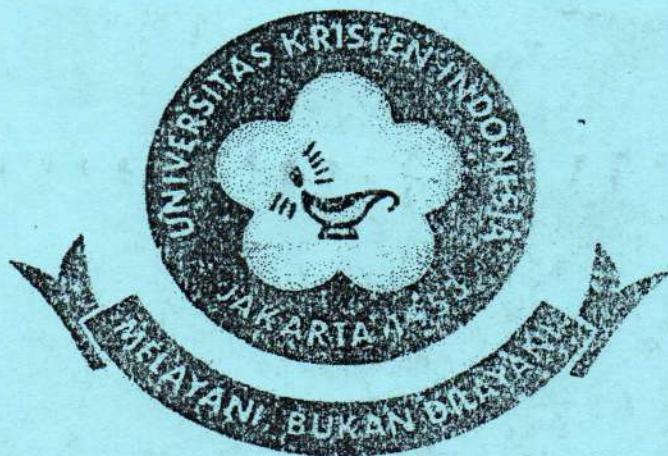


LESSON BOOK

for

PERSUASIVE SPEAKING



Written by:

Gunawan Tambunsaribu, S.S., M.Soc

**FACULTY OF LETTERS
UNIVERSITAS KRISTEN INDONESIA
JAKARTA
2018**

LESSON BOOK

for

PERSUASIVE SPEAKING



Written by:

Gunawan Tambunsaribu, SS., M.Sas

**FACULTY OF LETTERS
UNIVERSITAS KRISTEN INDONESIA
JAKARTA
2018**

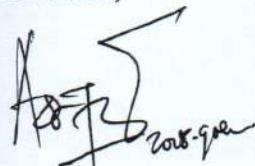
PREFACE

I would like to thank you for all of my families, my colleagues, my students, and all the people that I can not mention all the names who have supported me to finish this lesson book. I welcome you to this '*Persuasive Speaking*' class. The goal of this modul is to help the students to learn and to apply practical skills to deal with the many issues in life. This module is not designed to deal with theoretical issues, but rather to provide a practical learning for English Speaking Skills. Each of these chapters is to be used in speaking actively in the classroom. The students are hoped can learn, apply, and have some skills on speaking in English. Each chapter contains many dialogues to practice along with many activities doing during learning session in the classroom so that the students have guidance before making their own speaking conversations. The lecturer or instructor will guide the students to participate actively to the entire speaking session.

This modul is designed to help the students individually to be active and optimistic to enhance their ability in English speaking class. We hope that students will provide feedback about this module to enhance the content of the lessons. In this way, we can maintain on providing more meaningful content of this modul in any further. I hope the students will be enjoying their self-improvement in speaking class as well as improving their skills by this modul in their daily lives.

Jakarta, April 2018

The Writer,

A handwritten signature in black ink, appearing to read "GUNAWAN TAMBUNSARIBU". Below the signature, the date "2018-04-01" is written in a smaller, cursive hand.

Gunawan Tambunsaribu

TABLE OF CONTENTS

COVER	
PREFACE.....	ii
TABLE OF CONTENTS	iii
LIST OF FIGURES	iv
INSTRUCTIONS FOR USE	v
LECTURE'S CONTRACT OF SUBJECT	vi
SYLLABUSE	vi
I. PART 1	
Small talk	1-13
II. PART 2	
Asking and giving directions	14-26
III. PART 3	
Health and illnesses	27-33
IV. PART 4	
Schedules and locations	34-39
V. PART 5	
Catching up	40-49
VI. PART 6	
Sightseeing	50-55
VII. PART 7	
Work and abilities.....	56-61
VIII. PART 8	
Geography.....	62-67
IX. PART 9	
Neighborhood.....	68-73
X. PART 10	
Changes.....	74-79
XI. PART 11	
Complaints	80-85
Xii. PART 12	
Family	86-92
XIII. PART 13	
Food and beverages	93-103
XIV. PART 14	
Music and movies.....	104-113
REFERENCES	
SYLLABUS	

SMALL TALK (PART 1)

Introduction

This part encourages the students to have a ability in starting a small talk with other people in a new environtment she or he knows for the first time. He or she will get an ability in introducing himself to someone in the first meeting is a way to get along with a new person in our daily life. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by giving them activities in starting a small talk with other others in a new environment she or he is facing;
- develop your students to get the strategies to introduce tehm selves to other people in their social intercourse especially in a new area she or he knows;
- give your students exposure in practicing their speaking in front the class in partners;

- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk as well as in introducing themselves to other people in a new environment. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of "*small talk*". Ensure that all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Topic

The meaning of small talk

Small talk is light, informal conversation. It's commonly used when you're talking to someone you don't know very well and at networking and social events.

How to make small talk

There are four strategies that'll help you make small talk in any situation.

First, ask open-ended questions.

Most people enjoy talking about themselves -- not only are we our favorite subjects, but it's also easier to discuss yourself than something you know little about. Think about it: *Would you have a harder time speaking about 14th century glass-blowing or your favorite book?* Open-ended questions generate an interesting, dynamic conversation and encourage the person you're speaking with to open up.

Second, practice active listening.

It's tempting to tune out occasionally, but you'll forge much stronger connections if you pay attention. The other person will notice how engaged you seem. In addition, it's much easier to ask relevant questions and remember details to bring up later if you're not listening with one ear.

Third, put away your phone.

We tend to pull out our phones when we're feeling uncomfortable or awkward in social situations, but nothing will sabotage your conversational efforts more quickly. Few people will approach you if you're scrolling through your phone – and you'll send a plain

message to anyone you're already talking to that you're not interested.

Fourth, show your enthusiasm.

Small talk might not always be the most stress-free activity. However, if you go into it with the right attitude, you can actually have fun. View these conversations as opportunities to learn more about other people. You never know whom you'll meet or what they'll have to share – so embrace the chance it'll be an amazing discussion.

Small talk topics

1. Your location or venue
2. Shows, movies, plays, etc.
3. Art
4. Food, restaurants, or cooking
5. Their hobbies
6. Their professional interests and responsibilities
7. Sports
8. The climate

The location or the venue

Discuss your surroundings. Are you in a beautiful hotel, home, or conference area? Is the town noteworthy? Did you recently visit somewhere cool nearby?

Entertainment

Talk about what you've enjoyed lately and what's on your list. That might include the Netflix show either of you are binge-watching, the last movie each

of you saw, the books you're reading, the podcasts you're streaming, any plays you've attended, and so on.

Art

If the person you're speaking to enjoys art, ask them which museums they've gone to and would like to visit, their favorite exhibits, which artists they enjoy, if they have any recommendations for galleries, which genre and medium of art they prefer, how their interest developed, and so on.

You can also discuss changes in the art world. Are there any new trends developing they're interested in (like "post-internet art")? What are their thoughts?

Food

Food is one of the best small talk topics, since almost everyone loves to eat. Ask which restaurants they'd recommend and the dishes you should order. If they don't eat out often, ask which dishes they like to make at home. Describe an upcoming scenario and get their opinion on what you should cook or bring. For example, *"I'm responsible for dessert for a housewarming party. There are 10 people coming -- two vegans, one person with a nut allergy, and another who doesn't eat gluten. What would you suggest?"*

Hobbies

Delve into the other person's passions. They'll be enthusiastic to talk about what they love, and you'll get the chance to connect with them on a deeper level.

Ask what they do in their free time, which activities they participate in outside of work (and how they became involved), what their childhood hobbies were versus now, whether they're taking any classes, and what they'd like to try (sushi-making, novel-writing, salsa dancing, etc.).

Work

Talking about your day jobs can be tricky. You don't want the conversation to devolve into a boring comparison of what you do – which it quickly will unless you steer toward more interesting territory. On the other hand, work is a good small talk topic because the vast majority of people have something to say. Instead of asking generic questions like, “*Where do you work?*” “*How long have you worked there?*” and “*Do you like it?*”, use interesting, unexpected ones such as:

- “*My [niece/son/grandchild] wants to become a [profession]. Do you have any advice I should pass on?*”
- “*What's your favorite aspect of your job? Why did you decide to work in [X field]?*”
- “*Many of my clients in [X role] tell me [Y detail about job]. Has that held true in your experience?*”
- “*Which skill do you use the most in your work? Is that what you expected?*”
- “*What's the stereotype of a [job title]? Does it hold up?*”
- “*Is there anything you didn't anticipate about this role? Do you like or dislike that?*”

Sports

Some people could talk about sports all day. Others would rather talk about anything but. There are a few rules of thumb for discussing sports.

First, if you're in a group of two-plus people, make sure everyone is a sports fan. You don't want to exclude someone from participating.

Second, while an enthusiastic conversation is fun, a heated one won't help your networking goals whatsoever. If you or the other person starts getting riled up, change the topic.

The weather

Weather is the ultimate small talk topic. It's typically not the most scintillating conversation-starter, but with a little creativity you can spark some engaging discussions. Ask about the other person's plans given the weather (for example, *if it's rainy are they going to stay at home and watch movies? If it's sunny, are they going to have a BBQ, do something outdoorsy, go on a hike, eat dinner on their patio, etc.?*)

You can also discuss their favorite type of climate and why they like it. This frequently turns into a discussion about their personality, which can be fun and interesting. Get them talking about the climate in their hometown. *Is it different from where they live now? The same? Which type do they enjoy more? If they could choose to live anywhere based solely on the weather conditions, where would it be?*

Seasonal rituals and traditions are handy conversation-starters as well. *Do they do anything special this time of year? Are there any places they visit, trips they take, people they see, or other activities they do?*

Conversation starters

For prospects:

- “*What’s the most exciting thing about your business?*”
- “*What’s the most exciting thing about your product?*”
- “*What’s the most exciting thing about your team?*”
- “*What’s the most exciting thing about your industry?*”
- “*What’s the most significant change at your company in the past six months?*”
- “*If you could go back one year in time, what would you do differently?*”
- “*I’m curious to know your story.*”

- “Tell me about your highlights at [company name].”
- “Tell me about your lowlights at [company name].”
- “What’s your biggest priority right now?”
- “What’s your lowest priority?”
- “What is your boss fixated on right now?”
- “What’s your number one most important metric?”
- “What can I do to help you achieve [X goal]? ”

For customers:

- “How are things going?”
- “What’s your progress on [X goal]? ”
- “How has business changed since we talked last?”
- “What are you worried about?”
- “What are you happy about?”
- “Which industry events are you planning on attending?”
- “How are your efforts in [related business area]? ”
- “How’s life in [city]? ”
- “What can I do to make you even more successful?”

For professional acquaintances:

- “What’s your industry like right now?”
- “Do you need any introductions?”
- “As an expert in [field], I’d love to hear your thoughts on [event, announcement, major change]. ”
- “Tell me about your latest work win.”
- “We’ve discussed your role before, but it’s probably evolved since then.”
- “Which blogs are you reading to stay informed on [topic]? ”
- “You’re still one of the only people I know who [did X, achieved Y]. ”

Examples of Dialogue:

Topic 1: Talk about common experiences

Conversation Example: *How old is your daughter? I just had my son about a year ago, he started walking about a month ago. Is your daughter walking, yet?*

Topic 2: Ask for a Help

Conversation Example: *What are some things you do to relax? I've just started meditating, have you ever tried?*

Topic 3: Tell a funny or tragic story

Conversation Example: *Last night just as I was finishing about three hours of computer homework, my laptop froze. Yep..you guessed it, 800 lines of computer code gone within minutes.*

Topic 4: Break the ice

Conversation Example: *Are you thirsty? Do you care for anything to drink?*

Topic 5: Make them think

Conversation Example: *Being in the job market has really made me stop and think about what makes me happy. What makes you happy? I'm talking, truly happy?*

Topic 6: Bring up any old subject

Conversation Example: *Do you remember my roommate from college, Ron? He just got married last week!*

In the middle of a conversation you can introduce yourself by following information:

- Hello, My name's Sahat
- Hi!. I'm Sahat Halomoan
- My name's Sahat
- I'm Sahat

Asking for Repetition:

Student A:

- *Sorry, what's your first name again?*
- *Sorry, what was your name again?*

Student B:

- It's Janfreddy, but please call me Fredy.
- My fullname is Janfreddy. But my family usually call me Fredy.

Asking for more information:

Student A:

- What are you studying at?
- What do you do there exactly?

Student B:

- Business; Engineering; Biology; Law, etc.
- I'm a secretary/student/engineer
- I'm in the International Banking Department
- I'm in the Sales/Personnel Department
- I'm in the Public relations Department

You can add information:

Student A:

- Oh, really?
- What school do you go to?
- What company do you work for?

Student B:

- I go to Columbia
- I work for Nissan
- I'm self-employed. (*Wirausahawan*)

Introducing yourself -- Formally:

- Let me introduce myself. My name is Jan Fredy. It's (very) nice to meet you
- How do you do? I'm Jan Fredy. I'm very glad to meet you.

The way to end a conversation:

Student A:

- *I've got to run; I've got to go; I've got to be going; I've got to get going. I'll call you / Can I give you a call?*
- *Well, talk you later, then. Oh, and give my love to Ted.*
- *Well, see you later, then. Oh, and say hi to Ted for me.*

Student B:

- *Yeah, sure. Bye*
- *Well, take care. Oh, and give my best to Ted.*

To end a conversation more formally:

Santi: “*Please excuse me, but I really have to be going*”

Rostio:

- “Yes, of course. It was nice to see you”
- “Yes, of course. It was nice seeing you”
- “It was nice to see, too. And give my regards to Mr(s) Rose”

Santi: “I will. Good bye”

Exercise for Practice

(1): Imagine that you are a new student in a classroom.

All the students will have a turn to introduce themselves in front of the class so that all the members of the class will know each others. Thus, in this situation you are asked to introduce yourself to others.

(2): You are in your best friend’s birthday party. In the party, you only know your best friend who holds the party and all the people who come in the party are unknown to you. In this situation, you are bored because there is no one you want to speak or chat with. Thus, please arrange a dialogue with some of your classmates pretending you are about to introduce yourself to some people you want to chat with in the party.

(3): In the situation described in exercise 2, you are in the position who invite one of your best friends from last senior high school mates. And all the people in the party have not know him/her yet. You want to introduce him/her to some of your other friends in

the party. Make a dialogue to express how to introduce your best friend to others in that party.

Kinds of Activities: Having a dialogue

Participating in a dialogue is a good practice for the students' courage in speaking in front of a lot of people. Taking part in a dialogue not only develops students' self-confidence, it teaches them to cooperate and to interact with the entire class. To begin this activity, have your students choose their partner. Have them read the transcript before they have the conversation in front of the classroom. You can follow these steps:

- a. Ask the students to have their each partner. Give the students a right to choose their partner.
- b. Let the group choose a dialogue from the lists.
- c. You can have them read first the transcript.
- d. When they are ready, you can call forward each group to practice the dialogue in front of the class.
- e. During the conversation, you can write the pronunciation errors they make in your notebook.

ASKING & GIVING DIRECTIONS (PART 2)

Introduction

This part encourages the students to have a ability in making conversation by asking and giving directions to other people in when someone doesn't know to get to a new place. He or she will get an ability in making some talks regarding to some locations that she or he didn't know before. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in making some doalogues with new people in a new place. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by asking and giving directions to other people in a new environment she or he knows for the first time;
- develop your students to get the strategies to get some directions to a place she or he is heading to;

- give your students exposure in practicing their speaking in front the class in partners;

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk as well as in asking and giving directions to other people in a new environment she or he knows for the first time with other people living or staying in that places. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of "*asking and giving directions*". Ensure that the all students have their turns in the conversation.

Discussion

10 Tips on How to Ask for Directions in English

Asking for directions is the first thing we do when we arrive to a different country, or even when we are just trying to find a place. Knowing how to ask for them can make our life so much easier! The way we ask for directions may affect the answer we get. Luckily, Canadians are known for being very polite and helpful. Here are some tips you can use when you need to get from place A to place B.

1. Use Greetings and Polite Expressions

Starting the conversation with a greeting is a must. If you want to receive a nice explanation, begin by saying hello first.

Examples:

- *Hello! Good Afternoon!*
- *Excuse me, could you help me?*
- *Hello! May I ask for some help? I need to get to the CN Tower*

Tip: Finish with a “thank you” and “have a nice day”.

2. Modal Verbs Will Help You Express Yourself



Examples:

- *May I ask you how to get to the Eaton Centre?*
- *Could you help me?*
- *I would like to go to the Royal Museum.*

3. Build Your Vocabulary



You should know the basic vocabulary that can be used when getting directions. It may be useful to remember frequently visited places too!

Examples:

Places: Park, Bekasi Square, Juanda Street, Public Station.

Vocabulary: Traffic lights, bank, post office, constructions, block.

- *It's about **two blocks** from here.*
- *Go along the street until you reach the **traffic lights**.*
- *You will see **construction** on the road.*
- *That place is very close to **Bekasi Square**.*

4. Know How to Ask a Question

Use the right words and adverbs! Try not to leave any information out, if you ask a specific question there are more chances of getting a specific answer.

Examples:

- *How can we get to Park lot?*
- *Where is Summarecon Mall? Where am I on this map?*
- *Which subway line should I take to get to the Juanda Station?*

5. Get to Know the Transportation System



Sometimes, it can happen that you are still far from your destination and you have to take the public transit. Which types of public transportation are most commonly used in Canada? The three most common types are **streetcars**, **buses** and the **subway**. You should also use specific verbs and prepositions with them.

Examples:

- *Is it far? No, it isn't very far. It will take you 10 minutes to walk there.*
- *Well, it is quite far. You'd better take the **streetcar**.*

- *Take the streetcar / take the bus / go by streetcar / go by bus*
- *Take the streetcar number ___ / take the bus number ___*
- *Get on at ___ station/street/stop*
- *Change at ___ station/street/stop*
- *Change to the yellow/green subway line*

6. Familiarize Yourself with the Cardinal Points

In big cities, people often use cardinal points when explaining directions and locations. The cardinal points are *North, South, East and West*.



Examples:

- *"At the foot of John Street, on the south side of Front Street, there's a set of stairs that takes you to the entrance of the BRI Tower."*



7. Learn the Most Commonly Used Prepositions and Adverbs of Place

Some important prepositions to remember when getting or giving directions are:

- Between
- Left and Right

- Next to
- Straight Ahead

And the adverbs *near, nearer, nearest, close, closer, closest* will be very useful when you need to find something fast.

Examples:

- *Go straight ahead, then turn right at the crossroads.*
- *Please, where is the closest police station?*

8. Use Imperative Sentences When Giving Instructions

And expect people to use them when explaining to you where to go.

Examples:

- *Go down this street!*
- *Go straight and up the stairs!*
- *Go down the escalators!*

9. Don't Be Afraid of Using Landmarks



Every city in the world has its own landmarks. You can cut down on search time if you know what the important landmarks are in the city or place you are visiting. For example, in London, England, the main landmark is *Big Ben*. Some landmarks in Toronto are the *Eaton Centre*, *the CN Tower*, and *the Rogers Centre*.

Examples:

- *The Aquarium is next to the **BNI Tower**!*
- *Go past the **hospital** and then turn left.*
- *After the **supermarket**, you will see the bus stop.*

10. Know Where Your House or Residence is on a Map

Before you go on a trip, check first where your house is located on a map. Find it and mark it! It is important to know where you live.

Learn to forgive yourself if you get a little lost. We all do that now and then, especially when exploring a new city!

Useful phrase in asking and giving directions to someone who is heading to some place (**on foot*)

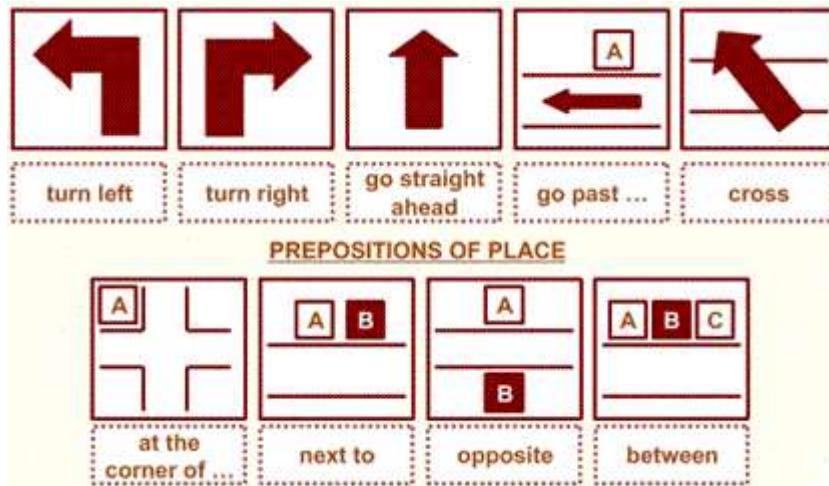
Question: How do you get to the sporting goods store?

Answer:

- *First, go down State Street until you get to 4th South.*
- *Then, turn left.*
- *Then, go down 4th South for three blocks.*
- *It's on the right side of the street next to McD's.*

Useful phrase in asking and giving directions to someone who is heading to some place (**by car*)

- *Take State Street to 4th South.*
- *At 4th South, turn left.*
- *Stay on 4th South for about three blocks.*
- *The sporting goods store will be on the right, next to Wendy's.*

**Useful Expressions for Guiding someone to a specific location:**

1. It's this way.
3. You're going the wrong way.
5. Take the first left.
7. Turn right at the crossroads.
8. Continue straight ahead for about a mile.
9. Continue past the primary school.
10. You'll pass a museum on your left.
12. It'll be on your right.
13. Take this road.
15. It'll be straight ahead of you.
- 16 Go straight ahead.
17. Go along the street.
18. Turn left.
20. It's on the corner, across from the cafe.
21. It's opposite the bank.
22. It's near.
23. It's the first turning on the right after the bank.
24. Go straight ahead at the traffic lights.
26. Take a right at the junction.

28. Cross the taxi rank and you are there.
29. Make a left turn when you see the bookshop.
31. Take the second exit at the T- junction and then turn right at the traffic lights.
32. When you get to Paris Street, take your next right.
35. Take a left when you come to the main street.
37. It is behind the hospital.
38. It is between our office and the supermarket.
39. It is in front of the bus station.
40. It is in the centre of the town.

Useful Expressions: How Far is It?

1. Is it far (from here)? "*It's not far (from here)*"
2. Is it a long way? *It's a long way on foot; It's a long way to walk.*
3. How far is it to the airport? *It's pretty far from here.*
4. How far is it to the park from here?
 - *It's about a mile from here.*
 - *It's not far, maybe about 200 yards.*
 - *It's just around the corner.*
5. How long does it take to get there? *It takes a while; It takes about a half-hour.*

Useful Expressions: If You Can't Help

1. I'm sorry, I don't know.
2. Sorry, I'm not from around here.
3. I'm afraid I can't help you.
4. You could ask the bus driver.
5. I am stranger here myself.
6. I don't know the way. We've just moved in.
7. I'm sorry. I'm not from here so I don't know my way around.
8. Sorry. You'll have to ask someone else.

Useful Expressions: Offer Warnings

1. Stay in the right lane
2. It's a very busy road.
3. It's a big hill. (if they are walking or on a bike)
4. There might be construction.
5. If you pass the museum, you went too far.
6. There's no parking.
7. Go slow, there are many schools on the way.
8. There might still be road repairs and diversions.
9. It's very difficult to park downtown.
10. It's a one way lane.

Useful Expressions: Offer Another Solution

1. You could ask the bus driver.
2. Ask the front desk clerk.
3. Follow me. I'll show you the way.
4. Do you want me to draw you a map?
5. It's better to take bus number 14.

Dialogues for Practice

Some Examples of Conversation in Asking and Giving Directions

Dialogue 1: Asking for Directions

Sahat: Excuse me, am sorry to trouble you, but could you tell me how I can get to the train station?

Rina: Yes no problem, it's that way. Keeping walking straight ahead then after you pass the library you have to turn left. then take your first right

and it's across from the bus station. You cannot miss it!

Sahat: Thank you so much! I have only been in Manchester for 2 days, so I don't know how to get anywhere yet.

Rina: Oh, I know that feeling. Me and my husband moved here a 6 months ago, and I still don't know how to find certain places! Manchester is so big.

Sahat: So just to double check Keep walking straight ahead till I pass the library, then I have to turn left and take the first right. Then it's across the bus station. Is that correct?

Rina: Yes, that is correct.

Sahat: Well thanks for helping me. I must go and catch my train, hopefully I haven't miss it!

Rina: OK, bye.

Dialogue 2: Asking and Giving for Directions

Janfredy: Excuse me! Can you tell me the way to the museum?

Gunawan: It's this way. Go straight ahead at the traffic lights. Turn right. Go along the street. Walk past the park, and keep going straight until you see the sign for the museum.

Janfredy: Great! Thanks for your help.

Gunawan: You're welcome.

Dialogue 3: A Police Officer And A Tourist

Tourist: Excuse me officer, I think I am lost. Can you help me find my hotel, please?

Policeman: Certainly, What's the name of your hotel?

Tourist: It's the GrammarBank Hotel.

Policeman: Hmm, I think I know where it is.

Tourist: Is it far?

Policeman: No, not really. Do you have a car, are you driving?

Tourist: No, I don't have a car.

Policeman: Okay, actually it's only about 10 minutes walk. But if you want, I can call you a cab.

Tourist: No, thank you. I don't mind walking.

Policeman: Okay then, let me give you the directions.

Tourist: Thank you. I appreciate that.

Policeman: Now, go along this street until you get to the Bank. Do you see the tall building?

Tourist: Yeah.

Policeman: So, at the traffic lights there, turn left to Great Sheva Avenue.

Tourist: Okay, I will turn left.

Policeman: Correct. Then go straight on, take the second right and that should take you to the GrammarBank Hotel.

Tourist: Okay, I will take the second left.

Policeman: No, it's the second right.

Tourist: Ah, right. The second right.

Policeman: Yes sir, left at the traffic lights near the bank and then the second right.

Tourist: Got it, thank you very much for your help.

Policeman: No problem, have a nice day.

Assignments

The following information are given as a guidance for students to arrange some conversation with partners in

asking and giving direction based on the situation and condition stated below.

Exercise 1:

Scenario: You are a new comer in Jakarta. You rent a boarding house in Bekasi. Now you want to visit ‘Old Twon’. You want to know some choices of transportation to go there. Now, ask one of your neighbor about bus stasion or rail station.

Exercise 2:

Scenario: You have a stranger, new college student perhaps, who comes from Brazil. Now, you are in the third semester and you have know well about you campus. You meet your new friend in front of campus gate. Now, she is asking you the way to registration office. Show her the way how to get to the registration office.

HEALTH AND ILLNESSES

(PART 3)

Introduction

This part encourages the students to have a bility. The students have ability to talk and describe about illnesses symptoms, health problems, sympathy, and giving and accepting advice of some health medicine and exercises to help the people in developing their health. The students have ability to suggest others to take medicine to get better from their illness. He will get an ability in understanding some vocabularies related to health and illnesses in his daily life. This meeting entirely **will** be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in making some talks regarding to health problems. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability to do conversation speaking about illnesses symptoms, health problems, sympathy, and giving and accepting advice of some health medicine and exercises to help the people in developing their health;
- develop your students to get some vocabularies related to health and illnesses in his daily life with other people in their social intercourse;
- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in speaking about health and illnesses problems with other other people. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of "*health and illnesses*". Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Useful phrases

Useful phrases while asking about other people's health:

- “Sorry to hear that.” (when someone tells you they / another person is ill)
- “Glad to hear that.” (when someone tells you they / another person has recovered)
- “Nothing serious.” (to say the problem is minor)
- “Give him / her my love / my regards.” (to pass on best wishes to another person)
- “To go into hospital” (to be booked into hospital for treatment)
- “To come out of hospital” (to leave hospital)

Question examples in asking someone's health:

- What's the problem?
- What are your symptoms?
- How are you feeling today?
- Are you feeling any better?
- Do you have any allergies?
- How long have you been feeling like this?
- Do you have any medicine to take?

Useful phrases while talking about general illness:

- I've got a slight headache.
- I've got a sore throat.
- I have a high blood pressure.
- I have pain in my back.
- I'm in a lot of pain.

- My head is spinning.
- I'm having difficulty breathing.
- I have a stomach ache.
- I'm not sleeping very well at the moment.
- I'm not feeling very well.

Dialogues for Practice

Dialogue 1: Talking about Health Problem

Joan : Hi, Craig! How are you?

Craig : Not so good. I have a terrible cold.

Joan : Really? That's too bad! You should be at home in bed. It's really important to get a lot of rest.

Craig : Yeah, you're right.

Joan : And have you taken anything for it?

Craig : No, I haven't.

Joan : Well, it's sometimes helpful to eat garlic soup.

Just chop up a whole head of garlic and cook it in chicken stock.

Try it! It really works!

Craig : Yuck! That sounds awful!

Dialogue 2: Talking about Health Problem : What do you suggest?

Pharmacist : Hi. May I help you?

Mrs. Webb : Yes, please. Could I have something for a cough?

I think I'm getting a cold.

Pharmacist : Well, I suggest a box of these cough drops.

Mrs. Webb : Thank you. And what do you suggest for dry skin?

Pharmacist : Try some of this new lotion.

It's very good.

Mrs. Webb : OK. And one more thing. My husband has no energy these days.

Can you suggest anything?

Pharmacist : He should try some of these multivitamins. They're excellent.

Mrs. Webb : Great! May I have three large bottles, please?

Dialogue 3: Giving suggestion for medicine

Pharmacist : Hi. May I help you?

Mrs. Webb : Yes, please. Could I have something for a cough?

I think I'm getting a cold.

Pharmacist : Well, I suggest a box of these cough drops.

Mrs. Webb : Thank you. And what do you suggest for dry skin?

Pharmacist : Try some of this new lotion. It's very good.

Mrs. Webb : OK. And one more thing. My husband has no energy these days.

Can you suggest anything?

Pharmacist : He should try some of these multivitamins. They're excellent.

Mrs. Webb : Great! May I have three large bottles, please?

Dialogue 4: Filling Prescription

A: I need to get my prescription filled.

B: You may pick it up in twenty minutes.

A: If I wanted to, could I have it mailed to me?

B: Yes, and you can renew this prescription by phone.

A: Are there any special instructions about this medication?

B: Take it three times a day.

A: Can I take it with food?

B: You should take this medicine with food and no alcohol.

A: Are there any side effects with this medication?

B: You might get a little dizzy, but that is it.

Dialogue 5: Not Feeling Well

A: So, how are you feeling today?

B: I'm pretty tired. I haven't been sleeping well.

A: Do you have enough time to get the right amount of sleep?

B: I have enough time. I just can't seem to fall asleep and stay asleep.

A: What time do you usually go to bed?

B: I don't have one time in particular. I just go to sleep whenever I feel tired.

A: Have you been under a lot of stress lately?

B: I just lost my job, and I am unsure about being able to find another one.

A: Have you ever tried doing relaxation exercises before you go to bed?

B: I haven't ever tried that, but it sounds like a good idea.

Dialogue 6: Making a Doctor's Appointment

A: I need to make an appointment to see the doctor.

B: What seems to be the problem?

A: I have a rash that I need a doctor to look at.

B: Do you have a fever with that rash?

A: No, it just itches a lot.

B: I have openings on Tuesday or Wednesday. Which would be best for you?

A: I need an appointment on Tuesday.

B: Fine, I am putting you down for 9:00 on that day. Would you like to see Dr. Smith or Dr. Jones?

A: I would like to see Dr. Jones.

B: I can schedule you with him with no problem. We look forward to seeing you.

Assignments

The following information are given as a guidance for students to arrange some conversation with partners.

Exercise 1: Discussing Test Results

Scenario: You want to see and get your test result from your doctor. After seeing the doctor, he says that the result is not clear and wants you to take more tests to get a clearer picture. Now you want to ask about the next schedule for the second test from the doctor.

Exercise 2: Going Home Early Because of Being Ill

Scenario: You want to take a permission for leaving a class earlier because you are getting a bad fever. Now your professor asks one of your classmates to accompany you to go to Student Health Center for a check-up before going home.

SCHEMES AND LOCATIONS (PART 4)

Introduction

This part encourages the students to have a ability to do the conversation with his partner based on the topic in front of the class. Each student has a turn to be active on the dialogue by asking about any schedules of many events ant the location where the events will be held. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking and asking about schedules and locations;
- develop your students to get the strategies to make some talks with others about schedules and locations in their social intercourse;
- give your students exposure in practicing their speaking in front the class in partners;

- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk as well as in speaking about schedules and location where the activites held. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of "*schedules and locations*". Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Dialogues for Practice

Some Examples of Conversation about Schedules and Locations

Dialogue A: Schedules and Locations

Erica : Excuse me. Could you tell me where the bank is?

Clerk : There's one upstairs, across from the duty-free shop.

Erica : Do you know what time it opens?

Clerk : It should be open now. It opens at 8:00 A.M.

Erica : Oh, good. And can you tell me how often the buses leave for the city?

Clerk : You need to check at the transportation counter. It's right down the hall.

Erica : OK And just one more thing. Do you know where the rest rooms are?

Clerk : Right behind you. Do you see where that sign is?

Erica : Oh. Thanks a lot.

Dialogue B: Making Plans for the Weekend

A: What are you doing this weekend?

B: I am not sure. What are you doing?

A: I was thinking of maybe taking a drive to the beach.

B: That sounds like a great idea!

A: Would you be interested in joining me?

B: Sure, I would love to go with you. When would you be leaving?

A: I thought that we could leave around 8:00 on Saturday morning.

B: That would give us plenty of time to explore. Did you know that there is a music festival on the beach in Santa Barbara?

A: That was part of my plan.

B: Well then, I'll see you on Saturday. Thanks for asking me to go with you.

Dialogue C: Plans for this Weekend

Laurie: So, what are your plans for this weekend?

Christie: I don't know. Do you want to get together or something?

Sarah: How about going to see a movie? Cinemax 26 on Carson Boulevard is showing Enchanted.

Laurie: That sounds like a good idea. Maybe we should go out to eat beforehand.

Sarah: It is fine with me. Where do you want to meet?

Christie: Let's meet at Summer Pizza House. I have not gone there for a long time.

Laurie: Good idea again. I heard they just came up with a new pizza. It should be good because Summer Pizza House always has the best pizza in town.

Sarah: When should we meet?

Christie: Well, the movie is shown at 2:00PM, 4:00PM, 6:00PM and 8:00PM.

Laurie: Why don't we go to the 2:00PM show? We can meet at Summer Pizza House at noon. That will give us plenty of time to enjoy our pizza.

Sarah: My cousin Karen is in town. Can I bring her along? I hate to leave her home alone.

Christie: Karen is in town? Yes, bring her along. Laurie, you remember Karen? We met her at Sara's high school graduation party two years ago.

Laurie: I do not quite remember her. What does she look like?

Sarah: She has blond hair, she is kind of slender, and she is about your height.

Laurie: She wears eyeglasses, right?

Sarah: Yes, and she was playing the piano off and on during the party.

Laurie: I remember her now. Yes, do bring her along Sara. She is such a nice person, and funny too.

Sarah: She will be happy to meet both of you again.

Christie: What is she doing these days?

Sarah: She graduated last June, and she will start her teaching career next week when the new school term begins.

Laurie: What grade is she going to teach?

Sarah: She will teach kindergarten. She loves working with kids, and she always has such a good rapport with them.

Christie: Kindergarten? She must be a very patient person. I always think kindergarten is the most difficult class to teach. Most of the kids have never been to school, and they have never been away from mommy for long.

Sarah: I think Karen will do fine. She knows how to handle young children.

Laurie: I think the first few weeks will be tough. However, once the routine is set, it should not be too difficult to teach kindergarten.

Christie: You are right. The kids might even look forward to going to school since they have so many friends to play with.

Sarah: There are so many new things for them to do at school too. They do a lot of crafts in kindergarten. I am always amazed by the things kindergarten teachers do.

Laurie: Yes, I have seen my niece come home with so many neat stuff.

Christie: Maybe we can ask Karen to show us some of the things that we can do for this Halloween.

Laurie: Maybe we can stop by the craft store after the movie. What do you think, Sara?

Sarah: I will talk to her. I think she will like that. It will help her with school projects when Halloween comes.

Christie: Michael's is a good store for crafts. It always carries a variety of things, and you can find almost anything there.

Laurie: There is a Michaels store not far away from Cinemax 26. I believe it is just around the corner, on Pioneer Avenue. We can even walk over there.

Sarah: So, we plan to meet for pizza at noon, go to the movies at two, and shop at Michael's afterward. Right?

Laurie and Christie: Yes.

Assignments

Exercise 1: Taking a Trip

Situation: Lucy and Andrew are talking about their end of year holiday.

Practice: Make a conversation based on the situation mentioned above.

Exercise 2: Taking a Vacation

Situation: Jane and Patrick talk about Jane's plan to take a vacation in San Francisco in the United States.

Practice: Make a conversation based on the situation mentioned above.

CATCHING UP (PART 5)

Introduction

This part encourages the students to have a ability to do the conversation based on the topic of ‘catching up’ in daily lives. Each student has a turn to be active in the speaking. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students’ ability to speak and act in front of the class as if they were in the real situation catching up an old friend whom he had not been meeting with for a long time;
- develop your students to get the strategies to introduce themselves to some new vocabularies in preparing themselves to talk about the topic of *catching up* to other people in their social intercourse;

- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk as well as in introducing themselves to other people in a new environment. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “*catching up*”. Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Discussion

Greeting an Acquaintance or Friend

When you *run into* a friend on the street, you will likely greet them with an enthusiastic “Hi!” or “Hey!” You will probably say, “How are you?” or “How are you doing?”

If many weeks or months have passed since you last saw each other, you might say, “***How are you?***” with special emphasis, or stress, on the word “are” to really show that it has been a long time.

You may also ask, “***How've you been?***” Native English speakers use this question to show that a long time has passed since their last encounter, or meeting.

To really emphasize how long it’s been since you last saw your friend, you can use one of these common expressions:

- *It's been forever!*
- *I haven't seen you in ages!*
- *I haven't see you for so long!*
- *How long has it been since I last saw you?*
- *When was the last time we saw each other?*

Your friend will probably say, “*Yeah, I know! I've been busy.*” He may share some information about why he has been busy or why you haven’t seen each other. Perhaps she has been traveling, or has a new job, or got married or had a baby.

Making Small Talk with a Friend or Acquaintance

Your friend may immediately tell you some details about his or her life, but if not, there are many questions you can ask to start the conversation. Because you are probably going to have a short conversation on the street, in a store, or in a restaurant, this is called *small talk*. Your conversation will be brief but you will learn about the most important things that have happened in your friend’s life. After greeting your friend, you can ask, “*What've you been up to?*” This question

is used to find out what has happened in the weeks or months since you last saw each other by asking about both *past* and *current events*.

If you don't have much time, you may just ask, "*What are you up to?*" or "*What's new with you?*" to find out what's going on in his or her life *right now*.

In the United States, it is common to ask about your friend's occupation, or job, first. You can ask, "*How's work going?*" or "*How's school going?*"

Maybe your friend started a new job, so you can ask, "*How's the new job?*" Your friend may have recently moved to a new apartment or house, so you may say, "*How's the new place?*" It is also common to ask about your friend's family, especially if you know them personally.

If they are married with children, you can ask, "*How's your family?*" If you know the husband or wife by name, you may say "*How's Jane doing?*" or "*How's Bill?*"

You can ask specifically about your friend's kids by inquiring "*How are your kids?*" or "*What's new with your kids?*"

If you want to find out about his or her parents, you may say, "*How are your parents?*" or "*How are your mom and dad doing?*"

If you have other friends in common, you may want to talk about them. You can ask, "*Have you seen Joe recently? What's he up to?*"

If you have recently spent time with a mutual friend, you may share some information about this person. For example, you might say, "*I saw Alex last week. She has a new boyfriend.*"

If the person you are talking to is just an acquaintance, or someone you don't know very well, she *may not want to provide many details about her life*. If you want to avoid sharing information when someone asks, "*What've you been up to?*" try these phrases:

- *Nothing special.*
- *Same old, same old.*
- *The usual! Work, study, home.*

Ending Small Talk with a Friend or Acquaintance

After a short conversation with your friend, you probably need to continue with your original plan or errand. However, you may want to spend more time with them to have a long, in-depth conversation about your lives. There are many phrases you can use to suggest making plans to see each other again soon:

- *We should get together sometime.*
- *We should catch up.*
- *We should get coffee soon.*
- *We should go out for a drink sometime soon.*

By using “should,” you suggest that it would be a good idea to spend more time together, without making immediate plans. If you ran into an acquaintance, you may be too busy to make time for them right now.

Using these expressions with “**should**” shows your friend that you would like to see them without obligating either of you to decide right that moment. A good way to follow up this suggestion is to check to see that you have some way to get in contact with this person.

You can ask, “*You have my number, right?*” or “*Do I have your cell?*” or suggest that they contact you some other way:

- “*Find me on Facebook!*”
- “*Message me on WhatsApp!*”
- “*Text me when you’re free!*”
- “*Send me an email and we’ll do something.*”

If you both really want to see each other again, make sure you follow through and call, text, email, or message your friend. However, if you don’t hear from your acquaintance, don’t worry; this kind of statement is non-committal and very common in American English.

After making these tentative plans, you can say *goodbye* to your friend and continue with your day. Make sure they feel good about seeing you by using of the following expressions:

- *It was so nice to see you!*
- *I'm so glad I ran into you!*
- *I'm so happy things are going so well for you.*
- *I hope to see you again soon!*
- *Don't be a stranger!*

Idioms Used in the Dialogue about Catching Up:

- **have a whale of a time** = to enjoy yourself, have a good time
- **catch up** = to see an old friend and discuss life
- **both sheets in the wind** = very drunk
- **just what the doctor ordered** = exactly what someone needs to do
- **dressed to kill** = wearing very nice clothing
- **booze it up** = to drink a lot of alcohol
- **yank someone's chain** = to joke around with someone, kid someone
- **push someone's buttons** = to talk about something that you know upsets someone
- **movers and shakers** = successful people, the elite
- **bring home the bacon** = to make money for the family
- **flunk out** = to fail classes and have to leave school or college
- **long time no see** = we haven't seen each other in a long time!
- **best case scenario** = the best possible outcome for a situation
- **worst case scenario** = the worst possible outcome for a situation
- **face the music** = to accept responsibility for something
- **have a good head for figures** = to be good at business

Glossary:

Come by = to go to the location where the another person is located.

- *I'll come by after I'm done doing the dishes.* = *I'll go to where you are after I'm done doing the dishes.*

- *Synonyms:* Come over, drop by

Out of it = exhausted; not yourself

- *Ever since my cat died, I've been so out of it. It's really hard to focus at work.*
- *I haven't been acting like myself since the breakup, I'm just out of it.*

Keep up = to be able to complete the work needed / to match others' abilities or knowledge.

- *I can't keep up with the other marathon runners, they're too fast!*
- *I can't keep up in Math class, the equations are too complicated.*
- *Synonym* = to stay up to speed.

(Too much / too little / a lot) on your plate = (Too much / too little / a lot) to do.

- *Sorry, but there's no way I can teach more classes right now. With the wedding and all of the visa paperwork, I have too much on my plate.*

Get a raise = salary increase

- *They promised me a raise and then they fired me!*
- Similar: get a promotion (to be offered a higher position within the same company)

Stick with it = to continue doing what you're doing

- *Even if she doesn't like playing piano she should stick with it and maybe someday she'll become a famous pianist!*
- *I'd probably play soccer really well, if I'd stuck to it.*

Slack off = to not do what you should do.

- *You've been slacking off on your homework, that's why you got a C in Math!*
- *Don't slack off – I know Facebook is tempting!*

Catch up = meet up and chat (usually when you haven't talked to someone in a while)

- *I haven't heard anything about your new job, we need to catch up.*

Phrases to catch up with an old friend:

- “It’s been so/too long, how have you been? ”
- “I’m sorry I haven’t called to congratulate you!”
- “I’ve been thinking about you. How are things?”
- “I’ve really missed you! I’d love to chat more often.”
- “We should chat more often. It’s so nice to catch up.”
- “I feel like it’s been forever.”

Dialogues for Practice**Conversation 1: Catching up**

Diane: Hi, Kerry. I haven't seen you in ages. How have you been?

Kerry: Pretty good, thanks.

Diane: Are you still in school?

Kerry: No, not anymore. I graduated last year. And I got a job at
Midstate Banle

Diane: That's great news. You know, you look different. Have you
changed your hair?

Kerry: Yeah, it's shorter. And I wear contacts now. Oh, and I've lost
weight.

Diane: Well, you look fantastic!

Kerry: Thanks, so do you. And there's one more thing. Look! I got
engaged.

Diane: Congratulations!

Conversation2: Catching Up at a Reunion

Doug: ALAN!!!! It's so good to see you again! How long has it been? Twenty
years!

Alan: Long time no see, buddy. I'm so glad I came to the reunion. I had the
feeling you would be here.

Doug: I wouldn't miss it for the world. Wow, you're dressed to kill.

Alan: It's not every day that we have our twentieth reunion.

Doug: You've got a point there. Why don't we have a seat and catch up? I'm sure you've got plenty of stories.

Alan: I'm sure you do, too. Let's booze it up a little and exchange stories.

Doug: Still drinking, huh?

Alan: What's that's supposed to mean?

Doug: I'm just yanking your chain. Of course, we're going to drink to celebrate. In fact, I play on having both sheets in the wind by the end of the evening.

Alan: That's my buddy. What are you drinking?

Doug: Whisky sour, you?

Alan: I'm just working on a beer.

Doug: So what do you do to bring home the bacon?

Alan: Oh, that's a long story. It's not been so easy, but we're getting by.

Doug: Really? I'm sorry to hear that.

Alan: Yeah, well, I, unfortunately, flunked out of college, so I had to take what I could get.

Doug: I'm sorry to hear that. What happened?

Alan: I just didn't think it was worth the time, so I let my studies slide. Now, I really regret it.

Doug: But you look pretty good! I'm sure you're doing OK.

Alan: Well, I had to find a new goal. I got into sales, and have done quite well.

Doug: I'm glad to hear everything has worked out for the best.

Alan: It hasn't been the best case scenario, but not the worst case scenario either.

Doug: It's funny how things go.

Alan: Yes, sometimes it's best to face the music and make the best of it.

Doug: Yes.

Alan: So, enough about me. What about you? Are you among the movers and shakers?

Doug: Well, I have to admit, I've done well.

Alan: I'm not surprised. You always had a good head for figures. You went into business, right?

Doug: Yes, it was that obvious, wasn't it?

Alan: You were kind of a nerd.

Doug: Hey, I was not. I was also good in tennis.

Alan: I know. I'm just pushing your buttons. You were always worried about being called a nerd.

Doug: It's been great seeing you again.

Alan: You, too Doug. I wish you all the best.

Assignments

Situation 1: Doug and Alan are old friends. In fact, they went to high school together twenty years ago. It's been a long time since they've seen each other. Today's their high school reunion — their twentieth! They meet each other and catch up on what they've been doing these past twenty years.

Exercise: make a conversation based on the situation mentioned above.

Situation 2: Coffee Break

Scenario: *Karen meets up with her friend Lisa on her coffee / lunch break to catch up. Listen to their conversation.*

Exercise: Make a conversation based on the scenario above.

SIGHTSEEING (PART 6)

Introduction

This part encourages the students to have a bility to do the conversation with the topic about sightseeing. The students have their dialogue and they are free to choose the location where the sightseeing is happening. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by giving them activities so they are able to be active in speaking with topic about sightseeing.;
- develop your students to get the strategies to introduce themselves to new vocabularies to prepare themselves in making some talks about sightseeing with other people in their daily social intercourse;

- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk about sightseeing. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of "*sightseeing*". Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Dialogues for Practice**Dialogue #1: Sightseeing**

Guide : We are no approaching the famous Statue of Liberty, which has welcomed visitors to New York Harbor since 1886.

Andrew : Wow! look at it.

James : Incredible, isn't?

Guide : The statue was given to the United States by the people of France. It was designed by the French sculpture Bartholdi.

Andrew : It's really huge. Do we get to go inside?

James : Of course. We can climb the stairs all the way up to the crown.

Andrew : Stairs? There's no elevator?

Dialogue #2:

A: Where should we go sightseeing today?

B: I think that some things might be best done in the morning and others in the afternoon.

A: I think that I would like to go to the beach this morning.

B: That would be a good place to start our sightseeing. We could have breakfast there.

A: I hear that there is a very nice natural history museum there.

B: Yes, it would be nice to check that out since we are so close by.

A: Where should we go in the afternoon?

B: I think that I would like to go to the amusement park. It's supposed to be quite good.

A: At the end of the day, I would love to take in the sunset at the restaurant by the park.

B: That sounds like a great idea! Let's go get a map.

Dialogue #3:

A: It's so hard to choose where to go first on our sightseeing trip!

B: We could think of what would make a good morning activity versus an evening activity.

A: I really wanted to make sure that I got a chance to go to the local beach.

B: I think that that would be a fun beginning to our day. We could walk around there.

A: I heard that the Natural History Museum is pretty close to the beach.

B: I heard the same thing. We might as well go there since we are just down the street.

A: What would be a good place to go to in the afternoon?

B: The local amusement park is supposed to be wonderful.

A: The restaurant on the edge of the park would be a great place to watch the sun go down.

B: That sounds like a perfect sightseeing day to me.

Dialogue #4:

A: There are so many places to go on our sightseeing trip that I am having trouble narrowing it down.

B: Let's figure out what to do before lunch and later figure out what to do in the afternoon.

A: I heard that the local beach is a place that can't be missed.

B: That would be a relaxing way to begin our morning. It would be good to get out in the sun.

A: The Natural History Museum is close by, isn't it?

B: That museum is supposed to be fantastic!

A: Do you have any suggestions as to where we could go in the afternoon?

B: We could check out the local amusement park.

A: We could eat dinner and watch the sun go down at that restaurant by the park.

B: That could really end up being a great day!

Assignments

Practice 1: Match the following definitions with the following words: *ruins, translator, architecture, era, brochure, facade, attraction, to book, exhibition, view*.

1. A range of sight or vision; a vista =

2. The art of designing buildings =

3. A pamphlet with information about something =

4. Something that is interesting for tourists =

5. The front of a building =

6. A collection of works of art =

7. A person who renders something into another language =

8. A period; An epoch =

9. The remains of a building, structure, etc. =

10. To reserve = .

Practice 2: Match the following definitions with the following words: *artefact, cinema, prison, neighborhood, downtown, royal, contemporary, performance, square, port.*

1. The central part of a city (especially an American or Canadian city) =

2. A place where one can see ships, fishermen, etc. =

3. An open area or plaza of a city =

4. Pertaining to or belonging to kings and queens =

5. A place where one can watch movies =

6. A man-made object, like a tool, a work of art, etc. =

7. Modern =

8. A show, concert, etc. =

9. A region of a city =

10. A place where people convicted of crimes go =

Practice 3: Match the following definitions with the following words: *guide, zoo, bridge, castle, bus, landmark, cruise, discount, museum, amusement park.*

1. A building that is historically important =

2. A structure that spans a river =

3. A place where animals are kept =

4. A vehicle that is used for transportation (on land) =
5. A place with rides, shows, and other entertainment =
6. A person who tells you about the importance of historic buildings, etc. =
.....
7. A reduction in the price of a ticket =
8. A voyage (usually as a holiday/vacation) on a ship =
9. A place where one can see art =
10. A solid structure that was usually fortified against an attack =

Practice 4: Match the following definitions with the following words: *park, run down, renovated, under construction, highlight, extras, theater, cathedral, display, walking tour.*

1. Additional items =
2. Sightseeing on foot =
3. A public green area in a city, used for recreation =
4. Currently being built or repaired =
5. Brought back to its former state =
6. In bad shape; falling apart =
7. A place where one can see a play or another type of performance =
8. A church =
9. A very important or outstanding part of something =
10. An exhibit; a presentation of something in open view =

Practice 5: Match the following definitions with the following words: *tower, commentary, palace, canal, cable car, mosque, synagogue, vintage, optional, market.*

1. A place of worship for Jews =
 2. A spoken (audio) description of something =
 3. A place of worship for Muslims =
 4. A tall, narrow building =
 5. Antique style; old style =
 6. Something you don't have to do =
 7. A place where one buys and sells fruit, vegetables, and many other things = ...
 8. The official residence of a royal person =
 9. The way to travel up and down a mountain =
 10. An artificial waterway =
-

WORK AND ABILITIES

(PART 7)

Introduction

This part encourages the students to have a ability in starting a small talk or make some dialogues with the topic about works and abilities. He or she will get an ability in understanding about works and abilities they have known or they haven't known before. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by giving them activities in making dialogues with the topic about works and abilities. The students have their dialogue in front of the class talking about jobs they prefer to do in their lives. The conversation can be done in group. The members of the one group can be 3 to 5 people;

- develop your students to get the strategies to make some talks about works and abilities. They can arrange some talks about many kinds of work they've known in their lives;
- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues and prepare the students with some new vocabularies to improve their speaking about works and abilities. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of "*works and abilities*". Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Discussion Topic

How to Start *Small Talk* in the Office

Of course, the first thing you should do is greet your coworker with “Hey Jim!” or “Hi Carrie!”

Make sure to ***show emotion in your voice*** so that they feel like you are actually happy to see them.

While you can ask, “***How are you?***” or “How are you doing?” I suggest making the question a little more specific. You see this person every day, so you probably already know how they are doing, even without asking!

Try these questions:

- “*How are you doing today?*”
- “*How's your morning going so far?*”
- “*How's your day been?*”
- “*Has your day been busy so far?*”
- “*My afternoon's been kinda slow. How's yours going?*”

If they have had a cold or minor illness recently, you can ask, “*Are you feeling better?*” or “*Are you doing better today?*” This shows concern without getting too personal.

Responding to Questions about Work

If someone asks you about your day, try to focus on being positive – and show that you are a productive person.

- “This morning has been pretty busy, but I like it that way.”
- “Things are slower than usual, so I've been able to work through my to-do list.”
- “I've been focused on the presentation for my client later this week. I'm looking forward to it.”
- “Things are off to a good start!”

These types of responses give you and your coworker a chance to find something in common to talk about, especially if you work on similar projects.

Be Careful When Discussing Work

As mentioned above, you should always try to be positive when mentioning your work. You never know if a more senior colleague is listening to what you are saying. You absolutely want to avoid company gossip or complaining about someone you work with.

Continuing the Conversation with Neutral Small Talk Topics

After checking in with your coworker, the conversation may end as you both return to your work. Don't forget to say, "*Nice talking with you!*" or "*See you later.*" But if you are taking a longer break, preparing coffee, or waiting for photocopies, you may have more a bit more time to talk. In that case, you can ask questions about neutral, yet engaging, topics of conversation.

Make sure to choose a topic that seems relevant to your coworker's interests; don't ask someone who hates sports if they watched the baseball game last night, or someone who has repeatedly said they don't own a TV if they watched the latest episode of *a film*.

Examples of Conversation Questions about Getting a Job

- What is the difference between work and a job?
- Do you have a job?
- How did you get it?
- Did you have to go to university to get it?
- What is the name of your job?
- Is it a popular job?
- Is it a job mainly for men, or for women?
- Did you need any special training to get your job?
 - ✓ *What type of special training did you need?*
 - ✓ *How long and where was the training?*
- Is it an indoor, or outdoor job?
- Which do you think most people prefer, indoor or outdoor jobs?
- Does your job pay a good salary?
- What are the advantages and disadvantages to your job?
- Which do you think are some of the more demanding jobs?
 - ✓ Which are the least demanding jobs?
- Which jobs are badly paid?
 - ✓ Which jobs are over-paid?

- Which job are more popular than others, and why?
- Is your job competitive?
- How is your relationship with your co-workers?
- Why would I choose you instead of the 50 others wanting this position?

Examples of Questions while we are in job interview.

Topic: *job interview*

- *What degrees do you have?*
- *How much experience do you have?*
- *Where have you worked?*
- *Why did you choose this employment?*
- *How much would you like to earn?*
- *Have you ever worked in this field?*
- *Where would you like to work? Why?*
- *Why do you find your job interesting?*

Dialogues for Practice

Dialogue 1: Works and Abilities

Tim : I don't know what classes to take this semester. I can't decide what I want to do with my life. Have you thought about it, Brenda?

Brenda : Yes, I have. I think I'd make a good journalist because I love writing.

Tim : Maybe I could be a teacher because I'm very creative. And I like working with kids.

Brenda : Oh, I wouldn't want to be a teacher. I'm too impatient.

Tim : I know one thing that I could never do.

Brenda : What's that?

Tim : I could never be a stockbroker because I'm not good at making decisions quickly.

Dialogue 2: Where do you work?

Jason : Where do you work. Andrea?

Andrea : I work at Thomas Cook Travel.

Jason : Oh, really? What do you do there?

Andrea : I'm a guide. I take people on tours to countries in South America, like Peru.

Jason : How interesting!

Andrea : Yes, it's a great job. I love it. And what do you do?

Jason : I'm a student, and I have a part-time job, too.

Andrea : Oh? Where do you work?

Jason : In a fast-food restaurant.

Andrea : Which restaurant?

Jason : Hamburger Heaven.

Andrea : And what do you do there?

Jason : I take orders

Andrea : Do you like working there?

Jason : Yeah, I do because I get free hamburgers, too.

Assignments

Exercise 1: Make a conversation based on the scenario given below.

Scenario: Lucy meets Bob at the shop. Lucy asks Bob about his part-time job.

Exercise 2: Make a conversation based on the scenario given below.

Scenario: Minar has been thinking about her career plan when she graduates from college. Fredy comes and shares his thought.

GEOGRAPHY (PART 8)

Introduction

This part encourages the students to have a ability in starting a small talk about geography. He or she will get an ability to do the conversation with the topic about world or geography. Each of them can bring globe or world maps with them. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability to do the conversation with the topic about world or geography;
- develop your students to get the strategies to have their skills in having dialogues in front of the class talking about countries and the location of the countries. They can bring globe or world maps with them;

- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking with partners about geography. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “*geography*”. Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Useful Expressions

Some Examples of Conversation about Geography

Dialogue 1: Which country is larger?

Mike : Here's a geography quiz in the paper.

Wendy : Oh, I love geography. Ask me the questions.

Mike : Sure, first question. Which country is larger,
China or Canada?

Wendy : I know. Canada is larger than China.

Mike : OK, next. What's the longest river in the Americas?

Wendy : Hmm, I think it's the Mississippi.

Mike : Here's a hard one. Which country is more crowded, Monaco or Singapore?

Wendy : I'm not sure. I think Monaco is more crowded.

Mike : OK, one more. Which South American capital city is the highest: La Paz, Quito, or Bogota?

Wendy : Oh, that's easy. Bogota is the highest.

Dialogue 2: *Where are you from?*

Linda : Where in Canada are you from, Ken?

Ken : I'm from Toronto.

Linda : Oh, I've never been there. What's it like?

Ken : It's a fairly big city, but it's not too big. The nightlife is good, too.

Linda : Is it expensive there?

Ken : No, it's not too bad.

Linda : And what's the weather like in Toronto?

Ken : Well, it's pretty cold in the winter, and very hot and humid in the summer. It's nice in the spring and fall, though.

Dialogue 3: The City and the Country

David: How do you like living in the big city?

Maria: There are many things that are better than living in the country!

David: Can you give me some examples?

Maria: Well, it certainly is more interesting than the country. There is so much more to do and see!

David: Yes, but the city is more dangerous than the country.

Maria: That's true. People in the city aren't as open and friendly as those in the countryside.

David: I'm sure that the country is more relaxed, too!

Maria: Yes, the city is busier than the country. However, the country is much slower than the city.

David: I think that's a good thing!

Maria: Oh, I don't. The country is so slow and boring! It's much more boring than the city.

David: How about the cost of living? Is the country cheaper than the city?

Maria: Oh, yes. The city is more expensive than the country.

David: Life in the country is also much healthier than in the city.

Maria: Yes, it's cleaner and less dangerous in the country. But, the city is so much more exciting. It's faster, crazier and more fun than the country.

David: I think YOU are crazy for moving to the city.

Maria: Well, I'm young now. Maybe when I'm married and have children I'll move back to the country.

Dialogue 4: Between a Guide and a Man

Guide: It's about a three minute ride up to the top of the mountain. As we pass the two towers the gondola may sway a little.

Man: This thing is safe, right?

Guide: Yes, you don't have anything to worry about. We do about 100 trips a day up the mountain, and these tours have been going on for over ten years without any accidents. Keep your eyes open for wildlife as we ascend. It isn't uncommon to see deer and even bears.

Woman: What's that mountain to the left called?

Guide: That's Mount Karen. And to the right of that with the three small points is Mount Brown. Now, if you look up straight ahead, you should be able to see a large eagle's nest. Does everyone see it there?

Man: Are there any baby birds?

Guide: That's a good question. I haven't seen any yet, but we usually see them around this time of year.

Woman: What's that lake down there, to the right of the green meadow?

Guide: I'm glad you asked. That's John Lake. It's actually a man-made pond that was built as part of a conservation effort over twenty years ago. During the 70's there was a lot of clear-cutting of forests in the area, and much of the wildlife was lost. Since John Lake was built, ducks, swans, and geese have returned to the area.

Man: Is this the highest mountain in this region?

Guide: No, actually, Mount Heather, which you we will be able to see in just a minute or so has the highest peak. But, this is the highest mountain for recreational purposes like skiing and guided tours.

Woman: Can you ski throughout the year?

Guide: No, it warms up enough to actually suntan up there in the summer. Oh, look everyone. There are two deer feeding in the clearing right below us.

Man: Thanks! That should be a great photo. So... what is there to do besides ski at the top of the hill at this time of year?

Guide: Oh, there's plenty to do. We have horseback riding, snowmobile tours, and a petting zoo for children. If you look to your left you'll see the snowmobile trail going through the mountain.

Assignments

Exercise 1: Get the students to choose their partners. Give the questions list, **STUDENT A's QUESTIONS**, to student A. Ask student B to answer to those questions.

STUDENT A's QUESTIONS (**Do not show these to Student B.*)

- (1) Do you like geography?
- (2) Do you know a lot about the geography of your country?

- (3) What were your geography teachers like?
- (4) What do you think the difference is between physical geography and human geography?
- (5) Is your general knowledge of geography good?
- (6) What do you think it would be like to be a geographer?
- (7) Do you like looking at maps and atlases?
- (8) How has the world's geography changed over the years?
- (9) Which of these areas of geography would you choose to study – climatology, oceanography or demography?
- (10) What does the word geography mean?

Exercise 2: Now, exchange the partners. Give the list of questions, **STUDENT B's QUESTIONS**, to student B. Ask student A to respond to the student B's questions.

STUDENT B's QUESTIONS (**Do not show these to Student A.*)

- (1) Were you good at geography at school?
 - (2) What do you study in geography?
 - (3) Which part of the world do you think has the most interesting geography?
 - (4) How important is it to study geography at school?
 - (5) What are the most important things about geography that children need to know?
 - (6) What jobs can you do if you have a geography degree?
 - (7) What's the difference between a city and a town?
 - (8) Do you like reading geography books and watching geography shows on TV?
 - (9) What is the most interesting area of geography for you?
 - (10) How well do you know your local geography – the area near your house?
-

NEIGHBORHOOD (PART 9)

Introduction

This part encourages the students to have a bility in starting a small talk and to do some conversation with the topic about neighborhood. He or she will get an ability talk about places, the conditions, and the neighborhood where they live. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by giving them activities to do some conversation with the topic about neighborhood;
- develop your students to get the strategies to introduce themselves to other people in their social intercourse and they can talk about places, the conditions, and the neighborhood where they live;
- give your students exposure in practicing their speaking in front the class in partners;

- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their skills to do some conversation with the topic about neighborhood. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “neighborhood”. Ensure that all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Dialogues for Practice

Dialogue 1: Describing Neighborhood

Dan: Where do you live, Kim?

Kim : I live in an apartment.

Dan : Oh, that's convenient, but...how much crime is there?

Kim : Not much. But there is a lot of traffic.

I can't stand the noise sometimes!

Where do you live?

Dan : I have a house in the suburbs.

Kim : Oh, I bet it's really quiet.

But is there much to do there?

Dan : No, not much. In fact, nothing ever really happens. That's the trouble.

Kim : Hey. Let's trade places one weekend!

Dan : OK. Great idea!

Dialogue 2: Describing Neighborhood

Jack : Excuse me. I'm your new neighbor, Jack
I just moved in.

Woman : Oh. Yes.

Jack : I'm looking for a grocery store.
Are there any around here?

Woman : Yes, there are some on Pine Street.

Jack : OK. Is there a Laundromat near here?

Woman : Well, I think there's one across from the shopping center.

Jack : Thank you.

Woman : By the way, there's a barber shop in the shopping center, too.

Jack : A barber shop?

Dialogue 3:

Tom: Hi Henry, it's been a long time since we saw each other last. What have you been up to?

Henry: Hi Tom! It's great to see you again. I've been away on business.

Tom: Really, where did you go?

Henry: Well, first I flew to New York for two meetings. After that, I flew to Atlanta, where I had to make a presentation at a company conference.

Tom: It sounds like you've been busy.

Henry: Yes, I've been very busy. It's good to be home again. What have you been doing lately?

Tom: Oh, nothing much. I've been working in the garden these past few days. Alice has been away for the past two weeks visiting her relatives in Chicago.

Henry: I didn't know she has family in Chicago.

Tom: Yes, that's right. We met at university in California. She was born in Chicago and lived there until she went to college.

Henry: How long have you lived here in Colorado?

Tom: We've lived here for over 10 years. We moved here in 1998 because I had a new job as a sales representative.

Henry: Have you lived in the same house since you arrived?

Tom: No, first we lived in a condo in downtown Denver. We moved here four years ago. We've lived on the street for four years and they've been the happiest years of our lives.

Henry: Yes, my wife Jane and I love this neighborhood.

Tom: And how long have you lived in your house?

Henry: We've only lived here for two years.

Tom: That's strange, it seems like you have lived here longer than that.

Henry: No, we moved here in 2006.

Tom: How time flies!

Henry: I have to agree with you on that. It seems like yesterday that I graduated from college. I can't believe I've been working for more than 10 years!

Tom: I've been working for more than 30 years! I'm going to retire soon.

Henry: Really? You don't look a day over 40!

Tom: Thank you. You're a great neighbor!

Henry: No, really. Well, I have to get going. Work is waiting for me. Have a good day.

Tom: You, too. Glad to have you back in the neighbor!

Dialogue 4:

A: I'm new to town.

B: Oh, really? Are you finding everything all right?

A: I need some help.

B: What do you need help with?

A: I would like to find a nice restaurant.

B: What kind of food would you like to eat?

A: Chinese food sounds good to me.

B: You can always go to this Chinese restaurant just a few blocks away.

A: Where exactly is it?

B: If you go three blocks to the east, you can't miss it.

A: Why don't you come to lunch with me?

B: Sure. Let's go.

Dialogue 5:

Nancy: Hello there! Hello!

Eric: Hello.

Nancy: I'm Nancy, your **neighbor** across the street. You're new to the neighborhood.

Eric: Yes, I just moved in last weekend.

Nancy: That's nice. How are you **settling in**?

Eric: Fine, thanks.

Nancy: Would you like to come over and have a cup of coffee? I can give you **the scoop** on the neighborhood and give you some tips on places to go and things to do in this area.

Eric: Thanks, but I'm kind of busy right now. I'll **take a rain check**.

Nancy: No problem. Stop by anytime. We have quite a few social events in the area that you might be interested in.

Eric: I'm not much of a **joiner**. I tend to **keep to myself**.

Nancy: Oh, but we couldn't let you do that. I'm **appointing myself** your new **social secretary**. As a new **resident** in a small town, you should know that everyone will want to meet you. You'll be **inundated** with invitations. I can help you **sort them out**.

Eric: I appreciate your offer, but if I have **to fend off** neighbors, I'll do it myself.

Nancy: Well, suit yourself. I don't recommend **turning down** too many invitations or you'll get a **reputation** for being a **recluse**.

Eric: That's okay with me. I'd rather not be the subject of talk among the **busybodies**.

Nancy: Busybodies! Well, **some people**!

Assignments

Exercise 1:

Take a look at "*dialogue 5*". List all the bold phrase and find out the meaning by looking up your dictionary. After finding and knowing the meaning of all the phrase, try to make a conversation using those phrases.

Exercise 2:

Arrange your own conversation. Choose your partner. You are a new comer in your region and your partner is a resident for more than ten hours and knows a lot about the region where you now are living. You are now coming by your neighbour's house and introduce yourself to get along with your neighbour.

CHANGES (PART 10)

Introduction

This part encourages the students to have a ability in starting a small talk with other people about some changes in their lives. He or she will get an ability in starting a small talk to someone about some changes in their lives. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking with other others about some changes in their lives;
- develop your students to get the strategies to introduce some vocabularies in speaking about some changes in their lives especially the changes for their good-shake;
- give your students exposure in practicing their speaking in front the class in partners;

- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking about some changes in their lives. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “*changes*”. Ensure that all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Examples of question in speaking about Changes in Life

- Are you someone who likes change?
- In what ways have you changed since you were in junior high school?
- How do you think you will change in the future?
- Which political party in your country is most likely to make big changes?
Is that a good or bad thing?
- What are the biggest changes in the world you have seen since you were a child?
- What is the biggest change most people experience in their lives?
- What is the most positive change you have experienced in your life?

- “You are the same person you were 5 years ago except for the books you have read, the people you have met, and the places you have traveled.” Do you think this quote is accurate?
- Have you made any recent changes in your life?
- Do you think change is important?
- Do you ever get the urge to refurnish your whole house?
- Do you rearrange the furniture in your house often?
- Do you like to rearrange your room or living-room?
- Do you think change is important in people's life?
- Do you think it is possible for a cold hearted person to change?
- Do you think that it is easy to mend our old ways?
- Do you think it is easy to keep up with the times?
- If you could change anything in your life, what would it be?
- What is the most difficult change you have ever had to make?
- Have you ever decided to get a tattoo?
- Have you ever cut your hair really short?
- What was the craziest change in appearance you have ever made?
- What was the last major change you made in your life?
- Have you ever decided to change the group that you usually hang out (spend time) with?
- What is one thing that you think you will never change about yourself?
- What is one thing you have tried to change, but couldn't?
- If you won a million dollars what things would you change about your life?
- What things would you keep the same?
- Has a friend of yours ever made any major changes that you were proud of? *An alcoholic?, An unmotivated person?, A person who is stuck in their ways?*
- Have you ever converted (changed) over to a different religion?
- Have you ever changed over to a different political party.

- Have you ever dumped a boyfriend or girlfriend? Was the change difficult?
- Have you ever said no to a friend?
- Have you lost a pet, or has a person ever passed away on you?
- Have you ever quit your job?
- Have you ever became depressed and stay indoors for long periods? How did you get out of your depression?
- Have you ever had to change the way you speak, or the way you act? why
- Have you ever decided to change the way you dress? If so, why?
- Have you ever decided to change the way you eat, or your form of exercise?

Dialogues for Practice

Dialogue 1: Talking about Changes

Brian : So, are you still living with your parents, Terry?

Terry : I'm afraid so. I wish I had my own apartment.

Brian : Why? Don't you like living at home?

Terry : It's OK, but my parents are always asking me to be home before midnight. I wish they'd stop worrying about me.

Brian : Yeah, parents are like that!

Terry : And they expect me to help around the house. I hate housework. I wish life weren't so difficult.

Brian : So, why don't you move out?

Terry : Hey, I wish I could, but where else can I get free room and board?

Dialogue 2: to change my life.

Me: Hello! I am X. You must be Y.

Y: That's right.

Me: It is really cold know. I like the winter season. You?

Y: Yes, it is really beautiful and nature has always fascinated me with her miracles.

Me: Good. What are you solving?

Y: I am stuck with a problem related to gravitation.

Me: OK! Why are you going too fast? This topic is yet to get attention by the teacher.

Y: I have nothing to do with the teacher. I have to just solve the problem.

Me: You are going to clear IIT for sure.

Y: I am not preparing for IIT exams.

Me: Then?

Y: I want to be a theoretical physicist.

Me: Who is he? What does he do?

Y: Study the theories related to physics. It is a long journey. I have to do a lot.

Me: You have already planned for your long term goal. This is really beautiful.

Y: See X. I got to know what I have to do with my life. I know one thing. As soon as you get to know what to do with life, do it immediately. Do not think. Just move and block all other paths.

Me: OK! Suppose, you do not get what you want, what then? You blocked all other paths? Now.

Y: Then what? Nothing. I have knowledge. I have satisfaction. I tried. There is nothing stronger than faith and satisfaction. When you commit, you commit, irrespective of the results because results were never in our hands. You have to do the best with what god gave you. Rest, depends on god. Believe him.

Me: You are so positive. I am feeling lighter. Thank you so much.

Y: Not a big deal. Come on. Let us eat lunch. Bell is about to ring.

Assignments

The following information are given as a guidance for students to arrange some conversation with partners in asking and giving information about changes.

Exercise 1: Get the students to choose their partners. Give the questions list, **STUDENT A's QUESTIONS**, to student A. Ask student B to answer to those questions.

STUDENT A's QUESTIONS (**Do not show these to Student B.*)

- (1) Do you like change?
- (2) What's the biggest change you've made in your life? Was it good / bad?
- (3) Are you good at dealing with change?
- (4) Do you think change is important?
- (5) What is the biggest change this world needs?
- (6) What things in your life would you hate to change?
- (7) What three things about your past would you like to change?
- (8) What advice would you give to someone who hates change?
- (9) What happens to people who find it difficult to change?
- (10) Can you teach someone to accept and like change?

Exercise 2: Now, exchange the partners. Give the list of questions, **STUDENT B's QUESTIONS**, to student B. Ask student A to respond to the student B's questions.

STUDENT B's QUESTIONS (**Do not show these to Student A.*)

- (1) Is the world changing faster than before?
 - (2) How do old and young people cope with change?
 - (3) What is the biggest change you'd like to make to your life?
 - (4) Why are some people better than others at dealing with change?
 - (5) What has changed in your life compared to ten years ago?
 - (6) Is change always good?
 - (7) What has been your biggest life-changing event?
 - (8) What would you like to change about yourself?
 - (9) How has your society changed in the past decade?
 - (10) What will change in the future?
-

COMPLAINTS (PART 11)

Introduction

This part encourages the students to have a ability in in making and handling complaints regarding to their daily activities in doing their jobs/activities in their daily intercourse. He or she will get an ability in handling and answering some calls regarding to complaints if the complaints is conveyed by phone. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in making and handling complaints regarding to their daily activities in doing their jobs/activities in their daily intercourse;
- develop your students to get the strategies to introduce some new vocabularies regarding to make oor handle

some common complaints in their social intercourse especially in their work environments;

- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in making or facing some conversations about common complaints they have with other people in their daily intercourse. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “*complaints*”. Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Useful phrase for Practice

**Useful phrase in conversation about
complaints:**

- *I have a complaint to make ...*
- *I want to complain about ...*

- *Excuse me but there is a problem about*
- *I'm afraid I've got complaint about ...*
- *Sorry to bother you but ...*
- *I'm sorry to say this but ...*
- *Excuse me if I'm out of line, but ...*
- *There seems to be a problem with ...*
- *I don't understand why...*
- *There appears to be something wrong with*
...
▪ *I'm not satisfied with ...*
- *There may have been a misunderstanding
about ...*
- *Would you mind ...?*
- *I hate to tell you but ...*
- *I'm angry about ...*
- *I understand it's not your fault ...*
- *Don't get me wrong, but I think we should*
...
▪ *Maybe you forgot to ...*

Dialogues for Practice

Dialogue 1: Talking about Common Complaints

Mr. Field : Jason ... Jason! Turn down the TV, please.

Jason : Oh, but this is my favorite program!

Mr. Field : I know. But it's very loud.

Jason : OK. I'll turn it down.

Mr. Field : That's better. Thanks.

Mrs. Field : Lisa, please pick up your things. They're all over the floor.

Lisa : In a minute, Mom. I'm on the phone.

Mrs. Field : All right. But do it as soon as you hang up.

Lisa : OK. No problem.

Mrs. Field : Goodness! Were we like this when we were kids?

Mr. Field : Definitely!

Dialogue 2:

Mifia: Excuse me, when can I get my meal? I've been waiting for over 40 minutes. What's the problem?

Waitress: What did you order?

Mifia: French Fries and Chicken roasted.

Waitress: Just one moment, I'll go inside and find out what the problem is.

Mifia: Okay. As soon as possible, please.

(After a few minutes...)

Waitress: Sorry for the long waiting. Here's your meal. That was a problem with the oven.

Mifia: Thanks. Anyway, I'm afraid the music is too loud. Can you turn it down?

Waitress: I'll see what I can do. Is there anything else?

Mifia: Actually, I also ordered Milk Green Tea. But, you give me Lemon Tea. I'd like the other one, please.

Waitress: Okay, Your milk green tea will be coming.

Mifia: Thank you.

Dialogue 3:

Peggy: Good afternoon, can I help you?

Melati: I bought this bag here yesterday. Last night I just realized that the zip was broken.

Peggy: Do you bring the receipt?

Melati: Yes, I do.

Peggy: Well, I will tell it to my manager. Can you wait for a moment?

Melati: Okay. I will wait.

Peggy: My manager said that you can exchange your bag that you bought yesterday with the new one.

Melati: It must be. It should have been like that.

Peggy: Well, here is your new bag. Sorry for the inconvenience. Thank you for shopping here.

Melati: That's okay.

Dialogue 4:

Huto: Hello Ms. Kilani, may I help you?

Kilani: Yes, I ordered portable hard disk two weeks ago. But,, until now I haven't got further information whether the product is ready or not.

Huto: Oh no! Can you tell me exactly what brand of portable hard disk that you ordered?

Kilani: It is Sun Disk 500MB.

Huto: I'm very sorry, let me check it in the storage first. It must be there. I already restocked it last week.

Kilani: Yes, please.

Huto: Hello Ms. Kilani, sorry for your long waiting. This is the product that you ordered. Check it first to make sure.

Kilani: Yes, this is what I want. Thank you.

Huto: My pleasure Ms. Kilani, again, sorry for the inconvenience. If you have any problem with that product, don't hesitate to come here. I'll give you free service.

Kilani: Okay.

Assignments

The following information are given as a guidance for students to arrange some conversation with partners in asking and giving information about schedules and locations.

1. You are a costumer of supermarket. You want to complaint about the price of one of the suff you buy. After checking the printed receipt, you find that the price is higher than which of the pricetag you saw in the shelf's tag before.
 2. You bought shoes from online store and after chehcking it, the shoes sent to you are in different color. Due to an immediate response, you make a call for complaints to the seller.
 3. You are now a new student in one university in downtown. You want to complaint about a bad service in the library service. It's been a week that there is no staff there everytime you want to borrow some books. You come to students centre service and you deliver your complaints.
-

FAMILY (PART 12)

Introduction

This part encourages the students to have a ability in starting a small talk about family with other people in their environment. He or she will get an ability in speaking to someone and talking about their families as a way to get along with a new person in their first introduction with other people. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by giving them activities in starting a small talk or long conversation with others about families;
- develop your students to get the strategies to introduce themselves with new vocabularies about families with other people in their social intercourse especially with their best friends;

- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk in speaking about their families to other people in their daily intercourse. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of "*family*". Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Here are some questions you can ask when talking about family.

- "How are your parents doing?"
- "Are your parents healthy and well?"
- "Do you still live with your parents?"
- "Do you live near any family members?"
- "Where do your in-laws live?"
- "Do you see your family frequently?"

- "Do you ever have family reunions?"

You can respond to these types of questions in multiple ways. Here are some examples.

- "My parents are doing well."
- "My father is getting old, but otherwise, healthy."
- "My mother has been complaining about chest pains. I hope it isn't anything serious."
- "Yeah. I live with my parents. It saves me some rent money."
- "Just for another year until I get back on my feet."
- "No. I moved out several years ago. I have my own apartment now."
- "My in-laws are in Ohio."
- "I grew up in Florida, so my in-laws are there. We moved to California 5 years ago."
- "My family lives in the area so I usually see them once a month."
- "My family lives pretty far away, so I only see them a couple times a year."
- "We have a family reunion every 5 years."
- "No, but I wish we could."
- "We used to, but everyone is too busy these days, so we haven't had one in a while now."

Dialogues for Practice

Some Examples of Conversation about Family

Dialogue 1: Talking about Family

Rita : Tell me about your brother and sister, Sue.

Sue : Well, my sister is a lawyer

Rita : Really? Does she live here in Seattle?

Sue : Yes, she does. But she's working in Washington, D.C. right now. Her job is top secret.

Rita : Wow! And what does your brother do?

Sue : He's a painter. He's working in Argentina this month. He has an exhibition there.

Rita : What an interesting family?

Dialogue 2: Talking about Family

Marcos: How many brothers and sisters do you have, Mei-li?

Mei-li : Actually, I'm an only child.

Marcos: Really?

Mei-li : Yeah, most families in China have only one child nowadays.

Marcos : I didn't know that.

Mei-li : What about you, Marcos?

Marcos : I come from a big family. I have three brothers and two sisters.

Mei-li : Wow! Is that typical in Peru?

Marcos : Not really. A lot of families are smaller these days. But big families are great because you get lots of birthday presents!

Dialogue 3:

Anna: Hello! Washington, D.C. has many beautiful **parks**. In fact, this park **reminds** me of my home very far away.

Marsha: Anna, here's your coffee.

Anna: Thanks, Marsha.

Marsha: What's wrong?

Anna: I'm thinking about my family. I'm **feeling homesick**.

Marsha: Do you want to talk about it?

Anna: Sure! I have some **photos**.

Marsha: Yes. Yes, you do!

Anna: Photos really help.

Anna: This is my **mother** and this is my **father**. They are **rodeo clowns**.

Marsha: What do rodeo clowns do?

Anna: They make **jokes** at a rodeo. They make people **laugh**.

Marsha: That-That's very **different**.

Marsha: Who is that woman in the picture?

Anna: That is my **Aunt** Lavender. She is my **mom's sister**. She loves **gardening** and makes **spoons**.

Marsha: She makes spoons?

Anna: Of course.

Marsha: That, too, is very **different**.

Anna: Oh! This is my **Uncle** John. He is my father's **brother**.

Marsha: What does Uncle John do?

Anna: He's a chicken farmer. And makes guitars. He's awesome, and I'm his favorite niece.

Marsha: Who are they?

Anna: They are my **cousins**. They are my Uncle John's **daughter** and **son**.

Marsha: What do they do?

Anna: They **raise sheep** and make **sweaters**.

Marsha: Yeah, that's not a surprise.

Marsha: Thanks for showing me your family photos. Your family is very different.

Anna: I do feel better. Thanks for listening. I have many more photos!

Marsha: Yeah. Yeah, you do.

Anna: Washington, DC is my new home. But I like remembering my old home, too.

Dialogue 4: Lucy and Patrick talk about same sex marriage.

Lucy: Wait till you hear this! Ted just got engaged to Jack!

Patrick: You're pulling my leg! They're just friends, Lucy.

Lucy: They're a couple, Patrick. You can ask Ted yourself if you don't trust me.

Patrick: Well, I don't think it is polite to ask people about their sexual orientation.

Lucy: I don't think so. Today, the gay community is more open. Have you heard of LGBT? It stands for Lesbian, Gay, Bisexual and Transgender.

Patrick: Yes I know. I just think it is their private life and they will tell me when they are ready.

Lucy: You're too busy studying, you never have time to see them.

Patrick: What do you think of gay marriage, Lucy?

Lucy: People should be able to do whatever they want. But I can't imagine if my parents were both men or both women.

Patrick: I know, anything that is different from your own experience can be hard to imagine.

Lucy: Yes, but as long as both parents love the child everything will be fine no matter the sex of the parents.

Patrick: I agree, and speaking personally, people like Ted and Jack sure have the right to be happy.

Lucy: That's so sweet of you.

Assignments

The following information are given as a guidance for students to arrange some conversation with partners in asking and giving information about families.

Exercise 1: Make a Dialogue using the following Scenario.

Scenario: Jane refuses Bob's invitation to go to the cinema because she has to attend a family gathering.

Exercise 2 – Writing a Conversation

You need to write a conversation of your own. You need to decide who the people are, where they are and what they are talking about. Use as much new vocabulary as you can. Once you have finished you could get a group of friends and perform conversation to get practice of speaking as well.

Exercise 3 – Making a Conversation with Partner

You need to have a conversation with one of your own friends. You should choose one topic and your friend the other topic. Then take turns to ask each other questions until you have asked all of them. When giving your answer, try to say as much as possible so you can get practice speaking.

FOOD AND BEVERAGES (PART 13)

Introduction

This part encourages the students to have a bility in starting a small talk with other people in his environtment about food and beverages she or he may like and dislike. He or she will get an ability in knowing and understanding the vocabularies about food and beverage in their daily lives. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by giving them activities in starting a small talk about foods with other people in their environment;
- develop your students to get the strategies to introduce themselves the vocabularies of foods and beverages with other people in their social intercourse;
- give your students exposure in practicing their speaking in front the class in partners;

- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk about foods with other people in their daily intercourse. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “*foods*”. Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Key Vocabulary and Phrases

Here are some key phrases used to discuss food in a restaurant when ordering and deciding on what to eat:

- Could I have a menu, please?
- Here you are.
- Enjoy your meal!
- Would you like ...
- Can I get you anything else?
- I'd like the check, please.
- That'll be ...

- Have a good day!
- The spaghetti / steak / chicken looks good.
- How is the pizza / fish / beer?
- What would you recommend?
- I'd like my steak rare / medium / well done.
- Are there any nuts / peanuts? My child has allergies.
- Do you have any vegetarian dishes?
- Could I have a glass of water, please?
- Could you tell me where the restroom is?
- I'd recommend the lasagna / steak / pizza.
- Would you care for an appetizer / a beer / a cocktail?
- I'd like to have a beer / steak / a glass of wine.

Question Examples in Offering, accepting and refusing food and drink

- Would you like some more?
- Would you like another (potato)?
- Can I get you some more wine?
- Have you got enough (meat)?

Examples for accepting an offering for food and drink

- Would you like some more salad? (*Oh yes, please!*)
- Can I get you some more wine? (*Just a small glass, please*).
- Would you like another potato? (*That would be great, thanks*).

Examples for refusing an offering for food and drink

- Can I get you some more wine? (*No, not for me, thanks.*)
- Would you like some more meat? (*No thank you. I've got enough*).
- Have you got enough gravy? (*Yes, that's fine thanks*).

- More potatoes? (*No, I'm good thanks*).
- Would you like some dessert? (*Oh no thanks. I'm full*).
- Do you have room for seconds? (*I'm sorry, but I can't eat any more*).

Giving someone a choice

- Would you like some ice-cream or some cake? (*Either please! *It doesn't matter to me*)
- Would you like some ice-cream or some cake? (*Both please! *I'd like ice-cream and cake.*)

Other polite phrases at dinner

- That was lovely, thanks.
- This is wonderful!
- How did you make this?
- What did you put in ... (the sauce)?

Discussion:

- **Can I start you off with something to drink?** Notice how the question starts with “Can.” Since this is a yes/no question, the intonation rises at the end.
- **And I'll have lemonade.** Notice how Anna stresses “I'll” and “lemonade” to emphasize her choice.
- **Are you ready to order, or do you need a few minutes?** The word “or” signals a choice here. Notice the rising intonation on “order,” and the falling intonation on “minutes” (the first choice is “Are you ready to order?” and the second choice is “Do you need a few minutes?”).
- **I'll have the tomato soup to start, and the roast beef with mashed potatoes and peas.** Notice that “tomato soup,” “roast beef,” “mashed potatoes” and “peas” are stressed because the food order is the important

information here. Notice also that “tomato soup,” “roast beef” and “mashed potatoes” are compound words. The stress falls on the second word in each phrase.

- **Well done, please.** Notice that the subject and verb are omitted in the response; only the necessary information is given.
- **I'll just have the fish.** Anna says “just” here to mean that she does not want a starter.

Dialogues for Practice

Some Examples of Conversation about Foods

Dialogue 1: Talking about Foods

Steve : Hey, this sounds strange - snails with garlic.

Have you ever eaten snails?

Kathy : Yes, I have. I had them here just last week.

Steve : Did you like them?

Kathy : Yes, I did. They were delicious!

Why don't you try some?

Steve : No, I don't think so.

Waiter : Have you decided on an appetizer yet?

Kathy : Yes. I'll have a small order of the snails,
please.

Waiter : And you, sir?

Steve : I think I'll have the fried brains.

Kathy : Fried brains? I've never heard of that!

It sounds scary.

Dialogue 2: Drinks

A: I'm so thirsty.

B: Let's go get something to drink.

A: That's a good idea.

B: Do you know what you want to drink?

A: I kind of want a soda.

B: You shouldn't drink soda when you're really thirsty.

A: What do you mean?

B: When you're thirsty, you're not supposed to drink soda.

A: What are you supposed to drink?

B: Water is what's best for you.

A: I guess I will get water.

B: It's better for you.

Dialogue 3: Dinner

A: What's for dinner tonight?

B: What are you planning on cooking?

A: I'm not making anything.

B: If you plan on eating, you are.

A: What am I supposed to cook?

B: What do you feel like having?

A: I want some chicken and potatoes.

B: That sounds really good.

A: When are you going to make it?

B: I have no plans on cooking tonight.

A: Fine, I'll make it.

B: I knew that already.

Dialogue 4: Lunch

A: What's for lunch?

B: I don't know. What do you want to eat?

A: I was thinking of pizza.

B: That's what I ate yesterday.
A: What do you want to eat?
B: I wouldn't mind a burger.
A: I ate a burger just the other day.
B: We're going to have to compromise.
A: You could always get a burger, and I can get a pizza.
B: Sounds good to me.
A: Where can we go to get both?
B: We can get both at the cafeteria.

Dialogue 5: Breakfast

A: What do you feel like eating this morning?
B: I usually just have a bowl of cereal.
A: The most important meal of the day is breakfast.
B: Yeah, but I don't usually have time to eat a big breakfast.
A: You can always make an easy breakfast.
B: What do you make?
A: All I make is oatmeal, toast, and some orange juice.
B: That sounds pretty good.
A: I like it, and it's a fast meal.
B: That is a very quick meal to make.
A: I can make it for you if you like.
B: Oatmeal and toast sounds good to me.

Dialogue 6: Eating and Paying a Bill

Waiter: Hello, Can I help you?.
Kim: Yes, I'd like to have some lunch.
Waiter: Would you like a starter?
Kim: Yes, I'd like a bowl of chicken soup, please.

Waiter: And what would you like for your main course?

Kim: I'd like a grilled cheese sandwich.

Waiter: Would you like anything to drink?

Kim: Yes, I'd like a glass of Coke, please.

Waiter: Would Pepsi be OK? We don't have Coke.

Kim: That would be fine.

Waiter: (After Kim has her lunch.) Can I bring you anything else?

Kim: No thank you. Just the bill.

Waiter: Certainly.

Kim: I don't have my glasses. How much is the lunch?

Waiter: That's \$6.75.

Kim: Here you are. Thank you very much.

Waiter: You're welcome. Have a good day.

Kim: Thank you. Same to you.

Dialogue 7: Between a Waiter and a Customer

Waiter: Welcome sir. Please have a seat.

Customer: Thank you.

Waiter: How can I help you Sir?

Customer: Could you bring me menu card and a glass of water?

Waiter: Sure sir. Sir this our menu card.

Customer: Could you please tell me famous dish of your restaurant?

Waiter: Sure sir. Would you prefer veg. or non-veg. food?

Customer: Non-veg.

Waiter: Sir, Mughlai chicken is the best we have.

Customer: OK then, I'll have Mughlai chicken with tandoori naan.

Waiter: Would you like you order beverage?

Customer: Yes, one coke.

Waiter: OK Sir.

Customer: How long will it take?

Waiter: It will take 20 to 25 minutes.

Customer: Excuse me! I almost forgot to mention one thing.

Waiter: Yes please, tell me.

Customer: I want coke without ice.

Waiter: Sure sir.

Customer: Meanwhile could I get something to read?

Waiter: What would you like to read Sir?

Customer: Can I get a magazine?

Waiter: Yeah sure.

Assignments

The following information are given as a guidance for students to arrange some conversation with partners in asking and giving information about foods.

Exercise 1: Choose the correct answer.

1. Would you like __ ?

- more meat
- some
- some more meat please

2. Would you like __ more?

- a
- some
- the

3. No thank you. I've got __

- any
- enough

- too

4. I'm sorry, but I can't eat __

- any
- any more
- some

5. You haven't got __ meat.

- enough
- enough of
- some

6. Have you got __ ?

- enough
- enough of
- too

7. He's __ hungry.

- enough
- too
- too much

8. I'm sorry, but I don't want __

- any
- enough
- some

9. Would you like __ fruit or cheese?

- either
- or
- too much

10. I'd like __ potatoes and peas, please.

- both
- either
- or

Practice 2: Use this menu to practice ordering food in a restaurant. Have students swap out different food and drink items to modify the above dialogue, or let them create their own dialogues.

Joe's Restaurant

Starters	Price
Chicken Soup	\$2.50
Salad	\$3.25
Sandwiches - Main Course	
Ham and cheese	\$3.50
Tuna	\$3.00
Vegetarian	\$4.00
Grilled Cheese	\$2.50
Slice of Pizza	\$2.50
Cheeseburger	\$4.50
Hamburger	\$5.00
Spaghetti	\$5.50
Drinks	
Coffee	\$1.25
Tea	\$1.25
Soft Drinks - Coke, Sprite, Root Beer, Ice Tea	\$1.75

MUSIC & MOVIES

(PART 14)

Introduction

This part encourages the students to have a bility in starting a small talk about movies and share his ideas about it with other people in his daily intercourse. He or she will get an ability in understanding about movies in his daily life. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in talking about movies. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by giving them activities in starting a small talk with other others about movies;
- develop your students to get the strategies to comprehend and have skills of vocabularies about movies and share their ideas about movies with other people in their social intercourse;

- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk about movies they like and dislike. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “*movies*”. Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Teacher support information

Here are the examples questions if we talk about music with others

Question examples about Movies: Part A

1. Who is your favorite actor /actress? Can you talk to me a little bit about his /her movies?
2. What's your favorite movie? What's your favorite movie genre?

3. Do you watch movies on Netflix? What do you think about some Netflix Originals?
4. How often do you watch movies?
5. What's better for you? Going to the theaters or streaming a movie at home?
6. When was the last time you went to the movie theaters?
7. What do you think about movie applications such as Netflix or HBO Go?
8. Do you usually watch movie in illegal sites?
9. Do you think a movie app subscription is better than a cable subscription?
10. Have you ever watched independent films.

Question examples about Movies: Part B

1. What do you think about superhero movies?
2. Which movies are better, DC or Marvel movies?
3. Do you prefer to watch movies alone or with friends and family?
4. In your opinion, what's the scariest film ever?
5. What's the best comedy movie of all time?
6. What's the best horror film of all time?
7. Do you watch award ceremonies such as the Oscar?
8. Have you ever attended to a Film Festival?
9. What movie star would you like to meet?
10. Have you ever watched a movie more than three times?

Question examples about Movies: Part C

1. Have you ever watched the Exorcist?
2. Have you ever watched any of the Tarantino Films?
3. When was the last time you watched a movie?
Tell a little about that film?
4. Do you ever watch documentaries?
5. Do you think that people are willing to pay for subscriptions?
6. Have you ever cried during a film?
7. Do you buy DVD's or download movies?
8. What kinds of films do you not like to watch?
9. Do you prefer fiction or non-fiction films?
10. What popular film do you think it is a complete waste of time?

Question examples about Movies: Part D

1. What do you think about Hollywood Films?
2. Do you think there is too much violence in movies?
3. Would you like to be an actor? Why / Why not?
4. What movie do you really hate? Why do you hate it?
5. How much does it cost to see a movie in your country?
6. Do you think that films can be educational?
7. Who's your favorite director?
8. Can you give us three film recommendations?
9. Which do you prefer to watch movies or to read books?

Dialogues for Practice

Dialogue 1: Talking about Movie

Greg : James, Do you like watching a Movie?

James : Yes, I like it a lot

Greg : What kind of movie do you like?

James : Well, I like action and Comedy movie

I like them because they can lift up my energy
and release my stress.

Greg : Do you watch a DVD movie or in a Movie
Theater?

James : Sometimes, I watch a DVD movie and
sometimes in a movie theater.

Greg : How often do you buy a DVD movie?

James : I usually buy it once a week. But, if there is a
good DVD movie, I always buy it.

Greg : And do you often go to the movie theater?

James : Not really? If there is a really good movie, I
usually go and watch it with my friends.

Greg : What are the best action and comedy movies
you have ever watched?

James : Die Hard and Mr. Bean.

And how about you, Greg? What kind of movie
do you like?

Greg : Well. My favorite is romantic movie because
but sometimes I like horror, too.

James : Who's your favorite actor?

Greg : Leonardo Dicaprio

James : Do you prefer watching it through DVD or in
Movie theater?

Greg : I prefer watching it in a movie theater.

James : So, Let's go to movie theater someday.

Greg : That's a good idea. How about next week?

James : Yeah, that's fine.

Greg : Ok, see next week, bye

James : see you, too. bye

Dialogue 2: Talking about Movies

Person A: Hi James

Person B: H Laura

Person A: Do you still have your Netflix Subscription?

Person B: I still do, actually my brother is the one who pays for it.

Person A: I want to watch the new Season of Narcos, Narcos Mexico

Person B: so do you want me to give you my Netflix password?

Person A: Yes, I promise you that it will be only a day or two

Person B: Alright, Just let me know when you finish watching it.

Person A: Thanks

Assignments

Exercise A:

Choose one of your classmates to be your partner. Both of you are assigned to arrange a conversation with the topic of your favorite movies since you were a kid up to now. Both of you are active in asking and answering about your friend's questions

MUSIC

Introduction

This part encourages the students to have a ability in starting a small talk with other people in the topic of '*Music*'. He or she will get an ability in talking about kinds of music to someone in in their conversation. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

Outcomes

By the end of the meeting, you should be able to:

- develop your students' ability in speaking about muusic by giving them activities in practicing some dialogues with others about music;
- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

Teacher support information

Direct and guide your students in having some dialogues to improve their speaking in starting a small talk speaking about music with other people in his daily conversation. You can also analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “*music*”. Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

Useful Phrases for Practice

These following phrases are commonly used in speaking about *Music*.

Examples of questions about Music

- Who are your favorite bands or artists?
- How often do you listen to music?
- When was the last time you bought a song or album?
- Do you usually buy albums online or CD's from the store?
- Have you ever illegally downloaded music? Do you think it is okay or not okay to download music illegally?

- What kind of music do you listen to when you want to dance?
- What kind of music do you listen to when you are sad?
- Is there a certain song or type of music that makes you really energetic?
- Do you think music is getting better or worse?
- What kind of music will your kids listen to?
- What music did your parents listen to?
- How do you feel about your country's traditional music?
- Should people try to modernize traditional music?
- How is your country's traditional music different from other countries' traditional music?

Dialogues for Practice

Dialogue 1: Talking about Music

Tom : Do you like rap, Liz?

Liz : No, I don't like it very much. Do you?

Tom : Yeah, I do. I'm a big fan of Eminem.

Liz : I think I know him. Does he play the piano?

Tom : The piano? No, he doesn't. He's a singer!

Liz : Oh, I guess I don't know much about rap.

Tom : So, what kind of music do you like?

Liz : I really like pop music.

Tom : Who's your favorite singer?

Liz : Celine Dion. I love her voice. Do you like her?

Tom : No, I don't. I don't like pop music very much.

Dialogue 2: Talking about Music

A: What type of music do you like to listen to?

B: I like listening to different kinds of music.

A: Like what, for instance?

B: I enjoy Rock and R&B.

A: Why is that?

B: I like the different instruments that they use.

A: That's a good reason to like something.

B: Yeah, I think so too.

Assignments

The following information are given as a guidance for students to arrange some conversation with partners in asking and giving information about schedules and locations.

Exercise A:

You make a conversation with one of your classmates to be practiced in front of the classroom. Arrange two conversations. One dialogue is about old songs in Indonesia, your parents' favorite musics in their age. Another topic is about your both favorite music on your age.



SYLLABUS Lesson Plan

UNIVERSITAS KRISTEN INDONESIA Fakultas Sastra

Subject	: Persuasive Speaking
Code/Credits	: 21113112 (S1) & 22113112 (D3)/2
Study Program	: English Literature (S1) & Bahasa Inggris (D/III)
Subject Description	: This course is the beginning for the students to learn how to be active in speaking especially in expressing and talking about their opinion of various topics. In this subjects, the topics are deeper than the previous speaking class namely informative speaking. These topics are hoped to enhance their ability in oral communication to be active in talking in the classroom as well as can be applied in their lives outside of the class.
Main Goals	: The students are able to use many expression based on the topics they are about to talk actively as well as critically.

MEETING	MAIN TOPIC	MAIN GOAL	LESSON	REFERENCE
I	Small Talk	By the end of the meeting, you should be able to develop your students' ability in speaking by giving them activities in starting a small talk with other others in a new environment she or he is facing and develop your students to get the strategies to introduce themselves to other people in their social intercourse especially in a new area she or he knows.	<ul style="list-style-type: none"> • Strategies in starting a small talk; • introducing ourselves in a first meeting with new people • talking about various simple topics in daily life 	1) Jones, Leo. 1983. <i>Function of American English Communication; Activities for the classroom.</i> New York: Cambridge University. 2) Internet/Website

MEETING	MAIN TOPIC	MAIN GOAL	LESSON	REFERENCE
II	Asking and Giving Directions	Students are able in making conversation by asking and giving directions to other people in when someone doesn't know to get to a new place.	<ul style="list-style-type: none"> • Asking directions. • Giving directions • Polite expression in making conversation in the topic of asking and giving directions 	1) _____ [1990]. <i>Elementary Communication Games. Survey</i> : Thomas Nelson and Sons. 2) Internet/Website
III	Health and Illnesses	Students are able have ability to talk and describe about illnesses symptoms, health problems, sympathy, and giving and accepting advice of some health medicine and exercises to help the people in developing their health.	<ul style="list-style-type: none"> • Talking about illness symptoms • Talking Various Illnesses • Expressing sympathy about someone's illnesses • Giving and accepting advice for some advices concerning about improving health 	1) Ferres-Hanreddy, Jami and Elizabeth Whalley. 1996. <i>Mosaic One A Listening / Speaking Skills Book Third Editin</i> . Singapore: McGraw-Hill, Inc. 2) Internet/Website
IV	Schedules and Locations	Students are capable in expressing about plans, schedules, and locations where a plan to be executed.	<ul style="list-style-type: none"> • Talking about future plans • Talking about location (where an activity will be conducted, and the time (when the plan will be executed) 	1. Collie, Joanne and Stephen Slater. 1991. <i>Cambridge Skills for Fluency Speaking 2</i> . Cambridge: Cambridge University Press. 2. Internet/Website
V	Catching Up	Students are capable in to speak and act in front of the class as if they were in the real situation catching up an old friend whom he had not been meeting with for a long time.	<ul style="list-style-type: none"> • Talking about 'catching up' with an old friend • Asking about various activities of someone whom we've been apart from for a long time 	1. Jones, Leo. 1983. <i>Function of American English Communication: Activities for the classroom</i> . New York: Cambridge University. 2. Internet/Website
VI	Sightseeing	Students are capable to do the conversation with the topic about sightseeing especially when they are getting around some new tourism attractions.	<ul style="list-style-type: none"> • Talking about tourism destinations and attractions • Talking about some great places to visit • Talking about a trip to some tourist destinations 	1. Matreyek, Walter. <i>Communicating in English Examples and Models 3 Situations</i> . New York: Pergamon Press Inc. 1983. 2. Internet/Website

MEETING	MAIN TOPIC	MAIN GOAL	LESSON	REFERENCE
VII	Work and Abilities	Students are able to have ability in starting a small talk or make some dialogues with the topic about works and abilities.	<ul style="list-style-type: none"> Explaining about kinds of work Talking about what someone can do/experts Asking and answering questions about someone's job/work 	1. Kirn, Elaine. <i>A Competency-Based Listening / Speaking Book 4: Cross-Cultural Communication</i> . Singapore: McGraw-Hill, Inc. 1991. 2. Internet/Website
VIII	Geography	The students are capable in to talk about world or geography especially any descriptions of a place/location.	<ul style="list-style-type: none"> Talking about geography Describing about a specific location to someone where he is heading to 	1. Matreyek, Walter. <i>Communicating in English Examples and Models 2 Notions</i> . New York: Pergamon Press Inc. 1983. 2. Internet/Website
IX	Neighborhood	Students are capable in starting a small talk and to do some conversation with the topic about neighborhood.	<ul style="list-style-type: none"> Making a conversation to a new people Get a long with our new neighbors 	1. Coffey, Margaret Pogamiller. 1983. <i>Fitting In</i> . Regent/New Jersey: Prentice Hall. 2. Internet/Website
X	Changes	Students are capable in asking and telling other people about some changes in life.	<ul style="list-style-type: none"> Talking about like and dislike of many changes in his life. Talking about biggest changes in life 	1. White, Ronald V. 1979. <i>Functional English Consolidation</i> . Hongkong: Thomas Nelson and Sons. 2. Internet/Website
XI	Complaints	The students are capable in making and accepting complaints.	<ul style="list-style-type: none"> Making complaints Handling any complaints Expressing apologies for any various complaints in workplaces 	1. Richard, Jack C. & David Bycina. 1984. <i>Person to Person</i> . New York: Oxford University. 2. Internet/Website
XII	Family	The students know how to tell other people about his family and the activities that our family members usually do in daily lives.	<ul style="list-style-type: none"> Asking about news of someone's families Describing about the characters of our family members/siblings 	1. Coffey, Margaret Pogamiller. 1983. <i>Fitting In</i> . Regent/New Jersey: Prentice Hall. 2. Molinsky, Steven J. & Bill Bliss. 1987. <i>Express Ways English Communication</i> . New Jersey: Prentice Hall. 3. Internet/Website

MEETING	MAIN TOPIC	MAIN GOAL	LESSON	REFERENCE
XIII	Food & Beverages	The students have ability in starting a small talk with other people in his environment about food and beverages she or he may like and dislike.	<ul style="list-style-type: none"> • Giving information about foods and drinks. • Talking about the reasons why someone likes or dislikes any foods and drinks. 	<ol style="list-style-type: none"> 1. Hanreddy, Jami & Whalley, Elizabeth. 2007. <i>Mosaic 1 Listening/Speaking</i>. New York: McGraw-Hill Companies, Inc. 2. Internet/Website
XIV	Music & Movies	The students are able to talk and tell other people about musics and movies.	<ul style="list-style-type: none"> • Telling about musics • Talking about movies. • Describe about favorite musics and movies. 	<ol style="list-style-type: none"> 1. White, Ronald V. 1979. <i>Functional English Consolidation</i>. Hongkong: Thomas Nelson and Sons. 2. Internet/Website

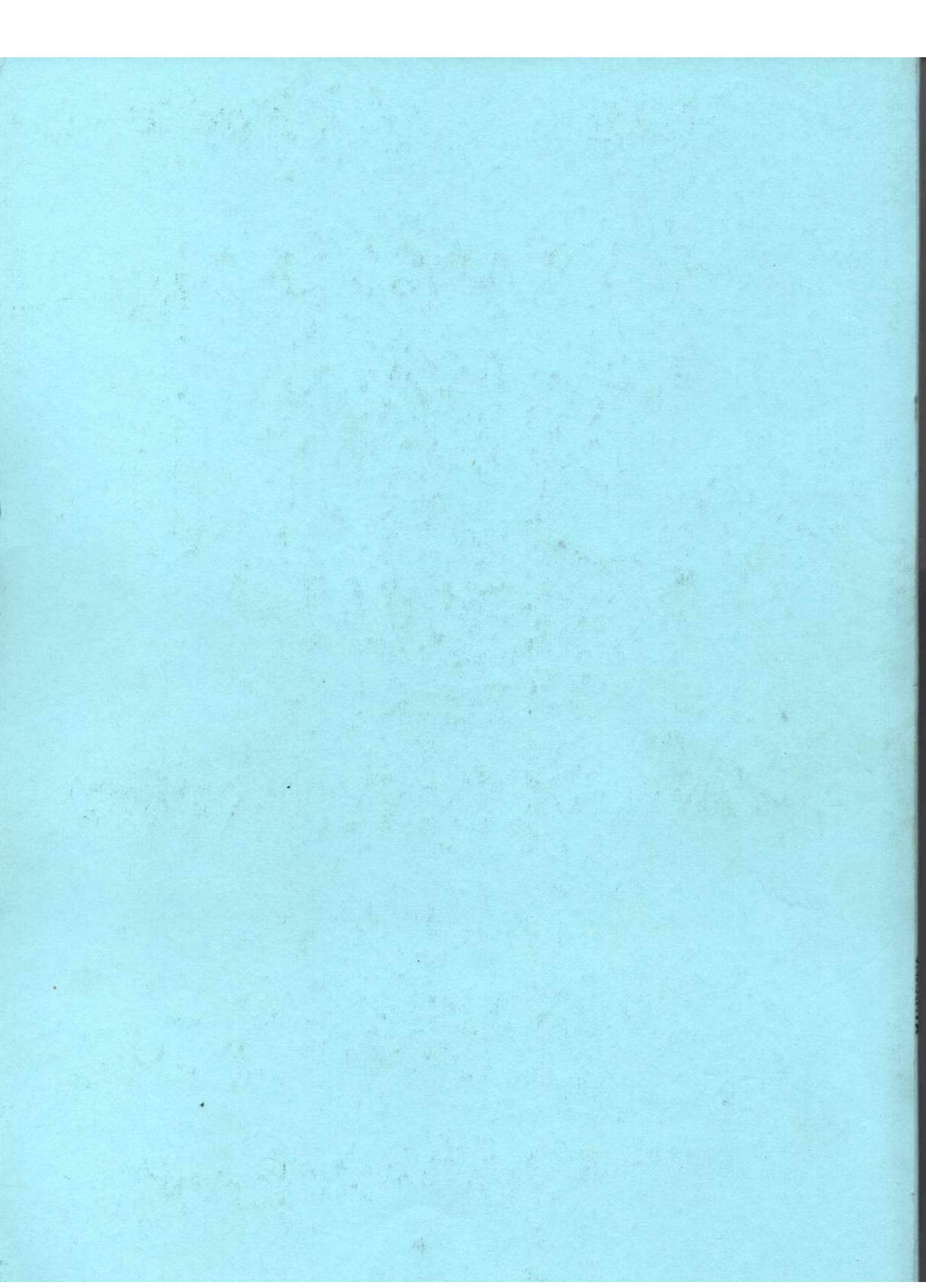
REFERENCES

Books:

- Ferres-Hanreddy, Jami and Elizabeth Whalley. *Mosaic One A Listening / Speaking Skills Book Third Editin*. Singapore: McGraw-Hill, Inc. 1996.
- Hadfield, Jill. 1990. *Elementary Communication Games*. Surrey: Thomas Nelson and Sons.
- Hanreddy, Jami & Whalley, Elizabeth. 2007. *Mosaic 1 Listening/Speaking*. New York: McGraw-Hill Companies, Inc.
- Jones, Leo. 1983. *Function of American English Communication*; Activities for the classroom. New York: Cambridge University.
- Kirn, Elaine. *A Competency-Based Listening / Speaking Book 2: English in Everyday Life*. Singapore: McGraw-Hill, Inc. 1991.
- Matreyek, Walter. *Communicating in English Examples and Models 2 Notions*. New York: Pergamon Press Inc. 1983.
- Matreyek, Walter. *Communicating in English Examples and Models 3 Situations*. New York: Pergamon Press Inc. 1983.
- Molinsky, Steven J. & Bill Bliss. 1987. *Express Ways English Communication*. New Jersey: Prentice Hall.
- Pile, Louise & Lowe, Susan. (2005). *Intelligent Business: Teacher's Book*. England: Pearson Education Limited.
- _____. 1990. *Elementary Communication Games*. Surrey: Thomas Nelson and Sons.

Websites:

- <http://www.elementalenglish.com/>
<http://www.fluentu.com/>
<http://www.merriam-webster.com/>
<https://www.eslfast.com>
<https://www.everplans.com/>
<https://7esl.com>



AUTHOR'S VITA



The author is a assistant of professor teaching at Universitas Kristen Indonesia, Cawang, East Jakarta, Indonesia. His interests in research are Linguistics, Cultures, and also Sociolinguistics. He graduated his master degree majoring in Translation studies (Applied Linguistics). Since 2010, he has taught English language and Literature in several universities in Jakarta. He was born in a suburb named Binangara, Medan, North Sumatera, Indonesia. Before he continued his study to University, he had worked as an employee in many private companies, universities and schools such as Hotel Polonia Medan, Danau Toba International Hotel at Medan, PT. Mitra Adi Perkasa, PT. KDS Cibitung Indonesia, SMA dan SMP Yadika 9 Bekasi, SMP Tunas Harapan Bekasi Utara, Hook on Phonics Nort Jakarta, Universitas Gunadarma Jakarta, AKOMRTVi Jakarta, and many English courses.

Starting from 2010 until now, he has written some papers or researches entitled as follows:

1. *An Analysis of Noun Clause*
2. *An Annotated Translation of Sharon M Draper's Out of My Mind*
3. *Ketepatan Terjemahan Kolokasi Bahasa Inggris ke dalam Bahasa Indonesia Menggunakan Google Translate*
4. *The Psychological Approach of Melody in Novel Entitled Out of My Mind by Sharon M. Draper*
5. *The Use of Rude Words by Indonesian Teenagers: A Sociolinguistic Case*
6. *An Implementation of Neuroscience in Learning English "tobe" for English Learners in Indonesia*
7. *The Translation of English Helping Verbs into Bahasa Indonesia – A Descriptive Analytical Translation*

He also has some books as the following titles:

1. *"Say It" – Pengucapan Dasar Bahasa Inggris.*
2. *Cinta dan Kehidupan Vol.1 "Lika-Liku Kehidupan.*
3. *Cinta dan Kehidupan Vol.2 "Love n' Friendship"*

My Best Regard,

A handwritten signature in black ink, appearing to read "Gunawan Tambunsaribu".

Gunawan Tambunsaribu, S.S., M.Sas

