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PENDALAMAN MATERI BAHASA INGGRIS

MODUL 5: ENGLISH FOR PRACTICAL USE

Procedure

- 1.
- 2.
- 3.



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Hak cipta dilindungi Undang-Undang

Dilarang memperbanyak modul ini dalam bentuk dan dengan cara apapun tanpa
ijin tertulis dari penerbit

Kata Pengantar

Puji Syukur kehadirat Allah SWT karena atas limpahan rahmat-Nya sehingga kami dapat menyelesaikan Modul 5 untuk daring 2 Profesional, Program Pendidikan Guru, Program Studi Pendidikan Bahasa Inggris. Modul 1 ini berjudul English for Practical Use, yang bertujuan untuk membekali peserta didik akan teks yang berkaitan dengan English for Practical Use. Modul ini juga dilengkapi dengan latihan, tes formatif dan summative untuk menguji pemahaman peserta didik terkait dengan materi yang terdapat pada modul.

Kami mengucapkan terima kasih kepada berbagai pihak yang telah membantu proses penyelesaian modul ini, terutama kepada penyelia Prof. Dr. Putu Kerti Nitiasih, MA dan Dra, Nury, Supriyanti, MA, yang telah membimbing penyusun dalam pembuatan modul ini.

Kami menyadari masih banyak kekurangan dalam penyusunan modul ini. Oleh karena itu, kami sangat mengharapkan kritik dan saran demi perbaikan dan kesempurnaan modul ini. Semoga modul ini dapat bermanfaat bagi kita semua, khususnya para peserta didik Program Pendidikan Guru.

Purwokerto, 5 November 2019

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MODULE 5

ENGLISH FOR PRACTICAL USE

Welcome to the Module 5. This module entitles *English for Practical Use*. This module is designed to provide learning activities for PPG participants as English teachers and English students to promote their comprehension skill in both writing and speaking. This module will focus on the knowledge and skills required to comprehend and express explicit and implicit meanings in the following written text types: (1) Procedure Text; Manual, Recipe, and Itinerary, and (2) News Item Text.

What will you learn from this book?

1. English knowledge to engage in practical use in contextually acceptable structures and grammatical features of procedure text as well as news item text
2. The functions, text structures, and grammatical features of a number of procedure text covering Manual, Recipe, and Itinerary, and of course news item text
3. the differences and similarities between a number of procedure texts from Manual, Recipe, and Itinerary, and also News Item Text
4. how to produce both procedure text types and news item texts with contextually acceptable social functions, with contextually acceptable text structures and with correctly grammatical features

This module, *English for Practical Use*, aims to help you to

1. have better knowledge particularly in several types of texts for practical use consisting of procedure texts (Manual, Recipe, and Itinerary) and News Item Texts.
2. understand different types texts for practical use which have different social functions.

3. familiarize you with all language skills in English, namely Listening, Speaking, Reading and Writing.
4. have a higher order thinking by being creative to create samples of procedure texts and news item texts.

This module has four learning activities accredited for one credit equals to eight-class hour and distributed in:

1. **Learning Activity 1: Exploring Procedure Text; Manual**
2. **Learning Activity 2: Exploring Procedure Text; Recipe**
3. **Learning Activity 3: Exploring Procedure Text; Itinerary**
4. **Learning Activity 4: Exploring News Item**

Having completed learning this module, you are expected to be able to know more about various types of texts for practical use which are procedure texts and news item. Your knowledge and comprehension about texts for practical use will be a big help for you to create your own texts and to teach your students meaningfully. When you master materials about procedure texts and news item, it allows you to understand the meaning behind the texts and create your own samples.

There are three specific activities to help you achieve the goals of learning this module namely pre-activity, main-activity, and post-activity.

LEARNING ACTIVITY 1: PROCEDURE TEXT; MANUAL

A. INTRODUCTION

1. Short Description

Welcome to the learning activity one of Learning activity 1, Procedure Text; Manual. In this learning activity, you will relearn about Procedure Text; Manual..

2. Relevance

In order to help your comprehension on the personal letter, this first learning activity provides you with *social function, text structure, language features, and content comprehension of given texts on Public Notice*, and that information is covered in *learning materials, links of sources, assignments, an interactive forum discussion*, and ended with a *formative test*.

3. Learning Guide

For helping you to maintain and build your personal relationship and interaction with other people, this first learning activity requires you to observe and read all materials given, and do all assignments in the context of daily basis. The analytical approach is required to be implemented. By implementing those activities, you will comprehend and be able to create your personal letters that suit you.

B. MAIN SECTION

1. Learning Outcomes

a. Attitude

To internalize, uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, collaboration, and nationalism

b. Knowledge

- To analyse the contextual differences and similarities between a number of Procedure texttexts in regard to the social functions, by

showing the evidence from the texts (expressions, sentences, paragraphs, etc) in fluent and lexicographically accurate spoken and written English.

- To analyse the contextual differences and similarities between a number of Procedure texts in regard to the text structures, by showing the evidence from the texts (expression, sentences, paragraphs, etc) in fluent and lexicographically accurate spoken and written English

c. Skill

- To get detailed information of the Procedure texts with contextually different social functions, text structures, and lexicogrammatical features
- To make inferences of the Procedure texts with contextually different social functions, text structures, and lexicogrammatical features
- To evaluate the Procedure texts with contextually different social functions, text structures, and lexicogrammatical features
- To construct the Procedure texts with contextually different social functions, text structures, and lexicogrammatical features

2. Learning Material and learning activities

1. **DEFINITION**

▪ **What is procedure text?**

Do you understand what procedure text is? Have you ever read any procedure texts? Do you know the function of procedure text? To answer these, we will provide you some comprehension about procedure text.

To make you understand what procedure text is, you need to watch the following videos about recipe



Video 1. Procedure Text

TASK 1

Video 1 explain you about procedure text. After watching the video, discuss the following questions.

1. What do you see in the video?
2. What was being explained in the video?
3. Give you conclusion about the defition of procedure text and the important aspects of procedure text!

▪ **What is Manual?**

Manual alternatively referred to as documentation or end-user documentation, a manual is a book or pamphlet that contains information about a program or piece of hardware. For example, a computer case may come with documentation explaining what sizes of motherboard it can hold. Or, a video game may come with a manual explaining how to play it.

Today, most manufacturers and developers no longer include printed manuals with their products. They instead rely on electronic

documentation and online documentation, which are usually included as a PDF or available for download on the manufacturer's website.

2. Social Function of Manual as A type of Procedure Text

The purpose of procedure texts is to provide a series of precise, sequenced steps or directions that explain to the readers how to do something while also allowing the readers to reach the outcome successfully. Procedure texts can take several forms, including, but not limited to, recipes, instructions for how to do, use, or make something, science experiments, directions for a map, manuals, etc. It is also important to note that the procedure texts can take different forms such as brochures or guide books. Procedure text should be supported by authentic presentation features such as numbered steps though they can also be written in structured paragraphs.

The followings are the social function of procedure text:

- It is used to describe how something is done in sequenced steps.
- It provides a series of steps in sequence that explain the readers how to do something while allowing them to reach the outcome successfully.
- The communicative purpose of the text is to tell the steps of making or doing something.

3. Generic Structure of Manual

As a type of Procedure text, manual is made up of three elements.

The followings are the generic structure of procedure texts:

- Goal/aim
This part of the text describes the purpose of doing or operating something.

- Materials/equipments

This part describes the materials or equipments needed in the process of doing or operating something. It is important to note that some of procedure texts do not provide materials section.

- Steps/methods

This part describes the set of instructions in order to achieve the goal.

4. Significant Lexico-grammatical Features

As stated by Nurdiono (2016), there are several language features that are commonly used in constructing a procedure text. The description of each feature is depicted below.

- ❖ Generally using simple present tense.

In the simple present, most regular verbs use the root form, except in the third-person singular (which ends in **-s**).

The simple present is a [verb tense](#) with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding **-s** or **-es** to the end.

I feel great! Pauline loves pie. I'm sorry to hear that you're sick.

- ❖ Using adverbial of sequence or using temporal adjective.

We use the sequence adverbs to describe the order in which two or more actions happen. For example first, second, the last, etc.)

- ❖ Using imperative sentences or command.

Imperative sentences are used to issue a command or instruction, make a request, or offer advice. Basically, they tell people what to do. Below, you'll find some imperative sentence examples and learn about their function.

Imperative sentences usually end with a period but can occasionally end with an exclamation point. These sentences are sometimes

referred to as **directives** because they provide direction to whoever is being addressed.

In the examples of imperative sentences here, you'll note that each line is issuing a command of some sort:

- ✓ Pass the salt.
- ✓ Move out of my way!
- ✓ Shut the front door.
- ✓ Find my leather jacket.
- ✓ Be there at five.

❖ Using action verbs.

An action verb is a verb that expresses physical or mental action.

The action verb tells us what the subject of our clause or sentence is doing-physically or mentally.

For example turn, put, cut, etc.

❖ Using conjunctions to link a process to another process.

Some of the conjunctions that show a sequence of process here are such as then, after that, etc.

❖ Using adverb of time to express details of time.

The adverb of time in this part means the duration or the length. It can be stated in second, minute, or hour. For example for five minutes, in two hours, etc.

Examples of Procedure Texts; Manuals

Read the two examples of procedure texts carefully.

Text 1

How to Insert SIM Card into Cellphone



picture:google

Cellphone is a modern communication device which connects one to the others by voice, written message and data. However this device cannot work until the SIM card is inserted. When inserting the SIM Card to cellphone, make sure that the cellphone has been switched off and follow the direction bellow:

- First of all, press the locking catch and slide the cover then lift it off the phone.
- After that, push two catches in the opposite directions and remove the battery.
- Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone.
- Then, put the battery and align it until snaps into its place.
- Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place
- Don't forget to switch on the cellphone. Wait until it is ready to use.

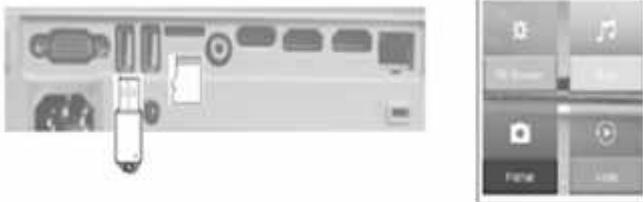
The Structure of the Text: *How to Insert SIM Card into Cellphone*

<i>Goal/aim</i>	Cellphone is a modern communication device which connects one to the others by voice, written message and data. However this device cannot work until the SIM card is inserted.
<i>Materials</i>	-
<i>Steps/methods</i>	<ul style="list-style-type: none"> • First of all, press the locking catch and slide the cover then lift it off the phone. • After that, push two catches in the opposite directions and remove the battery. • Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone. • Then, put the battery and align it until snaps into its place. • Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place • Don't forget to switch on the cellphone. Wait until it is ready to use.

User Manual on How to Use Projector

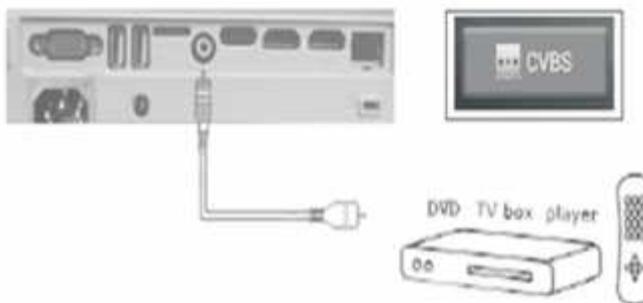
Insert USB flash driver T/F card

Insert the storage device into the corresponding port, then the USB flash driver/TF card will be connected to the projector.



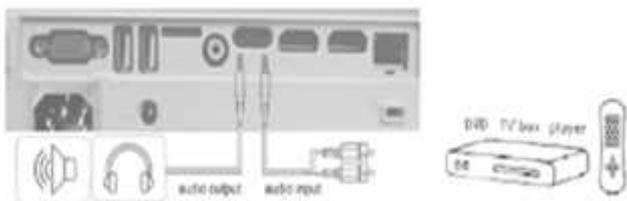
Connect the Video

Connect the video equipment to the projector by video cable.



Connect the Audio

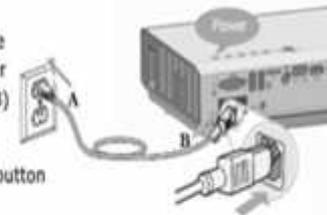
Insert earphone or 3.5mm audio cable to the projector audio output, insert the audio cable from DVD, Set Top Box or other signal devices to the audio input. Then there will be audio out to the earphone or external mini speaker.



Turn on/off the Projector

1. Connect one end of the power cord to the wall power supply socket (A), and the other end connected to the three hole socket (B) of the projector.

2. Press remote control button  or press button "POWER" to turn on /off the projector



Adjust Image

Using image focusing control button (Located on the side of the projector)
Adjust the projected image sharpness(A).

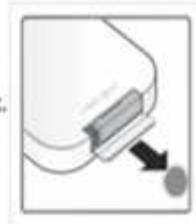
Using image zoom control button (Located on the side of the projector)
Adjust the projected image size (B).



Set the Remote Control

The remote control is equipped with a 3V lithium battery (CR2032). Battery was pre-installed in the remote control. If shipping way does not support battery, you need to buy it.

Before using the remote control, take out the plastic sheet from the battery compartment.



Change Remote Control battery

1. Toward the direction of arrow, move and pull out of the cover.
2. Remove the old battery, install new battery (the positive upward).
3. Fit on battery's cover.

Note:

1. Can only use 3V lithium battery (Cr2032)
2. In accordance with the relevant local regulations dispose the waste batteries.
3. The battery should be taken out if you do not use the equipment for long time.

The remote control controls the projector through the infrared transmission. Remote controlling the radius of about 7 m (23 ft) and above or below projector's range of 15 degrees, it can work normally (but the remote control can not be perpendicular to the bottom of the projector).

If the projector does not response to the remote control instruction, please move it near to the projector.

Task 2

Read the following procedure texts carefully.

Text 1

How to fix stuck zipper

While zippers are mostly reliable, they do break or get stuck sometimes. When this happens, you may be frustrated and fear that you'll need to replace the entire item itself. However, there are a variety of ways you can try to fix a zipper so you don't have to replace the item. There are some equipments you need to fix a broken zipper, they are:

- Laundry soap
- Water
- Cotton ball or swab
- Dish

Here's how you fix stuck zipper with laundry soap as lubrication.

- Pour a small amount of detergent into a small dish.
- Pour a small amount of water into the same dish.
- Dip a cotton ball or swab into the mixture.
- Use the saturated cotton ball to coat the teeth in the solution.
- Place the cotton ball down and gently attempt to unzip the zipper. It may only move a little. If this is the case, return the slider to its original position.

Repeat until the zipper is unstuck.

Text: adapted from wikihow

Manual on how to print photos

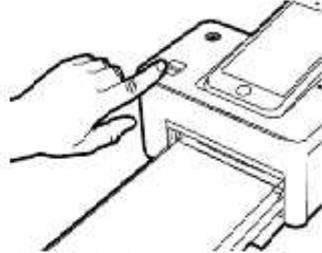
Connecting to the Printer and Printing

Connecting to the Printer and Printing

Printing photos using the dock



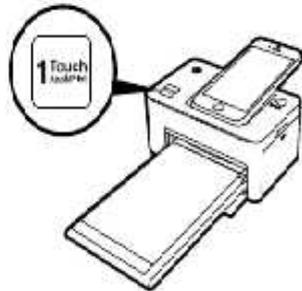
1) Turn on the printer by pressing the power button on the top left corner. Connect the smart phone to the dock after turning the printer on.



2) Push the 1Touch button on the left bottom corner of the printer. App will run automatically. In case of Android phone, App can be launched when it is docked.

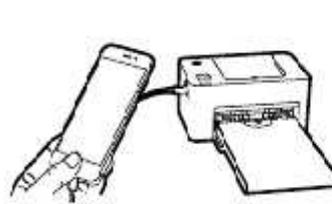


3) Choose a photo.

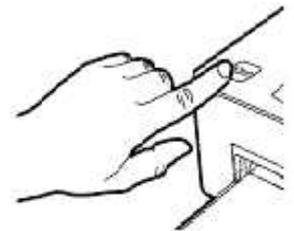


4) To start printing, push the 1Touch button or the print button in the App.

Printing photos using a USB cable



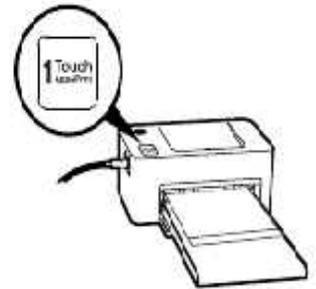
1) Turn on the printer by pressing the power button on the top left corner. Connect the smart phone to the dock using a USB cable."



2) Push the 1Touch button on the left bottom corner of the printer. App will run automatically. In case of Android phone, App can be launched when it is docked.



3) Choose a photo.



4) To start printing, push the 1Touch button or the print button in the App.

❖ Discuss with your friends about the texts above and find the differences between the two texts. Then try to analyze the generic structure of each text.

Generic Structure	
Text 1	Text 2

Task 2

Read the texts again; analyze the language used in each text. Write the word or sentence from the texts in the table below. Do as the example.

Language features	Sentence
Present simple	<ul style="list-style-type: none"> ● While zippers are mostly reliable, they do break or get stuck sometimes ● ● ●
Imperatives	<ul style="list-style-type: none"> ● ● ● ● ●
Adverb of sequence	<ul style="list-style-type: none"> ● ● ● ● ●
Action verbs	<ul style="list-style-type: none"> ● ● ● ● ●
Conjunctions	<ul style="list-style-type: none"> ● ● ● ● ●

Task 3

Find other example of manual around you. Identify its generic structure and lexico-grammatical features.

Generic Structure

Language features	Sentence
Present simple	<ul style="list-style-type: none"> • • •
Imperatives	<ul style="list-style-type: none"> • • • • •
Adverb of sequence	<ul style="list-style-type: none"> • • • • •

Action verbs	<ul style="list-style-type: none"> • • • • •
Conjunctions	<ul style="list-style-type: none"> • • • • •

Task 4

You have learned all materials of procedure text, specifically about manual. Have you understood all of the materials? Now, your job is trying to have the real try to produce your own manual. Firstly, you have to make a group of five. Then, do some interview to teachers, staffs or even the students in the school about what problems they are facing regarding how to operate learning media or aids or even procedure of doing learning activity. Then, it is a challenge for you to produce a book of manual. Remember, you have to make your product based on the need of the users.

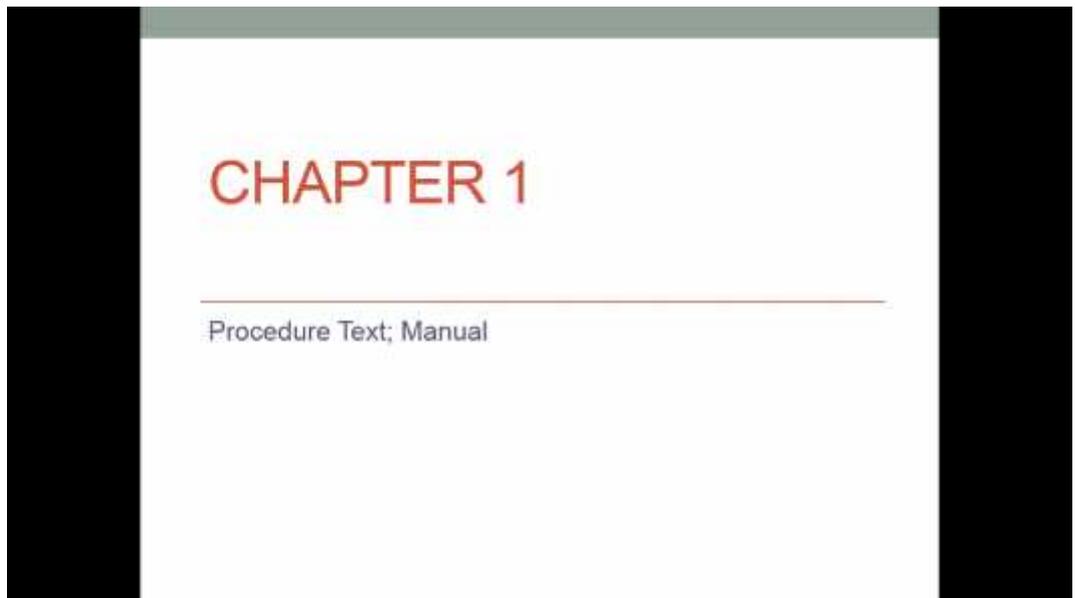
This project can be summarized into some steps below:

1. Make a need analysis
2. Do some interview
3. Design the needed manual in an interesting and creative way
4. Ask students, teachers, staffs, or the headmaster whether they understand it or not
5. Good Luck 😊

C. CLOSING SECTION

1. Summary

Look at the following infografis to conclude what have you learnt from learning activity 1



Infografis 1. Procedure Text; Manual

2. Reflection

To review your understanding about what you have learnt in Module 5, consider the following questions:

- a. What do you know about procedure text?
- b. What are the social functions of procedure text?
- c. How is procedure text constructed?
- d. What are the lexico-grammatical features commonly found in procedure text?
- e. Can you construct a manual?
- f. Is your manual easy to understand?

1. References

- ✓ Computer Hope. (2017). Definition of Manual.
<https://www.computerhope.com/jargon/m/manual.htm> Accessed on September 1, 2019 at 10.00 a.m
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<http://sangpemimpikelihood.blogspot.com/2015/03/procedure-text-definition-generic.html> Accessed on September 1, 2019 at 12.00 p.m
- ✓ Nurdiono. (2017). Generic Structure of Procedure Text.
<https://www.nurdiono.com/generic-structure-of-procedure-text.html>
Accessed on September 1, 2019 at 12.00 p.m
- ✓ Anonymous. (2016). Procedure Text. <http://britishcourse.com/procedure-text-definition-generic-structures-purposes-language-features.php>
Accessed on September 2, 2019 at 09.00 a.

2. Formative Test

Questions Number 1-5 are based on the text below. Choose the best answer A, B, C, or D and click the respective option to mark your answer.

Text 1

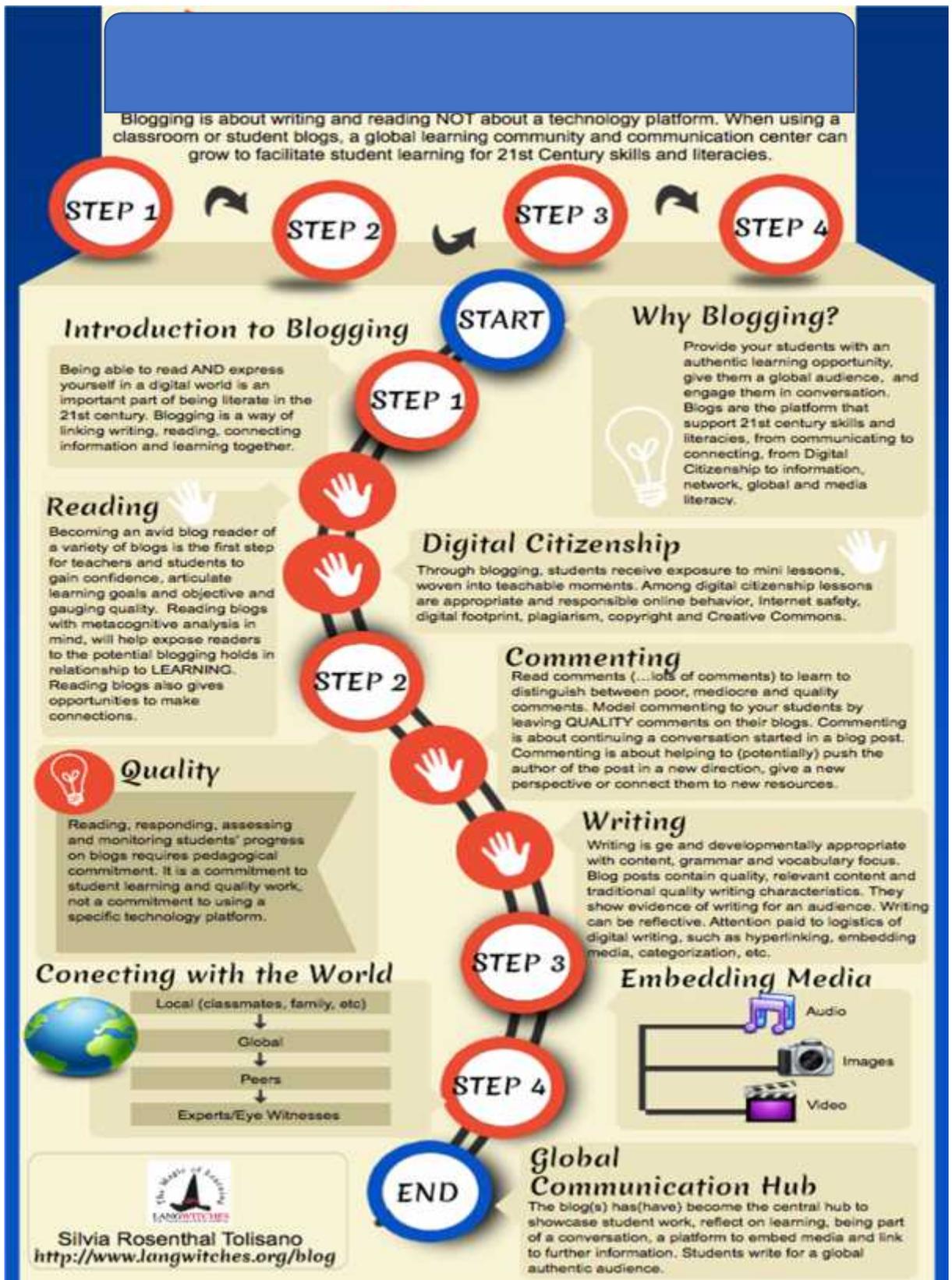
How to Loose Weight with Healthy Eating Habit

Tired of carrying around those extra pounds? The best way to lose weight and keep it off is to create a low-calorie eating plan that you can stick to for a long time. Additionally, exercise every day to burn extra calories and keep your heart healthy. If you just want to drop a few pounds fast, there are plenty of techniques and tips you can adopt to help you reach your short-term goals, too. Here they are:

- ✓ Calculate how many calories you can eat while still losing weight. Start by finding your basal metabolic rate (BMR), which is how many calories you need to stay alive.
- ✓ Eat smaller portions to help you cut back on calories. To make it easier to track portions, prepare your snacks ahead of time. For instance, you might weigh out 1 serving of almonds, then put it in a baggie or container for later.
- ✓ Select smart substitutes for your favorite high calorie foods. Consider eating vegetarian a few days each week. By replacing meat with nutritious foods like beans, tofu, or lentils, you can cut significant amounts of your daily calorie intake while adding many nutrients to your diet.
- ✓ Avoid going down grocery aisles that tempt you with high calorie foods. It's best to stay along the perimeter of the grocery store, which is where the fresh foods are typically located.
- ✓ Eat more of foods that fill you up. Some foods help you feel full faster and may help you stay fuller longer. Many of these foods contain protein, fat, or fiber.

1. According to the text, what is the best way to loose weight?
 - a. by cooking a low - calorie food
 - b. by creating a low – calorie food plan
 - c. by stop eating low – calorie food
 - d. by eating more low – calorie food
2. Why do we need to exercise?
 - a. To reduce calorie
 - b. To add more calorie
 - c. To make us unhealthy
 - d. To make us happy
3. The following statements about loosing weight are true, **EXCEPT** ...
 - a. You need to start eating low – calorie food to loose weight.
 - b. You should eat more vegetables in order to loose weight.
 - c. You should eat more food that contains fiber, fat and protein.
 - d. You should stop doing grocery shopping.
4. Which of the following food should we eat to in order to loose weight?
 - a. Almonds
 - b. Meat
 - c. beans
 - d. rice
5. The function of the text above is ...
 - a. To inform the readers about how to loose weight.
 - b. To give a report about how to loose weight.
 - c. To entertain the readers about how to loose weight.
 - d. To explain how to loose weight.

Look at the pictures below and answer the questions No 6-10



6. In your opinion, what is the best title for manual above?
 - a. Connecting the world with English
 - b. English Global Communication
 - c. Blogging in the classroom
 - d. Technology Platform
7. How does the creator display the sequence of process in the manual?
 - a. By using adverb of sequence (first, second, etc)
 - b. By using numbering
 - c. By using the steps naming
 - d. By using explanation
8. What is the aim of the manual?
 - a. To describe the process of making blog
 - b. To display the material about blogging as learning process
 - c. To depict the structure of blog
 - d. To present the use of blogging in 21st century
9. What is the material of the step 1?
 - a. The definition of blog
 - b. The function of blogging
 - c. The benefits of blogging
 - d. The sample of blog usage
10. To whom the manual is intended?
 - a. Students
 - b. Labors
 - c. Traders
 - d. Staffs

Answer key

1.

LEARNING ACTIVITY 2: PROCEDURE TEXT; RECIPE



A. INTRODUCTION

1. Short Description

Welcome to the Chapter 2 of Module 5 “English for Practical Use”. This module is designed to provide materials about procedure text specifically in term of recipes. This module presents the materials to enhance your knowledge about what recipe is, its structure and language features, as well as how to create a good and effective recipe.

In procedure texts the focus is on systemically explaining a logical sequence of action or steps. There are some different procedure texts serving different purposes. Recipe is one of the common procedural texts. A recipe is a list of ingredients and a set of instructions that tell you how to cook something. A recipe is usually divided into ingredients and methods. Each stage plays a role in explaining what we need or what precisely we have to do next.

2. Relevance

Do you know how to read a recipe? Can you easily find the sample of procedure text specifically recipe around you? Can you grab the

information from those recipes easily? Have you ever tried to make one of those? Have you ever used recipe to teach your students? If you have no experience in making recipe or use it in the classroom this course will surely help you much to deepen your comprehension about recipe as well as to dig your creativity in creating an effective and good recipe also to use it as an effective and interesting material to teach your students.

3. Learning Guide

There are three specific activities to help you achieve the goals of learning this module namely pre-activity, main-activity, and post-activity.

- a. Pre-activity: building background knowledge about procedure texts. Since background knowledge greatly influences comprehension, it is important to have specific concepts of procedural texts. You can provide yourself with factual information such as the information from an encyclopedia or a list of key words from the story and check yourself what you know about the information.
- b. Main Activity: Many activities encourage understanding and enjoyment while you are comprehending the materials about procedure texts.

- Post-it Note: You can write notes while learning
- Identify the structure of procedure texts
- Determine the messages contained in recipe
- Find factual information from a recipe

- c. Post-Activity: Questioning, Discussion, Creating, and Presenting.

- Questioning: Questioning activities encourage you to think about and respond to the information and ideas about procedure text.
- Discussion: Discussion is exchanging ideas out loud. The intent is to freely explore ideas, to learn something new or gain a different perspective by pooling the information or insights that more than one person can give.

- Creating: Making your own recipe.
- Presenting your created recipe

B. MAIN SECTION

1. Learning Outcomes

In Learning Activity 2 you will learn the following competencies:

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

To analyze the social functions, text structures, and lexico-grammatical features of procedure text in regard to the contexts of situation.

c. Skill

After learning this chapter, you are expected to be able to:

- comprehend a series of procedure texts meaningfully.
- compare the social functions of procedure texts regarding the context of situation, the target readers, the points of interests or importance.
- compare the the structure of procedure texts
- compare the language features of procedure texts
- construct procedure text specifically recipe

2. Learning Material and Learning Activities

➤ Learning Material

a. Definition of Recipe

Have you ever cooked something based on a recipe? Does it help you in cooking? Do you know what exactly a recipe is? To help you

understand what a recipe is, you need to watch the following videos about recipe.

After watching the videos, answer the questions in TASK 1 in order to help your understanding toward the definition of recipe.

Video 1



Taken from: <https://www.youtube.com/watch?v=YUV2e0KPe-M&t=15s>

Video 2



Taken from: https://www.youtube.com/watch?v=7a1_aJUaMHc

TASK 1

Video 1 and 2 provide the example of recipe in form of spoken text.

After watching the video, discuss the following questions.

1. What do you see in the video?
2. What was the person doing in the video?
3. What was being explained in the video?
4. What are the ingredients used in the video to make the food?
5. What are the steps in making the food in the video?
6. In your opinion, what is the best definition to describe a recipe?

To provide more comprehension about recipe, read the following texts and answer the questions in TASK 2.

Text 1

INDONESIAN SPICED RICE

Ingredients:

- 3 tablespoons vegetable oil
- 1 large onion, chopped
- 2 jalapeno peppers, seeded and minced
- 2 cloves garlic, crushed
- 1 teaspoon ground turmeric
- 1/2 teaspoon ground cinnamon
- 2 cups uncooked long-grain white rice
- 2 (14.5 ounce) cans chicken broth
- 1 cup water
- 1 bay leaf
- 2 green onions, chopped

Methods:

- Heat oil in large, heavy pan over medium heat. Stir in onion, jalapeno peppers and garlic. Saute until onion is translucent; about 8 minutes.
- Stir turmeric, cinnamon, and rice into the pan; stir for 2 minutes. Mix in the chicken broth, water and bay leaf. Bring the mixture to a boil, reduce heat to low, cover and cook 20 minutes.
- Turn off the heat altogether and let sit for 5 minutes. Garnish with chopped green onion.

Source: <https://www.allrecipes.com/>

Text 2

TELUR BALADO (SPICY CHILE SAUCE WITH EGGS)

Ingredients

- 1 cup vegetable oil for frying
- 6 hard-boiled eggs, shells removed
- 6 red chile peppers, seeded and chopped
- 4 cloves garlic
- 4 medium shallots
- 2 tomatoes, quartered
- 1 teaspoon shrimp paste
- 1 1/2 tablespoons peanut oil
- 1 tablespoon vegetable oil
- 1 teaspoon white vinegar
- 1 teaspoon white sugar salt and pepper to taste

Methods

- Heat 1 cup oil in a small saucepan over medium-high heat. Deep fry the eggs in the hot oil until they are golden brown, 5 to 7 minutes; set aside.
- Combine the chile peppers, garlic, shallots, tomatoes, and shrimp paste in a food processor; blend into a paste. Add in peanut oil. Process again until smooth.
- Heat 1 tablespoon oil in a large skillet over medium heat. Pour the chile pepper mixture into the skillet. Stir the vinegar, sugar, salt, and pepper into the mixture. Add the fried eggs to the mixture, turning to coat. Reduce heat to medium-low; simmer until fragrant, about 5 minutes.

Source: <https://www.allrecipes.com/>

TASK 2

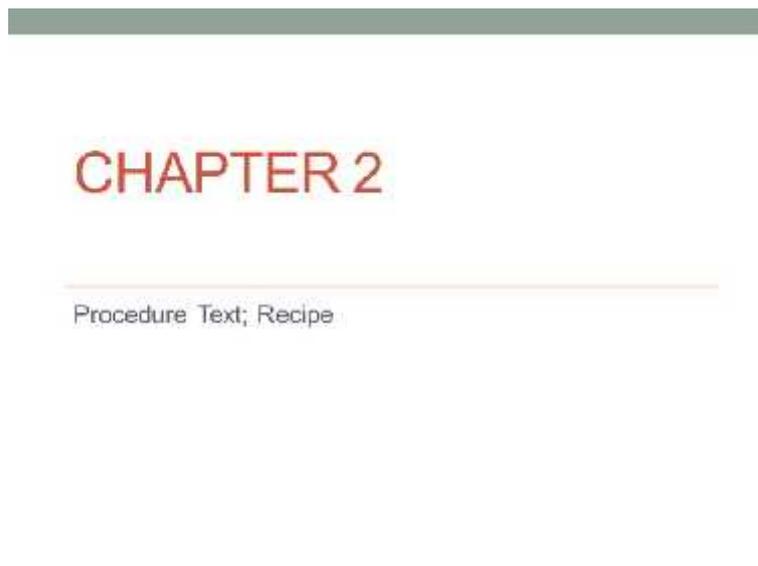
Text 1 and 2 are another example of recipe in form of written text. To understand more about the similarities and differences between recipe in spoken and written form, discuss the following questions.

1. What is being discussed in the texts above?
2. What are the similarities between the videos and the texts?

3. What are the differences between the recipe in the videos and in the texts?
4. In your opinion, are there any differences in definition between recipe in form of spoken and written text?
5. How do you define recipe in form of written text?

b. Generic Structure of Recipe

Every text has different structures. The structures of the text will be different depending on the goal of the text. The structures represent the information to the reader. The following explanations are the generic structure of procedure text in form of recipe



Infografis 1. Generic structure of Procedure Text; Recipe

c. Social/Language Function of Recipe

Recipe is text that explains or helps us how to make something. The following are the social function of recipe;

- a. Recipe is used to describe how food is completely made or cooked through a sequence of series.

- b. Communicative purpose of recipe is to describe how food is completely made through a sequence of actions or steps.

d. Language Features of Recipe

To create a good recipe, you may consider using the following language features of a recipe;

- a. Noun or noun groups

A noun is a word that functions as the name of some specific thing or set of things. Noun or noun groups in recipe are used in the listed materials or equipment. For example *bowl, rice, glass, etc.*

- b. Conjunctions

Conjunction is a word to connect clauses or sentences or to coordinate words in the same clause. Conjunctions in recipe are used to show chronological order. For instance *before, while, then, after, etc.*

- c. Action verbs

Action verb, as you have guessed, is a verb that expresses an action. Any verb that describes what someone or something does is an action verb. An action verb can be physical or mental. For example; *cut, mix, stir, put, etc.*

- d. Imperatives

An imperative sentence gives a command. It usually ends with period but it may also end with an exclamation point. Commands ask or tell people to do something. For example: *add some sugar, mix the ingredients, cut the onion.*

- e. Adverbial

Adverbial is word or phrase functioning like an adverb. There are two types of adverbial that are commonly used in recipe. First is adverbial of sequence which is used to add detail information about the sequence. For example *first,*

second, finally, etc. In addition, another adverbial is used to express detail of the time, manner, or place. For example *for five minutes, for an hour, in three minutes.*

f. Vocabulary

Vocabulary that is commonly used in recipe ranges from technical to everyday language according to the target of language. Emphasis is often given to important information by underlining it or writing it in bold.

g. Language

The language in recipe is supposed to be clear and precise. However, detailed language is needed especially in methods section..

h. Tenses

Present tense is generally used in recipe.

TASK 3

Read the following recipe and identify the generic structure and the language features of the text.

How to Make Chilli Beef Rendang

By Chef James Martin

Rendang is one of the most famous Indonesian dish, it's even crowned as one of the most delicious food in the world in CNN's World's 50 best food. Here's how to make it.



Ingredients

- 2 large banana shallots, roughly chopped
- 5cm/2in piece fresh root ginger, peeled, roughly chopped
- 2 lemongrass stalks, tough outer leaves discarded, core roughly chopped
- 3 lime leaves, roughly chopped
- 6 garlic cloves, peeled, roughly chopped
- 4 long red chillies, roughly chopped
- 1kg/2lb 4oz stewing beef, cut into cubes
- 1-2 small dried chillies, to taste
- 1 tbsp rapeseed oil
- 5 cardamom pods, lightly crushed
- 3 star anise
- 2 cinnamon sticks
- 1 tbsp ground cumin
- 1 tbsp ground coriander
- 1 x 400ml tin coconut milk
- 200ml/7fl oz beef stock
- 1 tbsp fish sauce
- 1 tbsp palm sugar

- 2 tbsp tamarind paste
- 2 limes, juice only
- salt and freshly ground black pepper
- boiled jasmine rice, to serve

Method

- First, blend the shallots, ginger, lemongrass, lime leaves, garlic, red chillies and 5 tablespoons water to a paste in a food processor.
- Second, scoop the mixture out into a large bowl and add the beef, mixing well until the meat is coated in the paste.
- Next cover and set aside to marinate for at least 2 hours, and preferably overnight in the fridge.
- After that put the dried chillies into a bowl and cover with boiling water from the kettle. Set aside for 30 minutes to soften.
- Heat the oil in a casserole over a medium heat. Add the cardamom, star anise, cinnamon, ground cumin and ground coriander and stir the spices into the oil until fragrant. Add the marinated beef and stir well to coat it in the spices.
- Next add all of the remaining ingredients except the lime juice (and the rice) and bring the mixture to the boil. Reduce the heat until the mixture is simmering.
- Drain the dried chillies, reserving the soaking water, and chop them finely. Add the chillies and 50ml/2fl oz of the soaking water to the casserole and stir well. Cover with a lid and simmer for 2 hours, or until the beef is tender.
- Remove the lid and stir the curry, then simmer for a further 15-20 minutes, or until the sauce has thickened. Stir in the lime juice and season, to taste, with salt and freshly ground black pepper.

- The last serve the beef rendang with jasmine rice.

Generic Structure

Goal/Aim	
Ingredients	
Steps	

Language features	Sentence
Present simple	<ul style="list-style-type: none"> • mixing well until the meat is coated in the paste. • • •
Imperatives	<ul style="list-style-type: none"> • • • • •

Adverb of sequence	<ul style="list-style-type: none"> • • • • •
Action verbs	<ul style="list-style-type: none"> • • • • •
Conjunctions	<ul style="list-style-type: none"> • • • • •
Adverbial of time	<ul style="list-style-type: none"> • • • • •

TASK 4

Watch the video on how to teach Procedure text and answer the following questions



Video 5. Teaching Procedure text

1. What do you see in the video?
2. What is the method used by the teacher in the video?
3. Explain some steps of teaching in the video?
4. In your opinion, what are the challenges teaching procedure text?

3. Discussion Forum

Having learnt the materials about recipe, it's time to assess your comprehension. Discuss the following questions with your partner.

- a. In your opinion, what are the challenges in learning procedure text especially recipe?
- b. As a teacher, how will you use the recipe to teach your students?
- c. What kind of recipe will you use to teach your students?
- d. In your opinion, what are the characteristic of a good and appropriate recipe to be used to teach students?
- e. How will you asses and evaluate you students' writing?

B. CLOSING SECTION

1. Summary

This part describes you about a brief description of procedure text specifically recipe.

Procedure Text; Recipe

Procedure text is the text which gives the steps or procedures on how to do something. Generally speaking, a recipe is a list of ingredients and a set of instructions that tell you how to cook something. There are two different social functions of recipe, they are as listed in the following explanation;

- 📌 Recipe is used to describe how food is completely made or cooked through a sequence of series.

- 📌 Communicative purpose of recipe is to describe how food is completely made through a sequence of actions or steps

Do you know that s recipe usually has three sections? There is an introductory followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps. The followings are the generic structure of recipe;

- 📌 Goal/aim

- 📌 Ingredients

- 📌 Steps/Methods

Do you still remember about the language features of procedure? These notes will help you to memorize its language features easily:

- 📌 Using imperatives

- 📌 Using simple present tense

- 📌 Using adverbial of sequence

- 📌 Using noun or group of noun

2. Reflection

To review your understanding about what you have studied in Chapter 2, consider the following questions:

- a. How can you define recipe?
- b. What are the social functions of recipe?
- c. How is recipe structured?
- d. What are the language features commonly found in recipe?
- e. Can you create a good recipe?
- f. Is created recipe understandable?

3. Formative Test

Read the following recipe and choose the best answer for each question (A, B, C or D).

The following text is for question 1 – 5

How to Make Satay

Serving 3-6

Prep time: 25 min, Inactive time: 2 hrs, Cook time: 8 min

Satay Ingredients:

- 8-14 skinless chicken thighs, cut into thin strips
- 10 (6 inch) wooden skewers, or as needed, soaked in water for 30 minutes
- 3 tbsp. fish sauce
- 2 stalks of fresh lemongrass, sliced
- 1/4 cup fresh lime juice for more flavor
- 2 shallots OR 1 small onion, sliced (optional)
- 2 Tbsp. agave nectar
- 1 Tbsp. low-sodium soy sauce
- 1 Tbsp. minced fresh ginger
- 1-2 fresh red chilies, diced, or 1/2 tsp. to 1 tsp. cayenne pepper, for flavor
- 3-4 garlic cloves, minced

- 2 Tbsp. vegetable oil
- 1/4 small Napa cabbage, shredded (about 3 cups)
- 6 ounces snap peas, shredded
- 1/2 teaspoon ground black pepper (optional)
- Tsp. cilantro (optional)

Satay Preparation:

Before preparation, keep in mind for highest quality taste; it's recommended to pour the marinade ingredients over the meat and stir to combine. Allow at least 2 hour for marinating, or longer (up to 24 hours) for better flavor.

1. Soak skewers in water while you prepare the meat. Cut chicken into thin strips or small pieces and place in a bowl.
2. Whisk together fish sauce, lime juice, lemongrass, agave, soy sauce, ginger, red chilies and garlic in a bowl.
3. Pour 1/2 bowl marinade into a shallow baking dish; reserve the remaining 1/4 bowl.
4. Add the chicken to the marinade in the baking dish, cover with plastic wrap and refrigerate for at least 2 hours. (longer the better)
5. Pour reserved marinade into a large bowl; whisk with the vegetable oil. Add the shredded cabbage, snap peas and pepper; cover with plastic and refrigerate until ready to serve.
6. When ready to cook, thread meat onto the skewers.
Tip: Fill up to 3/4 of the skewer, leaving the lower half empty so that the person grilling has a "handle" to easily turn the satay during cooking.
7. Grill on BBQ or In-house oven set to "broil" with baking sheet. Place satay close beneath the heating element and turn the meat every 5 minutes until cooked. (Depending on how thin your meat is, the satay should cook in 10 to 20 minutes.)
8. Enjoy!

1. The followings are ways to make the Satay more delicious, **except ...**

- a. The meat should be seasoned
 - b. The meat should be skinless
 - c. The meat should be marinated for hours
 - d. The meat should be soaked in seasoning
2. Why do we need to leave $\frac{1}{4}$ part of the skewer empty?
- a. Because it will make the meat more delicious
 - b. Because the meat will be cooked faster
 - c. Because it's easier for the person to hold the skewer
 - d. Because it's easier for the person to eat the meat.
3. "Grill on BBQ or in-house oven set to broil with baking sheet." The underlined word is closest in meaning to ...
- | | |
|----------|-----------|
| a. Roast | c. freeze |
| b. Burn | d. fry |
4. The function of the text above is
- a. To describe how to make Satay
 - b. To give a report about how to make satay
 - c. To tell the readers how to make Satay
 - d. To entertain the readers
5. The correct generic structure of a recipe is
- a. Aim, steps, ingredients
 - b. Ingredients, steps, aim
 - c. Aim, ingredients, steps
 - d. Steps, ingredients, aim

The following text is for question 6 – 10

Recipe by Luke Nguyen



Ingredients

- 2 tbsp vegetable oil
- 200 gr mutton or lamb backstrap, cut into small cubes
- 3 garlic cloves, sliced
- 3 Asian red shallots, sliced
- 2 long fresh red chillies, finely chopped
- 740 g (4 cups) refrigerated cooked rice
- pinch of five-spice powder
- 1 tsp curry powder
- ½ tsp ground cumin
- 1 head pak choi, sliced
- 50 g white cabbage, thinly sliced
- 40 g (¼ cup) fresh peas
- 2 spring onions (scallions), sliced
- 2 tsp dark soy sauce
- 2 tbsp kecap manis
- pinch each of salt and pepper
- 1 tbsp fried shallots
- 1 tbsp thinly sliced spring onion (scallion)
- 1 Lebanese cucumber, sliced
- 2 tomatoes, sliced
- 2 green bird's eye chillies, sliced

Instructions

- Heat a wok over high heat.
 - Add 1 tablespoon of vegetable oil and swirl to coat the wok. Add the mutton and stir-fry for 1 minute or until seared. Transfer the mutton to a bowl and set aside.
 - Add the remaining oil to the wok, then sauté the garlic, shallot and chilli on medium heat for 2 minutes or until fragrant.
 - Add the rice, increase the heat to high and stir-fry for 5 minutes or until lightly browned and all the rice grains are separated.
 - Add all the spices and continue to stir-fry for another 2 minutes or until fragrant.
 - Add the pak choi, cabbage, peas and spring onion along with the mutton.
 - Toss to combine well, then add the dark soy sauce, kecap manis and season with salt and pepper.
 - Transfer to a serving plate and garnish with fried shallot and spring onion. Serve with cucumber, tomato and green chilli.
5. According to the ingredients and methods in the recipe above, what is the best title for the text??
- a. How to Make Mutton Satay
 - b. How to Make Mutton Fried Rice
 - c. How to Make Fried Mutton
 - d. How to Make Mutton Steak
6. Based on the recipe, what meat can we use to replace mutton?
- a. Pork
 - b. Chicken
 - c. Ham
 - d. Lamb
7. Then sauté the garlic. The word sauté is best replaced by ...
- a. Fry
 - b. Stir - Fry
 - c. Grill
 - d. Boil

Choose the words from the text above corresponding to their synonyms and definitions below!

8. To move quickly with a twisting, circular movement
- | | |
|----------|-----------|
| a. Swirl | c. Seared |
| b. Sauté | d. Toss |
9. Shake or mix small pieces of it together with a sauce or dressing:
- | | |
|----------|-----------|
| a. Swirl | c. Seared |
| b. Sauté | d. Toss |

4. References

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Martin, James. (2017). Structure and Types of Posters.

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Retrieved on September 17, 2019 at 08.00 a.m

5. Answer Key

TASK 3

Goal/Aim	How to Make Chilli Beef Rendang
Ingredients	<ul style="list-style-type: none">• 2 large banana shallots, roughly chopped• 5cm/2in piece fresh root ginger, peeled, roughly chopped• 2 lemongrass stalks, tough outer leaves discarded, core roughly chopped• 3 lime leaves, roughly chopped• 6 garlic cloves, peeled, roughly chopped• 4 long red chillies, roughly chopped• 1kg/2lb 4oz stewing beef, cut into cubes• 1-2 small dried chillies, to taste• 1 tbsp rapeseed oil• 5 cardamom pods, lightly crushed• 3 star anise• 2 cinnamon sticks

	<ul style="list-style-type: none"> • 1 tbsp ground cumin • 1 tbsp ground coriander • 1 x 400ml tin coconut milk • 200ml/7fl oz beef stock • 1 tbsp fish sauce • 1 tbsp palm sugar • 2 tbsp tamarind paste • 2 limes, juice only • salt and freshly ground black pepper • boiled jasmine rice, to serve
Steps	<ul style="list-style-type: none"> • Blend the shallots, ginger, lemongrass, lime leaves, garlic, red chillies and 5 tablespoons water to a paste in a food processor. • Scoop the mixture out into a large bowl and add the beef, mixing well until the meat is coated in the paste. • Cover and set aside to marinate for at least 2 hours, and preferably overnight in the fridge. • Put the dried chillies

	<p>into a bowl and cover with boiling water from the kettle. Set aside for 30 minutes to soften.</p> <ul style="list-style-type: none">• Heat the oil in a casserole over a medium heat. Add the cardamom, star anise, cinnamon, ground cumin and ground coriander and stir the spices into the oil until fragrant.• Add the marinated beef and stir well to coat it in the spices.• Add all of the remaining ingredients except the lime juice (and the rice) and bring the mixture to the boil. Reduce the heat until the mixture is simmering.<ul style="list-style-type: none">• Drain the dried chillies, reserving the soaking water, and chop them finely. Add the chillies and 50ml/2fl oz of the soaking water to the casserole and stir well. Cover with a lid and simmer for 2 hours, or until the beef is tender.• Remove the lid and stir the curry, then simmer
--	--

	<p>for a further 15-20 minutes, or until the sauce has thickened. Stir in the lime juice and season, to taste, with salt and freshly ground black pepper.</p> <ul style="list-style-type: none"> • Serve the beef rendang with jasmine rice.
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Language features	Sentence
Present simple	<ul style="list-style-type: none"> • mixing well until the meat is coated in the paste. • Rendang is one of the most famous Indonesian dish. • it's even crowned as one of the most delicious food in the world in CNN's World's 50 best food. • Here's how to make it.....
Imperatives	<ul style="list-style-type: none"> • Blend the shallots, ginger, lemongrass, lime leaves, garlic, red chillies and 5 tablespoons water to a paste in a food processor. • Scoop the mixture out into a large bowl and add the beef, mixing well until the meat is coated in the paste. • Cover and set aside to marinate for at least 2 hours, and preferably

	<p>overnight in the fridge.</p> <ul style="list-style-type: none"> • Put the dried chillies into a bowl and cover with boiling water from the kettle. Set aside for 30 minutes to soften. • Heat the oil in a casserole over a medium heat. Add the cardamom, star anise, cinnamon, ground cumin and ground coriander and stir the spices into the oil until fragrant. • Add the marinated beef and stir well to coat it in the spices. • Add all of the remaining ingredients except the lime juice (and the rice) and bring the mixture to the boil. Reduce the heat until the mixture is simmering. <ul style="list-style-type: none"> • (All methods are imperatives)
Adverb of sequence	<ul style="list-style-type: none"> • First • Second • Next • After that • The last
Action verbs	<ul style="list-style-type: none"> • Blend • Scoop • Cover • Add

	<ul style="list-style-type: none"> • Reduce • Blend • Put • Drain • Remove • Serve
<p>Conjunctions</p> <p>Adverbial of time</p>	<ul style="list-style-type: none"> • Until • Then • • For at least 2 hours • For 30 minutes • For a further 15 – 20 minutes

TASK 4

- a. A chef making Gado – gado. (Teacher’s discretion)
- b. To inform the listeners how to make gado –gado (Teacher’s discretion)
- c. 400 g new potatoes
4 large free-range eggs
400 g firm silken tofu
sesame oil
½ Chinese cabbage
2 ripe tomatoes
1 handful of radishes
½ cucumber
2 handfuls beansprouts (ready to eat)
½ bunch of fresh coriander
prawn crackers , optional
1 fresh bird's-eye chilli , optional

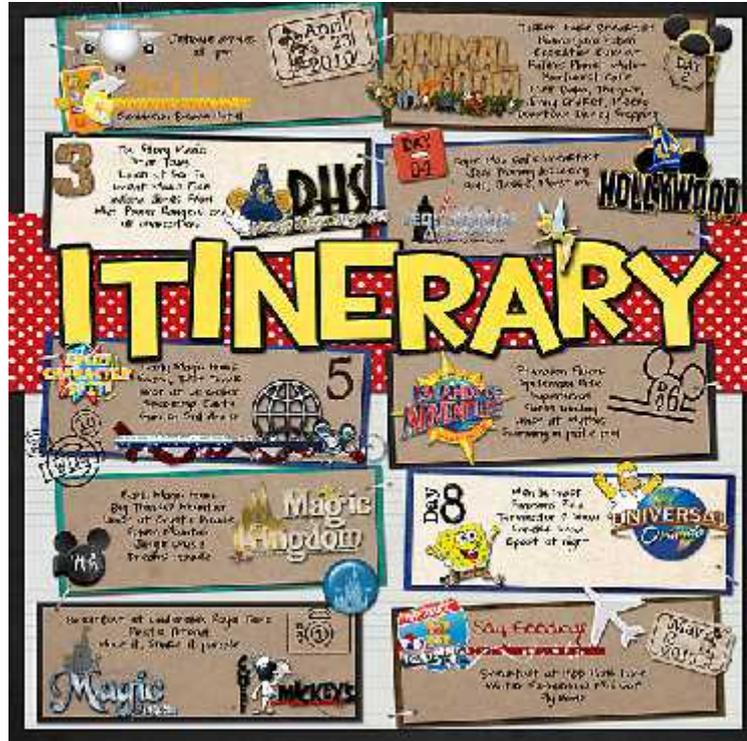
FOR THE SAUCE:

- 1 clove of garlic
- 50 g palm sugar
- 120 g crunchy peanut butter
- 1–2 fresh red chillies
- 2 limes , juice of
- 2 teaspoons fish sauce
- 1 tablespoon low-salt soy sauce
- 1 tablespoon tamarind paste
- d. Teacher's discretion
- e. Teacher's discretion

Formative Test:

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

LEARNING ACTIVITY 3: ITINERARY



Source: <http://guatemalago.com>

A. INTRODUCTION

1. Short Description

Welcome to Module 5 Learning Activity 3: Itinerary. This part will provide you materials about one type of procedure texts, namely itinerary in order to enhance your knowledge about what itinerary is, the structure and language features of itinerary, as well as how to create an itinerary. Below is a short description about itinerary as a type of procedure texts.

In a simple way, itinerary can be defined as a route or plan or guide book of travel. It usually contains any information dealing with travel or journey such as schedule of visit (vacation), time, dates, transportation, and other information.

2. Relevance

Have you ever travelled to somewhere? How long have you spent for your travelling experience? Did you make a kind of schedule or itinerary

for your trip? And how did you use that? Did it really help you spend your time wisely during your vacation? Or you just went by yourself without any written plan for your travelling or vacation? If you have no experience about this condition, so this course will help you to deepen your comprehension about itinerary as well as to dig your creativity in creating an itinerary. Are you ready for that? So, let's start and check it out!

3. Learning Guide

There are three specific activities to help you achieve the goals of learning this module namely pre-activity, main activity, and post-activity.

a. Pre-Activity: building background knowledge about itinerary

Since background knowledge greatly influences comprehension, it is important to have specific concepts of procedure texts. You can provide yourself with factual information such as information from an encyclopedia or a list of key words from the story and check yourself what you know about procedure texts especially about itinerary.

b. Main Activity: encouraging understanding and enjoyment while you are comprehending the materials about itinerary as a type of procedure texts

- Post-it Note: you can write notes while learning
- Identify the elements in the itinerary
- Determine the information contained in the itinerary
- Compare the structure and language features of itinerary and the previous materials such as recipes and manuals

c. Post-Activity: questioning, discussion, creating, and presenting

- Questioning activities encourage you to think about and respond to the information and ideas about poster and banner.

- Discussion is exchanging ideas out loud. The intention is to freely explore ideas, to learn something new or to gain a different perspective by pooling the information or insights that more than one person can give.
- Creating is to make your own itinerary.
- Presenting is to show your itinerary.

B. MAIN SECTION

1. Learning Outcomes

In this Learning Activity 3 you will learn the following competencies:

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

To analyze the social functions, text structures, and lexico-grammatical features of report texts in regard to the contexts of situation

c. Skill

After learning this learning activity, you are expected to be able to:

- comprehend itinerary as a sample of procedure text meaningfully
- compare the functions of itinerary regarding the context of situation, the points of interests or importance
- compare the difference between the structure of itinerary and other types of procedure text depicted in the previous chapter
- compare the language features of itinerary
- create an itinerary

2. Learning Material and Learning Activities

a. Definition

What do you know about itinerary? How will you define travel itinerary? How is an itinerary constructed? How does an itinerary function? To help you understand the definition, structure, and function of itinerary, you need to learn and read more examples about itinerary. The following examples may lead you to comprehend what itinerary is.

You are going to watch video 1, video 2, and video 3 which provide examples of a travel itinerary. Watch the following three videos attentively and answer the questions provided in TASK 1 to help you understand the definition of travel itinerary.

Video 1. “Dubai Holiday Package - 6 Days Dubai Tour Itinerary”



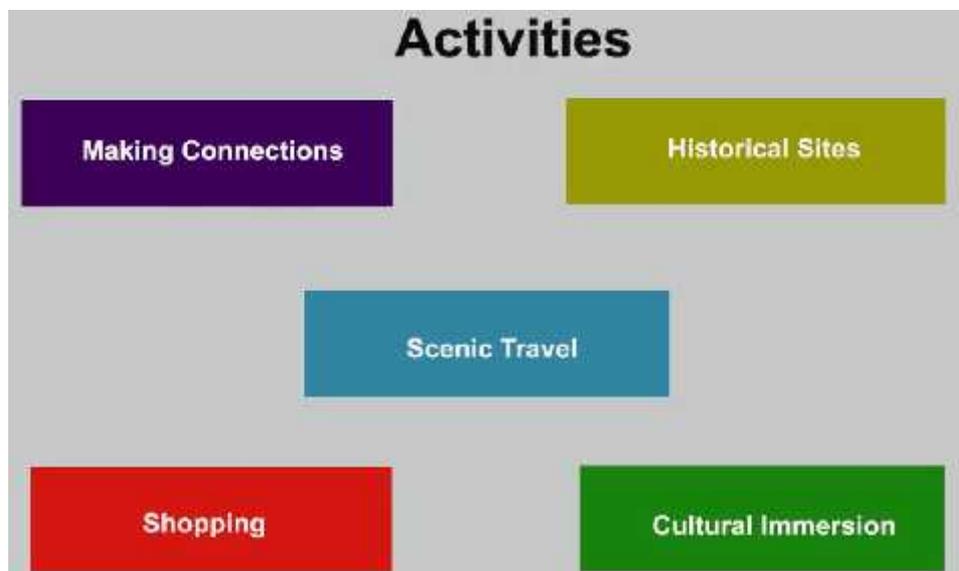
Source: <https://www.youtube.com/watch?v=NVXpQGObbM8>

Video 2. “Happie Holidays: Enigmatic Singapore”



Source: <https://www.youtube.com>

Video 3. “TAM Ventures Itinerary Video February 2020”



Source: <https://www.youtube.com/watch?v=YKY7mSKY1Rg>

TASK 1

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

1. What information was described in the three videos?
2. What places did the itinerary describe and when did the traveller will arrive?
3. What activities did you find in each itinerary displayed in the videos?
4. What types of transportation did you see used in those itineraries?
5. In your opinion, how were the activities in the itineraries arranged?
6. If you were a visitor using those itineraries, could you find any information related to the places that you would visit?
7. After answering questions 1 – 6, how can you define itinerary?

The following figures are two examples of printed itinerary that will help you understand itinerary more deeply. Respond to the questions that follow the figures, so you are able to deepen your understanding about the definition of itinerary.

TOKYO + Yokohama & Kamakura Day Tour				
5 Days				
Day	Hotel/Stop	Main Attraction	Time	Activity
1	Tokyo	Ueno	10:00am	Airport to Tokyo - ¥1000
			10:00am	Check in and drop baggage
			01:00pm	Lunch at Utsunomiya - ¥800
			02:30pm	Ueno Park & Tokyo National Museum - ¥300
			04:30pm	Hit 5 promotion for broadcast providers - ¥1000
2	Tokyo	Tsukiji + Shinjuku	06:00pm	Sleep. Early day tomorrow
			06:30am	Ueno to Tsukiji - Shiga - ¥250
			08:30am	Snack Breakfast - ¥1600
			08:00am	Walk around Tsukiji Market
			10:00am	Travel to Shinjuku - ¥270
3	Tokyo	Shinjuku	11:30am	Quintessence - ¥1000 budget
			12:00pm	Shinjuku Gyoen & Shinjuku Shopping
			04:00pm	Shinjuku to Akiba - ¥70
			04:30am	Explore Akiba + Dinner - ¥1000 budget
			06:00pm	Walk back to Ueno through Akihabara
4	Tokyo	Shinjuku	08:30am	Ueno to Harajuku Station - ¥500
			08:30am	MOBI Shrine & Yoyogi Park - FREE
			11:30am	Takasaka Dori (Harajuku) - FREE
			01:00pm	Light lunch at Harajuku Gyoen Pa - ¥300
			02:00pm	Shibuya Crossing & Harajuku + shop around
5	Tokyo	Kamakura & Yokohama	02:30am	Meal at Cafe Yokosuka - ¥2000
			06:30am	Back to Hotel
			07:00am	Ueno to Kamakura - ¥200
			08:30am	Hike
			10:00am	Snacked Lunch (Utsunomiya) - ¥500
6	Tokyo	Yokohama	12:00pm	Tempo shopping + Great Buddha - ¥800
			03:30pm	Leave for Yokohama - ¥340
			04:00pm	Parade Museum - ¥150 entrance + ¥2000 budget
			07:30am	Access Hotel (Yokohama)
			08:30pm	Yokohama to Ueno - ¥350
7	Tokyo	Disney SDC	08:00am	Ueno to Mishima Station - ¥300
			08:40am	Dinner Resort World - ¥200
			08:30pm	Disneyland (Disneyland) - ¥7000 + ¥1000 (budget)
8	Tokyo	Departure	10:30am	Meal at La Materna - ¥100
			10:30am	Mitama to Ueno - ¥500
			11:30am	Travel to Kyoto - ¥1000

Figure 3.1 Japan Tour Itinerary

BUSINESS TRAVEL ITINERARY

Company Name : ABC Company
 Destination : Hong Kong
 Period : 5th – 8th January 2013

Date/Time	Location	Event	Detail
4 th January 2013, 5:00 AM	Singapore	Flight to Hong Kong	Flight Detail : Cathay Pacific Business Class
5 th January 2013, 10:00 AM	Hong Kong Airport Hong Kong Hotel	Arrive at Hong Kong Check in at Hong Kong hotel	Pick up by : Hotel Services Hotel Phone :
5 th January 2013, 11:00 PM	Hong Kong Hotel Hong Kong company	Meeting at Hong Kong company	Pick up by : Hong Kong company at hotel Hong Kong company phone :
5 th January 2013, 07:00 PM	Hong Kong Restaurant	Dinner with business partner	Pick up by : Business partner Business partner phone
5 th January 2013, 07:00 – 08:00 AM	Hong Kong Hotel	Breakfast	Breakfast at Flower Restaurant
6 th January 2013, 10:00 AM – 15:00 PM	Hong Kong, Trade Center	Exhibition	Using MTR – Octopus Card Go to Hong Kong train station next to hotel Back to hotel using the same MTR or taxi
6 th January 2013, 07:00 PM	Hong Kong Restaurant	Dinner	Any place or at hotel
7 th January 2013, 08:00 – 10:00 AM	Hong Kong Hotel	Breakfast meeting with business partner	Breakfast at Flower Restaurant
7 th January 2013, 10:00 – 12:00 AM	Hong Kong Business Partner Company	Business partner manufacture visit	Pick up by : Business Partner Business Partner Phone :
7 th January 2013, 01:00 PM	Hong Kong Restaurant	Lunch with business partner	Business partner location choice
7 th January 2013, 03:00 PM	Hong Kong	Free time, city tour	The Peak Tsim Sha Tsui
8 th January 2013, 08:00 – 10:00 AM	Hong Kong Hotel	Breakfast meeting	Breakfast at Flower Restaurant
8 th January 2013, 12:00 AM	Hong Kong Hotel	Check Out from Hong Kong Hotel	Hotel Taxi Services
8 th January 2013, 05:00 PM	Hong Kong Airport	Flight to Singapore	Flight Detail : Cathay Pacific Business Class
8 th January 2013, 09:00 PM	Singapore Airport	Arrive at Singapore	Pick up by : Company Car

Figure 3.2 Business Travel Itinerary

Task 2

Both Figure 3.1 and Figure 3.2 are the examples of travel itinerary. Respond to the following questions related to those two printed examples of travel itinerary.

1. What information was included in both itineraries?
2. Do you think the activities in those itineraries were planned? Why?
3. What is the difference between Figure 3.1 and Figure 3.2 related to the travel package?
4. Is travel itinerary the same with a schedule? Why? Why not?
5. After responding to questions 1 - 4, what do you think an itinerary is?

Task 3

Now, respond to the following questions related to Video 1, Video 2, Video 3, Figure 3.1, and Figure 3.2.

1. What similar elements did you find in all of those itineraries?
2. What elements did you can only find in certain itineraries?
3. Once again, what can you conclude about itinerary?

b. Generic Structure

After constructing a definition based on the activities in the previous Tasks in this chapter, now it is time for you to know the generic structure of itinerary.

Take a look back at Figure 3.1 and Figure 3.2 above, and respond to the following questions.

1. What programs or activities can you find in those itineraries?
2. How do you know what time were the activities conducted?
3. Was the time explained in detail that you know the length of each activity?
4. Where were the activities conducted?
5. What attractions did the itineraries serve?
6. How could the visitor arrive at those places?
7. Where did the visitor stay during the program?
8. What services or facilities did the visitor get during the program?
9. After responding to questions 1-8, can you describe how an itinerary is structured? What elements must be included in an itinerary?

c. Social/ language function

Supposed you were having an itinerary for your travel or trip, what benefits could you get from that text? You can take a look at the following explanation.

1. To make a well-prepared program or travel

Making an itinerary will force you to do a research ahead of time. Through this, you might even learn of destinations, festivals or exhibitions. By doing a research before creating an itinerary, you are able to arrange your day to hit the places that open early first before the others that open later. Thus, it will prevent you from missing out on anything related to the travel or program you have planned before.

2. To make an effective journey or travel

By having an itinerary, you will know well about the places you are going to visit and how to get there and when you will go and go back from a place to another places, so that it will maximize your time in enjoying the travel as you have recognized the destinations. Thus, your journey will be more effective as you have an itinerary.

3. To be a guideline in spending time during travelling

An itinerary is usually used as a guideline for someone in spending the time while they are having vacation. You will see what kind of activity to do during the travelling and when you should finish it, the things dealing with your travelling are written in the itinerary. Other important thing of having itinerary is to minimize getting lost when you are travelling. Obviously the nature of travel is going in different directions and following curiosity, but without some kind of guide, itinerary, it's easy to let aimless time go by.

d. Language Features

In this section, you will learn about the language features of itinerary. Let's check them out!

As itinerary is one of procedure text samples, it usually implements the following features.

1. Use simple present tense

In an itinerary, it always uses verb base (infinitive). Look at the following samples of simple present tense.

- **He goes** to school every morning.
- **She understands** English.
- **It mixes** the sand and the water.
- **He tries** very hard.
- **She enjoys** playing the piano.

Moreover, the simple present tense is used to:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
I smoke (habit); **I work in London** (unchanging situation); **London is a large city** (general truth)
- To give instructions or directions:
You walk for two hundred meters, then **you turn left**.
- To express fixed arrangements, present or future:
Your exam **starts** at 09.00
- To express future time, after some conjunctions: *after, when, before, as soon as, until*:
He'll give it to you when you come next Saturday.

2. Use action verb

An action verb can express something that a person, animal or even object can do. To determine if a word is an action verb, look at the sentence and ask yourself if the word shows something someone can do or something someone can be or feel. If it is something they can do, then it is an action verb (if it is something they can be or feel, it is a non-action, or stative, verb).

Action verbs are used to deliver important information in a sentence and add impact and purpose. These verbs play a vital role in grammar and signals to the reader what action the subject is performing in the sentence.

3. Use simple sentence or phrase

2019 LAREDO BIRDING FESTIVAL -- ITINERARY

	EVENT	START TIME	END TIME	LOCATION	DETAILS
WEDNESDAY Feb. 6	Registration	12:00 pm	3:00 pm	La Posada Hotel (Hibiscus Room, 3rd floor)	Pick up registration packet
	"Birds, Beer & Cheers" Social (BIRDBERS ONLY)	5:30 pm	8:30 pm	Laredo Center for the Arts 2nd Floor (100 San Agustin Ave.) Van shuttles available	FREE event! Mingle with other birders as you enjoy our set content and food or appetizers and drinks
	"Birds of the Bush" Art Exhibit (OPEN TO PUBLIC)	6:30 pm	8:30 pm	Laredo Center for the Arts 1st Floor (100 San Agustin Ave.) Van shuttles available	FREE event! Enjoy our art contest and mingle with birders and locals as you feast on appetizers/drinks
THURSDAY Feb. 7	BIRDING TRIPS	Depart 5:30 am – 7:00 am	Return by 2:00 pm (most trips)	Depart from/return to La Posada Hotel (Lobby)	Hot breakfast at hotel
	Registration	5:30 am (Lobby) 2:00 pm (Hibiscus Room)	7:00 am (Lobby) 3:00 pm (Hibiscus Room)	La Posada Hotel	Pick up registration packet
	Breakfast in the Plaza	TBA Check in in Hotel Lobby (between 4:30-5:00 pm)	8:00 pm	Depart from/return to La Posada Hotel (Lobby) Van shuttles available	FREE event!
	Evening speaker – Jack Dittler: "Muskrat Duck – Most Laid's Ark Bird"	7:00 pm	8:00 pm	La Posada Hotel (Tesoro Room, 3rd Floor)	FREE event!
FRIDAY Feb. 8	BIRDING TRIPS	Depart 5:30 am – 7:00 am	Return by 2:00 pm (most trips)	Depart/return from La Posada Hotel (Lobby)	Hot breakfast at hotel
	Registration	5:30 am (Lobby) 2:00 pm (Hibiscus Room)	7:00 am (Lobby) 3:00 pm (Hibiscus Room)	La Posada Hotel	Pick up registration packet
	Breakfast in the Plaza	TBA Check in in Hotel Lobby (between 4:30-5:00 pm)	8:00 pm	Depart from/return to La Posada Hotel (Lobby) Van shuttles available	FREE event!
	Evening speaker – Lee Hoy: "Death March on Tobacco Trees & Winters' – Birding in Big Bend National Park"	7:00 pm	8:00 pm	La Posada Hotel (Tesoro Room, 3rd Floor)	FREE event!
SATURDAY Feb. 9	BIRDING TRIPS	Depart 5:30 am – 7:00 am	Return by 2:00 pm	Depart from/return to La Posada Hotel (Lobby)	Hot breakfast at hotel
	Registration	5:30 am (Lobby)	7:00 am (Lobby)	La Posada Hotel (Lobby)	Pick up registration packet
	Finale Banquet – Speaker: Jeffrey Gordon ADA President	7:00 pm	8:00 pm	American Legion Post 39 (100 Zaragoza St.)	\$30

Figure 3.3 2019 Laredo Birding Festival Itinerary

In an itinerary, you don't need to write long sentence or explanation in describing the sequence of action that people need to do. You just write it in a precise sentence, it usually elicits the subject of the sentence. To give you a deep comprehension about how an itinerary is, see a sample of an itinerary below.

Can you see the samples of sentences in the itinerary above? Yes, all of the sentences are written in simple sentences. No long sentences are found in the itinerary. Therefore, if you create an itinerary, you had better use simple sentences.

To deepen your understanding about the language features of itinerary, watch the following video comprehensively. After that, complete the following table related to the language features used in the video you have watched.

Video 4. “Travel Dubai with Travelport”



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

Task 4

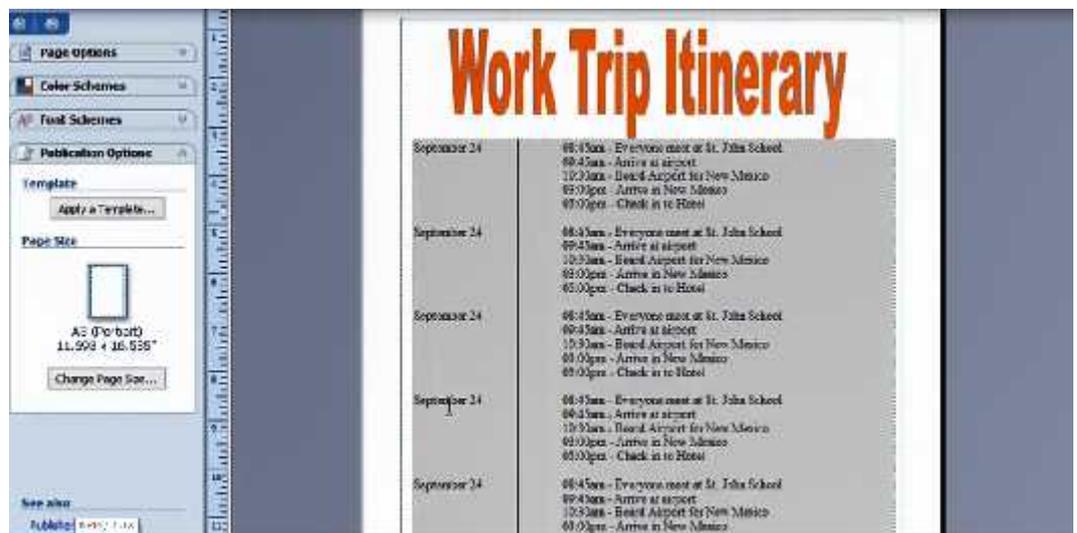
complete the following table related to the language features used in the video about Travel Dubai with Travelport

Day	Activities	Details
Day 1	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
Day 2	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>

Day 3
Day 4
Day 5

Task 5.

Your school will have an Edutrip program to visit the international school in Bali. Make the itinerary of it and present it using microsoft office publisher. The following video will help you to make it



Video simulation 1. Making itinerary using microsoft office publisher

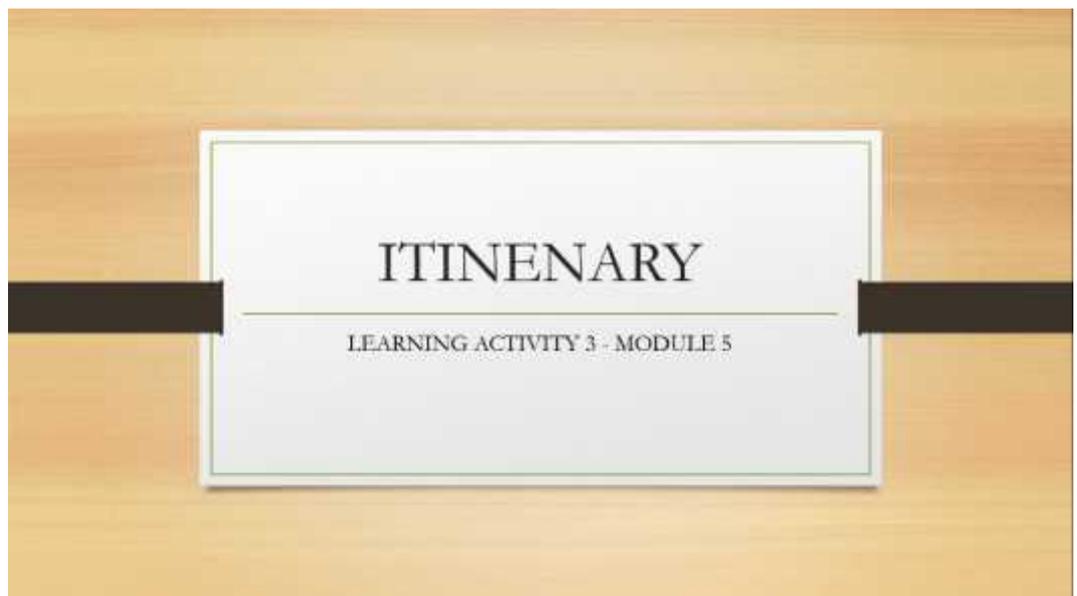
3. Discussion Forum

Since you have learned 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.

A. CLOSING SECTION

1. Summary

Look at the following power point slide to understand the definition of itinerary.



Infografis 1. Itenary

As the PPT suggests, it can be summarized that itinerary is defined as a schedule of events relating to a planned travel which is generally including destinations to be visited at a specified time and the means of transportation to move between those destinations.

2. Reflection

a. How can you define itinerary?

.....
.....
.....
.....

b. What are some social functions of itinerary?

.....
.....
.....
.....

c. How is an itinerary structured?

.....
.....
.....
.....

d. What are the language features of a successful itinerary?

.....
.....
.....
.....

e. How will you design a good itinerary?

.....
.....
.....
.....

3. Formative Test

Choose the best answer for each question (A, B, C, or D) to assess your understanding about itinerary.

OSAKA + KYOTO				
4 Days				
Day	Hotel Stop		Time	Activity
0	Osaka	Arrival	07:55pm	Arrival at Kansai Airport
			10:30pm	Check-in at the hotel
1	Osaka	Osaka Tour	07:00am	Wake up
			09:00am	Osaka Castle
			12:30nn	Lunch at Endo Sushi
			03:00pm	Umeda Sky Building
			06:30pm	Tempozan Ferris Wheel
			08:30pm	Dotonbori
2	Kyoto	Kyoto Tour	07:00am	Wake up
			08:00am	Travel to Kyoto
			10:00am	Check in at hotel
			11:30am	Lunch
			01:30pm	Fushimi Inari Shrine
3	Kyoto	Arashiyama & Golden Pavillion	06:00pm	Gion District
			08:30pm	Dinner
			06:00am	Wake up
			09:00am	Arashiyama
4	Transit	Toei Movie Park or Universal Studios Japan	12:00nn	Lunch
			02:30pm	Golden Pavilion
			07:00am	Check out
			09:30am	Toei Movie Studio Park or Universal Studios Japan
			04:00pm	Travel to airport
			08:30pm	Flight out

The following picture is for questions 1 - 3.

- The followings are activities that a visitor join in day 2 afternoon of the program, EXCEPT ...
 - Fushimi Inari Shrine
 - Gion District
 - Umeda Sky Building
 - Dinner
- Seeing the itinerary above, which part of an itinerary does the fifth column describe?

A. Timetable

B. Tour program

C. Duration

D. Accommodation

3. If you were one of the visitors using the above itinerary, when will you arrive at

Japan Universal Studios?

A. Day 1 at 09.30 am

B. Day 2 at 10.00 am

C. Day 3 at 09.00 am

D. Day 4 at 09.30 am

Business Tour - Sample Itinerary

Beijing – Xiamen – Beijing

By taking part in our tailor-made business tours you have the opportunity to meet with manufactures, visit production sites, compare manufactures, products and prices. It will give you an insight who is your most suitable business partner. Further more, you will gather cultural experience and gain confidence in doing business with Chinese

<p>Day 1 Monday</p>	<p>3.00 pm Arrival to Beijing International Airport (China local time) 5.45 pm Departure to Xiamen on a domestic flight with one of Chinese airlines 8.20 pm Arrival to Xiamen airport We personally pick you up at Xiamen airport and take you to the reserved hotel 9.00 pm Check in at hotel and rest after a long journey.</p>
<p>Day 2 Tuesday</p>	<p>Program: Factory visits in Quanzhou county 9.00 am After breakfast in hotel one hour and half car drive to Quanzhou to meet with potential suppliers of processing tools and machinery. Guest meets with factory representatives (sales department, directors etc.) and visits production sites. Visit factory # 1 tools factory Visit factory # 2 machinery factory Lunch break Visit factory # 3 tools factory 6.00 pm (around) After completion of meetings return to Xiamen and hotel The program afterwards is optional upon guest's request. Dinner, shopping, entertainment and experience of local night life and Chinese culture etc.</p>
<p>Day 3 Wednesday</p>	<p>Program: Factory visits in Xiamen area 9:30 (9.30 am) Departure from hotel and 50 min car drive to processing factory Visit factory # 4 processing factory Visit factory # 5 processing factory Lunch break Visit factory # 6 machinery factory After completion of meetings return to hotel. The program afterwards is optional upon guest's request.</p>

The

following picture is for questions 4 - 6.

4. What language feature do you see in the above itinerary?
- A. Simple present verbs
 - B. Past tense verbs
 - C. Non-action verbs
 - D. Future tense verbs
5. According to the itinerary above, what benefits does a visitor can get by joining this business tour program?
- A. Meet with manufacturers and create their own products
 - B. Gather cultural experience and discourage their confidence
 - C. Visit production sites and start building up their own business soon
 - D. Compare manufacturers, products, and prices
6. The visit to the processing factory is conducted on ...
- A. Day 1
 - B. Day 2
 - C. Day 3
 - D. Day 1 and 3



Booking Information

Today's Date: 16 December 2015
 Reservation ID: Z6JHVY
 Passengers: 1. MS. MARIYAM MIRZA (Adult)

BOSTON TO BARCELONA		13 APR 2016 (+1)
Flight: BOSTON to LONDON		Wednesday, Apr 13, 2016
Depart:	07:20 PM	BCS Boston Logan International
Arrive:	06:50 AM (+1)	LHR London Heathrow
Confirmation Number:	Iberia Z6JHVY	Non-stop
Flight Number:	Iberia IB4119	
Fare type:	Economy	Flying Times: 6h 30m
		Status: Confirmed
Change of plane required. Time between flights: 2h 25m		
LONDON to BARCELONA		Thursday Apr 14, 2016
Flight: LONDON to BARCELONA		Thursday Apr 14, 2016
Depart:	09:15 AM	LHR London Heathrow
Arrive:	12:25 PM	BCN Barcelona
Confirmation Number:	Iberia Z6JHVY	Non-stop
Flight Number:	Iberia IB7157	
Fare type:	Economy	Flying Times: 2h 10m
		Status: Confirmed
BILBAO TO LONDON		22 APR 2016
Flight: BILBAO to LONDON		Friday, Apr 22, 2016
Depart:	12:25 PM	BIC Bilbao
Arrive:	01:25 PM	LHR London Heathrow
Confirmation Number:	Iberia Z6JHVY	Non-stop
Flight Number:	Iberia IB4858	
Fare type:	Economy	Flying Times: 2h
		Status: Confirmed
LONDON TO BOSTON		26 APR 2016
Flight: LONDON to BOSTON		Tuesday, Apr 26, 2016
Depart:	01:05 PM	LHR London Heathrow
Arrive:	09:30 PM	BCS Boston Logan International
Confirmation Number:	Virgin Atlantic Z6JHVY	Non-stop
Flight Number:	Virgin Atlantic VS11	
Fare type:	Economy	Flying Times: 7h 25m
		Status: Confirmed

The following picture is for questions 7 - 8.

7. According to the flight itinerary above, when did the passenger arrive BCN Barcelona from LHR London Heathrow?
- A. On April 13, 2016 at 06.50 AM
 - B. On April 14, 2016 at 09.15 AM
 - C. On April 14, 2016 at 01.25 PM
 - D. On April 26, 2016 at 01.05 PM
8. If you were the passenger of the plane, how would this flight itinerary beneficial for you?
- A. You can manage your time of traveling.
 - B. You can manage your expenditure for shopping.
 - C. You can manage to visit tourist attractions near the airport.
 - D. You can manage what things you need to buy as a souvenir.

THAILAND-CAMBODIA (6 DAYS)			
Day	Hotel Stop	Time	Activity
1	Bangkok	Full Day	Arrival in Bangkok Wat Pho, Wat Arun Grand Palace Complex (including the Temple of the Emerald Buddha) Siriraj Medical Museum Khao San Road
2	Bangkok	Full Day	AYUTTHAYA DAY TOUR! Wat Yai Chaimongkon, Wat Phra Si Sanphet, Wat Mahathat, Wat Chaiwatthanaram, and more wats!
3	Bangkok	AM	Damnoen Saduak Floating market
		PM	Siam Square, Platinum Square, Khao San or Pat Pong
4	Siem Reap	AM	Bus to border
		PM	Border to Siem Reap Hotel check-in Angkor Night Market, Pub Street
5	Siem Reap	Full Day	ANGKOR TOUR! Angkor Wat, Bayon, Ta Prohm, etc.
6	Departure	AM	Siem Reap City Tour: Angkor Museum, Preah Prom Rath Pagoda, Old Market, etc.)
		PM	Departure

The following picture is for questions 9 - 10.

9. Seeing the itinerary above, what element is still not provided clearly?

A. The accommodation

B. The timetable

C. The program

D. The destination

10. What activities does a visitor do in day 5 of the program?

A. Angkor tour

B. Ayutthaya day tour

C. Bangkok tour

D. Floating market tour

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Answer Key

Formative Test

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

LEARNING ACTIVITY 4: NEWS ITEM



A. INTRODUCTION

1. Short Description

Welcome to the Chapter 4 of Module 5 “English for Practical Use”. This module is designed to provide materials about news item text. This module presents the materials to enhance your knowledge about what news item is, its structure and language features, as well as how to create a good and effective news item text.

News item is one example of authentic materials that can be used in teaching and learning process. Through news item text students can be easily engaged with the materials because they are viewing articles and news that are happening around them. Additionally, the authentic nature of the material presents a broad spectrum of vocabulary and sentence structures.

2. Relevance

Have you ever read newspaper or watch news on television? Can you easily understand the information on those news? Have you ever tried to write an article for a newspaper or a news report for television? Have you ever used news to teach your students? If you have no experience in making news or use it in the classroom this course will surely help you

much to deepen your comprehension about news item text as well as to dig your creativity in creating an effective and good news item text also to use it as an effective and interesting material to teach your students.

3. Learning Guide

There are three specific activities to help you achieve the goals of learning this module namely pre-activity, main-activity, and post-activity.

a. Pre-activity: building background knowledge about news item texts. Since background knowledge greatly influences comprehension, it is important to have specific concepts of news item texts. You can provide yourself with factual information such as the information from an encyclopedia or a list of key words from the story and check yourself what you know about the information.

b. Main Activity: Many activities encourage understanding and enjoyment while you are comprehending the materials about news item texts.

- Post-it Note: You can write notes while learning
- Identify the structure of news item texts
- Determine the messages contained in news item text
- Find factual information from a news item text

c. Post-Activity: Questioning, Discussion, Creating, and Presenting.

- Questioning: Questioning activities encourage you to think about and respond to the information and ideas about news item text.
- Discussion: Discussion is exchanging ideas out loud. The intent is to freely explore ideas, to learn something new or gain a different perspective by pooling the information or insights that more than one person can give.
- Creating: Making your own news item text.
- Presenting your created news item

B. MAIN SECTION

1. Learning Outcomes

In Learning Activity 2 you will learn the following competencies:

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

To analyze the social functions, text structures, and lexico-grammatical features of procedure text in regard to the contexts of situation.

c. Skill

After learning this chapter, you are expected to be able to:

- comprehend a series of news item texts meaningfully.
- compare the social functions of news item texts regarding the context of situation, the target readers, the points of interests or importance.
- compare the the structure of news item texts
- compare the language features of news item texts
- construct news item text

2. Learning Material and Learning Activities

➤ Learning Material

a. Definition of News Item Text

Have you ever read newspaper or watched news on television? Do you ever cook something based on a recipe? Does it help you in cooking? Do you know what exactly a recipe is? To help you understand what a recipe is, you need to watch the following videos about recipe.

After watching the videos, answer the questions in TASK 1 in order to help your understanding toward the definition of recipe.

Video 1



Taken from: <https://www.youtube.com/watch?v=b4OMN0t5nWA>

Video 2



Taken from:

<https://www.youtube.com/watch?v=NQFibbMUUIs&t=18s>

TASK 1

Video 1 and 2 provide the example of news item in form of spoken text.

After watching the video, discuss the following questions.

1. What do you see in the video?
2. What was being explained in the video?
3. What was happening in the video?
4. When did it happen?
5. Where did it happen?
6. Why did it happen?
7. Who was involved in the video?
8. How did it happen?
9. After answering question 1 – 8, in your opinion, what is the best definition to describe a news item?

To provide more comprehension about news item text, read the following texts and answer the questions in TASK 2.

Text 1

Ash covers villages on Merapi's slopes

Jakarta / Tue, October 15, 2019 / 03:18 pm



Many parts of the slopes of Mount Merapi have been covered by volcanic ash after eruptions on Monday afternoon.

Ash fell on Ngargosoko, Mranggen, Srumbung villages in Srumbung district; Sumber, Talun, Ngargomulyo, Kalibening, Ngadipuro, Mangunsoko and Dukun villages in Dukun district; and Sucen and Jumoyo villages in Salam district.

Thin layers of ash also covered Sawangan village in Sawangan district; Tamanagung and Muntilan villages in Muntilan district; and Bojong and Pabelan villages in Mungkid district.

Magelang Disaster Mitigation Agency (BPBD) has distributed masks for locals, head of daily operations of BPBD Magelang, Edy Susanto said. "BPBD staffers have distributed masks in several locations," Edy said as quoted by kompas.com on Monday.

A 270-second eruption on Monday expelled a cloud of ash 3,000 meters into the air. The cloud was blown to the south-west. The authorities have recommended people stay at least 3 kilometers from the volcano's summit. (gis)

Text 2

Riau lifts emergency status for haze as hot spots extinguished

Jakarta / Fri, October 4, 2019 / 06:15 pm



The Riau administration has lifted the emergency status for haze as hot spots have finally decreased to zero.

Riau administration secretary Ahmadsyah Harrofie said the air pollution index (API) in several areas, including Pekanbaru, Siak, Kampar, Dumai, Rokan Hilir and Bengkalis, had improved to the “good” or “fair” level. The index previously showed that air quality was at a hazardous level.

“Sept. 30 data revealed that the hot spots no longer exist. Hence, we closed every evacuation post for haze victims on Tuesday,” Ahmadsyah said as quoted by tempo.co.

The Riau administration declared an emergency in the province on Sept. 23 and set up evacuation and medic posts for haze victims.

On Sept. 24, the haze started to dissipate after rain fell in the area on several occasions, which also resulted in air quality improvement. However, the alert status for peatland and forest fires in Riau will be kept in place until Oct. 31. (dpk)

Source: <https://www.thejakartapost.com/news/2019/10/04/riau-lifts-emergency-status-for-haze-as-hot-spots-distinguished.html>

TASK 2

Text 1 and 2 are another example of news item in form of written text. To understand more about the similarities and differences between news item text in spoken and written form, discuss the following questions.

1. What is being discussed in the texts above?
2. What are the similarities between the videos and the texts?
3. What are the differences between the news item in the videos and in the texts?
4. In your opinion, are there any differences in definition between news item in form of spoken and written text?
5. How do you define news item in form of written text?

b. Generic Structure of News Item

Every text has different structures. The structures of the text will be different depending on the goal of the text. The structures represent the information to the reader. After constructing the definition of news item in the previous activity, now it is time for you to learn about the generic structure of news item. Take a look back at the written text 1 and text 2 and respond to the following questions.

1. What is the main event in the texts?
2. What did happen in the texts?
3. When and where did it happen?
4. Was there any witness, participants, authorities, or experts?
5. What did the witness, participants, authorities, or experts say about the event?
6. After responding to questions 1-5, can you describe how a news item text is structured? What elements must be included in a news item?

c. Social/Language Function of News Item

News item text is a text which informs the readers, listeners or viewers about events of the day in chronological order. The order in news item can be based on time, place or the events themselves. The social function of news item is to inform readers, listeners or viewers about events of the day which is considered newsworthy or important.

d. Language Features of News Item

In this section, you will learn about the language features of news item.

Let's check them out!

a. Using action verbs

Action verb, as you have guessed, is a verb that expresses an action. Any verb that describes what someone or something does is an action verb. An action verb can be physical or mental. For example; *go, leave, meet, run, etc.*

b. Using saying verb

Saying verbs are verbs such as say or ask which we typically use to report what someone said.

Here are some examples of saying verbs:

- "Why can't I sleep?" he *asked*.
- Miss Lee *said* that it looked like a job for Granny Gong. [indirect speech]
- He *told* me that he couldn't sleep.

c. Using passive voice

A verb is said to be in the passive voice when its subject does not perform the action of the verb. In fact, the action is performed on the subject.

Here are some examples of passive voice:

- The bridge *was blown* up by engineers.
- A knife *was used* to commit the murder.
- The ball *was kicked* by Chester.

d. Using adverb

An adverb is a word that modifies verbs, adjectives and other adverbs. Basically, most adverbs tell you how, in what way, when, where, and to what extent something is done. In

other words, they describe the manner, place, or time of an action. Here are some examples:

He speaks quietly. (quietly is an adverb of manner.)

I live here. (here is an adverb of place.)

We'll leave tomorrow . (tomorrow is an adverb of time.)

e. Tense

Using Past tense in explaining news events. But if it is a fact that until now still happen or still in the form of fact, then can use simple present tense.

f. Language

The language in news item is supposed to be clear and precise. However, detailed language is needed especially in background section.

TASK 3

Read the following text and identify the generic structure and the language features of the text.

Jokowi, Ma'ruf inaugurated as president, vice president

Jakarta / Sun, October 20, 2019 / 04:19 pm



Joko "Jokowi" Widodo and Ma'ruf Amin have officially taken their oaths to serve the country as the President and the Vice

President for the 2019-2024 term in a plenary session of the People's Consultative Assembly (MPR) on Sunday.

After reading the General Elections Commission's (KPU) official presidential election result, MPR Speaker Bambang Soesatyo announced that Jokowi and Ma'ruf would be sworn in as stipulated in Article 9 of the 1945 Constitution.

Jokowi, clad in a blue suit and red tie, went first, reciting the official oath of office while religious figures stood behind him holding a Quran over his head.

"I swear by God to fulfill the duties of President of the Republic of Indonesia to the best of my capabilities and in the fairest way possible, to uphold the Constitution by all means and to execute all laws and regulations as straightforwardly as possible, as well as to dedicate myself to the service of the nation and the people," Jokowi said.

Ma'ruf, wearing a black suit and pants instead of his usual sarong, went next, reading the same oath for his duties as the Vice President. The inauguration marked the start of Jokowi's second and final term in office after having secured reelection in April's presidential race.

The ceremony saw the attendance of former presidents Megawati Soekarnoputri and Susilo Bambang Yudhoyono, outgoing vice president Jusuf Kalla and a number of foreign dignitaries including Malaysian Prime Minister Mahathir Mohammad, Singaporean Prime Minister Lee Hsien Loong and Australian Prime Minister Scott Morrison.

Jokowi's and Ma'ruf's erstwhile rivals during April's election, Gerindra Party chairman Prabowo Subianto and former Jakarta deputy governor Sandiaga Uno, also attended the ceremony. According to the KPU's official count, the Jokowi-Maruf ticket won 55 percent of the vote in April, compared to Prabowo-Sandiaga's 45 percent.

Generic Structure

Main Events / Newsworthy event(s)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Elaboration / Background event(s)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Resource of Information (Source)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Language features	Sentence
Action verbs	<ul style="list-style-type: none"> • • • •
Saying verbs	<ul style="list-style-type: none"> • • • • •

<p>Passive voice</p>	<ul style="list-style-type: none"> • • • • •
<p>Adverbs</p>	<ul style="list-style-type: none"> • • • • •
<p>Past simple</p>	<ul style="list-style-type: none"> • • • • •

TASK 4

➤ Watch the video about a recent news happened in Indonesia and answer the following questions.

Video 3



Taken from: <https://www.youtube.com/watch?v=h5WC02EXNaA>

- a. What do you see in the video?
- b. What is the purpose of the video?
- c. What information did you get from the video?
- d. Is there any witness, participant or authorities who give statements in the video?
- e. Do you think that the event in the video is newsworthy? Why/why not?
- f. In your opinion, what is the best title for the event in the video?

➤ Watch the video again and try to create a written news item text based on the information on the video. You may see the example in *text 3*.

Title :

.....

.....

.....

Main event :

.....

.....

.....

.....

Background events :

.....

.....

.....

Source of Information :

.....

.....

TASK 5

To provide more understanding about news item text, you will follow the following procedures on how to make a news item text based on a real situation.

- You will work in pairs.
- Try to find any experience of witnessing criminal, it may be based on your own experience or hearing from someone else.
- You may do an interview to find general information about the crime.
- Find more details information by asking the victims, witnesses or authorities.
- Make a good and interesting headline.
- Compose three paragraphs of news item text based on the information you got.

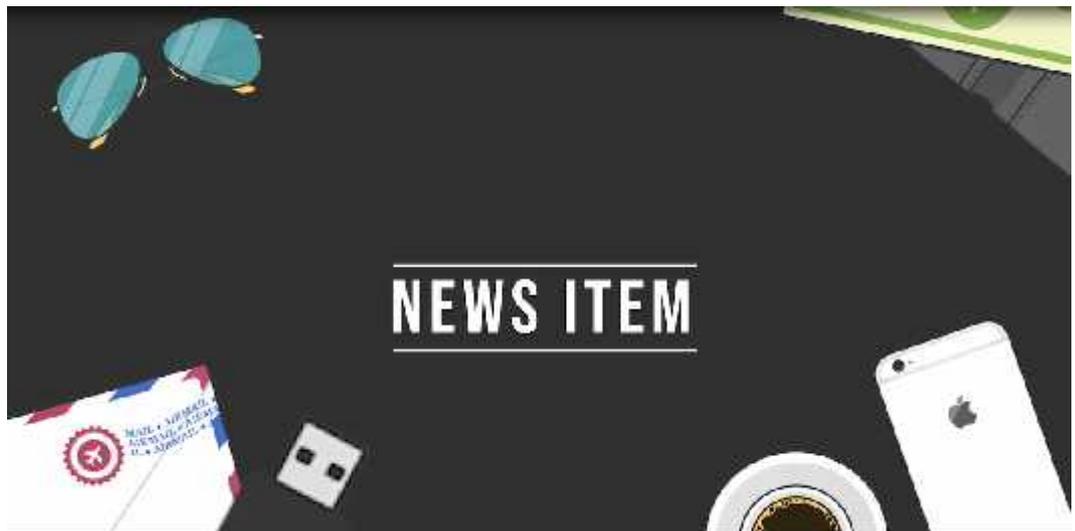
3. Discussion Forum

Since you have learned 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.

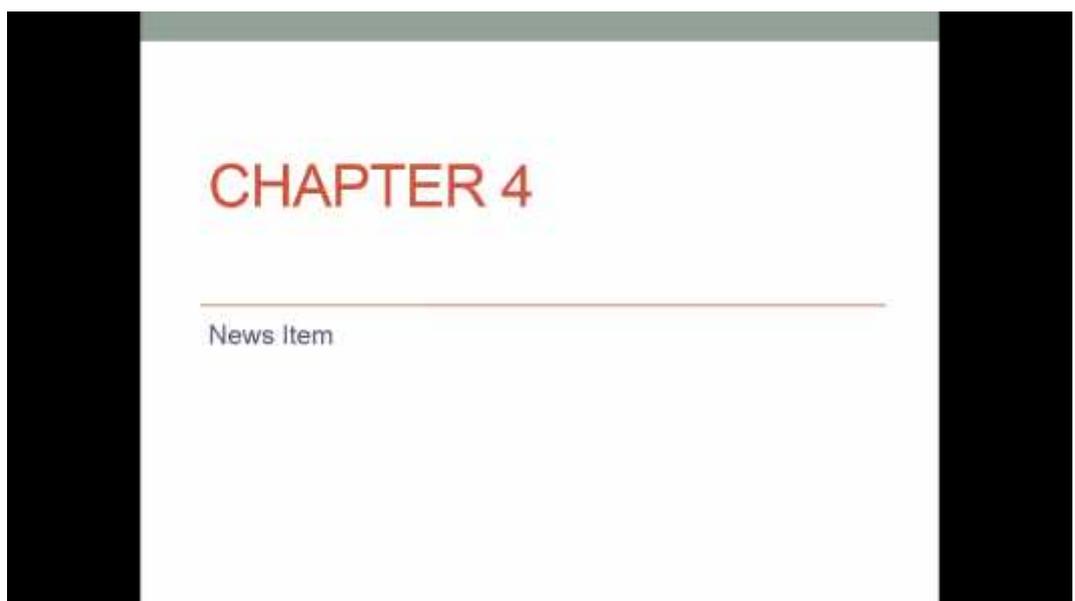
A. CLOSING SECTION

1. Summary

Watch the following video and power point slide to understand the definition of news item. This part describes you about a brief description of news item text.



Video 4. News Item



Infografis 1. News Item

As the information mentioned in the video and infografis , news item text is a text that tells the readers, listeners or viewers about events of the day. The events in news item text should be considered newsworthy or important. The social function of news item text is to inform the readers, listeners or viewers about newly received or noteworthy information, especially about recent or important events.

Do you know how news item text is usually structured? The followings are the generic structure of news item text:

- Main Events / Newsworthy event(s): it recounts the event in summary form.
- Elaboration / Background event(s): they elaborate what happened, to whom, in what circumstance
- Resource of Information (Source) : it contains comments by participants in, witnesses to and authorities expert on the event.

Now, do you still remember about the language features of news item text? These notes will help you to memorize its language features easily:

- Using action verbs
- Using saying verbs
- Using passive voice
- Using adverb of place, time and manner
- Using present and past tense

2. Reflection

To review your understanding about what you have studied in Chapter 4, answer the following questions:

- a. How can you define news item text?
- b. What are the social functions of news item?
- c. How is news item structured?
- d. What are the language features commonly found in news item?
- e. How will you make a good news item text?

3. Formative Test

Read the following recipe and choose the best answer for each question (A, B, C or D).

The following text is for question 1 – 5

Anak Krakatau volcano collapse: 'Warning signs were there'



By Jonathan Amos

BBC Science Correspondent

2 October 2019

Anak Krakatau, the Indonesian island volcano that collapsed last December triggering a huge tsunami, did produce clear warning signals before the event. That's the assessment of a German-led team which has reviewed all the data.

The scientists say satellites in the months leading up to the catastrophe had observed increased temperatures and ground movement on the volcano. Earthquake and infrasound activity was also detected two minutes prior to the collapse of Anak's southwestern flank. When this mass slid into the sea, it sent a wall of water, up to 4m high, around the Sunda Strait.

More than 400 people died in the 22 December tragedy; a further 7,000 were injured and nearly 47,000 were displaced from their homes. Thomas Walter, from the German Research Centre for Geosciences GFZ in Potsdam, said any of the different signals viewed individually could not have been used to predict what happened at the island volcano, but taken together they might well have raised a red flag.

"If you took any of the sensors on their own, the interpretation would not be robust, but by pulling together all of the different sensors we can draw a picture of the cascade that was going on," Dr Walter told BBC News.

1. What did happen with Anak Krakatau Mountain?
 - a. The mountain is exploded
 - b. There's tsunami near the mountain
 - c. It triggered tsunami around the mountain
 - d. It produced smoke and lava

2. The following is the warning signal before the event, **except** ...
 - a. There was an earthquake activity
 - b. The temperature was increased
 - c. There was ultrasound activity
 - d. There was storm before the event

3. How many people were relocated from house?
 - a. 400
 - b. 7000
 - c. 47.000
 - d. 74. 000

4. The function of the text above is ...
 - a. To describe the event
 - b. To inform the readers about the event
 - c. To tell the readers how to the event occurred
 - d. To entertain the readers about the event

5. “ the interpretation would not be robust...” The word robust is closest in meaning to...

a. Low

c. High

b. Strong

d. Weak

The following text is for question 6 – 10

B.J. Habibie Dies at 83; Ushered in Democracy in Indonesia



By Richard C. Paddock

Published Sept. 12, 2019

Updated Sept. 14, 2019

JAKARTA, Indonesia — B. J. Habibie, who as president of Indonesia ushered in an era of democracy that ended the brutal and corrupt rule of

Suharto, whose 32-year dictatorship was one of the most brutal and corrupt of the 20th century, died on Wednesday at a hospital in Jakarta. He was 83.

His son Thareq Kemal Habibie said the cause was heart failure.

“Please allow me on behalf the Indonesian people, and the government, to convey our deep sorrow,” Indonesia’s president, Joko Widodo, said. “We know Mr. Habibie as a world-class scientist, the father of technology in Indonesia and the third president of the Republic of Indonesia.”

Mr. Habibie was working for the aerospace manufacturer Messerschmitt-Bölkow-Blohm in Germany in 1974 when Suharto persuaded him to return to Indonesia and develop the country’s technology.

He held several posts before Suharto named him to his cabinet as minister of research and technology in 1978. Twenty years later, he appointed him vice president and his successor.

6. What is the cause of B.J. Habibie’s death?

- a. He got an accident
- b. He had serious illness
- c. He had heart failure
- d. He was killed

7. “...to convey our deep sorrow.” What is the meaning of convey in the sentence?

- a. Express
- b. Communication
- c. Send
- d. Carry

8. According to the text, who is the source of information of the event?

- a. Soeharto
- b. Joko Widodo
- c. The scientist
- d. Minister

9. When was B.J. Habibie appointed by Soeharto to be his vice president?

Videos

<https://www.youtube.com/watch?v=b4OMN0t5nWA>

<https://www.youtube.com/watch?v=NQFibbMUU1s&t=18s>

<https://www.youtube.com/watch?v=h5WC02EXNaA>

<https://www.youtube.com/watch?v=cpcSFhqhQWE&t=5s>

5. Answer Key

Formative Test:

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

SUMMATIVE TEST

TEXT 1 (Question 1 – 5)

How To use Rice Cooker

You need : Rice cooker

Directions :

- Add the rice to the rice cooker pot. Read the directions on the rice package, and measure rice according to these instructions. Use a regular measuring cup for this step, since rice cookers sometimes come with non-standard measuring devices.
- Add the amount of water specified on the rice package. Be careful not to fill the cooker beyond the overfill line.
- Put the rice cooker pot into the cooker unit, and cover the pot with the lid. Most cookers come with a tight-fitting lid, but if your lid is too loose, consider adding a layer of aluminum foil.
- Plug in the cooker and push the button to start cooking rice. If your cooker has a timer, you may choose to have the rice cook at a later point in the day. Some higher-end units include a warmer, which will help the rice stay warm after it has finished cooking. While the rice is cooking, refrain from lifting the lid to check on it.
- When the rice is done, the cooker will beep or make a clicking sound.

Source: <http://www.bestricecookerreviews.org/how-to-use-a-rice-cooker-step-by-step-instructions.html>

1. What is the purpose of the text?
 - a. To tell the readers how to use rice cooker
 - b. To inform the readers how to cook rice

- c. To describe how to make rice cooker
 - d. To explain how to warm rice using rice cooker
2. Why do we have to use regular measure cup to measure the rice?
- a. Because it is written in the instruction
 - b. Because some of rice cookers don't provide standard cup**
 - c. Because it is important to measure the water
 - d. Because the rice won't be cooked without standard cup
3. "...cover the pot with the lid ...". The word *lid* is closest in meaning to ...
- a. Cap**
 - b. Cover
 - c. Roof
 - d. Hood
4. What will happen if the rice is cooked?
- a. The rice cooker will make a sound**
 - b. The rice cooker will automatically turn off
 - c. The rice cooker will give light signal
 - d. The rice cooker will automatically turn into warm mode
5. The followings are things we should do while cooking rice in rice cooker, **except ...**
- a. Plug in the rice cooker
 - b. Set the timer if there's any
 - c. Avoid opening the lid
 - d. Keep checking the rice**

TEXT 2 (Question 6 – 10)

Janet DeNeeffe's plecing kangkung spinach salad

Ingredients:

- Kangkung
- 200g water spinach, cut in half (or English spinach if unavailable)
- 1 teaspoon sea salt
- 2-3 tablespoons oil
- 3 kaffir lime leaves, rolled into a bundle and finely shredded
- 2-3 tablespoons fried shallots, plus extra to garnish
- 3 teaspoons kecap manis
- lime wedges to serve
- Tomato sambal
- 5 shallots, roughly chopped
- 8 garlic cloves
- 3 long red chillies, seeded and roughly chopped
- 2-3 small red chillies, roughly chopped
- 3 medium tomatoes, roughly chopped
- 3 candlenuts
- ½-1 teaspoon shrimp paste
- sea salt

Method

- Put the spinach in a saucepan and add the salt and enough water to cover. Bring to the boil and cook for 3-4 minutes, or until the stems are soft. Drain and set aside.
- To make the sambal, pound the ingredients to a smooth paste in a mortar, or blitz in a food processor.
- Heat the oil in a wok over medium heat and fry the sambal until reduced by almost half and the oil has risen to the surface. This will take at least 5 minutes.
- Remove from the heat and leave to cool.
- Mix the cooked spinach, lime leaves, fried shallots and kecap manis with the sambal either in the hot wok or in a separate bowl, as is the tradition.

"Plecing" actually means to mix by hand. Taste for a good balance of flavours. Top with more fried shallots and serve with wedges of lime.

Source: <https://kitchen.nine.com.au/recipes/janet-deneefes-plecing-kangkung-spinach-salad/3f783408-8d0f-464c-9462-fa7d37b6a99d>

6. When should we take the spinach out from the saucepan?
 - a. When the spinach is cooked
 - b. When the stems are soft**
 - c. When the stems are drained
 - d. When the spinach is cold
7. How do we make the sambal?
 - a. Fry all of the ingredients in a mortar
 - b. Mix all of the ingredients in a food processor
 - c. Chopped all of the ingredients in a mortar
 - d. Crush all of the ingredients in a mortar**
8. According to the text, what does "plecing" actually mean?
 - a. To blend by hand**
 - b. To cut by hand
 - c. To place by hand**
 - d. To cook by hand
9. How do we serve *Plecing*?
 - a. Serve it with fried shallots**
 - b. Serve it with kecap manis
 - c. Serve it with some crackers
 - d. Serve it with shrimp paste
10. The correct generic structure
 - a. Aim, steps, ingredients

b. Ingredients, steps, aim

c. Aim, ingredients, steps

d. Steps, ingredients, aim

TEXT 3

New York City Explorer Pass NewYorkExplorerPass.com

3 DAYS IN NEW YORK CITY

DAY 1 ITINERARY

STOP 1	STOP 2	STOP 3	LUNCH	STOP 4	STOP 5	DINNER
Hop-On Hop-Off Big Bus Sightseeing Tour Today's ticket with New York Explorer Pass 	Times Square (free) ⌚ 1 hour	Intrepid Sea Air & Space Museum ⌚ 2-3 hours Landmark Cruise by Circle Line Sightseeing ⌚ 1.5 hours	Lunch in Midtown 	Met Breuer ⌚ 3 hours Central Park Bike Tour ⌚ 2 hours 	American Museum of Natural History ⌚ 2-3 hours	Dinner on the Upper West Side

DAY 2 ITINERARY

STOP 1	STOP 2	LUNCH	STOP 3	STOP 4	DINNER
Empire State Building ⌚ 2 hours 	High Line Park (free) ⌚ 2 hours 	Lunch in Chelsea 	Top of the Rock Observatory ⌚ 1-2 hours 	Museum of Modern Art (MoMA) ⌚ 2-3 hours 	Dinner in Midtown

DAY 3 ITINERARY

STOP 1	STOP 2	LUNCH	STOP 3	STOP 4	DINNER
Statue of Liberty & Ellis Island ⌚ 1-2 hours 	9/11 Memorial & Museum ⌚ 3 hours 	Lunch in Lower Manhattan 	Battery Park (free) ⌚ 30 minutes 	Whitney Museum of Art ⌚ 2 hours Brooklyn Bridge Walking Tour ⌚ 2 hours 	Dinner in Tribeca

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Learn more about this itinerary and 80+ included attraction options at NewYorkExplorerPass.com

11. From the picture of itinerary above, what element is still not provided clearly?

a. The timetable

c. The program

b. The destination

d. The venue

12. How long do the visitors spend their time in MoMA?

“The [...] urine test found no signs of alcohol or drugs in her body,” Comr. Fahri Siregar from the Jakarta Traffic Police said as quoted by [kompas.com](#). "The Police have named the driver as the suspect in the case and charged [her] with reckless driving and causing the death of a victim," he went on.

Before the accident, Fahri said, Putri and two of her friends had been on the way home at around 3:30 a.m. on Sunday after visiting a bar on Jl. Gunawarman, South Jakarta. On the road, Putri reportedly lost her concentration at the T-junction in front of the pharmacy. As a result, she went straight on when she should have turned right, Fahri said.

The car went across the sidewalk and straight into the drugstore. In the process, it ran over Asep, a 50-year-old security guard, who was sleeping in front of the facility. Asep sustained serious abdominal injuries and died on the spot, while another security guard, named Agus, suffered injuries to his head after getting hit by broken glass, Fahri said.

The victim's body was taken to the nearby Fatmawati Hospital for an autopsy. (nal)

Source: <https://www.thejakartapost.com/news/2019/10/28/no-signs-of-drugs-in-driver-who-crashed-into-south-jakarta-pharmacy-police.html>

16. What is the main event of the text above?
- a. The driver who crashed in South Jakarta was dead
 - b. The driver who crashed in South Jakarta was prisoned
 - c. The driver who crashed in South Jakarta took drugs
 - d. The driver who crashed in South Jakarta are drug-free**
17. What does the police charge the suspect with?
- a. Reckless driving and premeditated murder
 - b. Reckless driving and drugs abuse

c. Reckless driving and causing death

d. Reckless driving and causing accident

18. Who is the victim of the event above?

a. Security guard

c. Police

b. Driver

d. Pharmacist

19. "In the process, **it** ran over Asep, a 50-year-old security guard...". The word it refers to ...

a. The driver

c. The urine test

b. The car

d. The drugstore

20. "...named Agus, suffered injuries to his head". The word suffered is similar in meaning to ...

a. get

c. pain

b. undergo

d. hurt