

MODUL BAHASA INGGRIS

KEBIDANAN



PROGRAM STUDI S1 KEBIDANAN
SEKOLAH TINGGI ILMU KESEHATAN SAPTA BAKTI BENGKULU
T.A 2022/2023

VISI DAN MISI PROGRAM STUDI SARJANA DAN PENDIDIKAN PROFESI BIDAN

VISI: Menghasilkan Lulusan Bidan yang Terpercaya Pada Bidang Asuhan Kebidanan Berorientasi Komplementer Berbasis Evidence Based.

MISI:

- 1) Menyelenggarakan proses pendidikan dan pengajaran yang berkualitas sehingga dapat menghasilkan lulusan bidan yang terpercaya pada bidang asuhan kebidanan berorientasi komplementer berbasis evidence based.
- 2) Melaksanakan penelitian dan pengabdian masyarakat secara profesional dalam mengembangkan asuhan kebidanan berorientasi komplementer berbasis evidence based.
- 3) Meningkatkan kompetensi lulusan dalam mengaplikasikan asuhan kebidanan berorientasi komplementer berbasis evidence based.
- 4) Membina kerjasama dan kemitraan dengan berbagai institusi pendidikan, pemerintah daerah, pelayanan kesehatan baik lokal, regional, nasional maupun Internasional dalam bidang Tridarma perguruan tinggi dan peluang kerja bagi lulusan.
- 5) Menerapkan tata kelola dan sistem penjaminan mutu internal dan eksternal.

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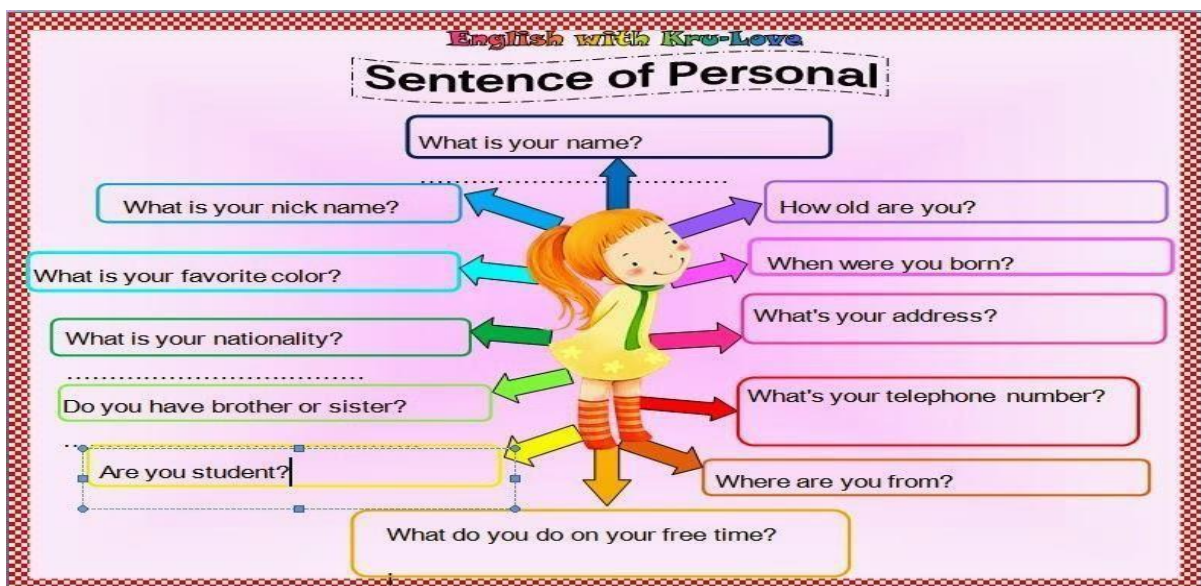
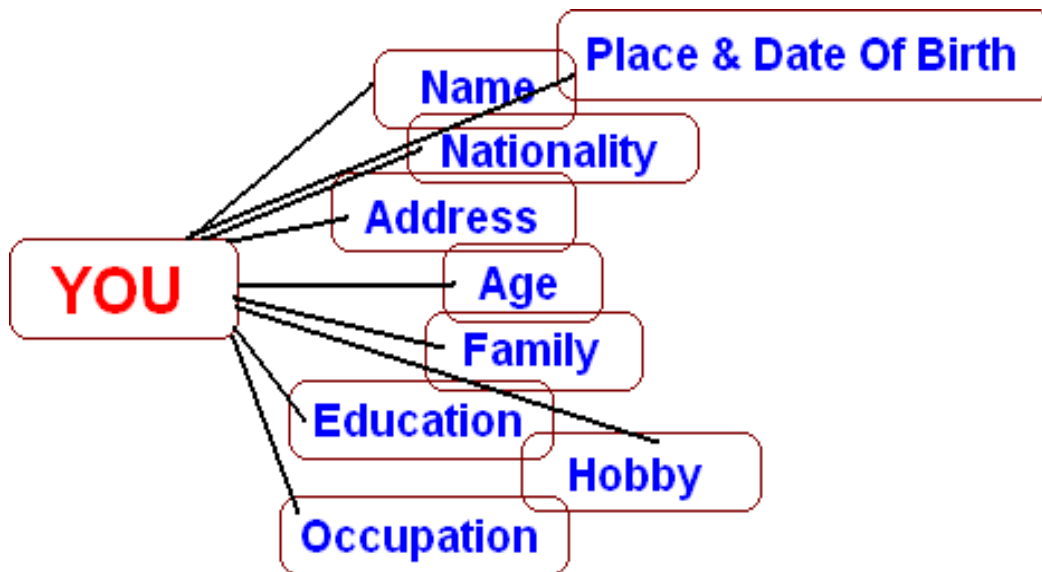
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REFERENCES

UNIT 1

Introduction

What do you usually say when you meet someone at the first time? Do you always ask or give your personal information on full name, place of origin, occupation and interests? In this unit, you are going to study how to ask and give personal information to someone else.



A. DIALOG

Rooney meets Tio at a campus canteen.

Rooney : Hi. My name is Rooney. I am a new student here. What about you?

Tio : I am Prasetyo, but please call me Tio, T-I-O. So am I. My major is informatics engineering. And you?

Rooney : My major is accounting. By the way, where are you from Tio?

Tio : I originally come from Kediri.

Rooney : Wow! is it in East Java, right?

Tio : That's right. I come from Kediri East Java. My family lives there.

Rooney : Fine. And where do you live here?

Tio : I live in a boarding house near this campus. What about you?

Rooney : I come from this city. I live with my family on Mataram Street. Hmmm...

I have to enter the class now. Pleased to meet you. See you again. Bye.

Tio : Pleased to meet you, too. Bye

Where are you from?

David : Hello, I am David Garza. I am the new club member.

Beth : Hi, My name is Elisabeth Silva, please call me Beth.

David : Ok, where are you from Beth?

Beth : Brazil, how about you?

David : I am from Mexico.

Beth : Oh, I love Mexico! It's really beautiful.

David : Thanks, so is Brazil.

Beth : Oh good, Sun Hee is here.

David : Who is Sun Hee?

Beth : She is my classmate. We are in the same math class.

David : Where is she from?

Beth : Korea. Let's go and say hello. Sorry, what's your last name again?

David : Actually it's Garza.

Beth : How do you spell that?

David : G-A-R-Z-A

Answer this question based on dialogue above.

1. Where is Tio from?
2. Where is Kediri?
3. How many people are involved in the second dialogue?
4. Where is David from? And how about Beth?
5. Who is Sun hee?

After reading the dialogue above and answering the question then create your own dialogue with your friend. The dialogue must contain about personal information.

B. EXPRESSIONS USED WHEN MAKING AN INTRODUCTION

1. Greetings

Greetings

Good morning

Good afternoon

Good evening

How are you?

Hello, Nisa!

Hi, Bob.

How have you been?

What's happening?

How are you doing?

Long time no see.

Responses

Good morning

Good afternoon

Good evening

Fine, thanks. And you?

Hello, Terry!

Hi, Kathy.

Pretty good.

Not much.

Good.

Yeah!

2. Expressions used for asking and giving personal information

Question

Name

What's your name?

What's your nick name?

What's your last name?

Address

What's your address?

Where do you live?

Occupation

What's your occupation?

Answer

My name is Anggita Fitriani Putri.

My nick name is Anggi.

It's Putri.

My address is Cemara Street 6.

I live on Victory street.

I am a college student.

What's your job?

I am a midwife.

What do you do?

I work as a midwife at Sucipto Hospital.

Nationality

What's your nationality?

I am Indonesian.

Are you Brazilian?

No, I am American.

Hobby/interests

What's your hobby?

My hobby is reading scientific books.

How do you spend your sparetime?

I usually spend my time reading books.

C. PRACTICE

Interview your partner(s) by using the expressions for asking and giving personal information and then complete the grid based on the information you gain.

| Personal Information | (1 st partner) | (2 nd partner) | (3 rd partner) |
|-----------------------------|------------------------------------|------------------------------------|------------------------------------|
| Full name | | | |
| Nick name | | | |
| Place & Date of Birth | | | |
| Place of origin | | | |
| Address | | | |
| Occupation | | | |
| Marital status | | | |
| Number of siblings | | | |
| Hobbies | | | |
| Others | | | |

D. READING 1

Read the following passages telling about introduction given by Kim Tae-Boon, Andhika Prasetya, and Luciana Indriani Putri. Then, complete the grid with the information from the passages.



Hi. My full name is Kim Tae-Boon, but you can call me Kim. I am from Korea. I am 25 years old. I live at Ha yuan Park No.5, Seoul. I work as an accounting staff at Seoul Giant Co. I'm still single and I have two brothers. I love singing and dancing. I am 163 cm and I weigh 45 kg. I like jazz music very much. Sushie is my favorite food and lemon tea is my favorite drink.



Good morning, everyone. Let me introduce my self to you. My complete name is Luciana Indriani Putri, but many people call me Puput. I was born inTanjung karang, on June, 26th 1990. I live at jalan Pulau Buton no. 23, Bandar Lampung. I am a marketing staff at PT. Citra Estetika. I am married, but I don't have any children yet.

My husband's name is Benny. He is a government employee. I like watching TV quizzes and eating out.

Complete the grid below with the information from the passages.

| Personal Information | Kim Tae-Boon | Luciana Indriani Putri |
|-----------------------|--------------|------------------------|
| Full name | | |
| Nick name | | |
| Place & Date of Birth | | |
| Place of origin | | |
| Address | | |
| Occupation | | |
| Marital status | | |
| Number of siblings | | |
| Hobbies | | |
| Others | | |

E. READING 2

Read the reading passage carefully and then answer the following questions.

Good morning, everyone. I would like to introduce my foreign colleague to you. His name is Michael Swans, but you can call him Mike. He is an American. He comes originally from New Jersey, US. He is thirty-six years old. He is married and he has two children. His wife Marilyn is a housewife. He and his family live in Kedamaian housing complex. He and I work for PT. Great Coffee, a coffee exporter company. He is an accounting manager. He is a

hard-working person. He always accomplishes his duties punctually and well. He likes Indonesian foods very much. He says that Indonesian foods are unique and delicious. Besides, he usually spends his free time eating out with his family at local eating places.

Write 'T' if the statement is right, 'F' if it wrong, or 'NC' if it is not clear according to the passage.

1. Mike is an American man.
2. Mike is the writer's brother.
3. His hometown is New Jersey.
4. Mike speaks English and French.
5. He has one son and one daughter.
6. He works as an accounting staff at PT. Great Coffee.
7. He always finishes his job on time.
8. He enjoys eating Indonesian foods.
9. According to Mike, Indonesian foods are terrible.
10. He and his family often explore eating places in the city.

F. WRITING

Write a paragraph telling about your personal information such as name, place of origin, address, job/study, interests, and number of siblings.

It's all about me.

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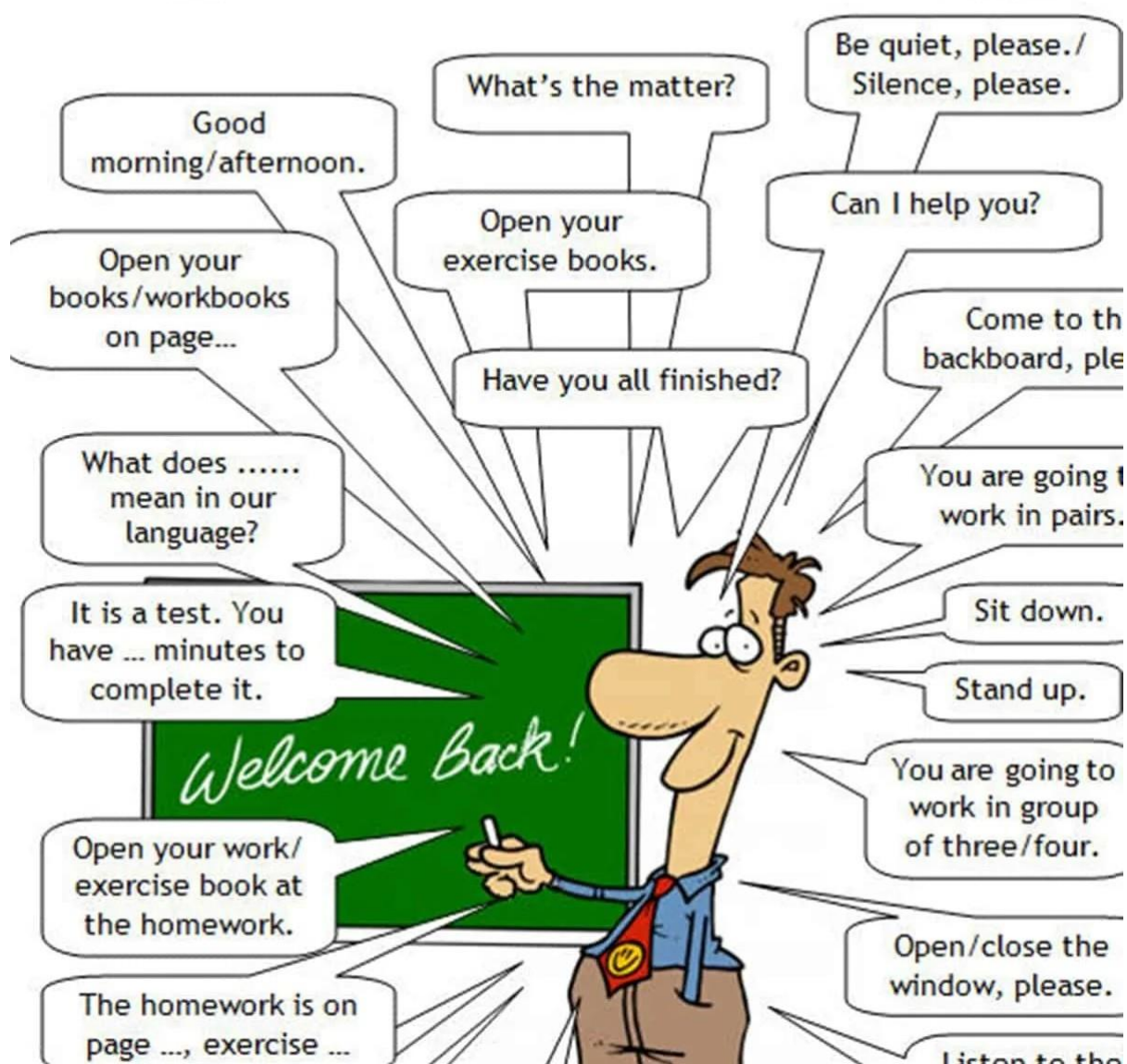
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UNIT 2

Classroom Expressions

CLASSROOM LANGUAGE



A. The beginning of the lesson

1) Good morning

- Good morning, everybody.
- Good afternoon, everybody.
- Hello, everyone.
- Hello there, John.

2) How are you?

- How are you today?
- How are you getting on?
- How's life?
- How are things with you?
- Are you feeling better today, David?

3) Time to begin

- Let's begin our lesson now.
- Is everybody ready to start?
- I hope you are all ready for your English lesson.
- I think we can start now.
- Now we can get down to work.

4) Waiting to start

- I'm waiting for you to be quiet.
- We won't start until everyone is quiet.
- Stop talking and be quiet.
- Settle down now so we can start.

5) Put your things away

- Close your books.
- Put your books away.
- Pack your things away.

6) Register

- Who is absent today?
- Who isn't here today?
- What's the matter with Jim today?
- What's wrong with Jim today?

- Why were you absent last Friday?

B. Simple Instructions

1) Here are some common instructions which the class can easily understand:

- Come in.
- Go out.
- Stand up.
- Sit down.
- Come to the front of the class.
- Stand by your desks.
- Put your hands up.
- Put your hands down.
- Hold your books/pens up.
- Show me your pencil.

2) A number of instructions can be used at the beginning of a session:

- Pay attention, everybody.
- You need pencils/rulers.
- We'll learn how to ...
- Are you ready?
- Open your books at page...
- Turn to page ...
- Look at activity five.
- Listen to this tape.
- Repeat after me.
- Again, please.
- Everybody ...
- You have five minutes to do this.
- Who's next?
- Like this, not like that.

3) A number of instructions can be used at the end of a session:

- It's time to finish.
- Have you finished?

- Let's stop now.
- Stop now.
- Let's check the answers.
- Any questions?
- Collect your work please.
- Pack up your books.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.

4) Comprehension language:

- Are you ready?
- Are you with me?
- Are you OK?
- OK so far?
- Do you get it?
- Do you understand?
- Do you follow me?
- What did you say?
- One more time, please.
- Say it again, please.
- I don't understand.
- I don't get it.
- Like this?
- Is this OK?

C. The end of the lesson

1) Time to stop

- It's almost time to stop.
- I'm afraid it's time to finish now.
- We'll have to stop here.
- There's the bell. It's time to stop.
- That's all for today. You can go now.

2) Not time to stop

- The bell hasn't gone yet.

- There are still two minutes to go.
- We still have a couple of minutes left.
- The lesson doesn't finish till five.
- Your watch must be fast.
- We seem to have finished early.
- We have an extra five minutes.
- Sit quietly until the bell goes.

3) Wait a minute

- Hang on a moment.
- Just hold on a moment.
- Stay where you are for a moment.
- Just a moment, please.
- One more thing before you go.
- Back to your places.

4) Next time

- We'll do the rest of this chapter next time.
- We'll finish this exercise next lesson.
- We've run out of time, so we'll continue next lesson.
- We'll continue this chapter next Monday.

5) Homework

- This is your homework for tonight.
- Do exercise 10 on page 23 for your homework.
- Prepare the next chapter for Monday.
- There is no homework today.
- Remember your homework.
- Take a worksheet as you leave.

6) Goodbye

- Goodbye, everyone.
- See you again next Wednesday.
- See you tomorrow afternoon.
- See you in room 7 after the break.
- Have a good holiday.

- Enjoy your vacation.

7) Leaving the room

- Get into a queue.
- Form a queue and wait for the bell.
- Everybody outside!
- All of you get outside now!
- Hurry up and get out!
- Try not to make any noise as you leave.
- Be quiet as you leave. Other classes are still working.
- It's tidy up time
- Line up

D. Language of classroom management

1) Giving instructions

- Open your books at page 52.
- Come out and write it on the board.
- Listen to the tape, please.
- Get into groups of four.
- Finish off this song at home.
- Let's sing a song.
- Everybody, please.
- All together now.
- The whole class, please.
- I want you all to join in.
- Could you try the next one?
- I would like you to write this down.
- Would you mind switching the lights on?
- It might be an idea to leave this till next time.
- Who would like to read?
- Which topic will your group report on?
- Do you want to answer question 3?

2) Sequencing

- First of all, today, ...
- Right. Now we will go on to the next exercise.
- Have you finished?
- For the last thing today, let's ...
- Whose turn is it to read?
- Which question are you on?
- Next one, please.
- Who hasn't answered yet?
- Let me explain what I want you to do next.
- The idea of this exercise is for you to ...
- You have ten minutes to do this.
- Your time is up.
- Finish this by twenty to eleven.
- Can you all see the board?
- Have you found the place?
- Are you all ready?

3) Supervision

- Look this way.
- Stop talking.
- Listen to what ... is saying.
- Leave that alone now.
- Be careful.

4) Responding to questions

- Yes, that's right,
- Fine.
- Almost. Try again.
- What about this word?

5) Metalanguage

- What's the Spanish for "doll"?
- Explain it in your own words.

- It's spelt with a capital "J".
- Can anybody correct this sentence?
- Fill in the missing words.
- Mark the right alternative.

6) Affective attitudes

- That's interesting!
- That really is very kind of you.
- Don't worry about it.
- I was a bit disappointed with your efforts.

E. The language of error correction

- | | |
|------------------------|------------------------------|
| • Very good. | • That's quite right. |
| • That's very good. | • Yes, you've got it. |
| • Well done. | • It depends. |
| • Very fine. | • It might be, I suppose. |
| • That's nice. | • In a way, perhaps. |
| • I like that. | • Sort of, yes. |
| • Marvellous! | • That's more like it. |
| • You did a great job. | • That's much better. |
| • Magnificent! | • That's a lot better. |
| • Terrific! | • You've improved a lot. |
| • Wow! | • You were almost right. |
| • Jolly good! | • That's almost it. |
| • Great stuff! | • You're halfway there. |
| • Fantastic! | • You've almost got it. |
| • Right! | • You're on the right lines. |
| • Yes! | • There's no need to rush. |
| • Fine. | • There's no hurry. |
| • Quite right | • We have plenty of time |
| • That's right. | • Go on. Have a try. |
| • That's it. | • Have a go. |
| • That's correct. | • Have a guess. |

- Not really.
- Unfortunately, not.
- I'm afraid that's not quite right.
- You can't say that I'm afraid.
- You can't use that word here.
- Good try, but not quite right.
- Have another try.
- Not quite right. Try again.
- Not exactly.

EXERCISES

Put the sentence below in the correct list.

- Good afternoon, everybody.
- We'll do the rest of this chapter next time.
- See you again next Wednesday.
- Let's begin our lesson now.
- That's all for today. You can go now.
- Who is absent today?
- Hello, everyone.
- We'll continue this chapter next Monday.
- It's almost time to stop.
- Goodbye, everyone.
- How are you today?
- Is everybody ready to start?
- Are you feeling better today, David?
- One more thing before you go.

The beginning of the lesson :

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

The end of the lesson :

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

UNIT 3

SIMPLE PRESENT TENSE, SIMPLE PAST TENSE, SIMPLE FUTURE TENSE

A. Simple Present Tense

Simple Present Tense is used in several situations, namely: Habit or repeated actions, unchanging situations, general truth (fact), fixed arrangements and instructions/directions. In fixed arrangements, you can actually use the simple future form to convey the same purpose, however with simple present form, the time setting is usually unchanged as it's been a habit. You can see the examples of each situation in the pictures below.

SIMPLE PRESENT TENSE

Habit / Repeated Actions

- He **drinks** tea at breakfast

Unchanging Situations

- I **work** in IAIN Jember

General Truth (Fact)

- Her mother **is** Javanese

Fixed Arrangements (present or future)

- Your exam **starts** at 09.00 (tomorrow)

Instructions/Directions

- You **walk** for 100 meters, then **turn** left.

Simple present tense also has time signals. These time signals can help English learners to determine when to use simple present tense in their sentences. The time signals for simple present tense are:

| Adverb of time (keterangan waktu) | Arti |
|---------------------------------------------|------------------------|
| every day | setiap hari |
| every week | setiap minggu |
| every month | setiap bulan |
| every year | setiap tahun |
| every/each | setiap |
| in the morning | di pagi hari |
| at seven | jam tujuh |
| once/twice a day | sekali/dua kali sehari |
| here/there | disini/disana |
| Adverb of frequency (keterangan perulangan) | Arti |
| always | selalu |
| as a rule | lazimnya |
| ever | pernah |
| seldom | sering |
| often | setiap |
| nowadays | pada waktu sekarang |
| once in a while | kadang-kadang |
| sometimes | kadang-kadang |
| frequently | disini/disana |
| generally | sering kali |
| commonly | biasanya |
| normally | umumnya |

Sentence Pattern

- Positive : S + V1 (s/es).

| Subject | Verb |
|------------------------|-------------|
| You They We I | Write |
| Subject | Verb (s/es) |
| She He It | Writes |

- **Negative : S + do/does+ not + V1.**

| Subject | Modal (Auxiliary) | Verb |
|------------------------|-----------------------|-------|
| You They We I | Do not / Don't | Write |
| Subject | Modal (Auxiliary) | Verb |
| She He It | Does not / Doesn't | Write |

- **Interrogative: Do/Does + S + V1 +?**

| Modal (Auxiliary) | Subject | Verb |
|----------------------|------------------------|-------|
| Do | You They We I | Write |
| Modal (Auxiliary) | Subject | Verb |
| Does | She He It | Write |

The use of present tense with the use of nominal or non-verb words, then the verb to be is used to form sentences. The verb commonly used in tense sentences are *is*, *am*, and *are*. Pay attention to the following formula and examples of its use in sentences:

- **Positif (+)**

| Subject | To be | Nominal/non- Verb |
|-------------------|-------|----------------------|
| You They We | Are | Happy |
| I | am | |
| She He It | Is | |

- *Negatif (-)*

| Subject | To be + Not | Nominal/non-Verb |
|-------------------|-----------------|------------------|
| You They We | Are not/ aren't | Happy |
| I | Am not/ 'm not | |
| She He It | Is not/ isn't | |

- *Interrogative (?)*

| To be | Subject | Nominal/non-Verb/ Adjective + ? |
|-------|-------------------|------------------------------------|
| Are | You They We | Happy ? |
| Am | I | |
| Is | She He It | |

Exercises

- I _____ the clothes every Saturday
(a. iron) (b. irons)
- She _____ the windows every weekend.
(a. clean) (b. cleans)
- We _____ the dishes every afternoon.
(a. wash) (b. washes)
- He _____ the floor every day.
(a. sweep) (b. sweeps)
- My sister _____ the laundry twice a week.
(a. do) (b. does)
- My father _____ the bed every morning.
(a. make) (b. makes)

7. They _____ water the plants every day.
(a. don't) (b. doesn't)
8. My brother _____ take out the trash on Monday.
(a. don't) (b. doesn't)
9. You _____ tidy up the room every day.
(a. don't) (b. doesn't)
10. When _____ you clean your house?
(a. do) (b. does)
11. My brother and I _____ mount Arjuno this holiday.
(a. hikes) (b. hike)
12. Does _____ drink enough mineral water every day?
(a. he) (b. you)
13. She does not _____ violin, she plays piano.
(a. play) (b. plays)
14. We always _____ on karaoke once a month.
(a. sing) (b. sings)
15. On 17th August, we always _____ our independence day in city hall.
(a. celebrate) (b. celebrates)

B. Simple Past Tense

According to the Oxford Dictionary, “past tense” is defined as “*A tense expressing an action that has happened or a state that previously existed*”. In other words, we use the past tense to talk about something that happened in the past.

We use **Simple Past Tense** to talk:

- a) An action that began and ended at a particular time in the past.
e.g. *She cooked fried rice yesterday evening.*
- b) An action that occurred over a period of time but was completed in the past.

e.g. She taught English for ten years. (She doesn't teach English at present)

- c) An activity that took place regularly in the past.

e.g. When I was ten years old, I took an English course there.

➤ Regular and Irregular Verb

a) Regular verbs

| Verb 1 | Verb 2 |
|---------|-----------------|
| Accept | <i>Accepted</i> |
| Approve | <i>Approved</i> |
| Cry | <i>Cried</i> |
| Jog | <i>Jogged</i> |

b) Irregular verbs

| Verb 1 | Verb 2 |
|--------|-------------------|
| Begin | <i>Began</i> |
| Cost | <i>Cost</i> |
| Have | <i>Had</i> |
| Sing | <i>Sang</i> |
| Be | <i>Was / Were</i> |

➤ Adverb of time in the Past Tense

a) Just now

b) Yesterday

c) Last ... (ex. Last week, last month, last year, etc

d) ... ago (ex. A week ago, a month ago, a year ago, etc)

Sentence Patterns

A. Using auxiliary "did"

a) Positive

Subject + V2 + Complement

e.g. **The teacher began** the meeting an hour ago

She wanted to go the beach last week

b) Negative

Subject + Did not + V1 + Complement

e.g. **She did not join** the class this morning

He did not want to study match yesterday.

c) Interrogative

Did + S + V1 + Complement?

e.g. **Did all the students do** the assignment yesterday?

Did you go to Jakarta yesterday?

B. Using to be “was and were”

a) Positive

Subject + was / were + non-Verb

e.g. She **was angry** yesterday

My parents **were able to come** here?

b) Negative

Subject + was / were + not + non-Verb

e.g. **He was not happy** because **you were late** **The bed was not comfortable** for me.

c) Interrogative

Was / Were + not + Subject + non-Verb?

e.g. **Was the girl lazy** so **she went to bed** early?

Was your mother at home when **your father called**?

Exercises

Task 1: Rewrite the following sentences by using Simple Past Tense.

1. My Mom (write) a letter to Aunt Tina in Japan just now.

.....

2. Halimah (give) me some stationery as my birthday present this morning.

.....

3. The children (sing) together in the choir competition last Sunday.

.....

4. My dad and I (climb) Papandayan Mount together three months ago.

.....

5. Niken (fall) from her bike yesterday evening.

.....

6. Riana (not receive) the announcement last week.

.....

7. The students (not read) the text to discuss yesterday morning.

.....

8. Mr Joni (not teach) Math here last year.

.....
9. (he speak) politely to his elder brother just now?
.....

10. (the girls dance) beautifully on the main stage last night?
.....

C. Simple Future Tense

The simple future refers to a time later than now, and expresses facts or certainty. **The simple future is used:**

- To **predict** a future event that **we don't know for sure**, but we think that it will happen.
e.g. It **will rain** tomorrow.
- With I or We, to express a **spontaneous decision**.
e.g. **I will pay** for the tickets by credit card.
- To express **willingness**.
e.g. **He will carry** your bag for you. **I'll do** the washing-up.
- In the negative form, to express **unwillingness**.
e.g. The baby **won't eat** his soup.
e.g. I **won't leave** until I've seen the manager!

Sentence Pattern

○ Will/Shall

➤ Positive : S + will/shall + V1

| SUBJECT | AUXILIARY | VERB | COMPLEMENT |
|-----------|------------|-------|---------------------------------------|
| I | shall/will | study | at Yale University next year . |
| You | will | go | to the cinema next Tuesday . |
| He/She/It | will | play | outside during the summer. |
| We | shall/will | order | some food. |
| You | will | leave | tomorrow . |
| They | will | go | to Italy next spring . |

➤ Negative : S + will/shall not + V1

| SUBJECT | AUXILIARY | NOT | VERB | COMPLEMENT |
|---------|-----------|-----|------|------------|
|---------|-----------|-----|------|------------|

| | | | | |
|-----------|------------|-----|-------|--------------------------------------|
| I | shall/will | not | study | at Yale University next year. |
| You | will | not | go | to the cinema next Tuesday. |
| He/She/It | will | not | play | outside during the summer. |
| We | shall/will | not | order | some food. |
| You | will | not | leave | tomorrow. |
| They | will | not | go | to Italy next spring. |

➤ **Interrogative : Will/Shall + S + V1?**

| AUXILIARY | SUBJECT | VERB | COMPLEMENT |
|------------|-----------|-------|--------------------------------------|
| Shall/Will | I | study | at Yale University next year? |
| Will | you | go | to the cinema next Tuesday? |
| Will | he/she/it | play | outside during the summer? |
| Shall/Will | we | order | some food? |
| Will | you | leave | tomorrow? |
| Will | they | go | to Italy next spring? |

○ **Be Going To**

It is used for:

- **planned** actions in the future
e.g. We **are going to** Tim's party.
- To express an action that you are **certain** that is going to happen in the future
e.g. Look at that car! It **is going to** crash into the yellow one. Look at the clouds! It *is going to* rain soon.

- Positive : **S+ to be (am, are, is) + going to + C**
e.g. I am going to play handball
- Negative : **S+ to be (am, are, is) + not + going to + C**
e.g. I am not *going to* play handball.
- Interrogative : **To be (am, are, is) + S + going to + C?**
e.g. Am I *going to* play handball?

Exercises

A. Fill in the gaps with the correct form of Simple Future Tense.

EXAMPLE:

_____ they _____ the match? (*to win*)

ANSWER:

Will they win the match?

1. They _____ back by 6:30 pm. (*to be*)
2. _____ you _____ me? (*to help*)
3. When _____ I _____ you again? (*to see*)
4. His parents _____ him for being late. (*not/to punish*)
5. _____ they _____ the contract tonight? (*to sign*)
6. It _____ us three hours to get there. (*to take*)
7. _____ this concert _____ money for our school club? (*to raise*)
8. This van _____ with 8 people in it. (*not/to break down*)
9. The meeting _____ before tomorrow morning. (*not/to close*)
10. When _____ she _____ me a copy of her essay? (*to send*)

B. Please fill in the gaps with the right form of "going-to-future"

Example: I _____ (buy) some milk this afternoon.

Answer: I am going to buy some milk this afternoon.

1. This is taking ages. How much longer _____ (*it / take*)?
2. We _____ (*visit*) my parents at the weekend.
3. The naughty children _____ (*not / ring*) up any more, because I asked them not to.
4. Look at those clouds! It certainly looks as if it _____ (*rain*).
5. _____ (*you / spend*) your holidays in England?
6. No, I _____ (*travel*) to Australia this year.
7. I don't want to go to the party. Peter _____ (*invite*) my old boyfriend!
8. Whatever shall I do? Peter _____ (*play*) football, although he is still injured.
9. I _____ (*take*) this bus into town today.
10. Do you know whether anybody _____ (*pick up*) Sarah this afternoon?

UNIT 4

WH QUESTIONS

➤ What

What is used to ask about things or to ask about something related to someone. Examples of its use in sentences:

- What are you doing?
- What is your name?
- What do you think about the movie?
- What time is it?
- What should I do?

➤ Where

Where is used to find out information about the location, purpose and position of someone or something. Example of an interrogative sentence:

- Where do they live?
- Where is your Mom?
- Where is my cell phone?
- Where are you headed?
- Where should I park?

➤ Why

This question word functions as a search for reasons or causes. In this case, the reasons can be positive or negative to find out the background to something happening.

Examples are as follows:

- Why do you love me?
- Why did it happen?
- Why are you crying?
- Why is he laughing?
- Why did you come late?

➤ When

When is used to ask when something happens. This question word is closely related to the adverb of time which can be the answer to this type of question. Examples :

- When do you finish college?
- When does the taxi arrive?
- When did she leave?
- When will dad fix my bicycle?
- When will the meeting start?

➤ Which

Sometimes *Which* can be used in questions to ask for one or more items from a defined set of items, or to introduce a clause in which the antecedent is specified. Examples :

- Which color do you want?
- Which extracurricular do you join in?
- Which do you prefer, iOS or Android?
- Of all the drinks on the menu, which one would you like?
- Which one do you choose? The left or right?

➤ Who

Who used to ask about people or a person/subject. The examples are:

- Who opened the window?
- Who are you?
- Who is your favorite Korean artist?
- Who is your boyfriend?
- Who owns this bag?

➤ Whom

So, in English there are differences in question words for those in the position of subject and object. If previously *who* was used to ask about people whose status is the subject, then *whom* is a type of question word for people who have the position of being the object or recipient of the action of the subject. Look at the example below:

- Whom are you going to meet?
- Whom did you see in the morning?
- Whom should we send the invitation to?
- Whom was Tedy talking to?

Who will you marry?

➤ Whose

Whose is a question word to ask for possession or ownership. See the following example:

Who are these novels?

Whose car is that?

Whose wallet is this? Is it yours?

Whose turn is it?

Whose outfit are you wearing?

➤ How

How is used when you want to ask about manner or process, condition and quality. This question word also applies to asking for price, duration, frequency, age, method, distance, or quantity. Example sentence:

How can you explain this problem? Please tell us.

How was your exam?

How far is Siem Reap from Phnom Penh?

How much money do you have?

How often do you go to Bali in a year?

Exercises

Please choose the correct answer.

1. My juice is gone! ____took my juice?
a. what b. who c.why d.whom
2. ____ is your favorite color?
a.what b. who c. why d. whom
3. I am looking for my socks. Do you know____they are?
a. what b. who c. where d. when
4. Cats are lovely animal.____do hate them?
a. what b. when c. why d. who
5. I miss you, Grandma.____will we meet?
a. when b. who c. why d.Whose

6. I found a pen. ____ pen is this?
 a. which b. whose c. who d. whom
7. ____ do you go to school with?
 a. who b. whom c. why d. whose
8. ____ ice cream is better? Chocolate or vanilla?
 a. whose b. who c. which d. where
9. ____ is that woman stands over the?
 a. who b. whom c. where d. which
10. Is that Cecil, the girl ____ you give birthday present for?
 a. who b. Whom c. which d. when
11. ____ are you so angry?
 a. what b. where c. who d. why
12. ____ will the game start? I have waited so long!
 a. where b. when c. what d. which
13. ____ Mother is that? That Alex's Mother, isn't it?
 a. who b. whom c. whose d. which
14. ____ do think about these dresses? ____ one is better for me?
 a. what, where b. what, what c. what, why d. what, which
15. ____ does Ratna acts so weird? ____ does she talk to?
 a. who, whom b. why, whom c. why, whose d. why, who

UNIT 5

DESCRIPTIVE TEXT

Descriptive Text is a type of text that is widely used in everyday life to describe objects, places, people, animals and so on. Descriptive text is defined as an English text to describe what the object or living creature that we are describing is like, both in appearance, smell, sound, texture, quantity, and the properties of the object or living creature. Descriptive text does not require detailed information, for example from research results or in-depth observations in describing something. Rather, descriptive text is more about describing what we see, hear and feel about something we want to describe.

The aim of descriptive text is to describe and express the characteristics of certain objects, places or creatures in general and simply, without any in-depth and comprehensive research or research.

Generic structures of descriptive text are :

➤ Identification

Identification is the part of descriptive text that contains the topic or "what" that will be explained or described.

➤ Description

Description is the last part of descriptive text which contains a discussion or description of the topic or "what" in the Identification regarding physical appearance, quality, general behavior and characteristics.

Linguistic features of descriptive text are :

In descriptive text, there are linguistic characteristics that differentiate it from other types of text. These linguistic characteristics are as follows:

- Use simple present tense.

For example: He has a pointed nose; It's so big; etc.

- Using various kinds of adjectives which are describing, numbering and classifying.

For example: white strong legs, sharp white fangs, etc.

- Using linking verbs such as; is, are, appear, feel, grow, look, prove, remain, smell, sound, taste, and turn.

For example: He is handsome; It smells nice; The song sounds beautiful; etc.

- Use adverbs (adverbs) to provide additional information about the behaviour or traits (adjectives) being described, such as: very, extremely, definitely.

For example: He is very handsome; The song sounds extremely beautiful; etc.

Example

My Beloved Mother

(Identification)

Everybody certainly has a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe a lot to what she has been doing for me. And here is my mother.

(Description)

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me not to give up so easily. She always gives me some fine solutions when I have some problems. The important thing about her is she never complains. That is why I never reject her willing.

The National Monument



The National Monument (or Monumen Nasional) is a 132-meter tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consists of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum are opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

Exercises

The text below is for questions number 1 – 3.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. Which of the following statement is not true about Peter?

- A. He plays football and tennis.
- B. He has long and straight hair.
- C. He has bright eyes.
- D. He doesn't play badminton.
- E. He has friendly smile.

2. According to the passage, we know that Peter is...

- A. The writer's elder brother.
- B. The writer's youngest brother.
- C. A friendly boy.
- D. A naughty boy.
- E. The writer's teacher.

3. From the text, we may conclude that....

- A. Peter is a welcoming person.
- B. Peter is older than the writer.

- C. Peter is not diligent at all.
- D. Many people do not like Peter.
- E. Many people hate the writer's.

The text below is for questions number 4 – 5.

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

4. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

5. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Praya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

The text below is for questions number 6 – 8.

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafés stand in along the beach, but now the cafés are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a three stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

6. What is the main idea of the text?

- A. Losari beach is a awful place.
- B. Losari beach is a good place to visit.
- C. No body visit Losari beach.
- D. Many visitor on Pantai Gapura Hotel.
- E. No one stay at Losari Beach Inn.

7. How many hotels does the writer mention?

- A. Six hotels.
- B. Five hotels.
- C. Four hotels.
- D. Three hotels.
- E. Two hotels.

8. Where is Losari beach located?

- A. Somewhere at Makassar City.
- B. Locate at Jalan Penghibur.
- C. Near Makassar City.
- D. Far away from Losari Beach Inn.
- E. Located only about 3 km from the center of Makassar (Karebosi Park).

The text below is for questions number 9 – 10.

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

9. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people
- E. The culture

10. Which one has a distinctive taste?

- A. The cigarette

- B. The special food
- C. The bean curd
- D. The highly nutritious food
- E. The land

Task

Please make a descriptive text about the people closest to you.

UNIT 6

LISTENING COMPREHENSION

PART A

1. A. He knew that cherries were pricier than.
B. He bought cherries and grapes because of not knowing their prices.
C. He didn't know that cherries were pricier than grapes.
D. He didn't buy either grapes or cherries because they were pricy.
2. A. She felt it wasn't fair.
B. She was in rage.
C. She felt inferior.
D. She wasn't furious.
3. A. He is unhappy at the thought of retiring.
B. He hates to leave his job soon.
C. He is retiring too fast.
D. He is eager to leave his job.
4. A. The rent was given by her for Tom.
B. She was asked money for paying the rent.
C. Tom gave her money for the rent.
D. The money was lent by Tom early this month.
A. She shouldn't leave her purse here.
5. B. She's probably in the apartment.
C. Her purse must not be in the apartment.
D. She left the apartment without taking her purse.
6. A. Chuck looked at him in the hospital.
B. Chuck didn't seem to be doing very well.
C. This visit was better than the last.
D. Chuck had improved.
7. A. She didn't think that he'd do the dishes.
B. The plates did not need to be washed.
C. She asked him to be ready to go.
D. The dishes would not be done.
8. A. Professor described the lesson for his class.
B. There was a long line to register for the required class.
C. Professor's requirement for the course is high.
D. Professor required the class to outline his course.
9. A. She's shopping for a carpet.
B. She needs to help him find something.
C. She's found a new ring.
D. She's thankful she has a rag.
10. A. She ran into another car at the corner.
B. She ran to her cousin because she's scared.
C. She unexpectedly met one of her relatives.
D. Carl was running from place to place.

PART B

11. A. Trash orbiting Earth.
B. Becoming space scientists.
C. A trip by an astronaut to the Moon.
D. The overabundance of garbage on Earth.

PART C

15. A. On the first day of class
B. In the final week of the semester
C. In the middle of the semester
D. At the end of class

12. A. From a lecture.
B. On a television program.
C. In a magazine article.
D. In a book.
13. A. 3,000 tons
B. 3,000 pounds
C. 13,000 pounds
D. 300 tons
14. A. The problem will take care of itself.
B. Scientists will find solutions to the problem.
C. She will be able to travel in space.
D. The junk will fall to Earth.
16. A. In two weeks
B. In three weeks
C. Later today
D. By Friday of this week
17. A. Books listed in student journals
B. Books from outside the library
C. Both books and journals
D. Journal and magazine articles
18. A. Two
B. Three
C. Five
D. Seven

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1. Narrative Text

A. Read the texts below carefully!

Florence Nightingale was the pioneer of modern nursing. Born into a wealthy and well-connected British family in Florence, Italy, she was named after the city of her birth, as was her older sister born at Parthenope. A brilliant and strong-willed woman, she rebelled against the expected role for a woman of her status, **which** was to become an obedient wife. Inspired by what she understood to be a divine calling, Nightingale made commitment to nursing, a career with a poor reputation and filled mostly by poorer women.

Traditionally, the role of nurse was handled by female “hanger-ons” who followed the armies – they were equally likely to function like cooks or prostitutes. Nightingale was particularly concerned with the appalling conditions of medical care for the legions of the poor and indigent. She announced her decision to her family in 1845, evoking intense anger and distress from her family, particularly her mother.

Florence Nightingale’s career in nursing began in earnest in 1851 when she received four-month training in Germany as a deaconess of Kaiserwerth. She undertook the training over strenuous family objections concerning the risks and social implications of such activity, and the Catholic foundation of the hospital. While at Kaiserwerth, Florence reported having her most important intense and compelling experience of her divine calling.

Nightingale’s work inspired massive public support throughout England, where she was celebrated and admired as “The Lady of The Lamp” after the Grecian lamp she always carried in her tireless evening and night-time visits to injured soldiers. Nightingale’s lamp also allowed her to work late every night, maintaining **meticulous** medical records for the hospital, and writing personal letters to the family of every soldier who died in the hospital.

In 1883, Queen Victoria awarded Florence Nightingale with the Royal Red Cross and in 1907 she became the first woman to be awarded the Order of Merit. She could not leave her bed after 1896 and died on August 13, 1910.

Answer the questions based on the text above

1. The pronoun which in line refers to ____
 - a. wife
 - b. status
 - c. calling
 - d. role
 - e. Italy
2. The word meticulous is closest in meaning to ____
 - a. famous
 - b. useful
 - c. through
 - d. abundant
 - e. deep into
3. What appreciation did Florence Nightingale get for all her effort in nursing?
 - a. She was awarded the Royal Red Cross
 - b. She was regarded as pioneer in modern
 - c. She started her career in nursing seriously
 - d. She was given four-month training at Kaiserwerth.
 - e. She was punished by the Queen.
4. Why did the role of nurse have poor reputation at that time?
 - a. Because it was a job only for a rebellious
 - b. Because it could cause the separation in families.
 - c. Because it was against the expected role of women.
 - d. Because it was thought to be the same as prostitutes.
 - e. Because it wasn’t famous at that time.
5. What is the subject of the passage?
 - a. Florence Nightingale's way of life.
 - b. Florence Nightingale’s story of life.
 - c. Florence Nightingale’s dream and desire.

- d. Florence Nightingale's spirit and courage.
- e. Florence Nightingale's ambition

2. Hospital Department

B. Hospital Direction to place and Department

Hospitals vary widely in the services they offer and therefore, in the departments they have. Hospitals may have acute services such as an emergency department or specialist trauma center, burn unit, surgery, or urgent care. These may then be backed up by more specialist units such as cardiology or coronary care unit, intensive care unit, neurology, cancer center, and obstetrics and gynecology.

Some hospitals will also have outpatient departments and whilst others may have chronic treatment units such as behavioral health services, dentistry, dermatology, psychiatric ward, rehabilitation services (Rehab), and physical therapy. Common hospital support units include a dispensary or pharmacy, pathology, and radiology, and on the non-medical side, there often are medical records departments and/or a release of information department. Nursing services are considered one of the most important aspects in the process of distinguished medical care.

Most Common Hospital Departments

| | |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accident and emergency (A&E) | Also called Casualty Department, where you're likely to be taken if you have arrived in an ambulance or emergency situation |
| Admissions | At the Admitting Department, the patient will be required to provide personal information and sign consent forms before being taken to the hospital unit or ward. If the individual is critically ill, then, this information is usually obtained from a family member. |
| Anesthetics | Doctors in this department give anesthetic for operations and procedures. An anesthetic is a drug or agent that produces a complete or partial loss of feeling. There are three kinds of anesthetic: general, regional and local. |
| Breast Screening | Screens women for breast cancer and is usually linked to the Xray or radiology department |
| Burn Center (Burn Unit or Burns Unit) | A hospital specializing in the treatment of burns. Burn centers are often used for the treatment and recovery of patients with more severe burns. |
| Cardiology | Provides medical care to patients who have problems with their heart or circulation |
| Central Sterile Services Department (CSSD) | (Sterile Processing Department (SPD) - Sterile Processing - Central Supply Department (CSD) - Central Supply) - A place in hospitals and other health care facilities that performs sterilization and other actions on medical equipment, devices, and consumables |
| Chaplaincy | Chaplains promote the spiritual and pastoral wellbeing of patients, relatives and staff. |
| Coronary Care Unit (CCU) | (Cardiac intensive care unit (CICU) - A hospital ward specialized in the care of patients with heart attacks, unstable angina, cardiac dysrhythmia and other cardiac conditions that require continuous monitoring and treatment. |
| Critical Care | Also called intensive care, this department is for seriously ill patients. Diagnostic |

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Imaging | Also known as X-Ray Department and/or Radiology Department. |
| Discharge Lounge | Patients who don't need to stay in a ward are transferred to the lounge on the day of discharge. Many hospitals now have discharge lounges with facilities such as TV's, radio, puzzles, magazines, books and newspapers. |
| Elderly Services | Covers and assists with a wide range of issues associated with seniors. |
| Finance Department | Performs all works related to budget and ideal use of the items of such budget. Also, it prepares payrolls and monthly wages and concludes contracts of operation and maintenance, and purchases. In addition, it makes available all amounts of money required for the procurement of all materials and equipment. |
| Gastroenterology | This department investigates and treats digestive and upper and lower gastrointestinal diseases. |
| General Services | Support Services include services provided by Departments such as Portering, Catering, Housekeeping, Security, Health & Safety, Switch, Laundry, and the management of facilities such as parking, baby tagging, access control, CCTV, etc. |
| General Surgery | Covers a wide range of types of surgery and procedures on patients. |
| Gynecology | Investigates and treats problems relating to the female urinary tract and reproductive organs, such as Endometriosis, infertility, and incontinence. |
| Hematology | These hospital services work with the laboratory. In addition, doctors treat blood diseases and malignancies related to the blood. |
| Health & Safety | The role of the occupational health and safety department is to promote and maintain the highest possible degree of health and safety for all employees, physicians, volunteers, students, and contractors, and actively participates in quality, safety and risk initiatives. Numerous health and safety issues associated with healthcare facilities include bloodborne pathogens and biological hazards, potential chemical and drug exposures, waste anesthetic gas exposures, respiratory hazards, ergonomic hazards from lifting and repetitive tasks, laser hazards, hazards associated with laboratories, and radioactive material and x-ray hazards. In addition to the medical staff, large healthcare facilities employ various trades with health and safety hazards. These include mechanical maintenance, medical equipment maintenance, housekeeping, food service, building and grounds maintenance, laundry, and administrative staff. |
| Intensive Care Unit (ICU) | (Intensive Therapy Unit, Intensive Treatment Unit (ITU), Critical Care Unit (CCU) - A special department of a hospital or health care facility that provides intensive treatment medicine and caters to patients with severe and life-threatening illnesses and injuries, which require constant, close monitoring and support from specialist equipment and medications. |

| | |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Resources | Role is to provide a professional, efficient, and customer-focused service to managers and staff and, in turn, facilitate the delivery of a professional, efficient and customer focused service to patients. |
| Infection Control | Primarily responsible for conducting surveillance of hospital-acquired infections and investigating and controlling outbreaks or infection clusters among patients and health care personnel. The department calculates rates of hospital-acquired infections, collates antibiotic susceptibility data, performs analysis of aggregated infection data, and provides comparative data to national benchmarks over time. |
| Information Management | Meaningful information can be used in quality management, continuous quality improvement, and peer review. By improving the quality of information, core data can be provided for randomized clinical trials, outcomes research, and many studies. |
| Maternity | Maternity wards provide antenatal care, delivery of babies and care during childbirth, and postnatal support. |
| Medical Records | Includes a variety of types of "notes" entered over time by health care professionals, recording observations and administration of drugs and therapies, orders for the administration of drugs and therapies, test results, x-rays, reports, etc. |
| Microbiology | The microbiology department provides an extensive clinical service, including mycology, parasitology, mycobacteriology, a high-security pathology unit, and a healthcare-associated infection investigation unit, as well as routine bacteriology and an expanding molecular diagnostic repertoire. |
| Neonatal | Closely linked with the hospital maternity department, provides care and support for babies and their families. |
| Nephrology | Monitors and assesses patients with various kidney (renal) problems and conditions. |
| Neurology | A medical specialty dealing with disorders of the nervous system. Specifically, it deals with the diagnosis and treatment of all categories of disease involving the central, peripheral, and autonomic nervous systems, including their coverings, blood vessels, and all effector tissue, such as muscle. Includes the brain, spinal cord, and spinal cord injuries (SCI). |
| Nutrition and Dietetics | Dietitians and nutritionists provide specialist advice on diet for hospital wards and outpatient clinics. |
| Obstetrics/Gynecology | Specialist nurses, midwives, and imaging technicians provide maternity services such as antenatal and postnatal care, maternal and fetal surveillance, and prenatal diagnosis. |
| Occupational Therapy | Helps physically or mentally impaired people, including temporary disabilities, practice in the fields of both healthcare as well as social care. Often abbreviated as "OT," Occupational Therapy promotes health by enabling people to perform meaningful and purposeful occupations. These include (but are not limited to) work, leisure, self-care, and domestic and community activities. Occupational therapists work with individuals, families, groups, and communities to facilitate health and well-being through engagement or re-engagement in occupation. |

| | |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oncology | A branch of medicine that deals with cancer and tumors. A medical professional who practices oncology is an oncologist. The Oncology department provides treatments, including radiotherapy and chemotherapy, for cancerous tumors and blood disorders. |
| Ophthalmology | Ophthalmology is a branch of medicine that deals with the diseases and surgery of the visual pathways, including the eye, hairs, and areas surrounding the eye, such as the lacrimal system and eyelids. The term ophthalmologist is an eye specialist for medical and surgical problems. The Ophthalmology department provides ophthalmic eye-related services for both in and outpatients. |
| Orthopedics | Treats conditions related to the musculoskeletal system, including joints, ligaments, bones, muscles, tendons, and nerves. |
| Otolaryngology (Ear, Nose, and Throat) | The ENT Department provides comprehensive and specialized care covering both Medical and Surgical conditions related not just specifically to the Ear, Nose, and Throat, but also other areas within the Head and Neck region. It is often divided into sub-specialties dealing with only one part of the traditional specialty (ontology, rhinology, and laryngology). |
| Pain Management | Helps treat patients with severe long-term pain. Alternative pain relief treatments, such as acupuncture, nerve blocks, and drug treatment, are also catered for. |
| Patient Accounts | The Patient Accounts Department answers all billing questions and concerns, requests for itemized bills, and account balance inquiries. The patient accounts department also assists patients with insurance benefits for services rendered. |
| Patient Services | The Patient Services Manager is a source of information and can channel patient queries about hospital services to the appropriate departments. |
| Pharmacy | Responsible for drugs in a hospital, including purchasing, supply, and distribution. |
| Physiotherapy | Physiotherapists work through physical therapies such as exercise, massage, and manipulation of bones, joints and muscle tissues. |
| Purchasing & Supplies | Purchasing & Supplies Department is responsible for the procurement function of the hospital. |
| Radiology | The branch or specialty of medicine that deals with the study and application of imaging technology like x-ray and radiation to diagnosing and treating disease. The Department of Radiology is a highly specialized, full-service department that strives to meet all patient and clinician needs in diagnostic imaging and image-guided therapies. |
| Radiotherapy | Also called radiation therapy, is the treatment of cancer and other diseases with ionizing radiation. |
| Renal | Provides facilities for peritoneal dialysis. It helps facilitate home Hemodialysis. |
| Rheumatology | Rheumatologists care for and treat patients for musculoskeletal disorders such as bones, joints, ligaments, tendons, muscles, and nerves. |

| | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sexual Health | Also known as genitourinary medicine - Provides advice, testing, and treatment for sexually transmitted infections, family planning care, pregnancy testing and advice, care and support for sexual and genital problems. |
| Social Work | Clinical social workers help patients and their families deal with the broad range of psychosocial issues and stresses related to coping with illness and maintaining health. Social workers, resource specialists, and advocates form a network that addresses families' challenges, increases access to health care and other human services and serves as a bridge between the hospital setting and a patient's family life, home, and community. |
| Urology | The urology department is run by consultant urology surgeons and investigates areas linked to kidney and bladder conditions. |

3. Profession Working At A Hospital

A. People

Answer the questions with the people in the list below.

doctor nurse out-patient sister surgeon patient

- 1) Which people work on a ward?
- 2) Which people work in an operating theatre?
- 3) Which person is ill and in hospital?
- 4) Which person is in a waiting room, waiting to see a doctor?
- 5) Which person is a senior nurse?

B. Match the verbs

Match the verbs in A with the words in B. Sometimes there is more than one possible match.

| | |
|------|-----------------------------|
| A | B |
| do | an operation |
| make | an injection |
| give | some medicine |
| take | a pill |
| have | your temperature a check-up |

C. Fill in the gaps

Use the words below to fill the gaps.

hurt pain sick ill injured ache

- 1) I've eaten too much chocolate. I feel_____.
- 2) Ten people were_____in the accident.
- 3) Sometimes I have a terrible_____in my back. It can really _____ . I must see a doctor.
- 4) I've got tooth_____, and a head_____. Do you have an aspirin?
- 5) My aunt is very_____with cancer. We visited her in hospital yesterday.

D. Match the people in A to the place you find them in B and the job they do in C. The first one has been done for you.

| | |
|-----------------------------|-------------------------|
| B | |
| on the wards | in an ambulance |
| at the scene of an accident | in an operating theatre |

in the waiting room
in the pharmacy
in hospital corridors

on the maternity ward
in casualty

C

They perform operations
They are senior nurses, in charge of a ward
They are ill in hospital
They push patients on stretchers from the ward to the operating theatre
They provide emergency aid
They keep the patient unconscious during an operation
They help mothers have babies
They are senior doctors who specialise in one particular area

| A | B | C |
|--------------|---------------------------------------|-------------------------------------------------------------------------|
| porter | on the wards or in hospital corridors | they push patients on stretchers from the ward to the operating theatre |
| paramedic | | |
| surgeon | | |
| anaesthetist | | |
| nurse | | |
| consultant | | |
| sister | | |
| patient | | |
| outpatient | | |
| midwife | | |
| chemist | | |

4. Past Tense

A. simple past tense

Bentuk kata kerja yang menyatakan “pekerjaannya” dilakukan pada waktu lampau.

Pola Kalimat :

(+) S+V2/to be (was/were)+O

(-) S+did not /was-were not + V1/Adjective

(?) Did/was-were + S+V1-ing

B. Adverb of time

Pada waktu lampau itu dinyatakan dengan kata keterangan waktu seperti :

- | | |
|----------------------------|---------------------------|
| • yesterday | :kemarin |
| • the day before yesterday | :kemarin dulu |
| • two days ago | :dua hari yang lalu |
| • three months ago | :tiga bulan yang lalu |
| • many years ago | :bertahun-tahun yang lalu |
| • last night | :tadi malam |
| • last month | :bulan yang lalu |
| • last week | :minggu yang lalu |
| • last year | :tahun yang lalu |
| • Last Friday | :jumat lalu |
| • this morning | :tadi pagi |
| • formerly | :dahulu |

- C. past continuous tense
 Untuk menyatakan peristiwa, kegiatan atau tindakan yang sedang terjadi di masa lampau.
 Pola Kalimat :
 (+) S+was/were+ V1-ing
 I was working hard all day yesterday
 (-) S+ was/were not +V1-ing
 She was not walking last night
 (?) Was/were + S+V1-ing
 Was she walking ?
- D. past perfect tense
 Untuk menyatakan peristiwa, kegiatan atau tindakan yang telah selesai dilakukan di waktu lampau sebelum peristiwa lain terjadi.
 Pola Kalimat :
 (+) S+had+ been +adj/adv/N
 She had been ill
 (-) S+Had not +been +Adj/Adv/N
 She had not been ill
 (?) Had+S+been +Adj/Adv/N
 Had she been ill?
- E. Past perfect continuous tense
 Untuk menyatakan peristiwa, kegiatan atau tindakan yang sedang berlangsung terus di masa lampau, biasanya dalam jangka waktu tertentu.
 Pola Kalimat :
 (+) S + had + been + V1-ing I
 had been sleeping
 (-) S + had not + been + V1-ing
 She had not been sleeping
 (?) Had + S + been + V1-ing
 Had you been sleeping ?
- F. Noun phrase adalah sebuah noun baru yang dibentuk dari **berbagai jenis kata** yang dirangkai jadi satu. Bukannya menjadi kalimat, rangkaian kata tersebut malah menjadi sebuah kata benda baru.
 Noun phrase biasanya digunakan saat satu kata saja masih kurang spesifik untuk menjelaskan sebuah noun. Penggunaan noun phrase diharapkan dapat menjadikan informasi suatu noun lebih lengkap.
 Untuk menyusun sebuah noun phrase sempurna, ada dua istilah penting yang harus kamu pahami, yaitu **pre-modifier dan post-modifier**.
 Pre-modifier adalah kata imbuhan yang ditambahkan **di depan noun** utama. Sedangkan post-modifier adalah kata imbuhan yang ditambahkan **di belakang noun**. Supaya lebih jelas, berikut ini contoh perbedaan pre-modifier dan post-modifier.

Example:

- She's **the most beautiful person** I ever met, and I'm lucky to have her (noun phrase dengan pre-modifier)
- I really hate **walking in the dark**, so it's better if we return home before the sunset (noun phrase dengan post-modifier)

Identified the noun phrase in the following sentences!

1. They hope to win the main prize of the competition.
 - a. They hope to
 - b. To win
 - c. The main prize of the competition
 - d. The main prize
2. Children at the school tried to solve the math problem.
 - a. Children
 - b. At the school
 - c. Tried to solve
 - d. To solve the math problem
3. Did you enjoy watching the movie?
 - a. Watching the movie
 - b. did you
 - c. did you enjoy
 - d. enjoy watching
4. The girl wants to go home.
 - a. the girl
 - b. to go home
 - c. the girl wants
 - d. wants to go
5. The girl denied yelling her friend.
 - a. the girl denied
 - b. yelling her friend
 - c. denied yelling
 - d. her friend
6. The culprit refuses to answer the question.
 - a. the culprit refuses
 - b. the question
 - c. to answer the question
 - d. refuse to answer
7. the dogs prefer living in light stables.
 - a. prefer living
 - b. living in light staples
 - c. the dogs prefer living
 - d. the dogs
8. To text your ex-wife is disgraceful.
 - a. To text your ex-wife
 - b. Your ex-wife is disgraceful
 - c. Your ex-wife
 - d. Is disgraceful
9. They will hate to do such homework.
 - a. They will hate
 - b. To do such
 - c. To do such homework
 - d. A homework
10. She dislikes having to cut her hair.
 - a. She dislikes
 - b. Having to
 - c. To cut her hair
 - d. Her hair

5. Reprimanding

Reprimanding purposes to reprimand patient politely

| |
|-------------------------------------------------------|
| Reprimanding |
| That's not right thing to do |
| This is not good for your digestion |
| As far as I know, you're not supposed to smoke |
| STOP it, will you? |
| I'm sorry, but you have deliberately broken the rule. |

A. [Repremanding]

M : Excuse me, ladies. I'm sorry to tell you that no more than 4 persons are allowed

P : But... we came all the way from central java

M : I see. But... that's the rule here

P : Are you saying that we came here in vain?

M : Alright. Let me tell you what I'll do. I'll take four people at time. So, you'll take turns. The rest please stay here

P : Oh...no

M : I'm so sorry

B. Fill in the sentences using the words in the box

1. Some women suffer from(a) depression, feeling down after giving birth 2. My dad always told me not to(b) when something feels right. 3. After her surgery, Jane could not walk far without experiencing(c)... from the effort. 4. While taking part in the science experiment, students will(d) answers about why bacteria grows quicker in damp areas. 5. It is easy to(e) a friendship with someone, but very difficult to take that friendship to the next level of love.

Postpartum
Fatigue
healing
Maintain
Hesitate
Seek
Maintain
Fed

C. Match to the correct words Match the left side words to the right meaning correctly, pulling an arrow to the correct answer

| | |
|--------|-------------|
| Attack | Datang |
| Avoid | Berbicara |
| Come | Mengizinkan |
| Say | Menyerang |
| Tell | Menghindari |
| Allow | Tetap |
| Stay | Mengambil |
| Rule | Disini |
| Take | Aturan |
| Here | Memberitahu |

D. Look these words up in dictionary

- a. innate immunity : imun bawaan / kekebalan bawaan
- b. phicental inflamation :
- c. anti-phospholipid :
- d. antibody syndrome :
- e. complement activation :

- f. maternal circulation :
- g. anaphytatoxins :
- h. gestational age : usia kehamilan

Read and discuss the midwifery terminology below and give your opinion about the following terminologies

Abbreviation and symbols commonly used by health practioners

| | |
|------------------------|-----------------------------------------|
| Activities | |
| AMB | Ambulatory |
| BRP | Bathroom privileges |
| CBR | Complete bed rest |
| OOB | Out of bed Up ad lib Up as desired |
| Assessment Data | |
| Abd | Abdomen |
| BP | Blood pressure bx biopsy |
| C | Celsius (centigrade) |
| Cc | chief complaint |
| c/o | complains of do diagnosis |
| F | Fahrenheit |
| GI | gastrointestinal |
| GU | genitourinary |
| h/o | history of |
| HPI | history of present illness |
| Imp | Impressions |
| lt | or left |
| NAD | no apparent distress |
| neg | negative |
| P | pulse |
| PE | physical examination |
| PMH | past medical history |
| R | respirations |
| R/O | rule out |
| ROS | review of system |
| rt or ® | right |
| RX | treatment |
| Sx | symptoms |
| T | temperature |
| WNL | within normal limits |
| (+) | positive |
| (-) | negative |
| Disease | |
| ASHD | arteriosclerotic heart disease |
| ASCVD | arteriosclerotic cardiovascular disease |
| BPH | benign prostatic hypertrophy |
| CA | cancer |
| CAD | coronary artery disease |
| C | congestive heart failure |
| HF | chronic obstructive pulmonary disease |
| COPD | cerebrovascular accident |
| CVA | diabetes mellitus |

| | |
|---------------------------|-------------------------------|
| HTN | (BP) hypertension |
| MI | myocardial infarction |
| PVD | peripheral vascular disease |
| STD | sexually transmitted disease |
| Diagnostic Studies | |
| ABG | arterial blood gases |
| BE | barium enema |
| CBC | complete blood count |
| CO2 | carbon dioxide |
| C&S | culture and sensitivity |
| CXR | chest x-ray |
| ECG (EKG) | cardiogram |
| Lytes | electrolytes |
| RBC | red blood cells |
| UA | urinalysis |
| UGI | upper GI |
| WBC | white blood cells |
| Order | |
| AMA | against medical orders |
| BM | bowel movement |
| BP | blood pressure |
| ç (C) | with |
| CPR | cardiopulmonary resuscitation |
| dc (disc) | discontinue do diagnosis |
| DNR (no code) | do not resuscitate |
| hs | hour of sleep |
| I&O | intake and output |
| IV | intravenous noc night |
| NPO | nothing by mouth |
| NS (NIS) | normal saline |
| O2 | oxygen |
| od | daily |
| p | after |
| O.T. | occupational therapy post |
| op | postoperative |
| pre op | preoperative |
| Prep | preparation |
| PRN | as needed |
| P.T. | physical therapy |
| pt | patient |

E. Match the left side words to the right meaning correctly, pulling an arrow to the correct answer

| | |
|--------------------|----------------------|
| 1. Avoid | a. Mengindikasikan |
| 2. Contraindicated | b. Contraindicated |
| 3. Indicated | C. Bidai |
| 4. Suggest | d. Sarankan |
| 5. Pus | e. Nanah |
| 6. Suture | f. Hindari & Jahitan |
| 7. Sponge | h. Ruam |

| | |
|-------------------------|---------------------------|
| 8. Splint | i. Spons |
| 9. Swollen | j. Yang bengkak |
| 10. Numb | k. Mati rasa |
| 11. Paralysis | 1. Keketatan |
| 12. Convulsion | m. Kelumpuhan |
| 13. Patch | n. Tambalan |
| 14. Hazardous equipment | o. Gangguan hebat |
| 15. Rub | p. Berminyak/Manis mulut |
| 16. Greasy | q. Gosokan |
| 17. Rash | r. Peralatan penuh resiko |
| 18. Tightness | |

F. Match the left side words to the right meaning correctly, pulling an arrow to the correct answer

| | |
|----------------|------------------------------|
| 1. Disease | a. Genital |
| 2. Pregnant | b. Hamil |
| 3. Vaccine | c. Ketidaksuburan/Kemandulan |
| 4. Death | d. Vaksin |
| 5. Infectious | c. Penyakit |
| 6. Genital | f. symptoms |
| 7. Infertility | g. Kematian |
| 8. symptoms | h. Cepat menyebar |

6. Future Tense

1) Pola kalimat :

S + will + V1

S + be + going to + V1

Ada beberapa poin dimana kita menerapkan penggunaan future tense. Secara umum kalimat future tense digunakan untuk menerangkan kegiatan atau peristiwa yang akan terjadi atau akan dilakukan. Kalimat future tense antara lain juga digunakan ketika kita membuat janji atau prediksi. Penggunaan future tense beragam yaitu ada kalimat future tense yang menggunakan kata kerja bantu will dan kalimat future tense yang menggunakan kata kerja bantu going to.

Contoh :

I will send you the information when I get it.

I will translate the email, so Mr. Koplo can read it.

He is going to spend his vacation in Klaten.

She's going to be an actress when she grows up.

Sammy is going to begin medical school next year.

Auxiliary verb atau kata kerja bantu will digunakan untuk membuat janji, prediksi, dan menyatakan suatu niat untuk melakukan sesuatu di masa yang akan datang.

Contoh :

I will call you when I arrive.

Markeso will be the next chairman.

I'll finish it tomorrow.

Auxiliary verb atau kata kerja bantu going to digunakan untuk menyampaikan bahwa sesuatu hal atau aktifitas akan dilakukan dimasa mendatang dimana hal atau aktifitas tersebut sudah direncanakan.

Contoh :

We're going to buy a new car next month.

I'm going to work in a hospital when I leave school.

I'm not going to watch TV until my thesis is finished.

2) Modal Auxiliary Verb

Modal auxiliary verb merupakan kata yang diletakkan sebelum main verb untuk memodifikasi makna dari verb tersebut. Kata ini untuk mengekspresikan willingness (kemauan), ability (kemampuan), necessity (kebutuhan), atau possibility (kemungkinan).

Pola kalimat :

(+) S + modal auxiliary verb + V1

(-) S + modal auxiliary verb + not + V1

(?) Modal auxiliary verb + S + V1?

a. Can dan could

Can dan could dapat digunakan untuk menyatakan ability (kemampuan). Bedanya, could untuk menyatakan ability (kemampuan) di masa lalu (past). Keduanya dapat berfungsi untuk Modal verb ini juga dapat pula digunakan untuk meminta izin (permission) untuk melakukan sesuatu.

Contoh : You can buy anything with your money but you can't buy love.

Can I borrow your car for one night?

You could run faster than me two years ago.

Could I use your computer to print and scan?

b. May dan might

May dan might dapat digunakan untuk menyatakan possibility (kemungkinan) di masa sekarang (present) dan masa depan (future). May dan might dapat ditambahkan primary auxiliary verb have untuk menyatakan kemungkinan di masa

lalu (past). Bedanya, may untuk menyatakan hypothetical situation yang belum terbukti, sementara might yang telah terbukti. May dapat digunakan untuk meminta izin (permission) dimana modal verb ini lebih formal dari can. Adapun might ketika digunakan untuk meminta izin (permission) yang bersifat lebih formal daripada modal verb could. Dibanding may, might lebih tentatif (tidak pasti) kejadiannya.

Contoh : He may work out and eat healthy food every day.

You may/might forget the embarrassing incident tomorrow.

The doctor may have warned you not to eat red meat.

The doctor might have warned you not to eat red meat.

May I go home now? If I have cleaned the room, might I play with my friend?

c. Will dan would

Will untuk menyatakan willingness (kemauan). Will dapat diungkapkan dalam conditional sentence type 1 maupun invitation (undangan/ajakan). Would juga dapat digunakan untuk menyatakan willingness (kemauan), namun lebih polite (sopan). Selain untuk mengungkapkan willingness, will dan would dapat pula digunakan untuk membicarakan kemungkinan atau membuat prediksi. Would saja dapat dipadukan dengan auxiliary have dan past participle (verb-3) untuk membentuk conditional sentence type 3. Would untuk menyatakan tindakan yang ingin dilakukan di masa lalu.

Contoh : I will help you if you help yourself first. Will you marry me?

I'll give you a glass of water. Would you like to see my craft?

The sandstorm will come tonight.

My father had a strong feeling that the weather would be warm.

If you had remembered to invite me, I would have attended your party.

d. Shall

Shall [British English] digunakan untuk menyatakan simple future seperti halnya will namun hanya digunakan pada first person (orang pertama) I dan we. Shall [US English] jarang digunakan selain untuk polite question untuk first person. Modal verb ini juga dapat digunakan untuk menyatakan obligation (kewajiban) pada formal situation (yang dapat berupa legal document maupun pada saat meeting. Pada situasi ini, baik second maupun third person dapat digunakan dengan modal verb ini. Contoh : We shall overcome it someday.

Shall we pay a call him?

Shall I give you some advice?

The Human Resource manager shall report the employee performance.

e. Should Should untuk memberi suggestion (saran) atau advice (nasehat).

Contoh : You should see the doctor.

We should meet more often.

f. Must

Must dipadukan dengan not untuk menyatakan prohibition (larangan). Selain itu, modal verb ini juga dapat untuk mengekspresikan obligation (kewajiban) atau necessity (kebutuhan).

Contoh : You mustn't give up.

We must go to bed now.

g. Ought to Ought to digunakan untuk menyatakan apa yang benar atau tepat.

Contoh : I ought to wear high quality running shoes.

We ought to select the best candidate for the job.

Latihan Pilihlah jawaban yang paling benar!

1. Narjik was absent two days. He_____sick.
A. Could be
B. will
C. might have been
D. should
2. He told me about the history of this village He_____here for along time
A. must have lived
B. should be living
C. would have lived
D. ought to have lived
3. There is a bird in a locked room. It_____down the chimney.
A. might have come
B. would have come
C. should have come
D. should come
4. Bedu passed the exams with flying colour. She_____hard for it
A. must study
B. should have studied
C. must have studied
D. should study
5. Miing is the best student in my class. I saw she living his house, but he missed the exam. She_____an accident.
A. Should have
B. Must have
C. must have had
D. should have had
6. All of students of Newton Six supposed to be here at 07.00 p.m They_____about this meeting
A. Must have forgotten
B. May have forgotten
C. will forget
D. Must Forget
6. It could be rain tomorrow. It means that_____rain tomorrow.
A. It should be
B. it must be
C. may be it will
D. it is necessary
8. She repaired her computer, but it became worse. She_____
A. should have it repaired
B. must repaired it
C. should have it repaired
D. will repaire it
9. The pharmacist_____a record of prescriptions that are filled.
A. may keep
B. could keep
C. can keep
D. must keep
10. Oneng, together with his boy friend, is watching TV now, actually she_____be doing her homework.
A. might
B. should
C. would
D. can
11. You...throw litter from your vehicle because it can pose a risk to the environment.
A. can't
B. won't
C. mustn't
D. shouldn't
12. ... you please check my paper for grammar errors?
A. can
B. may
C. will
D. shall
13. If I ask a question about your past, ... you answer it?
A. will
B. shall
C. could
D. would
14. You ... pay your credit card bill immediately.
A. can
B. will
C. could
D. should
15. She (be) going to (not go) campus tomorrow.
A. is going to go
B. are going to go
C. isn't going to go
E. wasn't going to go

7. Apologizing

used to ask apologizing caused you may make mistakes

| |
|----------------------------------------------|
| Apologizing |
| Excuse me... May I get through? |
| Sorry, I was on your way |
| I'm sorry for being so late |
| Please forgive me. I didn't mean to hurt you |
| I owe you an apology. |
| Sorry about that |
| I would like a apologize |
| I feel really bad about it |
| I am so sorry |
| Do forgive me please |

A. Make a small group discussion and practice the dialogue with your friend in front of the classroom

Feeling guilty

M: Doctor Aji, I have to apologize I failed to keep the record. I'm sorry

P: Your apology is accepted Please don't forget again next time

M: It won't, doctor I promise

P: Very good. Do your best

B. Match the left side words to the right meaning correctly, pulling an arrow to the correct answer

| | |
|-----------------|---------------------|
| 1. Maternal | a. Pengguguran |
| 2. Maternity | b. Maternas |
| 3. Gynaccology | c. Berdarah |
| 4. Transfusion | d. Operasi sesar |
| 5. Parity | e. Orang buta huruf |
| 6. Cacsarean | f. Gynecology |
| 7. Illiterate | g. Kesulitan |
| 8. Abortion | h. Kesamaan |
| 9. Complication | i. Transfusi |
| 10. Bleed | j. Maternal |

C. Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.

| | |
|----------------|-----------------------------|
| Fever | : Ayan (T/F) |
| Physiotherapy | : Fisioterapi (T/F) |
| Flu | : Flu, influenza (T/F) |
| Fracture | : Retak, patah tulang (T/F) |
| Kidney Failure | : Gagal tulang (T/F) |
| Liver Failure | : Gagal hati (T/F) |
| Heart Failure | : Gagal ginjal (T/F) |
| Give birth | : Melahirkan (T/F) |
| Pregnant | : Menyusui (T/F) |
| Headache | : Sakit kepala (T/F) |

8. Midwifery Instruments

Match the left side words to the right meaning correctly, pulling an arrow to the correct answer

| | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <u>Doppler</u> Ultrasound: | a. is an instrument that is used to examine the vagina and cervix during pregnancy. It is used to check for abnormalities, such as cervical cancer, and to monitor the progress of labor. |
| 2. Fetal Stethoscope: | b. is a long, thin instrument that is used to break the amniotic sac during labor. This is done to help speed up the delivery process and reduce the risk of infection. |
| 3. Vaginal Speculum: | c. is a device that is used to assist in the delivery of the baby. It is a suction device that is placed on the baby's head to help guide it out of the birth canal. |
| 4. Amnihook: | d. is an essential tool used in midwifery practice to monitor the fetal heartbeat. It uses high-frequency sound waves to produce images of the fetus's heart, allowing midwives to monitor the fetus's health and wellbeing during pregnancy |
| 5. Forceps: | e. are a type of instrument that is used to assist in the delivery of the baby. They are used when the mother is having difficulty pushing the baby out or when the baby is in distress. |
| 6. Vacuum Extractor: | f. are an essential tool in midwifery practice. They are used to cut the umbilical cord after the baby is born and to perform episiotomies during labor. |
| 7. Cord Clamp: | g. is a handheld instrument that allows midwives to listen to the baby's heartbeat during pregnancy. It is a simple and non-invasive way to monitor the baby's health and wellbeing. |
| 8. Scissors: | h. is a small, plastic device that is used to clamp the umbilical cord after the baby is born. This helps to prevent bleeding and infection. |

Uses of Midwifery Instruments

1. To Monitor Fetal Health:

Midwifery instruments, such as the Doppler ultrasound and fetal stethoscope, are used to monitor the fetal heartbeat during pregnancy. This helps midwives to detect any abnormalities or potential problems early on in the pregnancy.

2. To Assist in Delivery:

Midwifery instruments, such as forceps and vacuum extractors, are used to assist in the delivery of the baby. They are used when the mother is having difficulty pushing the baby out or when the baby is in distress.

3. To Perform Episiotomies:

Episiotomies are incisions made in the perineum (the area between the vagina and anus) to make more room for the baby to pass through during delivery. Scissors are used to perform episiotomies, and they are an essential tool in midwifery practice.

4. To Break the Amniotic Sac:

An amnihook is used to break the amniotic sac during labor. This is done to help speed up the delivery process and reduce the risk of infection.

5. To Clamp the Umbilical Cord:

Cord clamps are used to clamp the umbilical cord after the baby is born. This helps to prevent bleeding and infection.

6. To Examine the Vagina and Cervix:

A vaginal speculum is used to examine the vagina and cervix during pregnancy. This is done to check for any abnormalities, such as cervical cancer, and to monitor the progress of labor.

9. EVIDENCE-BASED PRACTICE MODELS:

a) Academic Center for Evidence-Based Practice (ACE Star Model):

The Academic Center for Evidence-Based Practice (ACE) developed the ACE Star Model as an interdisciplinary strategy for transferring knowledge into nursing and healthcare practice to meet the goal of quality improvement. This model addresses both translation and implementation aspects of the EBP process. The five model steps are [4]:

- (1) Discovery of new knowledge;
- (2) Summary of the evidence following a rigorous review process;
- (3) Translation of the evidence for clinical practice;
- (4) Integration of the recommended change into practice; and
- (5) Evaluation of the impact of the practice change for its contribution to quality improvement in health care.

The model emphasizes applying evidence to bedside nursing practice and considers factors that determine likelihood of adoption of evidence into practice.

The Ace Star Model has been used in both educational and clinical practice. In an educational example, the University of Wisconsin-Eau Claire used the ACE Star Model to design an evidence-based approach to promote student success on the NCLEX-RN exam. Authors reviewed trends in exam pass rates, conducted a review of the literature on student success strategies, made recommendations to improve student performance, implemented the strategies, and achieved a statistically significant increase in student pass rate. Other educational projects that have applied the ACE Star Model include identification of EBP competencies for clinical nurse specialists and use of the ACE Star Model as an organizing framework for teaching EBP concepts to undergraduates. Clinically, practitioners have used the model to guide development of a clinical practice guideline for ventilator-associated pneumonia and apply knowledge on social support and positive health practices to working with adolescents in community and school settings.

b) Advancing Research and Clinical Practice through Close Collaboration (ARCC model):

The ARCC model focuses on EBP implementation and promotes sustainability at a system wide level. The model has five steps:

- (1) Assessment of organizational culture and readiness for implementation in the healthcare system;
- (2) Identification of strengths and barriers of the EBP process in the organization;
- (3) Identification of EBP mentors;
- (4) Implementation of the evidence into organizational practice;
- (5) Evaluation of the outcomes resulting from the practice change

The key feature is the use of an EBP mentor to facilitate development of skills and knowledge to implement EBP projects effectively. In addition, scales have been developed based on the model for assessment of the organizational culture and measurement of effectiveness of EBP in practice.

The ARCC model has been used in hospital and community practice settings and has been tested as a strategy for improving practice outcomes. The emphasis on identifying organizational strengths and barriers to EBP and identifying mentors to work with direct care staff contributes to an organizational culture that supports EBP. As the ARCC model emphasizes organizational environment and factors that support EBP, there is less emphasis in the model on evaluating evidence. The model's authors caution that while the model

emphasizes organizational processes to advance EBP in care delivery, it is important to note that decision-making at the point of care includes clinician expertise and patient preference [6].

c) IOWA model:

The IOWA Model, originally developed as a research utilization model at the University of IOWA Hospitals and Clinics, has been revised to focus on implementation of EBP at the organizational level. The model is represented as an algorithm with defined decision points and feedback loops. The first decision is whether the problem or knowledge-focused trigger is a priority for the organization.

An affirmative decision leads to formation of a team which searches, critiques, and synthesizes the literature. The second decision point considers the adequacy of evidence to change practice. Inadequate evidence leads the practitioner to a choice between conduction of research or utilization of alternative types of evidence (i.e. case reports and expert opinion). When adequate evidence is found, a pilot of the change is conducted. Evaluation of the pilot leads to the third decision point – whether to adopt the change in practice. Ongoing evaluation of the change and dissemination of results are further components of the IOWA Model.

d) Stetler model:

The Stetler Model, which in its original development focused on research utilization, has been updated and refined to fit in the EBP paradigm. The model emphasizes the critical thinking process and although practitioner-oriented, is also used by groups for implementing formal organizational change. An important assumption for the model revision is that internal factors such as the characteristics of individual EBP users and organizational practices influence implementation of evidence along with external factors that include formal research and organizational standards and protocols. The Stetler Model consists of five phases.

Phase I, preparation, includes definition of the purpose, contextual assessment and search for sources of evidence.

Phase II is validation of the evidence found.

Phase III is comparative evaluation/decision-making, where the evidence found is critiqued, synthesized, and a decision for use is made with consideration of external and internal factors.

Phase IV refinements provide implementation/translation guidance for change in practice.

Phase V is evaluation, which includes outcomes met and the degree to which the practice change was implemented.

Answer the questions based on the text!

1. How many models of EBP are there ?
2. What are the five steps of ACE star model?
3. what is the key feature of ARCC model?
4. how the IOWA model is represented
5. An important assumption for the Stetler model?

10. Asking clinical questions

Queries from patients and healthcare professionals generate questions that require specific, accurate, and reliable answers in order to provide the most beneficial forms of care



Formulating a question using PICO

Structuring the question is the first step. Vague, broad, poorly framed questions will most likely result in lost time and an inability to locate useful evidence. In comparison, asking a specific and focused question enables the development of relevant **keywords** and an effective search strategy.

Most questions can be broken down into three or four components that describe the population, the intervention or treatment (and sometimes an alternative treatment), and the outcome you want to investigate. This is known as the PICO method, and it is widely used by health researchers, healthcare professionals, and related collaborations such as those in The Cochrane Library, to construct searchable questions that give relevant and precise results.

The table below shows how the PICO method is used.

| | |
|----------------------------------|----------------------------------------------------------------------------------------------|
| Population or problem | Describe the patient or the relevant group of people |
| Intervention or treatment | Identify the intervention such as a test, drug, or factor that might affect a health outcome |
| Comparison | Identify an alternative strategy if you want to compare one intervention to another |
| Outcome | State the clinical outcome - usually what you and the patient are most concerned about |

Clinical example

- a. George wants to discuss the possibility of a vasectomy. He says he has heard something about vasectomy causing an increase in testicular cancer later in life. You know that the risk of this is low but want to give him a more precise answer. Using the PICO method for constructing a clinical question, we will structure a question to explore the evidence. When you are ready *click* to see the suggested answers.

| Question component | Suggested answer |
|--------------------|-------------------|
| Population | Adult males |
| Intervention | Vasectomy |
| Comparison | None |
| Outcomes | Testicular cancer |

These elements, brought together as a focused question, might look like this:

| | |
|-----------------|-----------------------------------------------------------------------------------------------|
| Question | In men, does having a vasectomy increase the risk of getting testicular cancer in the future? |
|-----------------|-----------------------------------------------------------------------------------------------|

- b. Jenni comes to your antenatal clinic. She would like to consider a waterbirth, but wants to know if being born underwater, compared with being born on 'dry land', would present any additional risks to her baby.

Question: Using the PICO method for constructing a clinical question, think about how you would structure a question in this situation. When you are ready *click on the Answer icon(s)* to see the suggested answers.

| | |
|--------------|---------------------------------|
| Population | Newborn babies |
| Intervention | Waterbirth |
| Comparison | 'Land' birth |
| Outcomes | Neonatal morbidity or mortality |

What might your question look like?

| | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------|
| Question | In newborn babies, does a waterbirth (compared with being born 'on dry land'), increase the risk of morbidity or mortality? |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------|

Identify the scenario below using pico Framework

Tom is 55 years old and has smoked one pack of cigarettes a day for the last 30 years. He is ready to quit, and is wondering about his options. He has heard of a medication called bupropion, but is also familiar with nicotine replacement therapy options such as patches, lozenges, and gum. Tom wants to know which option will work best to help him quit and abstain from smoking again in the future.

| | |
|---------------------|--|
| Population | |
| Intervention | |
| Comparison | |
| Outcomes | |

Question :

Janet is 42 years old and just had her first mammogram. She does not have a history of breast cancer in her family, and she has heard from her friends that she doesn't need to have a mammogram every year, only every three years because of new guidelines. She wants to know if she has to come back every year for a mammogram, or if she can make an appointment every three years.

| | |
|---------------------|--|
| Population | |
| Intervention | |
| Comparison | |
| Outcomes | |

Question :