

ENGLISH

FOR **AUTOMOTIVE
STUDENT**



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PREFACE

The industry of automotive requires both technical expertise and strong English communication skills. As International tool in communication, English connects professionals worldwide, helping them collaborate, access innovations, and thrive in international environments.

This book, English for Automotive Students, equips learners with essential language skills for academic and professional success. It covers practical vocabulary, technical terms, and real-world situations like reading manuals, troubleshooting, and discussing systems.

Tailored for automotive students, the book enhances listening, speaking, reading, and writing abilities relevant to their future careers. We hope this resource supports your journey toward becoming a confident and skilled professional in the global automotive industry.

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ENGLISH LEARNING ACHIEVEMENT

F PHASE

By the end of Phase F, students using spoken text, written, visual in English to communicate as the condition, purpose and the reader. Students use English language to discuss and express feeling/wanting. Students use English skill to explore any texts on a wide range of contextual topics. Students read the written text to find/get the information and express pleasure. Reading comprehension. An understand the text in type of the texts in English, intermediate level.

LISTENING –SPEAKING ELEMENT

By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviors and values across cultural contexts. They opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.

READING - VIEWING ELEMENT

By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptive, expositions, procedures, argumentative and discussions. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.

WRITING – PRESENTING ELEMENT

By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self- correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

**Legends in
automotive, have
you read it?**

PANCASILA PROFILE DEVELOPMENT

**GLOBAL DIVERSITY, MUTUAL
ASSISTANCE, SELF RELIANCE,
CRITICAL REASONING, AND
CREAVITY**

UNIT 1

LEARNING OBJECTIVES

1. Students will be able to identify Narrative text
2. Students will be able to understand the definition, the structures, and the language features of a text.
3. Students will be able to identify the meaning of low frequency word and new words in the text
4. Students will be able to understand imagery and signal words
5. Students will be able to use basic vocabulary

Activity 1



Listening Section

Listen to the audio and then answer the question

Did you hear words that are unfamiliar to you? Write down the words you think you need to hear twice and find their meanings from your dictionary.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 2

Listen to the audio in Activity 1 again. Then answer the following questions.

A. State whether the sentences are True (T) or False (F)

No	Sentences	T/F
1.	In a small town called Ridgeville	
2.	They spoke of a mysterious motorcyclist known as the Goose Rider	
3.	Jack was known for his love of speed and his dark red motorcycle	
4.	The Ghost Rider was said to appear suddenly, racing down the roads, before disappearing into thin water	
5.	The legend says that if you encounter the Ghost Rider, you should try to chase him,	

B. Answer the questions. Then compare and discuss your answers with a friend.

1. What is the story about?
2. Who is the main character of the story?
3. What conflict did the main character have?



Reading Section

Activity 3

The Journey of a Brave Rider

Once upon a time, in a small village nestled at the foot of a mountain, there lived a young man named Budi. Budi was a skilled mechanic who could fix any motorcycle. In his village, he was known as a friendly person who was always ready to help anyone in need.

One day, Budi's village faced a major problem. A massive storm had damaged the main road connecting the village to the nearest town. The villagers depended heavily on the town for their daily needs, and without access to the road, they struggled to get food and medicine.

Budi knew he had to do something. With courage and determination, he decided to ride his old motorcycle to the town. But the journey was far from easy. The roads were muddy and filled with debris from the storm. Several times, Budi's motorcycle nearly got stuck in the slippery and treacherous path.

However, Budi did not give up. Using his skills as a mechanic, he managed to fix his motorcycle whenever it encountered problems. After a long and challenging journey,

Budi finally reached the town. He purchased all the necessary supplies for the villagers and returned home safely.

When Budi arrived back in the village, everyone welcomed him warmly. They were deeply grateful for his bravery and efforts. Budi's old motorcycle became a symbol of courage and perseverance. From that day on, Budi was not just known as a mechanic but also as the village hero who had saved them in their time of need.

Words	Meaning
Mechanic	
Bravery	
Massive storm	
Stuck	
Arrived	

Activity 4

Read the text in activity 3 one more time and answer the questions. Compare and discuss your answer with your seatmate.

1. Who is Budi?
2. Where is the story set?
3. What is the main problem of the story?
4. When Budi Arrived, how the people expression?
5. Why did Budi decided to go to the town?
6. What is the moral value of the text?
7. What is the purpose of the text?

Herbie the Love Bug

Once upon a time in San Francisco, a struggling racecar driver named Jim Douglas was down on his luck. Jim had lost confidence in his racing career and could barely afford a decent car. One day, while visiting a car dealership owned by the sly and selfish Thorndyke, Jim stumbled upon an old, battered Volkswagen Beetle. To his surprise, the car seemed to have a mind of its own!

Jim soon discovered that this little car, named Herbie, wasn't an ordinary vehicle. Herbie had a playful personality, a heart full of loyalty, and an incredible talent for racing. Jim and his quirky mechanic friend, Tennessee Steinmetz, decided to take Herbie to the racetrack. At first, Jim wasn't sure about relying on a small, old car for big races, but Herbie quickly proved his worth.

Herbie's antics brought Jim plenty of attention—both good and bad. Thorndyke, jealous of Jim's newfound success, tried everything to sabotage Herbie. Despite the challenges, Herbie helped Jim win races and even brought him closer to Carole Bennett, a kind and supportive woman who believed in Herbie's potential.

Through wild chases, comedic accidents, and thrilling competitions, Herbie and Jim formed an unbreakable bond. In the climactic race, Thorndyke used every dirty trick he could think of to stop Herbie. But with clever teamwork and Herbie's unmatched spirit, Jim crossed the finish line as the champion.

Herbie wasn't just a car—he was a friend and a hero. Together, Jim and Herbie proved that even the smallest and most underestimated things could achieve greatness.

Choose the correct answer

1. What kind of car is Herbie?
 - a. A Ferrari
 - b. A Volkswagen Beetle
 - c. A Mustang
 - d. A Porsche
2. Who is Jim Douglas?
 - a. A mechanic who repairs Herbie
 - b. A racecar driver struggling to succeed
 - c. A car salesman trying to sell Herbie
 - d. A rival racer trying to defeat Herbie
3. What makes Herbie special?
 - a. It can fly like an airplane
 - b. It has a powerful engine and goes extremely fast
 - c. It has a playful personality and drives itself
 - d. It transforms into a robot
4. Who tries to sabotage Herbie and Jim during the races?
 - a. Tennessee Steinmetz
 - b. Thorndyke
 - c. Carole Bennett
 - d. A rival racing team
5. What is the main theme of the story?
 - a. The importance of having the fastest car
 - b. Friendship, teamwork, and believing in the extraordinary
 - c. How to become a successful car salesman
 - d. The dangers of racing competitions

Activity 5

Work in pairs, discuss these questions.

You have ability to fix motorcycle. If your parents cannot go to the market because their motorcycle can not operate well. what Would you do?



Activity 6

Watch a video of link below, then fill in the table.

https://youtu.be/rwEfhEtm_24?si=xSdaVFwpoGi7h

No	Questions	Answers
1	What did you watch?	
2	What was the title?	
3	What was the theme?	
4	Where did the story take place	
5	After watching it, have you find some lessons?	

Activity 7

Practice the dialogue below with your seatmate.

Anton : Have you ever heard about a legend in a foreign country?

Tomi : No, I Haven't. Have you?

Anton : Yes, I have. I have read some legends from foreign country

Tomi : What legend have you read?

Anton : Not long ago I read a tale of two giants from Scotland.

Tomi : Did you enjoy reading the legend?

Anton : Yes, I did. Most legends tell us something good for our lives.

Activity 8

Answer the following questions based on the dialogue in Activity 7

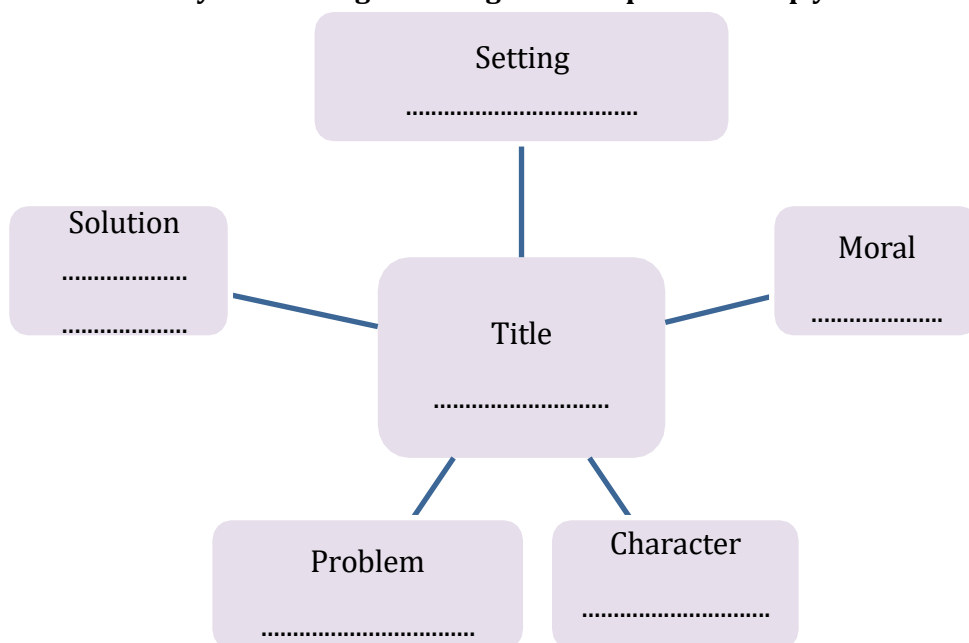
1. What do the speakers mainly discuss?
2. Has Anton ever heard about a foreign language?
3. Did Anton enjoy reading the legend?
4. What type of narrative did you love to read or hear the most in your childhood?
5. Mention the legend from your region?

Writing Section



Activity 9

Create your own legend using mind map. So mind up your idea!



Activity 10

After mind mapping, incorporate your ideas in a paragraph.

For Your Information

Legend

A legend is a story about a person, event, or place that may have some basis in historical fact. Legends tell you how a hero or heroine solves a problem. Not all legends have monsters or beasts in them.

The structure of a legend is orientation, complication and events, and resolutions.

Structure	
Orientation	Introduces the characters, setting, and time of the story
Complication and events	Activities and events involving the main character
Resolution	The complication is resolved

Here are the characteristics of a legend text:

- Characters are usually “larger than life”
- Details become exaggerated over time
- Characters’ qualities reflect the values, attitudes, and beliefs of the culture
- Often includes elements of magic and supernatural

GRAMMAR CORNER

Greeting and Leave Taking

Formal

Good Morning

Good Afternoon

Informal

Hi,

Hello, Good Evening

Leave Taking

Good bye Bye bye

Bye, see you later See you

General Expression in the workshop

- "Good morning, how can I help you today?"
- "Good afternoon, what seems to be the problem with your motorcycle?"
- "Hello, welcome to our workshop!"
- "Hi there, do you need any assistance with your motorcycle?"
- "Good day, are you here for a regular maintenance check?"
- "Hello, is there anything specific you'd like us to look at?"

Leave Taking

Leave taking expression

- "Thank you for coming, have a nice day!"
- "Goodbye, drive safely!"
- "See you next time, take care!"
- "Your motorcycle is ready, thank you for choosing our workshop!"
- "If you encounter any more problems, feel free to come back."
- "We appreciate your business, see you again!"

Activity 11

Answer the questions below!

1. What did you say, if you meet your teacher at 7 P.m?
2. What did you say, if you meet your teacher at 5 P.m?
3. What did you say, if you meet your teacher at 1.Pm?

4. What did you say, if you meet your teacher at 7 a.m?
5. What did you say, if you meet your teacher at 10 a.m?
6. What did you say, if you leave taking with your teacher at 7 p.m?
7. What did you say, if you leave taking with your teacher at 5 p.m?
8. What did you say, if you leave taking with your teacher at 1 p.m?
9. What did you say, if you leave taking with your teacher at 7 a.m?
10. What did you say, if you leave taking with your teacher at 10 a.m?

REFLECTION

Write a short paragraph about what you have learned from this unit

Motorcycle History

PANCASILA PROFILE DEVELOPMENT

GLOBAL DIVERSITY, MUTUAL
ASSISTANCE, SELF RELIANCE,
CRITICAL REASONING, AND
CREAVITY

UNIT 2

LEARNING OBJECTIVES

1. Students will be able to know motorcycle history
2. Students will be able to identify the new words in the text
3. Students will be able to use basic vocabulary



Listening Section

Activity 1

Listen to the audio and then answer the question

Did you hear words that are unfamiliar to you? Write down the words you think you need to hear twice and find their meanings from your dictionary.

1. _____
2. _____
3. _____
4. _____
5. _____



Reading Section

Activity 2

Motorcycle History

The first motorcycles were powered by [steam engines](#). The earliest example is the French [Michaux-Perreaux steam velocipede](#) of 1868. This was followed by the American [Roper steam velocipede](#) of 1869, and a number of other steam powered two and three wheelers, manufactured and sold to the public on through the early 20th century.

Using [frames](#) based both on the earlier [boneshaker](#) and the later—and in many ways completely modern—[safety bicycle](#) design, these early steam motorcycles experimented with a variety of engine placement strategies, as well as [transmission](#) and options. While today nearly every motorcycle has its engine in the center of the frame; this became standard only around 1900-1910^{[[verification needed](#)]} after nearly every possible engine location was tried. The origins of the scooter engine arrangement (including the shaft drive) can be traced back to the 19th century but the current layout became generally adopted after the Great War. The modern equivalent became universally popular in the 1950s remains much the same today.

The [Otto cycle](#) gasoline internal combustion engine was first used on an experimental two-wheeler created by [Gottlieb Daimler](#) to test the practicality of such an engine in a vehicle. This motorcycle, the [Daimler Reitwagen](#), is credited as the *world's first motorcycle* by many authorities, partially on the assumption that a motorcycle is defined not as any two-wheel motor vehicle, but

a two-wheel *internal combustion engine* motor vehicle. The [Oxford English Dictionary](#), for example, defines the word motorcycle this way. The steam cycles were also simply neglected and forgotten by many historians, even as the Michaux-Perreaux waited forty years on display in the [National Motor Museum, Beaulieu](#).

In recent years, a surge in interest in clean energy has put many new electric powered two wheelers on the market, and they are registered as motorcycles or scooters, without the type of powerplant being an issue. Diesel motorcycles were also experimented with briefly in the 20th century, and are again the subject of interest due to fuel economy and the needs of military logistics. The USMC has ordered a new diesel motorcycle, the M1030 M1, that can use the same fuel, [JP-8](#), as the rest of their armored vehicles, aircraft, cars and trucks.

The overwhelming majority of the motorcycles produced and used in the world today have small displacement air-cooled single-cylinder engines, both two- and four-strokes. In the wealthier parts of the world, Europe and Japan, larger displacements and multiple cylinders are common alongside small-displacement bikes required by various licensing and rider experience requirements, and so a very diverse range of sizes, cylinder numbers, configurations, and cooling systems are seen on the road. Many developed countries have graduated licensing, where a rider is licensed for a period of time to ride only smaller- displacement motorcycles before being allowed to ride larger ones. In the United States, there are no such mandates, and so the mix is skewed even further to the largest displacements, consumer demand drives manufacturers to offer their largest motorcycles to that country, and to export far fewer sub-600 cc (37 cu in) models to the American market.

Search : Wikipedia

Find automotive term based on the text

Words	Meaning

Activity 2

Read the text in activity 2 one more time and answer the questions.

1. Which of the following statements BEST reflects the historical evolution and diversity of motorcycles, according to the text?
 - a. Steam-powered motorcycles dominated the market until the Otto cycle gasoline engine was introduced.
 - b. The placement of motorcycle engines was standardized by the early 1900s after a period of experimentation.
 - c. Diesel motorcycles have become the most common type of motorcycle in wealthier parts of the world due to their fuel efficiency.
 - d. Electric motorcycles are not considered true motorcycles because they do not use internal combustion engines.
2. What was the power source of the earliest motorcycles?
 - a. Gasoline engines
 - b. Steam engines
 - c. Electric batteries
 - d. Diesel engines
3. Which of the following was the earliest steam-powered motorcycle?
 - a. Daimler Reitwagen
 - b. Roper steam velocipede
 - c. Michaux-Perreaux steam velocipede
 - d. M1030 M1
4. When did engine placement in motorcycles become standardized?
 - a. 1860s
 - b. 1890s
 - c. 1900-1910
 - d. 1950s
5. How does the Oxford English Dictionary define a motorcycle?
 - a. Any motorized two- or three-wheeled vehicle
 - b. A two-wheeled internal combustion engine motor vehicle
 - c. A steam-powered two- or three-wheeled vehicle
 - d. Any two-wheeled vehicle, regardless of power source
6. What was the purpose of the Daimler Reitwagen's creation?
 - a. To demonstrate the practicality of the gasoline engine in a vehicle
 - b. To establish the first steam-powered motorcycle
 - c. To introduce electric two-wheelers
 - d. To compete with diesel motorcycles

7. How does motorcycle licensing differ in the United States compared to many other developed countries?
 - a. The U.S. requires mandatory training for all motorcyclists
 - b. The U.S. has stricter limits on displacement sizes for new riders
 - c. The U.S. has no graduated licensing for motorcycle displacement sizes
 - d. The U.S. bans motorcycles with displacements below 600 cc
8. What has recently driven the development of new electric motorcycles?
 - a. A decline in gasoline-powered vehicles
 - b. Increased interest in clean energy
 - c. Military demand for electric vehicles
 - d. Rising costs of traditional fuels
9. Why are diesel motorcycles of interest to the military?
 - a. They are faster than gasoline motorcycles
 - b. They use the same fuel as other military vehicles
 - c. They are easier to maintain in combat zones
 - d. They are more environmentally friendly
10. What type of motorcycle engines are most common worldwide today?
 - a. Large displacement air-cooled multiple-cylinder engines
 - b. Small displacement air-cooled single-cylinder engines
 - c. Electric engines
 - d. Diesel engines

Activity 3

Work in pairs, discuss about the text above. And make your summary using table or chart about Motorcycle History!

Viewing Section



Activity 6

Watch a video of link below, then fill in the table.

https://youtu.be/rwEfhEtm_24?si=x_Sda_VFw_poGi7h

No	Questions	Answers
1	What did you watch?	
2	What was the title?	
3	What was the theme?	
4	Where did the story take place	
5	After watching it, have you find some lessons?	

Activity 7

Practice the dialogue below with your seatmate.

Dialogue: A Conversation about Motorcycle History

- Alex** : Hey Jamie, did you know that the first motorcycles weren't powered by gasoline engines?
- Jamie** : Really? What were they powered by then?
- Alex** : Steam engines! The very first example was the French **Michaux-Perreaux steam velocipede** in 1868, followed by the American **Roper steam velocipede** a year later.
- Jamie** : Steam motorcycles? That sounds heavy and inefficient.
- Alex** : They were, but they paved the way for what came later. The engine placement and transmission designs of those early models were all over the place. It wasn't until around 1900 to 1910 that motorcycles standardized their engine placement in the center of the frame.
- Jamie** : Makes sense. So, when did the gas-powered motorcycles take over?
- Alex** : The shift really began with the **Daimler Reitwagen**. Gottlieb Daimler created it to test the practicality of the **Otto cycle gasoline engine** in a vehicle. It's often credited as the first real motorcycle. Motorcycle history is surprisingly rich and diverse.

Activity 8

Answer the following questions based on the dialogue in Activity 7

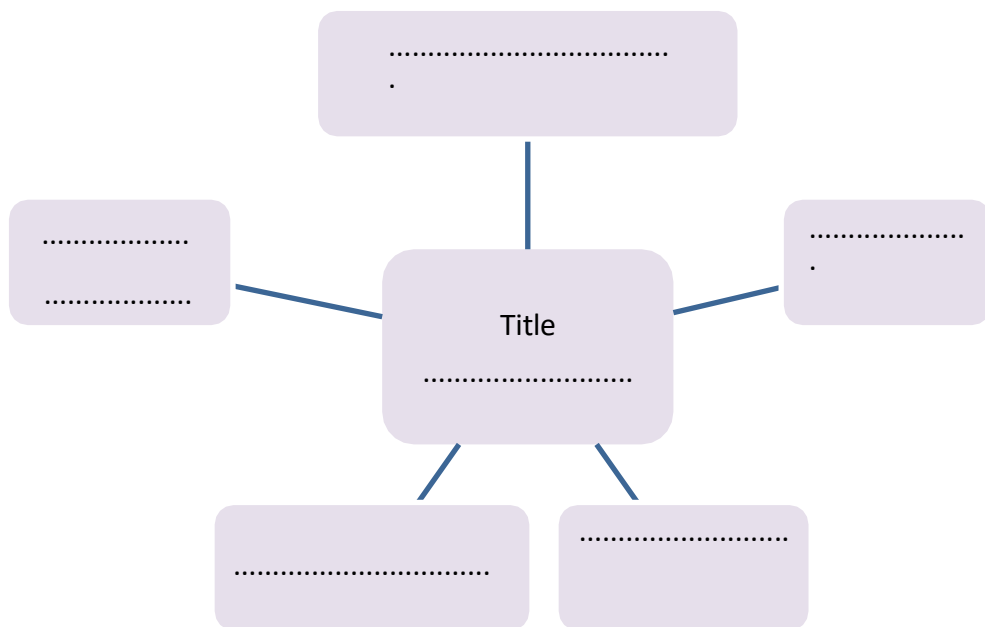
1. Where the first example using steam engine come?
2. Who is the man give information?
3. "It wasn't until around 1900 to 1910 that motorcycles standardized their engine placement in the center of the frame." It refers to ,,,

Writing Section



Activity 9

Create Motorcycle history using mind map. So mind up your idea!



Activity 10

After mind mapping, incorporate your ideas in a paragraph.

For Your Information

- ☐ **Steam velocipede** – Early steam-powered two-wheeled vehicles.
- ☐ **Boneshaker** – A type of early bicycle with a rigid frame and metal wheels, influencing early motorcycle designs.
- ☐ **Safety bicycle design** – A later bicycle design that became the foundation for modern motorcycles.
- ☐ **Engine placement** – Refers to the location of the engine within the motorcycle frame.
- ☐ **Transmission** – The system that transfers power from the engine to the wheels.
- ☐ **Shaft drive** – A type of drivetrain used in some motorcycles and scooters.
- ☐ **Otto cycle** – A type of four-stroke internal combustion engine cycle.
- ☐ **Internal combustion engine** – A type of engine

REFLECTION

Write a short paragraph about what you have learned from this unit

WHAT DOES THE MACHINE LOOK LIKE?

PANCASILA PROFILE DEVELOPMENT

GLOBAL DIVERSITY, MUTUAL
ASSISTANCE, SELF RELIANCE,
CRITICAL REASONING, AND
CREAVITY

UNIT 3

LEARNING OBJECTIVES

1. Students are able to identify a descriptive text
2. Students are able to understand the definition general structure and linguistic features of descriptive texts.
3. Students are able to analyze, interpret, and evaluate information from various examples of descriptive texts
4. Students are able to identify and explain the meaning of new or rarely used vocabulary in descriptive texts
5. Students are able to present ideas through presentations, and discussions in class.
6. Students are able to understand pronouns, possessive forms, adjectives, and descriptive language.



Listening Section

Activity 1

Listen to the audio and then answer the question

Did you hear words that are unfamiliar to you? Write down the words you think you need to hear twice and find their meanings from your dictionary.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 2

Listen to the audio in Activity 1 again. Then answer the following questions.

A. State whether the sentences are True (T) or False (F)

No	Sentences	T/F
1.	Jem is Hannah's only brother.	
2.	Lucy has long, brown hair.	
3.	Jem and Alex are the same age.	
4.	Jem and Alex have green eyes and big ears.	
5.	Aurelia thinks Alex's ears are too big.	

B. Answer the questions. Then compare and discuss your answers with a friend.

1. How does Hannah describe her brothers, Jem and Alex?
2. What is Aurelia's reaction when she learns that Hannah has two brothers?
3. How does Hannah describe her twin brothers' physical appearance?
4. Why does Aurelia think Alex's ears are cute?
5. What additional information about Alex does Hannah give to Aurelia?



Reading Section

Activity 3



The Milling Machine

A milling machine is a tool used in factories and workshops to shape or cut materials like metal, wood, or plastic. It works by rotating a cutting tool that moves in different directions to remove pieces from the material. The machine is usually made of strong metal to keep it steady while it works.

There are two main types of milling machines: vertical and horizontal. In a vertical milling machine, the cutting tool moves up and down, while in a horizontal one, the tool moves side to side. The material being cut is placed on a table, which can also move to make sure the cuts are precise.

Milling machines can be used for different tasks, such as drilling holes or smoothing surfaces. They are an important tool in making parts for cars, machines, and many other things. Some milling machines also have extra tools, like drills, that can be added when needed.

Words	Meaning
Precise	
Drill	
Direction	
eady	
Surface	

Activity 4

Read the text in activity 3 one more time and answer the questions. Compare and discuss your answer with your seatmate.

1. Explain the basic function of a milling machine and how it works.
2. Compare the two main types of milling machines: vertical and horizontal.
3. How does the construction of a milling machine contribute to its effectiveness in cutting materials?
4. What are the different tasks that a milling machine can perform, and why is it considered an important tool in various industries?
5. In what ways can milling machines be customized with additional tools, and what benefits does this offer?

Activity 5

Work in pairs, discuss these questions.

"Your school has released a new car model, and you are asked to explain the features of this new car." what would you do?

Viewing Section



Activity 6

Watch a video of link below, then fill in the table.

https://www.youtube.com/watch?v=TzrCVr_8Ql0

No	Questions	Answers
1	What did you watch?	
2	What was the title?	
3	What was the theme?	
4	Can you mention all the machine !	
5	After watching it, have you find some lessons?	

Activity 7

Practice the dialogue below with your seatmate.

Ari : Hey Dani, I see you're working on your motorcycle. What did you change?

Dani : Hi, Ari! I just added a new exhaust. It's louder and makes the bike sound cooler.

Ari : Nice! What type of exhaust is it?

Dani : It's a slip-on exhaust. It's lighter than the old one and helps the bike run better because it lets air flow more freely.

Ari : Cool! What about the engine? Is it the same one?

Dani : Yes, but I put in a better air filter. It helps the engine run smoother, especially at high speeds.

Ari : The wheels look new too. Did you change them?

Dani : Yes, I swapped them for lighter alloy wheels. They're stronger, make the bike lighter, and help it handle better.

Ari : Sounds like it's much faster and easier to ride now!

Dani : It really is! The bike runs faster and the ride is a lot smoother now.

Activity 8

Answer the following questions based on the dialogue in Activity 7!

1. Describe the upgrades Dani made to the motorcycle and explain how each one improves its performance.
2. How does changing the exhaust system on a motorcycle affect its sound and performance?
3. What is the role of the air filter in improving a motorcycle's engine performance?
4. Why are lightweight alloy wheels an important upgrade for a motorcycle?
5. How do these motorcycle upgrades contribute to a better overall riding experience?

Activity 9

Create your own descriptive using mind map. So mind up your idea!

