.

No	Advertisement	Elements of advertisements		Evidence
1.	Advertisement 1	Topic	Selling Shoes	1. The shoe works if you do 2. These sneakers are perfect for casual use 3. Nike,com
		Purpose	To pursuit people to use	1. The shoe works if you do

			the shoes	2. With great quality and a wide variety of colour options, these sneakers are perfect for casual use
				3. Just do it
		Name of Product/Service/Event	Nike	1. Just do it.
				2. Symbol of Nike shoe
		Target Readers/Users	People in general especially for boys	1.
				2.
2.	Advertisement 2	Topic		1.
				2.
		Purpose		1.
				2.
		Name of Product/Service/Event		1.
				2.
		Target Readers		1.
				2.
3.	Advertisement 3	Topic		1.
				2.
		Purpose		1.
				2.
		Name of Product/Service/Event		1.
				2.
		Target Readers		1.
				2.
4.	Advertisement 4	Topic		1.
				2.
		Purpose		1.

				2.
		Name of Product/Service/Event		1.
				2.
		Target Readers		1.
				2.

1. Do you think text 1, text 2, text 3, and text 4 have different generic structure with the spoken one?
2. Why do you think the three texts have different or similar generic structure with the spoken one? Please, provide evidence from the texts.

c. Social function

After completing TASK 1 to TASK 5, can you draw a conclusion towards the social function of advertisement? Please read again the results of your works to have more understanding towards this social function of this advertisement material, and respond the questions provided in TASK 6.

**TASK 6**

1. Why do people need to understand both types of the advertisement provided in the five videos and the four texts? Please provide reasons.
2. Why do people need to advertize their product and service using either printed or oral advertisement as it is shown in the five videos and the four texts? Please provide reasons.
3. After responding question 1 and 2, what is the social function of both types of the advertisement?

d. Social/Language Features

After understanding the content of spoken and written advertisements, do you know the social or language features used in the advertisements? Watch again the five videos and the four texts of advertisements. Then, you listen and repeat the common terms used in advertisements to practice your pronunciation provided in video 6. To give you more understanding towards the language features of advertisement, please respond TASK 7 and TASK 8.

Video 6



**TASK 7**

In this task, you are going to learn language features used in advertisement. You will read some expressions used in some advertisement texts below (adopted from <https://www.ukessays.com/essays/english-language/linguistic-features-of-advertising-language-english-language-essay.php>). You will identify some language features used in the advertisements below by completing the following table.

1. Give a Timex to all, to all a good time. (Timex, a brand name of watch)

2. More connections to Europe. DHL has the world's biggest logistics network.
3. better-than-leather-miracle-covering look at the oh-so-comfortable size give that oh-so-good-to-be alive feeling
4. Buy one and get one free.
5. Get fast downloads with no wires attached. (SmarTone, Hong Kong Telecom Company)
6. We strive to send you a vacation faster. Caring more about you. (SkyTeam, Flight Company)

Features	Evidence
Coinage	
Comparative and superlative Adjectives	
Compound word	
Simple sentence	
Imperative Sentence	
Disjunctive Clause	

### TASK 8

Read the statements taken from the four advertisements and decide what the authors mean by stating it. Then, decide whether there is an implied meaning contained and give evidence if possible.

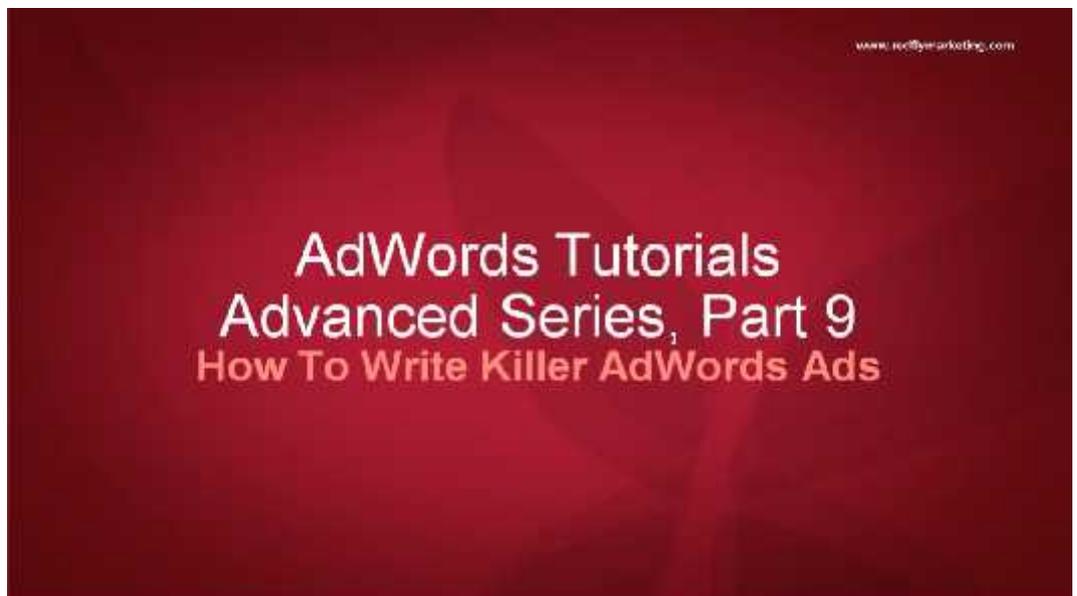
No.	Product	Statement	Meaning

1.	NIKE	The shoe works if you do	
2.	Sargento String Cheese	Real cheese people know which snack leads the protein packs	
3	Donut	Your lovely breakfast	
		Best in Town	
		Always fresh	
		Sweet donut	
4	Dettol	Turn up the energy of your day	

Before creating advertisement, the following sources will guide you to create advertisement.



adopted from <https://www.youtube.com/watch?v=ayuUQQQe6NY>



Adopted from <https://www.youtube.com/watch?v=MJzKlrxijZs>



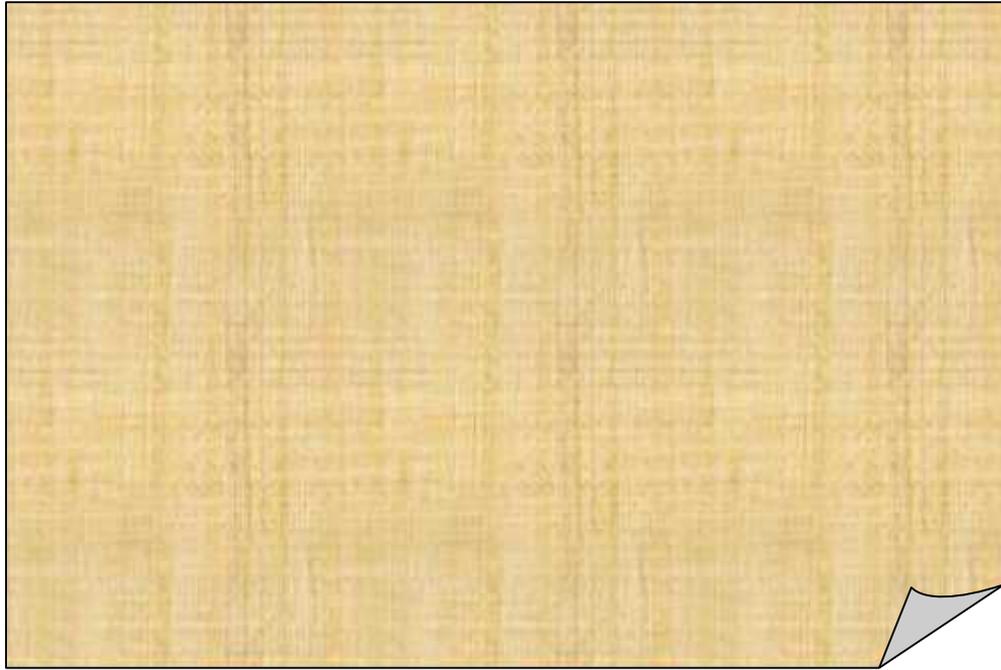
Adopted from <https://www.youtube.com/watch?v=swUcCMZIHLS>

### TASK 9

Please think of a school where you teach. You need to promote it to public about how good the school is. Please make an advertisement text about it and consider the following writing descriptors.

No	Writing Elements	Descriptors
1.	Task Response	<ul style="list-style-type: none"> <li>a. fully addresses all part of the task</li> <li>b. presents a fully developed position</li> <li>c. fully extended and well-supported ideas</li> </ul>
2.	Coherence and Cohesion	<ul style="list-style-type: none"> <li>a. skillfully manages paragraphing</li> <li>b. sequences information and ideas logically</li> </ul>
3.	Lexical Resource	<ul style="list-style-type: none"> <li>a. provides wide range of vocabulary</li> <li>b. rare minor errors occur only as “slips”</li> </ul>
4.	Grammatical Range and Accuracy	<ul style="list-style-type: none"> <li>a. provide wide range of structure with full flexibility and accuracy</li> <li>b. rare minor errors occur only as “slips”</li> </ul>

Write your advertisement in the following worksheet.



### TASK 10

Based on your result of Task 9, please think for broadcasting your advertisement through radio program. Record your advertisement using audio file considering the following speaking descriptors, and send it to your instructor.

No	Speaking elements	Descriptors
1.	Fluency	<ul style="list-style-type: none"> <li>a. Speaking normally</li> <li>b. Speaking without hesitation</li> <li>c. Spaking without too many stops</li> <li>d. Speaking without too many fillers</li> </ul>
2.	Accuracy	<ul style="list-style-type: none"> <li>a. Speaking with full range of structure naturally and appropriately</li> <li>b. Speaking with full flexibility of vocabulary</li> <li>c. Speaking with natural and accurate idiomatic language</li> </ul>
3.	Appropriateness	<ul style="list-style-type: none"> <li>a. Speaking with a right topic</li> <li>b. Speaking with right phrases</li> </ul>

		c. Speaking with a right way
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### 3. Discussion Forum

Since you have learnt this topic and involved in some learning activities, it is necessary for you to confirm your understanding, share your knowledge and experience, and improve your comprehension towards this topic of materials either with other participants or instructor. Therefore, you should get involved in this discussion forum.

## C. CLOSING SECTION

### 1. Summary

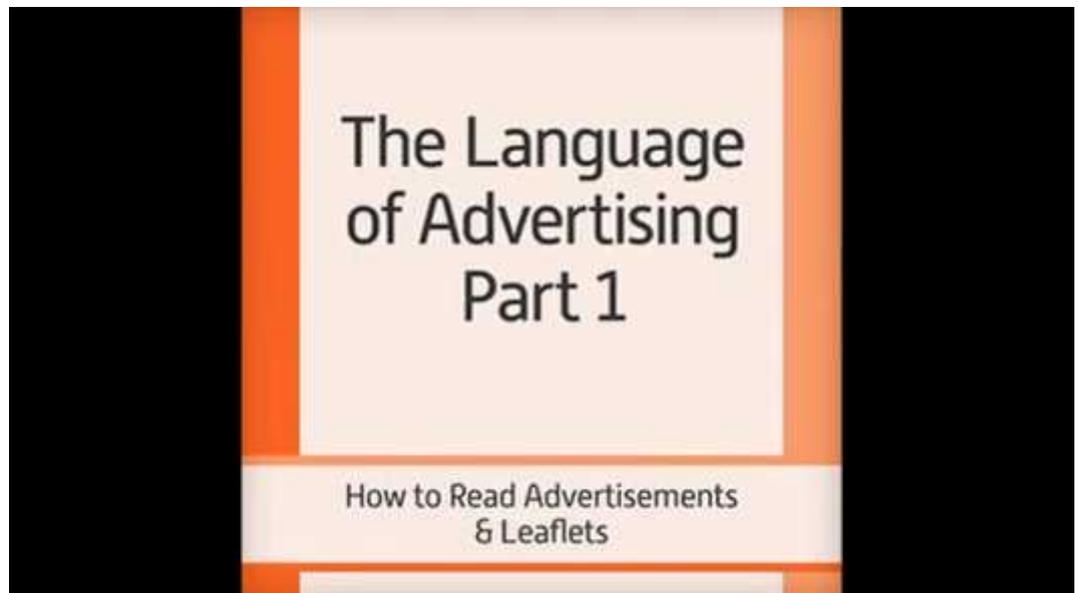
The American Marketing Association provided a more detailed definition of advertising, namely, “a paid, non personal communication laying emphasis on promotion and visual as well as oral presentation of the sales message (Tyagi & Kumar 2004:3).” (adopted from <https://www.ukessays.com/essays/english-language/linguistic-features-of-advertising-language-english-language-essay.php>).

The following sources provide more information about this advertisement.

Video 1



Video 2



Adopted from <https://www.youtube.com/watch?v=wHoKygaajYg>

Video 3



Adopted from

[https://www.youtube.com/watch?time\\_continue=35&v=7Jq9hxx8-8U](https://www.youtube.com/watch?time_continue=35&v=7Jq9hxx8-8U)

2. Reflection

You have learnt all materials about personal letter given in this first learning activity. Please you write your reflection on the sheet provided.

*REFLECTION*

*In this activity, I have learned.....*  
.....  
.....  
.....

*The key features of personal letter include .....*  
.....  
.....  
.....

*What I like most about this activity is/are.....*  
.....  
.....  
.....

*What I need to improve/learn more is/are.....*  
.....  
.....  
.....

3. Formative Test

In this part, you are given a formative test to see how much you have learnt advertisement available in this third learning activity. Please you do the formative test carefully.

Read and choose the best answer a, b, c, or d.

Questions 1 - 3 refer to the following text.

1. Which statement is not TRUE based on the text?
  - a. We can get pillows and a bed cover if we buy a Sainsbury queen bed frame.
  - b. We just pay \$769 for a supreme deluxe queen ensemble.

- c. We can save \$169 for buying a supreme single ensemble.
  - d. The time is limited to get the product for sale.
2. Which one is not mentioned in the flyer?
- a. The contact phone number
  - b. Discount rates
  - c. The company's brand name
  - d. The website address
3. What additional information is needed to complete the advertisement?
- a. The valid period of the promotion
  - b. The number of products on sale
  - c. The payment methods
  - d. The materials used in the product

Questions 4 - 6 refer to the following text.

**STRONGER TO GO LONGER**

Drawing out your hair from a shorter style takes time. Drawn through the promise with the new Pantene PRO-V Formula, it's time to get back to your hair's natural length. Every inch is stronger.™ How you can draw your hair back to your natural style.

**NEW**

**POWER COUPLE**  
The Pantene PRO-V Daily Moisture Renewal Shampoo & Hair Care Oil are the perfect duo for drawing out your hair's natural length. So you can draw your hair back to your natural style.

**MIRACLE WORKER**  
The Pantene PRO-V Miracle Worker Daily Treatment Conditioner is the perfect conditioner for drawing out your hair's natural length. So you can draw your hair back to your natural style.

HAIR CARE OIL, NEW PRO-V  
WWW.PANTENE.COM

4. What is the marketing technique used in the advertisement?
  - a. Using scientific research
  - b. Focusing on lifestyle
  - c. Appealed by a famous person
  - d. Comparing products
  
5. What is not the target group of the advertisement?
  - a. Actors
  - b. Actresses
  - c. Middle aged people
  - d. Kids
  
6. What element of advertisement appeals mostly to the target group?
  - a. The advertising slogan is strong and promising.
  - b. The product is well known.
  - c. The model is famous and shows strong, healthy, and shiny hair.
  - d. The product is recommended by hair experts.

Questions 7 - 10 refer to the following text.

Clean should be simple.

Eliminate your daily cleaning routine with SoClean – the faster, easier, more effective way to completely sanitize your CPAP equipment, killing 99.9% of germs and bacteria.

**SoClean**  
Advanced CPAP Equipment Care

Learn more about the ease of CPAP cleaning today!

Contact Coastal Med Tech, Inc. today to learn more about the #1 rated CPAP cleaning product - SoClean.

#1  
As rated by  
CPAP Users

SoClean.

7. Why does the writer state 'Clean should be simple'?
  - a. People should not waste their time on cleaning.
  - b. People are supposed to have a clean environment.
  - c. Cleaning is an easy thing to do.
  - d. Cleaning should be a daily routine.
  
8. For what purpose does the advertisement include the rate for the product?
  - a. To be able to compete with similar products
  - b. To increase the product selling
  - c. To show how famous the product is.
  - d. To give impression that the product is used and trusted by many people
  
9. What technique is used in the advertisement?
  - a. Appeal by the product's rating
  - b. Using scientific research
  - c. Comparing products

d. Focusing on lifestyle

10. What necessary additional information is needed to complete the advertisement?

- a. The stores that sell this product
- b. The payment methods
- c. The number of products already on sale
- d. The materials used by the product

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## 5. Key Answer

1. A
2. C
3. A
4. C
5. D
6. C
7. A
8. D
9. A
10. A

Summative Test

**Read and choose the best answer a, b, c, or d.**

Text for questions 1 -5



1. What is the social function of the text?
  - a. To announce that school is closed due to weather condition
  - b. To share the upcoming school holiday season
  - c. To share that the will be closed without any reason
  - d. To give information that school is reopen
2. What information is given?
  - a. The date of closing, classes cancellation
  - b. The length of closing
  - c. The schools address the dates of closing and the dates of reopen
  - d. The weather condition, the principals message
3. Who are the target audience for such text?
  - a. Students only
  - b. The authority of the school
  - c. The member of the school including parents
  - d. Parents
4. Who is in charge to share such information?
  - a. Teachers

- b. Schools authority
  - c. Parents
  - d. Students
5. Why does school need to inform this earlier?
- a. Due to the parents requests
  - b. Due to the principals request
  - c. Due to students request
  - d. Due to the weather forecast

Text for questions 6 – 8

### **Big City Mountaineers Trip**

Are you a freshman girl who likes to be outside, try new things, challenge yourself, and make new friends?

Freshman girls at MHS have the opportunity to apply to go on the adventure of a lifetime! Freshman girls can apply to go on a week-long canoe and camping trip this summer in the Boundary Waters through an organization called Big City Mountaineers.

You can get applications from your advisory teacher or from Ms. Becher in her office in room 2058.

There will be an informational meeting this Friday, May 11th in room 2105 starting in ASR1. Make sure you sign up on Flexisched under "Big City Mountaineers Trip" ahead of time. A representative from Big City Mountaineers will be present to answer your questions and to give you more information about the trip.

Applications for this trip are due on Friday, May 18th. You can turn in your application to your advisory teacher or to Ms. Becher in room 2058.

6. What information is given?
- a. The name of the event how to join in the date of the event
  - b. The name of the school the name of the event the date
  - c. The name of the event the due date the schools address
  - d. The name of the teacher the date of the event the application form

7. Who is Ms. Becher?
- a. Schools principal
  - b. Teachers in charge for the event
  - c. Home room teacher
  - d. Advisory teacher
8. Who are the target audience of the announcement?
- a. All freshmen
  - b. The juniors
  - c. The sophomore students
  - d. All freshmen girls

Text for questions 9 – 10

January 5<sup>th</sup>, 2016

Dear Andi,

How are you? How are your family members? I hope this letter finds you in the best of spirits. My son Kevin has completed his graduation in commerce and is now planning to do a course in company secretary ship. As you are my only friend in Toronto, it would be quite considerate of you to look for an accommodation in Toronto. It has been a long time since you visited Goldcoast, so why don't you make a programme with your family to visit your ancestral home. It is quite warm here during the day but by evening the temperature lowers down. I have got another five years to retire from my job and it is my desire that Kevin settles down. I'm also scouting for a suitable boy for Linda. If you have someone known to you who you find, is recommendable, then let me know. Convey my regards to your family members.

Thank you,

Bob

**The Reply**

January 7<sup>th</sup> 2016

Dear Bob,

Going through your letter, I got the impression that you are sounding too formal. Maybe that's what teaching profession does to people. Anyway, you can send Kevin any any day you feel, without any second thought. I am of the opinion that your son is like my son, so instead of searching for an accommodation, he can stay with us. But for that you should make a trip to Toronto, it will be an occasion to revive old memories. As for my daughter Linda, I'll also start searching for a suitable boy very soon. In friendship there are no "ifs" and "buts", so try to reach Toronto as early as possible to sort out your matters. And do not forget to come with your family. Awaiting your arrival.

Your Friend Forever,  
Andi

9. What is the tone of the letter?

- a. Formal
- b. Sceptical
- c. Casual
- d. Semi formal

10. What is the relationship between the sender and the receiver?

- a. Relatives
- b. Close friend
- c. Friendship
- d. Family members

Text for questions 11 - 13

Dear Sir,

It is indeed a great pleasure to invite you for launch of our new magazine "Health and you". It will be on November 7, 2010 at 7.30 pm. The event will also introduce the editor and the team that has worked for this magazine.

The event is for our business partners and high profile clients. The event will start with the formal launch of the magazine. Covering all the issues of health and has contributions from leading doctors and consultants. We felt that the society needs a magazine that will focus on issues related to health and hence we decided to go for this type of publication.

This event will give you an opportunity to interact with various clients and colleagues in media industry. Please confirm your presence latest by November 2, 2009

We look forward to see you at the event.

Sincerely,

---

Lincoln P. Miller

(<https://www.letters.org/business-letter/sample-business-event-invitation-letter.html>)

11. The following people might come to the event, EXCEPT ....

- a. Clients
- b. Journalists
- c. Doctors
- d. Editors

12. What might be the selling point of the magazine?

- a. The media partners
- b. High profile clients
- c. Specialist contributors
- d. The professional editors

13. What will attendees benefit from attending the event?

- a. Meeting doctors and consultants

- b. Getting a free copy of the magazine
- c. Getting a free lunch
- d. Meeting media professionals

Text for questions 14 – 15

Dear Mr. Folder,

We would like to invite you to attend the inauguration of our business located at Lispher Bldg. on September 12, 2009 at 8:00AM. It is our honor to have you as our loyal customer in our other businesses. We are hoping that we will get the same support from you. We have been in this business for quite some time now, yet we have always managed to stay on top of our competitors.

This is not possible if not with your support to our business. We have prepared something for you as our patrons as a way of saying thank you. Please come early so that we can find a comfortable seat for you and so that you will be there as we acknowledge our loyal customers and you are definitely in the list.

Please let us know if you are attending the said event or not by September 2, 2009.

Hoping for your presence on that day. We are looking forward to more fruitful business deals with you.

Sincerely Yours,

\_\_\_\_\_

Signature

(Larry House)

(General Manager)

(<https://www.letters.org/invitation-letter/sample-business-event-invitation-letter-2.html>)

14. What kind of compliments does Mr. Folder receive?

- a. A special mention
- b. A token of appreciation
- c. A special award

d. A comfortable seat

15. What does Larry expect obviously from Mr. Folder for the acknowledgement?

- a. His continuous support
- b. His willingness to be a patron
- c. His early bird presence
- d. His loyalty to the company

Text for questions 16 - 19

**SUPER SALE TO MARK CROSSROAD SUPERMARKET'S 10TH ANNIVERSARY**

**In the whole month of July**

**Come and visit us this July to celebrate our 10th anniversary and enjoy a lot of surprises. We offer:**

- **Up to 50% discount on dairy products, bakery and fresh meat.**
- **Free food samples, free ice cream, and free gifts.**
- **Trivia Contests to win 10 mobile phones, 10 microwaves, and 10 desktop computer sets.**
- **Daily live music from 5 to 9 pm.**
- **Weekend surprises.**

**Visit our website [www.crossroadsupermarket.com](http://www.crossroadsupermarket.com) to get more information on all special events in July, or contact us at 7994352.**

**See you at Crossroad Supermarket at no. 45 Washington Avenue. Bring this flyer and get a free gift at the Customer Service Counter.**

16. What is advertised in the flyer?

- a. Weekly events.

- b. A series of anniversary events.
- c. Weekend Surprises.
- d. A new supermarket.

17. What will a shopper who brings this flyer get?

- a. Mobile phones.
- b. Free icecream.
- c. Free food samples.
- d. Free gift.

18. Which one is not mentioned in the flyer?

- a. The website address.
- b. The contact number.
- c. The founder's name.
- d. Daily music.

19. According to the flyer, what should the reader do if they want to get more information?

- a. Call or visit the supermarket website.
- b. Call editor.
- c. Participate in the trivia contests.
- d. Come and visit the customer service counter.

Text for questions 20 - 21

Using best teaching method by qualified teachers,  
You have found the right place to learn English.  
Join us right now: Let's speak English!  
100% money back if you cannot speak English.  
Interested?  
Find us on Jalan Botania Jati 11, Nagoya, Batam.  
For more details, visit us on [www.iTapuih.com](http://www.iTapuih.com)

20. What is the focus of the study at the course?

- a. Writing.
- b. Learning.
- c. Reading.
- d. Speaking

21. What does the advertisement offer?

- a. We will learn the best method to teach English
- b. We will find Jalan Botania Jati 11 as the right place
- c. We will get our money back if we can't speak English
- d. We would be a qualified English teacher in this place

#### **ANTIBACTERIAL ANTISEPTIC SOAP**

**Zui Yan is a natural alcohol-free instant hand sanitizer. It's unique, non-greasy formula kills 99.99% of known bacteria instantly!**

**It is formulated with a moisturizing blend of aloe vera, chamomile and lavender extract. Zui Yan's gentle foaming formula supplies twice as many applications as alcohol-based gels.**

**Available in bottles and wall dispensers Guaranteed not to dry skin-pure and gentle enough for frequent cleansing when soap and water are not available.**

22. The text tells you about....

- a. instant hand sanitizer
- b. health product promotion
- c. how to clean bacteria
- d. foaming formula

Text for questions 23 – 26

**WHERE THE FAMILIAR FEELS COMPLETELY NEW FOUR  
SEASON HOTEL SINGAPORE**

**Welcome to Singapore's Newest rooms and suites. Soothing, sleek, and streamlined with the latest technology, our newly refurbished interiors raise the city's standard for sophistication. Enhance your enjoyment in two inspired restaurants and the new Alfresco. Discover relaxing spa treatments and unwind with a Workout, tennis Match or outdoor swim. In our astonishingly quiet refuge, just step from Orchard Road, legendary Four Seasons care always promises new delight.**

**THIRD NIGHT FREE**

**RATES STARTING FROM S\$ 510+ PER ROOM PER NIGHT**

**CONTACT YOUR TRAVEL CONSULTANT, VISIT**

**WWW.FOURSEASONS.COM/SINGAPORE**

**OR CALL THE HOTEL DIRECTLY AT (65) 6734-1110**

23. What is the text above about?
- a. Announcement
  - b. Job vacancy
  - c. Advertisement
  - d. Offer
24. What does the hotel provide to enhance our enjoyment?
- a. The two inspired restaurant and the new Alfresco.
  - b. The city's standard for sophistication.
  - c. Beautiful swimming pool.
  - d. Newly refurbished interiors.
25. "Soothing sleek and streamlined with the latest technology ...."
- The underlined word means....
- a. Quiet and calm
  - b. Cool and fresh
  - c. Hot and noisy
  - d. Clean and cheap
26. Which is free of charge in the hotel?
- a. Having food and drinks in the restaurant.
  - b. Having dinner.
  - c. Having breakfast and horse riding lesson.
  - d. Staying for nights.

Text for questions 27 – 28

***SUMMER PARADISE, ROCK HIGHLANDS, MALANG***

*Breakfast is provided free of charge.*

*We also have special discounts on food and drinks at our restaurant for all registered guests. On top of that, there's a fifty percent discount for children below 12 at our restaurant.*

*We are located close to the apple garden and butterfly farm. You can also see the sunset and sunrise from your room. Children would also be entitled to free horse riding lesson every morning.*

*Rp 430,000 per night*

*Reservation : (0341) 7689980*

*E-mail : summerparadise@yahoo.com*

27. Who is the fifty percent discount given to?

- a. Married woman.
- b. 11 year old children.
- c. 14 year old children.
- d. Adult people.

28. "On top of that, there's a fifty percent discount for children below 12 at our restaurant." The underlined word means....

- a. over
- b. in the age of
- c. between
- d. under

Text for questions 29 - 30

**BALI'S NEWEST APARTMENT DEVELOPMENT A DREAM  
BECOMES REALITY**

**Sunwel Beach Residences Ketewel - Bali Prime Property - Prime Location  
- Prime Investment Only 5 minutes away from Sanur, directly at the beach  
All apartments with view to the sea, full hotel amenities Large pools, spa,  
fitness, sauna & steam, Parking, Restaurant**

**For complete information please visit our website [www.balihotels.com](http://www.balihotels.com)**

**invitation - stimulation - temptation**

**Where: Hotel Mulia Senayan, Jakarta (Leatris Room)**

**When: 15th and 16th of January 2010 (15.00 - 21.00 WIB)**

**For reservation: PT. Umadamai Phone +62 361 759 958 or email:**

**For every purchase prior to 31.01.2010 we will invite the buyer for the  
Ground Breaking-Ceremony**

**\*\*Flight from Jakarta to Bali and a night in a luxury villa FREE**

29. The text talks about....

- a. Hotel Mulia Senayan
- b. Sunwel Beach Residences Ketewel
- c. prime property
- d. Bali's apartment development

30. Which of the following is not found in the advertisement?

- a. Fitness.
- b. Supermarket.
- c. Restaurant.
- d. sauna & steam

Key Answer

1. A (To announce that school is closed due to weather condition)
2. A (The date of closing, classes cancellation)
3. C (The member of the school including parents)
4. B (Schools authority)
5. D (Due to the weather forecast)
6. A (The name of the event how to join in the date of the event)
7. D (Advisory teacher)
8. D (All freshmen girls)
9. A (Formal)
10. B (Close friend)
11. C (Doctors)
12. C (Specialist contributors)
13. D (Meeting media professionals)
14. A (A special mention)
15. C (His early bird presence)
16. B (A series of anniversary events.)
17. D (Free gift.)
18. C (The founder's name.)
19. A (Call or visit the supermarket website.)
20. D (Speaking.)
21. C (We will get our money back if we can't speak English)
22. A (instant hand sanitizer)
23. C (Advertisement)
24. A (The two inspired restaurant and the new Alfresco.)
25. A (Quiet and calm)
26. D (Staying for nights.)
27. B (11 year old children.)
28. D (under)
29. D (Bali's apartment development)
30. B (Supermarket.)