

LET'S THINK-PAIR-SHARE AND PLAY A ROLE

A Handbook for Advanced Speaking Class



Budiarto

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First Edition

Note to the Readers

Let's Think-Pair-Share and Play a Role is adapted from Dugas and DesRosier (Speaking by Speaking: Skills for Social Competence: 2010), Day and Yamanaka (Impact Issues : 2001), Day, Yamanaka, and Shaules (Impact Values: 2002), Jones (Let's Talk 3: 2008), Browne, Culliganand Phillips (A Vocabulary, Reading and Critical Thinking Skills Course: 2013), Jack. C. Richards (Interchange 3. Toronto, Canada. 2005), Dummet et. al. (Life: Upper-Intermediate Level. Indonesia Edition: 2016), Richards (Interchange 3: 2005), Richards and Bohlke (Speak Now 4 Workbook: Speak With Confidence: 2013), and Malcolm (IELTS for Academic Purposes Practice Test: 2009).

This book consists of 12 units. The materials selected and adapted by the author are specifically designed for making students as the centre of classroom activities.

One of techniques used in communicative approach is Role-Play, which is presented at the end of each chapter. A good Role-Play must encourage students to give their opinions supported by their arguments. Students are required to talk a lot about various topics, give reasons for their statements, and debate other students when they cannot accept certain ideas. In order to do it, students need cooperative learning through Think-Pair-Share technique, so that the quality of their role-play will be better. However, teacher may use different techniques or approaches.

Bogor, March 2021

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UNIT 1

Small Talk and Invitation



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. What is the most interesting topic about small talk?
2. Which topic do you think you should avoid? Why?
3. What kinds of invitation have you ever received?
4. Is it polite to reject an invitation because you are too busy?

Activity 2

Matching Questions with appropriate responses

Please match sentences or clauses 1-5 with related answers a-f.

1. How long since you stopped smoking?	a. but why is your arm in a sling?
2. I know the problem is none of my business,	b. It's been quite a while.
	c. Well, I think I can make it.
	d. a glass of pineapple juice?
	e. It couldn't be better.

3. What do you think of the weather today?	f. but that's a very nice suitcase.
4. Can you come to our party this Sunday?	
5. Please have a seat,	
6. How about	

Activity 3

Reading for Discussion

Small Talk: The Mighty Ice Breaker

One of the most important aspects of networking is the small talk that occurs at networking functions. The small talk acts as an ice breaker to open up the initial conversation between strangers. This initial conversation is important. It is the first opportunity to grow a mutual connection that may lead to future referrals.

Locubreviphobia

This big word is the fear of making small talk, often resulting in the sufferer avoiding social and networking events. Many people simply dread the thought of having to carry on conversations with people they do not know. It is easy to label these people as shy. However, only a small minority of people are too shy to enjoy talking with others. Most people are not afraid to talk; they are just intimidated by the task of finding something to talk about.

For this reason, business owners need to stay on top of pop culture and current events. The latest issues and stories in the news are great ways to break the ice and help you find common ground with a person you may never have met before and with whom you may not have much in common. But with the media explosion, it's increasingly difficult to have a firm grasp on water-cooler talk, particularly when it comes to conversations with people in different age brackets. So, how

do you start — and maintain — a conversation at a networking or other event with someone you don't know at all?

Just ask questions as an ice breaker

This sounds simple because it is. A great way to get people to talk is to ask a few “feeder” questions that will help you learn what the other person is interested in. Simply hone in on that subject. You don't have to know anything about the topic to converse about the topic. You just have to know enough to ask the questions.

It's easier you think. Online news sites have set up their pages with easy-to-read convenient categories, such as Top News, Sports, Entertainment, and Tech. Either at night or first thing in the morning, just take a few minutes to read the headlines, and maybe the first one to two sentences. You'd be surprised how much you can learn about “what's hot” from just a cursory glance. You have enough information to start asking questions and conversing with someone new.

Make the other person feel like an expert

I still remember when I realized the value of asking questions and letting someone answer them. I was flying for business, and just before taking off, I struck up a conversation with the person seated next to me. I'm not sure what started the conversation, but I wasn't familiar with the business he was in, and I asked a question. That question led to another, then another until the end of that two-hour flight. I realized that he had “small talked” during the entire flight. We made a good connection, I had learned something new, and, as we were gathering our belongings, he complimented me for being a good conversationalist.

A savvy networker, Susan RoAne, reads the sports section in her newspaper from cover to cover every single day, even though she has zero interest in sports. “Why on earth would you subject yourself to this?” I asked her, as I am admittedly not a sports fan, either. She replied, “My networking functions are primarily attended by men. I don't want to stay on the sidelines while important conversations are going on, conversations that invariably start with a discussion about last night's game.”

Take a few minutes each day to browse enough headlines to arm you with enough knowledge of current events, pop culture — and yes, even sports. Use this knowledge as an ice breaker to ask questions and

get conversations flowing. Using small talk is simply a good networking strategy. As a bonus, you'll learn a lot from these conversations you might never have learned otherwise.

(Source: <https://ivanmisner.com/small-talk-the-mighty-ice-breaker>)

Questions:

1. What can you learn from this reading?
2. What are the important points in each paragraph?
3. Which points are applicable and which ones are not? Why?
4. Can you give example, which situation or point have you ever experienced or seen directly in your social life that you think is the most essential aspect?

Activity 4

Completing a dialog based on a situation

Situation: two strangers are in a post office queue

A: You are wearing Led Zeplin T shirt. Is it your favourite band?

B: _____

A: How do you know that hard rock band?

B: _____

A: Can you tell me where can I buy Led Zeplin T shirt?

B: _____

A: Well, I am a jazz fan. I'd prefer buying a ticket for a music concert than buying a Led Zeplin t shirt.

B: _____

A: I'm just making small talk. We've been waiting in this line for fifteen minutes.

B: _____

Tips for socializing. Can you add more tips?

- 1) If you see someone wearing a sports cap or jersey, ask how his team is doing.
- 2) If you see a well-dressed person, pick out a piece of the outfit that gets your attention and ask about it.
- 3) A bus stop, train station, grocery store, elevator lobby, or post office is a great place to make small talk.

Activity 5**Interviewing some classmates**

Ask some of your friends the following questions:

1. How do you spare your leisure time?
2. Do you spend time studying than playing an online game?
3. Do you think most students nowadays spend less time on education because of social media? How do you know?

Activity 6**Completing a table**

Complete the following table on how you use your time on an average weekday and explain it.

Activities	Hours/ days	Reasons
Doing house chores		
Playing video games		
Browsing the internet		
Watching videos on YouTube		
Making a call		

Useful expressions

(spend + time + verb-ing)

- I spend 30 minutes putting on my makeup.
- I would literally spend about an Hour a day commuting back and forth to campus.
- I spend approximately 3-4 hours studying and doing homework every day.

Activity 7**Comparing and discussing information**

The following is information about a small talk in the US. What are the similarities and differences between a small talk in the US and in our country?

1. Americans often have short conversations, called small talk, with strangers they meet. Such chats occur at bus stops, on buses, in elevators, while waiting in line—almost anywhere that strangers.
2. They usually cover a broad range of topics, such as weather, customer service, movies, TV shows, or consumer products.
3. Personal questions about money, family, religious beliefs and politics are off limits during these conversations.
4. It's best to ask open-ended questions. If you ask visitors whether they like your city, they may say simply, 'Yes.' But if you ask 'What do you think of our city?' they will have more freedom in answering. This type of question also shows that you are interested in their opinion.
5. Americans end many conversations with the phrase 'Have a nice day' or 'Have a good day.' Store clerks often say this to

customers after purchases are made. It might sound insincere, but studies have shown that it makes many people feel better.

Activity 8

Giving appropriate responses in real communication

With a partner, take turns completing the answers to the questions.

Which questions are normally asked in your culture?

1. Why won't you come to our dance party?

I'm sorry.

Do you know the air hostess? Yes, but.....

.

2. Why are you staring at me?

It's because that jacket

3. Why are you leaving?

I'm exhausted. Let's

Useful expressions

Comparison (Similarity)

- (Both) A and B have similarities, for example
- They are similar due to a number of reasons, for instance
- In many ways, A and B are the same, but
- In many ways, A and B are just similar. However,

Contrast (Difference)

- A and B differ are quite different. As you can see
- They are different because of some factors, such as
- I know they are not the same because
- A is not like B. As you can see
- Unlike A, B is

- In contrast with A, B is
- In comparison with B, A is less
- In comparison with A, B is more
- Compared to B, A is more

Activity 9

Looking into similarities and differences

Please develop the useful expressions to compare some famous people such as actors, politicians, singers, comedians, etc. Compare the descriptions in group. Why you prefer one person over another based on certain criteria.

Activity 10

Role play

You are going to hold a school reunion party, but you must adjust the time first. After you have adjusted the time, you talk about what the topic of your party is, what kinds of activity or entertainment that you will do and how do you organize it. Develop the situation like a real communication.



UNIT 2

Describing Appearance and Recognizing People



Activity 1

Warming up

Let us begin our lesson by answering the following questions.

Is physical appearance important for you?

Why do women need make up?

Do you always look at a mirror before meeting people? Why?

Activity 2

Matching Questions with appropriate responses

Please match sentences or clauses 1-5 with related answers a-e.

1. I am sorry to say	a. Let me take a look.
2. You look	b. your cat died.
3. I do not feel good.	c. white as a ghost.
4. I have a splinter in my finger.	d. you look fine.
5. To all appearances.	e. What seems to be the problem?

Activity 3

Create five sentences by developing phrases in activity 2.

Please compare your sentences with a partner than practice speaking with him or her.

Activity 4

Completing a dialog based on a situation

Situation: Two girls are in their apartment getting ready for a music festival.

A: What do you plan to wear?

B:

A: We have to look awesome. I am going to wear my black leather jacket and sneakers.

B:

A; Are you going to get closed to the stage?

B:

A: I want to look fabulous. What do you thing about my hair?

B:

A: Is it okay to wear these sun glasses. I have five eye glasses, which ones look good on me?

B:

A: Are we ready to go now? I have bought two tickets for us.

B:

Tips about appearances. Can you add more tips?

- Casual wear is not appropriate for job interviews.
- Good posture conveys a sense of dignity and optimism.
- Think about wearing the right thing for the right occasion.

Activity 5

Describing a classmate

Pick up one or two of your classmates to describe kinds of hairstyles, what they are wearing, how tall, etc.

Useful expressions in giving an opinion:

- This wonderful gown is his favourite.
- I like that large old green wooden kitchen table, but I don't like the table cloth. The pattern is just like my shirt.
- Most students in our class like the model with short blonde-hair.
- This lovely young girl with braids is my niece.
- They like long straight black hair.

Activity 6

Responding to facts.

Respond to the following facts and discuss with your classmates. Do you agree or disagree with them?

1. There is a saying, "Beauty is in the eye of the beholder." This means that everyone has a different opinion of what is beautiful.
2. To say a woman is very attractive, one can say that she's gorgeous, beautiful, or stunning.
3. It is also okay to say that a man is cute or adorable.

4. If you know a person and their family, then you can describe them by comparing them to their relatives., for example by saying you could say, "He takes after his father."
5. An extrovert is very outgoing, talkative, and assertive.
6. An introvert is more quiet or shy.

Activity 7

Reading for Discussion

Read the article and discuss the answers to the questions in group.

Seven Negative Side Effects of Plastic Surgery

When most people think of plastic surgery, they only think of the perfectly smoothed, flawless result. The risks involved are almost always overlooked, or brushed off with the adage “pain is beauty” or the like. Even with all of the outstanding progress that has been made regarding the technology surrounding plastic surgery, there are many facets of danger—including simple human error. Millions of cosmetic procedures are performed each year, and many without incident. Though this is normally the case, it is not possible to overlook the risks that are involved with taking part in such invasive procedures.

1. Surgical Risks

Implant rejection, blood clots, scarring, skin necrosis, nerve damage, and pigmentation are all risks associated with this type of surgery. Smokers may also face the risk of an extended amount of healing time, while those with any vascular conditions will need a longer healing plan as well. Shock, respiratory failure, and cardiac arrest are all things that can happen right on the operating table. There are also a few cases in which a surgeon has accidentally left a tool inside of the patient’s body—and sewed it up. This will lead to infection and will require additional surgery in order to remove it.

2. Huge Financial Costs

Plastic surgery is not a cheap thrill by any means. Many procedures cost tens of thousands of dollars, and the cost only goes up with the experience of the doctor and the intricacy of the procedure. The patient will need to take time from work in order to make a full recovery. Small procedures may take a few days to heal while other more detailed procedures may take weeks for the body to fully recover—this is (normally) all time that is taken off from a full time job, a huge financial loss.

3. Emotional Damage

Those who undergo plastic surgery run the risk of missing the feeling of fulfillment after they have undergone their procedure. Those who did not feel satisfied often went back to have additional work done. When the procedure yielding results other than those expected, the patient may also feel resentment or anger toward their doctor.

4. The Risk of the Procedure Going Wrong

As with everything, there is always a risk that it just doesn't turn out exactly as planned, no matter how much time and thought went into it. Many times individuals will end up with some very heavy psychological repercussions when a procedure did not end up looking the way that they visualized. The physical features can end up severely distorted, causing the patient to seek treatment and medications to deal with it. There are many cases of plastic surgery gone wrong, so a simple internet search will yield all of the proof needed.

5. Physical Pains

The most popular complaints of physical pain from those that have undergone plastic surgery include nausea, vomiting, headaches, and prolonged pain. Over time these pains can go away, but in a rare case one or more pains can linger. There will also be pronounced inflammation around the area in which the procedure was performed. This is the reason that the timeline associated with healing from a traumatic event to the body can vary widely from person to person.

6. Blood Loss

This is one of the most common concerns related to plastic surgery. Extreme blood loss is indicative of something going extremely wrong atop the operating table. Large amounts of blood loss can lead to organ failure or even death. Though this is not the outcome in most cases, it still remains a negative point as a possibility when making the decision to go under the knife.

7. Possible Allergic Reactions

It is vital that the patient who is undergoing surgery know all of their allergies. This could be allergies to materials like certain metals or latex or even medications. When post operational medications cause an allergic reaction, the patient could be confined to their bed for weeks.

What Else Do You Want to Improve About Yourself?

Source: <https://www.lifehack.org/450603/7-negative-side-effects-of-plastic-surgery>

Questions:

1. What can you learn from this reading?
2. What are the important points in each paragraph?
3. Which points are applicable and which ones are not? Why?
4. Can you give example, which situation or point have you ever experienced or seen directly in your social life that you think is the most essential aspect?

Activity 8

Saying what you think and getting other's opinions.

Answer Y/N (Yes or No) to the following questions, and then interview your classmates. Finally, explain your own answers.

No.	Questions	Your answers	Student A	Student B
1.	Do you think plastic surgery makes people look more attractive?	Y/N	Y/N	Y/N
2.	Is skin color important for you?	Y/N	Y/N	Y/N
3.	Do you approve of cosmetic surgery?	Y/N	Y/N	Y/N
4.	Would you consider cosmetic surgery for yourself?	Y/N	Y/N	Y/N
5.	Can plastic surgery help someone's career?	Y/N	Y/N	Y/N

Useful expressions

- There are three ways to improve your body image. First, you need to learn to appreciate
- I am taller than average, because
- There are advantages and disadvantages of plastic surgery.

Activity 9

Telling your own perspective about plastic surgery

Please express your opinions about plastic surgery. Discuss your opinions in group to tell what you think and feel about plastic surgery.

Activity 10

Role play

Situation: Your friend is going to have a plastic surgery because she wants to be a famous artist. She has some talents, but she does not feel confident because there are some competitors that look more beautiful and have more talents too. Develop the situation like a real communication.



UNIT 3

Go Shopping



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Is shopping your favourite activity?
2. What will a clerk say when you have finished your transaction in a supermarket?
3. Do you prefer to purchase an item because you need or just because it is on sale?
4. Will you keep a receipt only for an expensive purchase?

Activity 2

Matching Questions with appropriate responses

Please match sentences or clauses 1-5 with related answers a-f.

1. I'd like to try this on. Is it on sale?	a. This one suits me. It is not too loose.
2. Do have one in blue?	b. Sure. It is 25 percent off.

3. We have leather and cotton, but that one looks great on you.	c. Yes. That color might cheer you up.
4. What size do you take?	d. Right. This material is soft. Is it made of deer skin?
5. Do you prefer this tie?	e. I like the color, but it is too tight for my neck.
6. You'd better try these shoes,	f. They have high heels.

Activity 3

Creating sentences

Develop the useful phrases in activity 2 into five sentences. Compare the sentences with your classmates.

Activity 4

Completing a dialog

Please complete the dialog about buying shoes.

A: Excuse me. I am looking for a pair of shoes.

B:

A: I prefer wing tips than loafers.

B:

A: These ones are fabulous, but they are too pricy.

B:

A: Which ones are selling for a great price, but look good on me.

B:

A: I'll take them. Do you accept VISA?

B:

These are tips for shopping. Can you give more tips?

- It is not a good idea to go grocery shopping when you are hungry.
- You can sometimes find priceless artifacts at garage and tag sales.
- Finding and using coupons can save you thousands of dollars in your lifetime.

Activity 5

Interviewing some classmates

Ask some of your friends the following questions:

1. What's your shoes' size? Are they easy to find?
2. What items do you usually buy for a gift?
3. Can colors of clothes influence your mood?
4. What are advantages and disadvantages of online shopping?

Activity 6

Making a statement

Please complete the following statements about shopping.

1. It turns out that most of what we need
2. It seems to me that most customers at a shopping mall
.....
3. Have you found any way to get?
4. That's too bad. I'm afraid you

Useful expressions

- I am not a coach potato, if that's what you mean.
- We would be delighted if you could join us.

- If we didn't use the internet, it would be harder to make a profit.
- If I had a magic carpet, I'd like you to go to a magic land.

Activity 7

Comparing and discussing information

The following is information about on the internet. Is this information still relevant for the most current situation? Please explain or give examples.

1. People will buy a product at a supermarket if the price of the item is a bit lower or the same as the one available online.
2. Transaction on the internet is safer than transaction at a supermarket.
3. Facebook is the best way to promote your products.
4. Internet banking is safer than before, so that you don't have to go to the bank anymore.
5. Withdrawing money from ATM is not popular anymore.

Activity 8

Group discussion

Form a group of three or four, compare and discuss your answers. When ready, one member of a group shares information to the whole class.

Activity 9

Reading for Discussion

Warning about the use of ATM

In January 2018, the U.S. Secret Service, as well as major ATM vendors Diebold Nixdorf and NCR, issued urgent warnings about the

threat of attacks on ATMs. These warnings were notable because of the nature of the threat: criminals were said to be planning to plant malware on ATMs or connect special devices to control cash dispensing.

A few months earlier, in October 2017, a series of such attacks had occurred in Mexico. The attackers specially prepared a malware-laden hard drive in advance and switched it with the ATM's original hard drive. To restore the connection with the cash dispenser in the ATM, the attackers emulated physical authentication, which is needed to confirm that authorized access to the ATM's internal safe has been obtained. With the help of a medical endoscope, the attackers succeeded in manipulating the dispenser sensors. According to NCR reports, Black Box attacks were also recorded during this same period. Instead of switching out the ATM hard drive, the attackers connected a special device (a "Black Box") to send commands to the cash dispenser, from which cash was then collected by the attackers. In January 2018, these attacks spread to the United States.

What these incidents had in common was that, instead of trying to physically pry cash out of ATMs, the attackers emptied their targets with the help of malware or special hacking devices. Such logic attacks require greater technical skill and preparation, but reward criminals with a quiet method of theft that brings a lower risk of being caught.

While logic attacks are a newcomer to the United States, they have long plagued the rest of the world. The first reports of in-the-wild ATM malware came in 2009, with the discovery of Skimer, a Trojan able to steal funds and bank card data. Ever since, logic attacks have become increasingly popular among cybercriminals. This trend is underscored by the European Association for Secure Transactions (EAST) report on 2017 ATM attacks. Compared to 2016, the number of logic attacks in Europe tripled in 2017, with total damages of €1.52 million.

Skimer, used in the very first attacks, is still under active development today. Other malware families—including GreenDispenser, Alice, Ripper, Radpin, and Ploutus—have appeared as well. All these are available on darkweb forums. With prices starting at \$1,500, such malware is relatively expensive. But the potential profits are enormous. Attackers can recoup their initial costs with even one

successful theft. Meanwhile, malware developers are adapting their "products" to an ever-growing variety of ATM models. CutletMaker malware, first spotted in 2017, was sold openly together with detailed instructions for a price of \$5,000.

The most important thing about ATM malware is not its inner workings, but the installation method. The first step for protecting banks and their clients is to identify potential infection vectors and vulnerable components. In this report, we will share the results of ATM security analysis performed by our company in 2017–2018, discuss different types of possible logic attacks identified during such work, and provide recommendations for securing ATMs.

(Source: <https://www.ptsecurity.com/ww-en/analytics/atm-vulnerabilities-2018>)

Questions:

1. What can you learn from this reading?
2. What are the important points in each paragraph?
3. Which points are applicable and which ones are not? Why?
4. Can you give example, which situation or point have you ever experienced or seen directly in your social life that you think is the most essential aspect?

Activity 10

Role play

Create your own situation about consumer habits online or in conventional shopping, and then play a role in front of the classroom.



UNIT 4

Reaching Agreement and Negotiation



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Do you think to reach an agreement you need to appreciate someone's opinions?
2. Do you always make an agreement before deciding an important matter? Why?
3. Is agreement always about business?
4. What kinds of agreement that you know?
5. Can you give one example based on your experience?

Activity 2

Completing sentences

Please complete the sentences with suitable expressions provided in the box.

Let me clarify this.	Is it acceptable?	Make yourself comfortable.	the matter is settled.	meet people halfway	What did you say?
----------------------------	----------------------	----------------------------------	---------------------------------	---------------------------	-------------------------

- Welcome to the Mediation Works Service.

- I can't hear you, please turn down the background music.

- As a game designer it is required to play computer games.
_____ I know when to play and when to work.
- If you _____, it means you accept some of points before coming to an agreement with them.
- You must turn off background music during video conference.
_____?
- This mediation is not free. You must pay as soon as
_____.

Activity 3

Identifying people's feelings or characters.

Use some of the phrases in the box to identify someone's feelings or characters.

embarrassed	discouraged	furious	humiliated	relieved
thrilled	amused	annoyed	enthusiastic	pleasant
faithful	thoughtful	frightened	depressed	weary

For example:

People will feel **embarrassed** when they are making a big mistake in front of audience.

Activity 1

Agreement and disagreement about feelings or characters

Compare the results in activity 3 with your classmates. Are there any similarities or differences. Which ones do you agree with and which ones you don't. Please explain or give examples.

Activity 5

Discussing available information

Discuss the available information in group and explain or give examples based on your own perspectives or experience.

1. Mediation is an effective method to resolve conflicts.
2. People need to call a mediation service if they cannot come to an agreement.
3. In a family, the best mediator is your parent.
4. To manage the resolution process, a mediator needs reliable information.
5. Resolving conflicts as soon as possible helps avoid major problems and allows us to get on with our lives.

Activity 6

Completing sentences about agreement and disagreement.

Please complete the sentences based on the phrases provided in each number.

1. I should be fine if
.....
2. It is not negotiable to
.....
3. Please hear me out because
.....
4. Let's settle this conflict.
.....?
5. We won't be willing to compromise if
.....

Activity 7

Activity 7: Comparing the results

Compare the answers in activity 6 with your classmates. Why are there differences or similarities? Please explain.

Activity 8

Interviewing a classmate

1. Please interview one of your classmates about consultation and resolving a conflict.

2. Have you ever had an experience about seeking an advice?
What was that about?
3. Will you seek advice about friendship from your classmates?
Why?
4. Will you accept it when someone asked if you could help him
to write a contract, but you didn't know the real problem?
5. Before signing a contract, do you need to know who must be
involved?

Activity 9

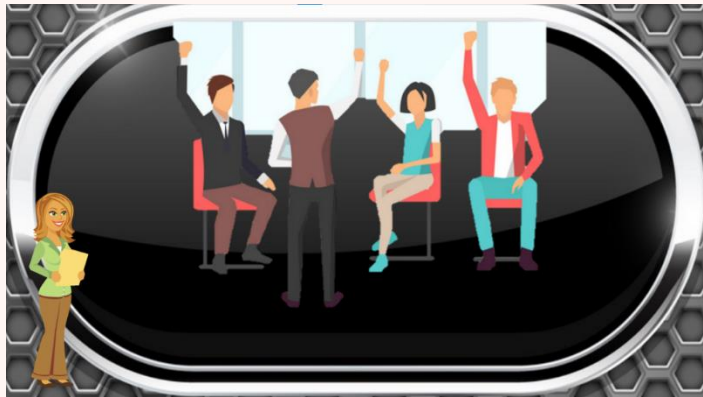
Sharing information from available resources.

Read some statements about negotiating solutions. Are the statements relevant with our culture? Explain and give some examples when there are similarities and differences.

1. Different desires are sources of conflict, and most
disagreements are unavoidable.
2. How we handle conflicts becomes a factor in our quality of life.
3. Many people spend much of their lives angry and hostile
because they do not get what they want.
4. Disagreement can be settled so that only one side wins.
5. We may negotiate with our friends to see what we will do
together in a certain activity.

Activity 10**Role play**

Create your own situation about a negotiation, and then play a role in front of the classroom.



UNIT 5

Culture



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Have you ever adapted the way of your life when you moved to another place?
2. What would be specifically your biggest problem with culture supposed you lived in another country?
3. Do you think you need to learn the language to comprehend certain culture? Why?
4. Can information from the internet help you to understand culture without visiting a place? Give examples.

Activity 2**Reading for Discussion****Coping With Culture Shock**

Keep an open mind and a sense of humor. While people in the U.S. may do or say things that people in your home country would not, that doesn't mean they're strange or unapproachable. Americans like to talk, laugh and makes jokes. Talk with your friends and your employer. They will be understanding and supportive. Try to make friends with other Americans as well as people from other countries. Try new things and take the cultural differences in stride.

Stay positive! Remember why you wanted to participate in the program in the first place. You came here to learn and experience life in the United States. This may be a once in a lifetime opportunity, so put yourself out there. Try to speak English as much as possible. It might be difficult at first, but with regular practice you will learn more.

Take care of your health. Relax when you feel stressed by listening to music, taking a long walk, reading a book, or enjoying a hot shower. Get plenty of sleep. Eat a healthy diet and exercise regularly. Take vitamins to stay healthy, and wash your hands often. Consider writing in a journal to remember the best experiences and work through the difficult ones.

Speak English during your program. You may be uncomfortable with your skills and even feel embarrassed, but you will quickly notice that people will be patient and positive when correcting your mistakes, and your English abilities will improve by understanding these mistakes. Everyone will admire you for your willingness and desire to improve. As you learn, you will become more confident about interacting with your surroundings. Everything will get easier with time and practice. A new world of possibilities and experiences will open up for you. And because everyone around you speaks English, speaking English will enable you to make friends with people from many cultures. These friendships are some of the most rewarding elements of the program, and are a great way to overcome culture shock.

Don't keep silent if you need help. Talk to someone. When you're feeling the stress of culture shock, it often helps to talk about these feelings. A friend, co-worker, colleague or InterExchange staff member

can help ease your worries just by listening. Keeping quiet or sticking to your native language can further isolate and alienate you from your surroundings.

(Source: <https://www.interexchange.org/american-culture/cultural-customs-us/>)

Questions:

1. What can you learn from this reading?
2. What are the important points in each paragraph?
3. Which points are applicable and which ones are not? Why?
4. Can you give example, which situation or point have you ever experienced or seen directly in your social life that you think is the most essential aspect?

Activity 3

Accepting or rejecting advice

Which of the following statements do you agree and disagree? Why?

1. Don't let people get on your nerve, so please try to understand them instead of understanding you.
2. Don't judge the entire country by the actions of one or a few.
3. Do have a spirit of humility and the desire to meet and talk with the locals.
4. To avoid a huge cultural gap, someone needs to follow anything in that culture, even drinking alcoholic beverage that is forbidden in his culture.
5. If someone asks you to go to a bar you will join but without drinking liqueur.

Activity 4

Interviewing a classmate

Please interview two or three of your classmates about they feel when they move to a new country, college, city, etc. Then report the interview results to the class.

1. How did you feel when you left home for the first time in a new place?
2. What you are away from your family, how do you reduce loneliness?
3. What made you feel like “a fish out of water” at the very beginning when you moved to another city or country?
4. After living in a new place for a while, did you feel better or worse?

Activity 5

Reflection based on the interview

Please reflect yourself about your home town or the place where you live. What can you learn since living there. Will it be your permanent resident? Can the place help to improve your study or career? Please explain.

Activity 6

Questions about your cultural identity

Please complete the following statements about your cultural identity. Compare with your classmate. What are the similarities and differences?

1. Typical Indonesian traditional performance is related to For example,

2. In my opinion, Indonesian traditional songs are not as popular as they used to be, because
3. I think the culture in my hometown is
4. In our country, politeness and respect are
5. Traditional food is rich of cultural history, because

Activity 7

Comparing the outcome

Please compare your answers with your classmates based on activity 6, and explain why you have some similarities or differences.

Activity 8

Understanding another country

Answer the following questions about South Korea.

1. What is South Korea famous for?
2. What do you enjoy most about South Korean modern culture?
3. Are you interested in its traditional culture or language?
4. Do you have a friend from South Korea?
5. Do you have a dream to visit that country?
6. What are similarities and difference between Indonesia and Korea?

Note of ending conversations:

Speakers use signals to show that they are ready to end a conversation. People who miss or ignore such signals will be socially inept. Use simple, clear messages to end conversations. Maybe something like, "I have enjoyed talking to you, but I've got to go. See you later. Good bye."

Activity 9**Stating your opinions and explaining**

Read statements about keeping a cultural identity. The information is from an article in 1996. Give your opinions and explain. Do you think it is relevant to the current situation?

1. The French government represented many countries which worried about losing their cultures.
2. The French stood up for those countries' rights to try and keep the influence of American culture from taking over the world through pop culture.
3. America tried to influence French culture through corporations, but the agreement did not come about due to French political power.
4. French radio stations played more French songs to preserve their culture.
5. French government's actions were able to ensure survival of a multi-cultural world.

Activity 10**Role play**

Create your own situation about introducing Indonesian culture and tradition to some foreign tourists, and then play a role in front of the classroom.



UNIT 6

Bright and Dark Side of The Internet



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Do you need special training to learn internet skill?
2. Do you think a person above 50 years is too late to learn technology?
3. Are you worried to do a large amount of money in a transaction through internet banking? Why?
4. What are the safest ways to use the internet?
5. Mention some advantages of using internet.

Activity 2

Reading for Discussion

Over the course of the last two decades, the internet has become nearly ubiquitous. From the ages of rare dial-up connections, our

relatively reliable 4G network and endless options for free Wi-Fi at public establishments is its own kind of digital paradise. However, the internet isn't perfect, and if we want to build a world where our entire population has fast, reliable, and affordable internet access, there are a number of problems we'll need to solve.

The Biggest Standing Internet Issues

These are some of the biggest problems facing our development of the internet:

1. Global inconsistencies in internet availability. One of the internet's biggest advantages is its ability to connect people all over the world—but that world appears significantly smaller when you realize how unavailable or slow the internet is in many countries other than the United States, Japan, and other world leaders. Many African countries like Chad, Niger, and Somalia have single-digit percentages of their respective populations with internet access, and internet speeds vary wildly from country to country. If we want the fullest possible use and benefit out of the internet, we need to take measures to assure the greatest number of people—from countries all over the world—have reliable access. Companies like Facebook are trying to solve this problem by beaming internet to remote locations via automatically piloted balloons, but it will be some time before the world is fully connected.
2. The ever-rising demand for bandwidth. Consumers are hungry for more bandwidth, and that increasing hunger isn't going to wane for a long time. Consumers want higher-definition movies, faster and more frequent points of information retrieval, and more advanced user interfaces for their favorite apps and websites. That results in a projected 30-40 percent annual increase in bandwidth demand for the next several years—and somebody needs to design an infrastructural network capable of supporting that.
3. Unexpected fluctuations in use. Internet companies have learned to expect a kind of ebb and flow to internet use. Late at night and early in the morning, few people are accessing content online, but during peak working hours and prime time, people stream large volumes. This isn't

problematic when you know what to anticipate; the problem comes with unexpected fluctuations, which can pop up at any time—for unpredictable reasons. Companies like 10Gbps.io are attempting to resolve this by using unmetered bandwidth dedicated servers with high uplink potential to provide ample reserve for their users.

4. Cybercriminal access. It's a good thing that the internet is as widely available as it is, but that also means it's available to hackers and cybercriminals—and wider access means more potential targets. There's no way to eliminate cybercrime, as improving technological defenses simply results in more innovative hacking to get around them. However, we can better educate consumers and give them the resources necessary to protect themselves—even with simple measures, like choosing stronger passwords.

5. Overreliance on major corporations. Chances are, you're using an internet provider like Comcast, AT&T, Time Warner, or CenturyLink. There are a small number of telecom companies capable of providing high-speed internet access, and our reliance on those major corporations leaves us vulnerable to the decisions they make—including price rate hikes and new paradigms for internet provision (including bandwidth and/or download caps). Legislation on the provision of internet to consumers is limited, and competition is too thin to keep these companies in check with one another. Hopefully, new players or significant corporate breakups will introduce some much-needed differentiation to this group.

6. Patchwork fixes. This is a mentality problem rather than an infrastructural problem, but it still has a significant impact on how the internet is available (and when). Most internet providers and service providers are focused on providing uninterrupted service, and promptly respond to emergencies in an effort to minimize downtime. This isn't bad by itself; the problem is, many organizations resort to “patchwork” fixes, temporarily correcting systems to restore internet service without addressing the infrastructural roots of the problem (or innovating new solutions that bypass them). This keeps the internet stuck in place, and keeps technicians putting out fires rather than preventing them from happening in the first place. For example, technicians may respond to an internet outage from a damaged underwater cable by repairing the cable,

rather than better protecting the cable, or attempting to find a backup source of data transference.

Who's Responsible?

The “internet” is commonly misunderstood as a freestanding entity, but there are many moving parts with many responsible parties for their development and oversight. It's going to take collaboration from multiple industries and multiple companies, from major internet providers to tech companies and even governmental organizations to make the infrastructural and cultural changes necessary to pave the internet's future. As the foundational technology for the information age, the internet continues to be one of the most important vessels for the progression of our society (including other technologies), so it should be one of our top collective priorities.

(Source: <https://www.datasciencecentral.com/profiles/blogs/the-6-biggest-internet-problems-we-need-to-solve>)

Questions:

1. What can you learn from this reading?
2. What are the important points in each paragraph?
3. Which points are applicable and which ones are not? Why?
4. Can you give example, which situation or point have you ever experienced or seen directly in your social life that you think is the most essential aspect?

Activity 3

Giving tips about using the internet

Read some tips about using the internet and add more tips. Discuss with your partner about the tips.

1. Never use your real name, address, and phone number on an unsecured site.

2. Never reply to email with your information unless you know the sender.
3. When using your credit card, check the security of the website.

Useful phrases

1. The email usage rate of male is slightly higher than that of females, because
2. Each region has less than 90 percent of the total number of users, except for
3. Internet providers claim that the next product will have significantly faster internet connection after

Activity 4

Comparing opinions and facts

Develop the useful expressions to create your own five sentences. Check data on the net when necessary.

Activity 5

Talking about disadvantages of the internet

Complete the blanks to talk about disadvantages of using the internet.

1. Making a date through social media can be dangerous when
2. Playing online games too much can make someone hard to make new friends, because
3. Some bad effect of being addicted to the net for example,
4. Some people commit on the net, for instance

Activity 6

Comparing advantages and disadvantages of the internet

Think about advantages and disadvantages of the internet in a certain activity, for example in education or job. After that compare and discuss similarities and differences in group.

Activity 7

Guided speaking

With a partner, take turns completing the answers to the questions.

What do you usually do on the internet?

.....

What else do you do online?

.....

What is your favourite entertainment on the internet?

.....

How often do you join online class?

.....

Do you do a lot of internet shopping?

.....

What is your favourite social media?

.....

What is the most interesting thing about communicating through the net?

.....

Useful expressions

- Respondents reported they were far more likely to use the internet for
- The top three Internet activities are
- About 70 % of Internet users connect to the Internet mainly for pleasure such as
- Participants use the Internet the least for
- Could you please tell me how often you use the Internet?
- Then, how much time do you spend on the Internet?
- What do you mostly use the Internet for?
- What do you think is the greatest benefit of the Internet?
- There are fewer users using the Internet for job search than for communicating.

Activity 8

Expressing your thoughts and feelings

Please express your thoughts and feelings about using internet. What is the most interesting fact about the internet? Share your experience with your friends.

Activity 9

Seeing what other students thought or felt

Exchange what you have thought or felt about the net. Share each other's experience.

Activity 10**Role play**

Create your own situation about a problem of using social media based on your experience or the current news. You can use your imagination to develop your story.



UNIT 7

Entertainment and Hobbies



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Have you ever heard about a unique collection?
2. Do you enjoy collecting antique bottles?
3. Do you know anyone collecting antique old ancient items?
What are they?
4. What is your opinion about someone who spends most of his
time collecting antique objects?

Activity 2

Completing statements.

Please fill in the blanks to make a complete statement.

1. When angry, it's better to speak softly than
2. I really need to tell you something that
3. I intend to collect because
4. It was a pleasure
5. You've got to be kidding! It is

6. You have a point there, but

Activity 3

Comparing statements

Please compare the statements with your classmates. Explain why you have different or similar statements.

Activity 4

Telling about your hobby

Tell your friends about your hobby.

- Why you choose that hobby?
- What is exciting about the hobby?
- Will you continue the hobby until you become a successful person? Explain.

Activity 5

Making an interview

Interview three of your classmates about their leisure time activities and fill in the following table. Then report the interview results to the class.

Activities	Yourself	classmate 1	Classmate 2
	hours	hours	hours
Studying			
Relaxing			
Using social media			
Doing Sports			
Watching TV			
Socializing			

Expressions of degree: kind of and sort of

- When I am kind of bored, I usually
- That's kind of strange because
- I kind of like him, due to
- I kind of have a problem I need to talk about with you about
.....
- As he was walking along, he sort of stumbled and seemed ill. I
guess

Activity 6

Commenting on someone's favourite things

What do you think about the following information? What do you agree or disagree about Simon? Why?

Reporter: Do you have any hobbies?

Simon: I sure do! My name is Simon, and I collect stuffed toy animals. There are over 100

different varieties in my bedroom. I have so many different kinds of stuffed animals that it's difficult to count them all! The last time I counted, I had five dinosaurs, three zebras, two ducks, seven teddy bears, ten cats, fifteen dogs, over twenty horses, and a few penguins.

You can begin to see my problem! Many of the toys now in my collection were among the gifts I get every year. My family and friends gave most of them to me, although my family doesn't want to give me any more stuffed animals. They complain that my stuffed animal collection takes up too much room. So, of

course, when they ask me what I want for a gift, I always respond with, "Something for my collection!"

It is true that my stuffed animals are all over the place. There are about twenty on my bed, and I have to place them on the floor before I go to sleep. Twelve animals are hanging from my door. My sister thinks it looks messy, but I think it makes my room look extremely cool. She also says it is silly for a 19-year old man to collect stuffed animals.

I think she's just jealous! I love my collection and I will never get rid of it. I hope my future spouse is excited about stuffed animals!

Activity 7

Guided Speaking

With a partner, take turns completing the answers to the questions.

- How do you get a good workout these days?
- Usually
- Why do you like so much?
- It's because
- Are you very good at your sport?
- I'm
- How long have you?
- I've
- Where can we find the nearest sport hall?
- It is
- Why don't you join
- I think
- What sports do you like best to watch?

- I guess
- What sports do you like best to play?
- I am not sure, but
- Do you have a favourite team or player?
- Actually,
- Have you ever been to a stadium to watch a game?
- In fact,

Activity 8

Discussing Extreme Sports from available resources

Discuss the following information. What surprises you? What makes you agree or disagree about the statements. Explain or give example based on what you know or based on your experience.

1. For some, sports mean skydiving from an airplane thousands of feet above the ground, scaling a tall wall of ice, or snowboarding down the steepest of hills.
2. Extreme sports are activities that typically involve great speed or height.
3. Extreme sports also involve an element of danger, and require specialized equipment.
4. Those who enjoy such sports push themselves to their physical limits; the point is to defy all personal and environmental obstacles to reach personal goals.
5. Extreme sports have always been considered counter-culture.
6. Adrenaline results in an increased heart rate, higher rate of metabolism, and much greater strength.

7. Extreme sports give people the feeling that they are unstoppable and that they are able to defy the odds.
8. As a result of doing extreme sports, there is an incredible sense of accomplishment when a task that seems impossible is done in style.

Activity 9

Comparing the results

Compare the results of discussion, and then share important points in front of the classroom.

Activity 10

Role play

Create your own situation about an adventurous journey.



UNIT 8

Talking about Jobs



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. When did you graduate from senior high school?
2. Have you ever been in the job training?
3. Do have any job experience?
4. What jobs are relevant with your educational background?
5. What skills are necessary for your job in the future?

Activity 2

Completing sentences

Please complete the following sentences about a job interview.

1. Let me see your resume. Is it your first interview since

.....

2. Here at this company, we are looking for a candidate to work as
3. Do you have experience in this field or do you?
4. My degree is in
5. My all here on my resume.
6. It looks great. When did you?
7. I think By the way what is the average pay for a shift?
8. When can you start? Can you start on?
9. What are the hours? Is it ?
10. When you hire me, what would?
11. There is one strict rule. Meet the deadline
12. No excuses. We will contact you shortly for
13. Show up on time, do your job, and
14. Thank you, I look forward to being

Activity 3

Completing information

Study the useful expressions about job opportunity and job interview, and then complete the information.

1. Some kinds of jobs are expected to, while others will decrease, in years to come.
2. The chart shows projected employment change in thousands from through 2021.

3. About jobs were added to these five occupations during this period in our company.
4. The five occupations mentioned above are those with the greatest employment growth in the period from to
5. I have a great deal of experience creating
6. I have collected a lot of to prove that I am a professional translator.
7. I am willing to work overtime, but

Activity 4

Getting information

Interview your classmate with the following questions.

1. Let me ask you some questions about your dream job.
2. Why don't you tell me about yourself?
3. What are your major strengths?
4. What are your major weaknesses?
5. How does your skills relate to the jobs we have here?
6. What skills do you need to get a job?
7. Do you prefer to work for your own business or do prefer to work in a company? Why?
8. How can education help your career?

Activity 5

Talking about how to produce something

Please think about one simple item that you can produce, for instance fried noodle, a book case, an invitation card, a banner, power point presentation slides, etc.

- What is needed?
- What are the steps?
- How to make it more special?

Activity 6

Comparing products

Please compare and share the product with your friends. Exchange ideas or give advice to improve the product.

Activity 7

Talking in front of the classroom

Discuss your product in group, and after discussion choose one of the members to share the best product in front of the classroom

Activity 8

Guided Speaking

Imagine you worked in a team for a company and you know each other well. With a partner, take turns completing the answers to the questions about your coworkers.

- What do you know about your co-worker's jobs?
- I know that
- How long do they work each day?

- From
- What are the worst things about those jobs?
- There are
- What do you like most about the job?
- I think
- What do you think about the pay?
- It's
- How do you feel about the people you work with?
- They're

Activity 1

Investigating working conditions

How tired are workers at the end of an average workday? There was an investigation to examine which jobs have the greatest number of exhausted employees. Some jobs rank as the most demanding in terms of long work hours, life-threatening situations, stress, physical demands, and responsibility for the lives of others while on the job. The table shows 8 different jobs. Add 2 more jobs in the table.

Jobs	Skills/ qualifications	Why this job is important	Will you take this job?
teacher			
interpreter			
translator			
secretary			
accountant			

corporate executive			
marketing staff			
journalist			

Activity 10

Role play

Create your own situation about a job interview, and then play a role in front of the classroom.



UNIT 9

Travelling



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Can you mention places worth visiting?
2. What is your favourite place to visit?
3. Do you prefer to plan a trip yourself or let a travel agent organized it for you?
4. What can you see and do in a tourist destination?
- 5.
6. Where do you want to go when you graduate?

Activity 2

Tips for travellers.

The following are tips for travellers. Please add two more tips, and discuss them in pair.

- Many side effects of jet lag are the result of dehydration, so avoid caffeinated beverages and drink plenty of water during your flight.
- Bring your bank's contact information when you travel, just in case your credit card fails to work as you expect.
- Find out beforehand the country's tipping etiquette.
- What about two other tips?

Activity 3

Discussing hotel facilities

The following are facilities in a hotel. Please complete the table to talk about facilities in a hotel.

Compare the results with your partner.

Facilities	Very important (VI)/ important (I) / don't care (DC)/ not important (NI)	Reasons
Front Desk		
Room Service		
Restaurant		
Laundry Service		
Hotel Boutique		
Housekeeping		
Art shop		
Convenience store		

Spa		
Swimming pool		
Discotheque		
Business Center		
Mini-bar		

Activity 4

Talking about check out procedure

Read the following information and discuss in group. What are the similarities or differences based on your experience?

1. If the housekeeping service was good, it's customary to offer a tip, about one to two dollars for each night.
2. Hotels set their checkout times between 11:00 a.m. and 1:00 p.m, so that guests are required to check out before this time.
3. At the front desk, give your key card to the guest services agent.
4. The receptionist will consult the computer to identify any charges for hotel services you used, which can include phone calls, movies, or mini-bar items.
5. For guests who need a fast checkout, hotels provide a keycard drop box.
6. A late checkout is possible, but you must call the front desk to request this.
7. If you celebrate a special occasion or attend a business conference, hotels will frequently offer complimentary late checkout.

8. The timing helps guests get up early and check out immediately after breakfast.

Activity 5

Looking into your experience

Discuss your experience about check out procedures in group. Select one of the most interesting experience to share in front of the classroom.

Activity 6

Responding to questions about travelling

How do you answer the questions below?

1. Did you call your travel agent?
2. Where will you go?
3. Is your ticket refundable?
4. How long will you stay?
5. What will you do there?
6. How will you go there?

Useful expressions about fraction

When speakers need to talk about fractional numbers, the upper number is said first, then the portion represented by the lower number. For example, $\frac{1}{8}$ would be spoken "one eighth" and $\frac{3}{16}$ would be spoken "three sixteenths." Some frequently used fractions are handled differently. The fraction $\frac{1}{2}$ is never spoken "one second" but rather "one half." The fraction $\frac{1}{4}$ may be spoken as either "one quarter" or "one fourth."

Activity 7

Obtaining information to talk about travelling

Now interview three of your classmates about where they would like to travel, and make a ranking table using the following questions. Then report the interview results to the class.

Where do you want to travel in the world? Please rank 3 attractions and fill in the table.

Why do you want to visit them? Please give specific reasons.

Where would you get information for your trip? (TV, Internet, Travel Agency, Friends, etc.).

Ranking	Tourist attraction	Location	Reason	Information Source
1.				
2.				
3.				
4.				
5.				

Activity 8

Talking about tourist attraction

Answer the following questions about tourist attraction:

- What is the most exciting place in your hometown?
- What makes it interesting?
- What can you see and do there?

- What is your advice to a foreign tourist about visiting tourist objects?
- What can you offer to foreign tourists to make them stay longer in the tourist destination?

Activity 9

Comparing and discussing the results

Compare and discuss your answers. Share the results in front of the classroom.

Activity 10

Role play

Create your own situation about planning a vacation or visiting a tourist destination.



UNIT 10

Internet Banking



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Do you usually go to the bank to withdraw some money?
2. What do you normally do when you go to an ATM?
3. Have you ever used e-banking?
4. What do you have to do to make your transaction safe?

Activity 2

Checking what you have already known

- Do you have an ATM? How do you use it?
- How do you protect your account?
- What is usually the main problem when you do transaction through ATM or the internet?
- Do you still need cash money? Why?
- Do you change your PIN regularly? Why?

Activity 3

Interview about methods of banking

Now interview your classmates about their preferred methods of banking. You may use the following questions. Then report the interview results to the class.

1. Who do you normally bank with?
2. Where do you have an account?
3. What banking services do you usually use? (deposit, loan, withdrawal, or transfer?)
4. How do you usually make deposits and withdrawals? (ATM, local bank, or Internet?) Why?
5. What banking problems have you ever had?

Activity 4

Completing information

Please complete the blanks with suitable phrases. Use your common sense or knowledge to answer the questions.

Checks are used all over the world in many different ways. In the United States, many people have (1)..... check books. Shoppers often pay at shops and supermarkets by check. Sometimes shops (2)..... problems with these checks. If there isn't enough money in the customer's bank account, the check "bounces." This means the check is not (3)..... by the bank and is returned to the shop. At first, the shops don't get their money, so they wait a little while. Later they try again, hoping that this time there will be (4)..... money in the account. Having checks (5)..... isn't good for the customer who issued the check either. Each time the bank bounces a check, it charges the customer a (6)..... This could become a lot of money if the shop continues to submit the check for (7).....

The final outcome could be that the shop doesn't get its money and the customer (8)..... a lot of fines.

In England, shops are protected from bounced checks. Nearly everyone who has a personal check book also has a bank debit card that serves as a check guarantee up to a certain (9)..... This is the same card that you would use to pay for goods and services or withdraw money from the (10)..... The bankers will pay the (11)..... its money even if there isn't any money left in the customer's bank account.

Activity 5

Comparing the results and discussing

Please compare the results and discuss the information. Are there any similarities or differences between the available information and your experience? Please explain and give examples.

Useful expressions

- I recall when she made the appointment.
- We live beyond our means.
- We owe big money and it's killing us.
- We each have 3 credit cards.
- Step one is to manage your spending.
- Each of you choose one card to keep.
- I will help you apply for a loan to pay them all off.
- How can 1 afford to do that?
- We will decide how much you can afford to pay, over several years.
- Will it really take that long to clean this up?
- You didn't make a mess like this quickly.

Activity 6

Talking about credit cards or bank cards

Please exchange your experience about using credit cards or bank cards.

- How long have you use them?
- Have you ever experienced any problems?
- How could you manage to solve the problems?
- Will you always use the cards? Why?

Notes about a range

A range of numbers is often written as "1-10." This means the numbers from one to ten. As such, it is most often spoken as "from one to ten." Often years are presented as ranges, for example 1985-1999. This would be spoken as "from nineteen eighty five to nineteen ninety nine."

Activity 7

Interview about managing money

Interview your classmates about managing their money using the following questions. Then report the interview results to the class.

1. How do you manage your money?
2. What is your biggest spending?
3. Have you ever been short of money at the end of the month?
4. If you needed money urgently, how would you get it?

Activity 8

Credit Cards on Campus

Read the information below. What are the similarities and differences?

Please explain or give examples.

Credit card companies make money when card users buy more than they can afford to pay for in one month. When they have to pay for it over several months, they also pay interest on the amount they owe. This is how credit companies make a profit. Naturally, card companies seek out new card users who are likely to pay them interest. Offers for credit cards are sent to university students and even to some senior high school students. Young people want to buy a lot but cannot pay for it, so they are perfect customers for the credit card companies!

According to recent statistics, 78 percent of undergraduate students have at least one credit card. Thirty-two percent of those students have four or more cards. On average, students owe \$2,745 to credit card companies. However, 9 percent of the students owe more than \$7,000.

These numbers are actually lower than they used to be. There are two main reasons for it. One is that students now realize how easy it is to go into debt with a credit card. The other is credit card fraud. Because students are now worried about ID theft by hackers who steal their personal information, they are using their cards less often.

Activity 9

Presenting your findings

Discuss and compare the results in group, and then ask one of member to present the findings in front of the classroom.

Activity 10**Role play**

Create your own situation about your experience with banking service and the problems.



UNIT 11

Talking about Sleep and Health



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Can sleep influence your health?
2. How many hours do you usually sleep at night?
3. Do you take a nap?
4. What usually makes you difficult to sleep?
5. How do you control your sleep?
6. Do you always go to bed and get up according to your schedule?
7. How many hours of sleep do you think are enough for you?

Activity 2

Telling your experience about sleeping

Please share your experience about sleeping

- Do you always have a good sleep?
- When do you usually have sleep disorder?

- What is interesting fact about your ways of sleeping?

Activity 3

Interviewing classmates

Interview two of your classmates about sleep deprivation by saying Yes or No.

1. Do you need an alarm clock to wake up at the appropriate time?
2. Do you struggle to get out of bed in the morning?
3. Do you feel tired and stressed out during weekdays?
4. Do you often fall asleep at boring meetings, lectures, or in warm rooms.
5. Do you often fall asleep after heavy meals?
6. Do you often sleep late on weekends?

If you answered "Yes" to three or more items, you probably do not get enough sleep

Now share the results with your classmates.

Useful expressions

- I wish I knew what the exam questions were.
- I wish I looked as good as you do.
- I wish I could tag along with you.
- I wish I had enough sleep at night.

Activity 4

Making conclusion based on an interview

Please check the answers of the interview in activity 3, and then make conclusion about the sleeping behavior. Give comments or advice based on your findings.

Activity 5

Summarizing

By interviewing and exchanging information in different groups, you can get general information about students' sleeping patterns and habits in your classroom. Summarize the important facts and share your findings in front of the classroom.

Activity 6

Reading an article

Seven ways to stay healthy when you're stuck at home

As we practice social distancing to protect ourselves and others during the 2019 novel coronavirus disease (COVID-19) pandemic, it's easy to put staying active and eating healthy on the back burner. And it can be especially difficult if you're working from home or caring for other family members – or both.

But whether you're a cancer patient, a caregiver or trying to lower your overall cancer risk, it's important to try to maintain a healthy lifestyle during the COVID-19 pandemic. It can help you manage stress and anxiety right now and maintain your overall health.

We spoke with Lindsey Wohlford, employee wellness dietitian, about how to stay healthy. Here's what she had to say.

Choose fresh, plant-based foods when possible

Your grocery options may be limited, so try to make the most of what you've stored in the pantry and fridge. "Start by using your fresh foods first over more shelf-stable items to help reduce your waste and ensure you're eating as much healthy produce as possible," says Wohlford. "Freeze the produce you don't think you'll eat right away to make it last longer." And, be sure to wash fruits and vegetables to ensure that they're clean.

Stir fry frozen veggies with brown rice or cauliflower rice, or sauté them and serve with whole wheat pasta. For a bonus, try to make these

dishes extra colorful. The more colors in your meals, the more nutrients you'll get.

Opt for plant-based foods. At least two-thirds of your plate should be filled with vegetables, whole grains and fruit. The remaining one-third can be lean animal protein or plant-based protein.

Limit foods high in sodium, added sugar and saturated fat

"When you do grocery shop, try to limit the number of processed foods you purchase," Wohlford says. "If they're in your home, you're more likely to eat them."

Processed foods tend to be filled with sodium, added sugar and saturated fats, which can cause unwanted weight gain and health problems. Be sure to read the nutrition label to make sure you're making healthy choices and heeding these recommendations:

Sodium: The Centers for Disease Control and Prevention recommends limiting the amount of sodium in your diet to less than 2,300 milligrams a day. That's a little less than 1 teaspoon.

Added sugar: Women should have no more than 25 grams (six teaspoons), and men should have no more than 37 grams (nine teaspoons) of added sugar per day.

Saturated fat: It's best to avoid saturated fats and trans fats altogether. Instead, opt for healthy fats, like those found in salmon and avocados. They give you energy, support cell function and help your body absorb nutrients.

Choose simple, healthy recipes

If you're taking care of family members while trying to work from home, it can be difficult to find time – and energy – to cook. Wohlford says planning simple, healthy recipes is a good way to make it easier on yourself. Double the recipe and prepare multiple meals at once. Or use a slow cooker for extra ease.

Have kids at home? Get them involved and give them simple, age-appropriate tasks in the kitchen. Preschool-aged children can wash produce and teens can prepare full meals. "There's a job for everyone," Wohlford says.

Take breaks to reduce stress

Whether you're working from home, binge-watching TV or minding the kids, it's important to take breaks – especially if you're sitting for most of the day. Be sure to stretch to help relieve the tension in your muscles, prevent injury and relieve your overall stress.

“If you can't take a break, try standing or walking during a call,” Wohlford suggests. “Make it a goal to stand up every hour.”

If you start feeling overwhelmed, try walking or meditating. Too much stress can have a negative impact on your overall health.

Wash your hands properly – and frequently

Washing your hands properly – and frequently – is the single most important thing you can do to prevent the spread of germs and stay healthy.

Lather up with soap and water and scrub all parts of your hands — back, front, between your fingers, around your cuticles and under your nails — for at least 20 seconds before rinsing off the suds. If you need help gauging exactly how long that is, sing the ABC song once or “Happy Birthday to You” twice.

Drink water

Staying well hydrated is essential to staying healthy. Drinking enough water – about 8 to 10 glasses or 64 ounces a day – can also help ward off cravings. “It'll also keep you from reaching for carbohydrate-heavy snacks. If you don't burn those extra calories, they're more likely to lead to unwanted weight gain,” says Wohlford. If you're choosing flavored water, make sure it has zero calories. Find water tasteless? Try adding a little fruit, bringing vitamins, antioxidants and flavor.

Be sure to limit your alcohol intake, as alcohol can damage cells and lead to cancer. If you choose to drink, the National Cancer Institute recommends that women have no more than one drink per day and men have no more than two drinks per day. (A drink serving is defined as 12 ounces of beer, five ounces of wine or 1.5 ounces of liquor.) For cancer prevention, no alcohol is best.

Don't forget to exercise

It may seem difficult to exercise when you can't go to the gym or attend your favorite fitness classes. But, says Wohlford, "It's important to find new ways to exercise, which benefits both your physical and mental health." Exercise affects blood flow, how your body is nourished, and it can help reduce anxiety and depression. You should aim for at least 150 minutes of moderate exercise or 75 minutes of vigorous exercise each week.

Try an online yoga or Pilates class. Go for a walk or run. Or sneak brief exercises into your day. Getting outside is considered safe for social distancing as long as you stay 6 feet away from other individuals, but make sure this complies with any social distancing ordinances in your area.

"These unprecedented times are certainly tough, but they don't have to be a setback to any health gains that you've made," Wohlford says. "Taking these steps will help you feel your best and lower your cancer risk during these days of social distancing and long after."

(Source: <https://www.mdanderson.org/cancerwise/how-to-stay-healthy-when-youre-stuck-at-home-during-coronavirus-covid19-pandemic.h00-159381156.html>)

Questions:

1. What can you learn from this reading?
2. What are the important points in each paragraph?
3. Which points are applicable and which ones are not? Why?
4. Can you give example, which situation or point have you ever experienced or seen directly in your social life that you think is the most essential aspect?

Notes about years

In western cultures, years are spoken in several ways. The year 906 would be spoken "nine hundred six," or "nine oh six." In American speech, zero is often spoken "oh" even though "oh" is a letter, not a number. The year 1548 would be spoken "fifteen hundred forty eight"

or "fifteen forty eight." The year 2008 is spoken "two thousand eight" or "twenty oh eight." The terms to divide dates into historical periods (for example 2010 AD, BC or CE) may be spoken as "twenty ten ay dee," "twenty ten bee cee" or "twenty ten cee ee."

Activity 7

Interview about health treatment

Please interview your classmates with the following questions.

1. Are you sick very often?
2. Where should you go for treatment?
3. How often do you wash your hands?
4. Will you buy medicine without prescription? Why?
5. How can you stay healthier?

Activity 8

Discussing information about common cold

Read the information. What do you agree or disagree about the information? Explain or give examples based on your experience.

Catching a cold is a common complaint for people all over the world. While a cold won't kill you, no one enjoys the symptoms: a sore, scratchy throat, runny nose, constant sneezing, and headaches. Colds are uncomfortable and inconvenient. They usually last about seven days but often linger up to fourteen days. On average, adults get between two and five colds annually, while children often catch as many as six to ten.

It's no surprise that developing and selling cold medication has become big business for drug companies. Each year, people spend billions of dollars on medicines to treat colds. From over-the-counter drugs to expensive prescription products, consumers are more than happy to hand over money for something to help them get better. The irony is that most cold medicines are only palliatives. That is, they help relieve cold symptoms but cannot cure the illness.

The fact is that currently there is no cure available for the common cold. No suitable vaccine has yet been developed. In the case of influenza, commonly known as the "flu," vaccines do exist. The reason that the common cold is so hard to cure is because it isn't caused by a single virus. Actually, about two hundred viruses are responsible for the common cold. In other words, the common cold is not as "common" as you think.

Activity 9

Comparing and discussing based on the results

Please compare and discuss the results, and then share them in front of the classroom.

Activity 10

Role play

Create your own situation about health problem or sleep deprivation.



UNIT 12

Talking about Environment



Activity 1

Warming up

Let's begin our lesson by answering the following questions.

1. Is the environment near you still natural?
2. What makes your environment special?
3. Do you have a recycling program in your home town?
4. What can people do to live in harmony with nature?

Activity 2

Paying attention to someone's ideas

Read the following ideas about environment. Please add another two ideas.

1. The government needs to include the recycling plant in the city's budget.
2. It is vital for our relationship with Nature.
3. The city has other urgent matters to consider before allocating money for a recycling plant.

4. Nothing is more important to this city than the recycling plant.
5. We must look to the future and learn to live in harmony with Nature.
6. There are many things we can do for our environment, for example, we can clean the river.
7. Two other ideas?

Activity 3

Doing survey

Survey some of your classmates. Mention the results with the whole class. Whose green level is the highest? (Scores: never (N) -0, rarely (R) -20, sometimes (S) -40, often (O) -60, usually (U) -80, always (A) -100)

Questions	N	R	S	O	U	A
1. Do you plant trees?						
2. Do you limit your air conditioner usage?						
3. Do you use reusable shopping bags instead of disposable plastic bags?						
4. Do you purchase eco-friendly products, such as organic produce?						
5. Do you recycle paper or plastic products?						
6. Do you save energy efficiently?						

Useful expressions

- Developed countries need to stop burning fossil fuels. (past participle)

- We must burn fossil fuels to power our developing economy. (present participle)
- Replace your air-polluting gas-powered lawn mower with an electric mower. (present participle)
- Which is the most air-polluted city in the world? (past participle)

Activity 4

What have people done to preserve the environment in your home town

Read the following information. What are the similarities and differences? Please explain or give examples.

Many have come to believe that preserving the natural environment is good for people. Even so, Nature is still very much under attack. Natural areas provide services essential to our survival. These important services were not given economic value until recently. Before, it was easy for planners and developers to ignore natural services. When there was money to be made, Nature always lost. We also lost. When we destroy or degrade grasslands, wetlands, oceans, freshwater rivers and lakes, forests or soils, we also diminish the essential services they provide.

Nature might be called the sum of the interactive ecological units on our planet. They clean our circulating water and air. The dead organic matter that would soon bury us is rapidly decomposed.

Often, bacteria and plants are able to detoxify harmful substances. The damage from storms and floods is much reduced when our living spaces are protected by natural areas. The stability of water cycles, as well as local and regional weather patterns, can be affected by large masses of plants. Elements of Nature provide ways to distribute nutrients, pollinate crops, and maintain soil fertility. Without our

guidance and interference, Nature is self-regenerating. It tends toward optimal diversity. Best of all, these services are provided without cost. The aesthetic beauty of Nature and the inspiration it provides are enough to make it worth preserving. It is also true that people cannot thrive without the essential services provided by Nature.

Activity 5

Checking what you have already known about environment

Please answer the following questions

1. What must we do to stop global warming?
2. What can you say about alternative energy sources?
3. How about water issue?
4. What natural disasters are caused by humans?
5. Is your environment an ideal place to live? Please explain.

Activity 6

Checking the information

Discuss your answers based on activity 5. Are there any similarities or differences with your friends' information? Please explain and give examples.

Activity 7

Guided Speaking

With a partner, take turns completing the answers to the questions.

What environmental issues are most important to you?

I think (1)

Is it better to be prosperous or to protect nature?

I believe (2)

What forms of alternative energy exist in your country?

We have (3)

Does your country have any water issues?

Here, we (4)

Are there any natural disasters in your country?

Sometimes, (5)

Is the birthrate in your country a problem?

Our (6)

Activity 8

Interview about conserving water

Now interview two of your classmates about how they conserve water.

1. What techniques have you used to save water?
2. Do you turn off water while brushing teeth or shaving?
3. Do you take short showers (5 minutes or less)?
4. Do you wash full loads of dishes and laundry?
5. Do you use running water to thaw meat or other frozen foods?
6. Do you defrost food overnight in the refrigerator or by using the defrost setting on your microwave?
7. How often do you check your water faucets for leaks?

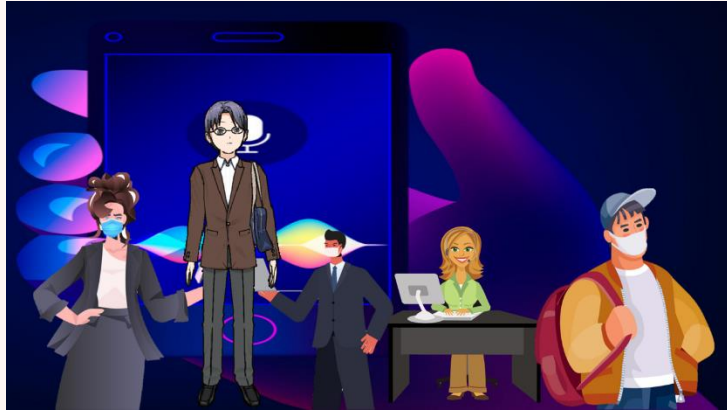
Activity 9

Reporting the results

Please report the interview results to the class.

Activity 10**Role play**

Create your own situation about how to save your environment, and then play a role.



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LET'S THINK-PAIR-SHARE AND PLAY A ROLE

A Handbook for Advanced Speaking Class



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