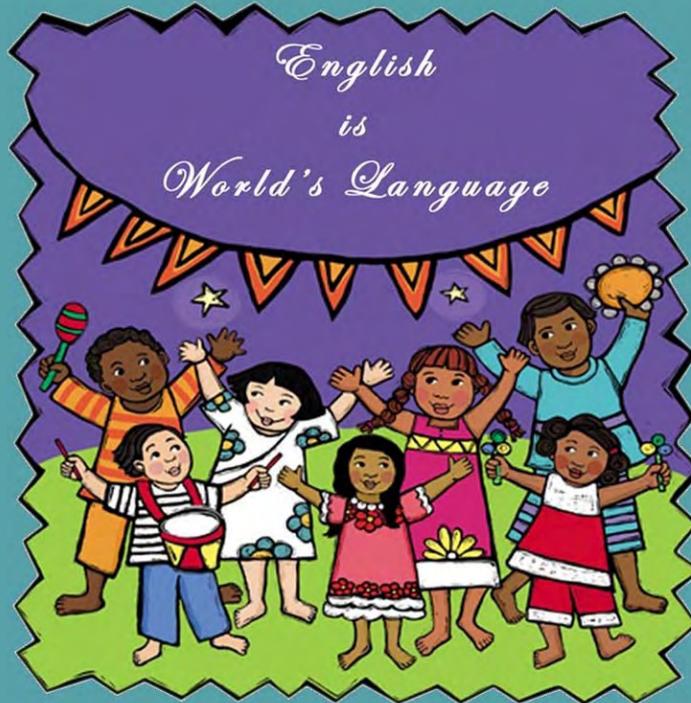




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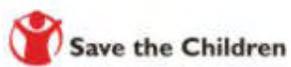
Bahasa Inggris untuk Kehidupan, Pembelajaran dan Pekerjaan

Draft November 2006

Toolkit

English for Life Learning and Work

DBE 3 is a partnership of:



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English for
Life Learning
and Work

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Welcome!

By opening up to this page you have made the first step  in using your toolkit. Before beginning you may have many questions about this toolkit and how to use it. The following pages contain some important information which will help to answer some of your questions. Please read through carefully!

What is a toolkit?

A toolkit is like a *guidebook*. It is a collection of information, resources and activities to guide you to design and implement an out of class/school learning program for young people to develop skills for their future *life*, their future *work* and their future *learning*.

Who is the toolkit for?

The toolkit has been written for *use* by anyone who works with young people in a learning capacity, such as a teacher, tutor, youth worker or mentor. However, the toolkit is really *for young people*. The toolkit has been designed *for formal school students* between the ages of 12 and 16 and so the terminology used often refers to the formal education sector. However, if you are not working with youth in the formal education sector, *do not let that stop you* from using this toolkit. The activities are equally useful and applicable for young people learning in a *non formal* or *informal* learning environment.

What is the purpose of the toolkit?

The aim of the toolkit is to support you to provide opportunities for young people to *develop* and *expand* on the academic skills they learn at school whilst at the same time develop a number of important *skills* to prepare them for life, learning and work. The activities included in the toolkit have been developed in order to *supplement* and *not replace* the contents of the formal education curriculum. For that reason, many of the activities start with an assumption of knowledge and skills that young people already have.

When can you use the toolkit?

As the activities in the toolkit have been developed for young people to *expand on* or *practice* and *not repeat* what they have learned in the formal classroom, the toolkit is best used in *non core curriculum* time – that is all the times in the school day/week when young people are not learning the academic subjects determined by the national government. This includes *extracurricular activities*, *personal development activities* and the *local content curriculum*. Nevertheless, it is still possible to use the activities during core curriculum time. Information included in the activities indicates the curricular subject, standard and base competency the activity is appropriate for.

What sorts of activities are included?

The activities have been developed to provide an experience for young people, which is *beyond their ordinary everyday experience* of school and education. The activities aim to build young people's *practical skills*, promote *team work*, *creativity* and *discovery* learning and allow young people to have *fun*. A key theme in the toolkit is activities is to try and promote *school-community* and *school – home* links many activities require young people to go out and try to find out more about their community.

Are the activities difficult to use?

Some of the activities may be very different from what you have experienced either as a learner or an educator. You may find some of them very *challenging* to use. Nevertheless, you should try to use them. To make it as easy as possible, all activities have been written in *detail* to provide clear guidance for you. Furthermore, all activities have been developed with the general situation in most schools and non formal education providers in mind and therefore only use resources that are available in the school, community and home, have a minimal financial impact and can be done in the local environment. You are strongly advised to read through all the information included in the activity prior to using it and make all preparations necessary.

Can activities be modified or new ones created?

Yes! As you use more of the activities you will gain in confidence and you can change the activity to suit your context and you will be able to develop your own activities. We hope that you do. An *activity template* has been included at the back of the toolkit for you to use when developing your own activities. If you do develop new activities, please send them to us and we may include them in our second version.

Do all the activities have to be used?

No! The toolkit is *not a curriculum*. You do not have to use all the activities in the toolkit and you do not have to use them in sequence. Activities are *optional* and only the ones considered useful and relevant should be used. However, it is not you – the facilitator-, who decides which activities to use, but the participants, the young people. Only they can decide what is relevant and useful for *their future life, learning and work*.

How are the activities organized?

The activities have been organized into themes or *units*. At the beginning of each unit there is a brief overview to give you a picture of what the unit is about. Within each unit there are a number of activities. All activities follow the same pattern and are designed to be as detailed and as easy to follow as possible. Each activity contains the following:



Introduction:

Provides a brief explanation of the activity



Objectives and learning outcomes:

Explains the purpose of the activity and what young people will learn through participating in the activity



Target age range

Indicates the age the activity is suitable for. As this toolkit was developed specifically for formal education junior high school, the numbers given refer to the three grade levels 7, 8 and 9. The darker shaded circle represents the grade the activity is most appropriate for.

*** Difficulty Rating

Indicates how difficult the activity is for young people to complete. If an activity has only one star it means that it is relatively easy and most young people should be able to complete it. On the other hand, five stars means that it is difficult and young people will find it challenging.

Links to the Core Curriculum and life skills

Illustrates how the activity can be used in the core curriculum (the compulsory academic subjects determined by the government). The information explains which subject the activity is appropriate for and what academic and life skills competencies young people will practice by completing the activity.

Time

The approximate minimum time required to complete the activity. However, this is an estimated time and is a minimum. The activity may take longer and take place over a number of sessions, days and weeks. This depends on you, the young people and the time you have available.

Resources

Lists the resources which are needed to complete the activity. However, it is a suggested list of resources and you should not be put of doing the activity if you do not have exactly what is on the list. Try to be creative and replace the suggested resource with something else available in your school or community.

Assessment

This explains how you can assess the learning of the participants as they complete the activity. However, please remember that the activities are for non core curricular activities and therefore, assessment is not formal and not compulsory. It is a good idea to remind them of what you expect but participants should not feel threatened nor should they fear making mistakes, they should not feel under pressure to perform for examinations. Tell them that making mistakes is okay because we learn from these mistakes. Let them enjoy their interactive learning.

Technology

Provides some suggestions as to how you can integrate technology into the activity. All suggestions are optional and whether you use it or not will depend on the technology that is available to you and your confidence in using it.

Detailed Steps

Includes very detailed step by step instructions on how to conduct the activity. By following the steps you should be able to successfully work with young people in an engaging and interesting way and to meet the objectives of the activity. It is strongly recommended that you read through all steps before beginning the activity.

Sometimes in this section you will find this symbol  followed by some notes. This is additional information for the facilitator to help you to provide guidance and input to the young people you are working with.

Extension

Gives suggestions for further activities to follow up and extend the learning from the activity. These are optional and can be done by young people themselves without the guidance of a facilitator.



Handout for Participants

Some activities include a handout for participants to use. If possible they should be copied and distributed. However, remember that if you are not able to photocopy the handouts there are other ways to use them such as writing the information on the board or flipchart paper or reading it out loud.

What else is included in the toolkit?

The toolkit contains some *additional information* to support you to develop and implement non core curricular activities with young people. The additional information at the back of the toolkit includes useful tips on how to set up *after schools clubs* and also list of *resources* for further support and learning. The information also includes some suggestions on how you can use the community as a learning resource for young people by bringing the community into the school and by taking the young people into the community to engage in *service learning activities*.

Is it possible to provide feedback?

Yes! Actually we really *want* your feedback and we *welcome* it. We want to know if this toolkit is everything we hope it is. We want to know whether it is practical, realistic and easy for you to use and we want to know how we can make it better. Therefore, we have included an *evaluation form for facilitators* at the back of the toolkit and we hope that you complete these and send them to us as you use the toolkit. However, as this toolkit has really been designed for *young people* it is equally as important for us is to know what they think of the activities and so we have also included an *evaluation form for participants* to fill in as they complete the activities and we hope that you can send them to us also.

Is it possible to a replacement toolkit or more toolkits?

In the future, yes, at the present time, no. This is a *first version* of the toolkit and there are only a limited number of copies available, as we receive your feedback we will improve and re-print a second version of the toolkit next year make many more copies available.

We believe that the competencies young people gain from the use of the activities included in this toolkit in combination with the abilities developed through related classroom experiences will contribute to a wide collection of skills from which young people may use for many years to come and which will support them to be successful in future life, learning and work.

Good luck with using it!

Lorna Power
Formal Education Adviser
Decentralized Basic Education Three
November 2006

Overview of the English for Life, Learning and Work toolkit

English for Life, Learning and Work is one of the six themes identified by DBE3 to promote non curricular activities in the schools. It will provide schools with ideas and resources to design and develop non curricular activities which will improve young people's ability to communicate effectively in English, thus increasing opportunities for them to find employment in industries which require communication in English.

The **English for Life, Learning and Work toolkit** contains six units listed in the table below.

1.	English for General Life Skills	4.	English for the Hospitality Industry
2.	English for Business	5.	English for the Retail Sales Industry
3.	English for Domestic Service	6.	English for the Tourist Industry

Each topic consists of **three** or four activities. Participants can attend one activity or they or they may choose to attend all sessions within a topic.

English for General Life Skills is **compulsory** for all participants who are interested to participate in the toolkit's extracurricular activities. This topic introduces participants to the basic concepts of brainstorming, teamwork, research and Learning Reflection, all of which are essential for young people to function effectively and to survive in the competitive environment of the workforce. They are also necessary skills for completing other activities in the toolkit.

The remaining units are **optional**. Young people can use one or all of the units and one or all of the activities within the units.

The units in **English for Business** take participants on a tour of the office scene where they practice using the phone to dial out and receive calls, handle telephone inquiries, take/write/pass on telephone message and learn a simple process of filing documents. All activities are very interactive involving role-play, discussion, and dramatization. Included in this topic are some very useful telephone related vocabulary and expressions in English. Participants will also find the International Aviation Alphabet very useful.

English for Domestic Service will appeal to those people who are interested in working with English speaking expatriates in Indonesia. Participants are engaged in activities where they will get the chance to practice the sort of English that is related to the domestic scene. The unit on drivers has a good section where participants learn to read maps and road signs and they role-play giving and following directions in English.

The four units in **English for the Hospitality Industry** can be used as an integrated unit. These have been designed to assist participants to find out what sort of jobs are available in hotels. In the process, they are involved in a variety of fast moving activities where they

learn to prepare a questionnaire, request for information, write formal letters and conduct interviews. Each unit can also be used as a stand-alone session. Attached to this unit are a series of vocabulary games and activities and a few hotel related scenarios.

The activities in **English for Retail Sales Industry** present participants with a fun way to learn the English names for Indonesian souvenirs and handicrafts. It also gives them the opportunity to role-play conducting sales transaction with English speaking visitors. The pronunciation exercises where participants hold mirrors while they pronounce English words and phrases can be very interesting as students shed their inhibition and become completely immersed in the language.

English for the Tourist Industry is a good start for those young people who wish to work as guides in the tourist industry. The activities in this topic challenge participants in identifying famous tourist destinations in their region and finding information about these sites. They have the opportunity to practise the sort of English required by guides whilst being engaged in various scenarios where there is a lot interaction between tourists and guides.

Activities in all units have been designed to present young people with real life situations which they may encounter in the work-place where they can meet and interact with English speaking customers.

The various tasks and activities are based around **Indonesian themes** and situations, thereby making the learning situation more real for participants as they recognise familiar objects and situations.

Most of the activities in the English toolkit are interactive, involving whole class discussion, small group discussion, problem solving, role-play and making class presentations. **It is very important for participants to use English language for all these activities.**

Assessment is a continuous process from beginning to end of a session whereby you observe and make note of the extent of participants' involvement in all class activities

Each session ends with participants writing an entry for their **Reflective Journal**.

Objectives and Learning Outcomes

The English for Life, Learning and Work toolkit will provide schools with ideas and resources to design and develop non-curricular activities which will improve students' ability to communicate effectively in English, thus increasing opportunities for them to find employment in industries which require communication in English.

Through participating in the toolkit activities, young people should acquire the knowledge, understanding and skills to:

- Apply good team work skills
- Utilize brainstorming technique to solve individual/group problem
- Organize folders into categories as required by topic/theme/activity
- Undertake basic research using information skills sequence of steps
- Reflect upon learning that takes place and write reflection in journal
- Compile a list of souvenirs popular with tourists
- Provide written and oral background information on selected Indonesian souvenirs
- Use appropriate vocabulary relating to selling and buying, using English Language
- Provide simple description of a selection of Indonesian souvenirs
- Formulate questions appropriate to a sales transaction scene
- Conduct a sales transaction using English Language
- Explain the role and responsibilities of a nanny employed by English speaking expatriates
- Use English recipes to prepare a dish
- Explain the structure of a procedural text
- Apply basic map reading skills
- Explain the roles and responsibilities of a driver
- Formulate a series of appropriate questions related to a topic
- Compile a list of hotel employees duties
- Compose a formal letter seeking specific information
- Participate in an interview situation and assume the role of both an interviewer and an interviewee, as the occasion calls
- Conduct interviews in real life situations, relating to the hospitality scene
- Initiate a phone call and respond to a call in the workplace
- Take/pass phone messages
- Make and change business appointments
- Compose brief telephone messages in message slip
- Organize simple documents in alphabetical order
- File English documents/items/records into categories and sub-categories
- Identify/obtain background information on popular tourist sites in a particular region
- Identify and understand the role and responsibilities of tourist guides in Indonesia
- Obtain information of special interest to tourists
- Describe scenes of special interest to tourists

Glossary

Activity	A process whereby students are actively engaged in a situation that will stimulate learning through actual experience
Assessment	The process of gathering and discussing information from various sources in order to understand of what students know, understand, and can do with their knowledge as a result of their educational experiences
Biography	An account of the series of events making up a person's life written by another person
Brainstorming	A problem-solving technique that involves creating a list that includes a wide variety of related ideas. A method of shared problem solving in which all members of a group spontaneously contribute ideas.
Compulsory	Required to do something. "Physical education is compulsory."
Context	The circumstances in which an event occurs. If someone says, "You must place use this in context." This means you must use it in a place where it belongs, where it fits in and where it makes sense.
Dialogue journal	Learners' journals, in which they write freely about their activities, experiences, and plans. This may be a rich source of information about the type and level of English needed
Dramatize	Represent something in a dramatic manner; acting with emphasis on certain aspects more than on others
ICT	Information Communication Technology
Information/Research skills	These skills include the ability to recognize when information is needed, and to be able to identify, locate, evaluate, use and communicate information to address issues or problems at hand.
Reflective journal	Reflection on learning that takes place; write down what the session was about, what you learned, what was easy and what you found difficult, which way you will be going
Life skills	Life skills constitute a continuum of knowledge and aptitudes that are necessary for a person to function independently and to avoid interruptions of the employment
Non curricular	Activities which are not part of the core curriculum. Includes extracurricular activities, personal development, (pengembangan diri) and local content curriculum (muatan local)
Procedural text type	A text with a statement of purpose and instructions given in a series of steps which will ensure the completion of the task. Recipes belong to this type of writing.
Procedure	A series of steps taken to complete a task
Project	An undertaking required a concerted effort. An extensive task undertaken by a student or a group of students to apply, illustrate, or supplement classroom lessons.

Scribe	The person who has the responsibility to write notes during group
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	discussion
Service learning	Involvement in activities that provide community oriented services e.g. designing neighborhood playgrounds, starting a recycling programme, teaching young children to read
Stimulate	To rouse to activity or heightened action by spurring or goading. In reference to the English toolkit, stimulation is achieved when you use pictures/brochures or some other external means to help the imagination embark on different journeys so that participants can visualize what you are talking about.
Task	A set piece of work assigned or done during a session. This may be performed in groups or individually.
Team work	Cooperative effort by the members of a group or team to achieve a common goal. Students collaborate with each other to produce a product for the quality of which team member have joint responsibility.

Matrices

The toolkit is not a curriculum. Not all units and activities have to be completed. The following matrices help the facilitator to make a selection of activities they would like to by grouping the activities into categories.

The matrices categories the activities into the following groups:

- **Matrix One: Difficulty, target age range and outcomes:** This matrix shows how difficult each activity is and which grade each activity they are suitable for. It also shows what the participants will learn to do through completing the activity.
- **Matrix Two: English Competencies:** This matrix illustrates which standard and base competencies within the English National Standards the activities support. This will help facilitators decide which activities to use in their English lessons.
- **Matrix Three: Life Skills Competencies:** This matrix demonstrates the different life skills competencies developed in each activity. This will help the facilitator to select activities when they want to focus on particular life skills.

Matrix One: Difficulty, age range and outcomes

ENGLISH TOOLKIT FOR LIFE, LEARNING AND WORK

Unit	Theme/Topic	Target Range Age	Difficulty Rating	OUTCOMES
1	English for General Life Skills			
	Activity 1: Introducing the Concept of Brainstorming	Grade 9	***	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> to solve problems and <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • To understand the value of brainstorming • To learn the technique of brainstorming • To offer team members an opportunity to practise brainstorming • To use a <u>proven technique</u> to solve a group problem
	Activity 2: Bonding with Team Member	Grade 9	***	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> to be effective team members and <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • Understand and explain the concept of teamwork • Choose an effective group leader • Participate in small group activities
	Activity 3: Getting Organized and Moving into Research Skills	Grade 8	**	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> to get organized and conduct research according to a set system and <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • Organize their folders into categories as required per session • Define information skills • Describes Information Skills Sequence of Steps • Undertake basic research on a set topic

Unit	Theme/Topic	Target Range Age	Difficulty Rating	OUTCOMES
	Activity 4: Writing A Reflective Journal	Grade 7	**	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> to maintain a Reflective Journal and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Define Reflective Journal • Identify the purpose of a Reflective Journal • Discuss the guidelines of a Reflective Journal • Write an entry for their Reflective Journal
2	English for Business			
	Activity 1: Talking on the Phone in English	Grade 9	***	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> to undertake the duties of a receptionist and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Introduce themselves on the phone • State the purpose of their phone call • Listen and seek clarification of anything they do not understand • Ask for repetition • Give feedback • Close the phone conversation
	Activity 2: Taking Phone Messages and handling phone appointments	Grade 9	***	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> needed to receive and respond to telephone calls and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Take telephone messages in English • Make notes of telephone messages in English • Pass on telephone messages in English • Set up telephone appointments, using English Language

Unit	Theme/Topic	Target Range Age	Difficulty Rating	OUTCOMES
	Activity 3: Writing Brief Messages in the Workplace	Grade 9	***	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> to record telephone messages accurately in English language and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Write message received in Message slip, using English language • Check for accuracy of message received • Record/relay telephone messages, using English language • Role-play a variety of situation of taking/recording/relaying telephone messages, using English language
	Activity 4: Filing Office Records and Documents	Grade 9	*****	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> to undertake filing of office documents and records and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Show their familiarity with the concept of filing documents written in English language • Organize simple documents (written in English) in alphabetical order • File English documents/items/records into categories and sub-categories • Engage in a variety of filing activities
3	English for Domestic Service			
	Activity 1: Providing Child Care in The Home	Grade 8	**	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> needed to work as a nanny with English speaking people and implement a high level of health and hygiene standards both for herself and for the children in her care, using English Language and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Understand what a nanny is and she does • Compile a list of a nanny's duties • Understand what is meant by the term health and hygiene • Become familiar with vocabulary relating to the topic of health and hygiene

Unit	Theme/Topic	Target Range Age	Difficulty Rating	OUTCOMES
	Activity 2: Drivers, Directions and Finding Destinations	Grade 8	**	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> needed to function as a driver and <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • Understand the role and responsibilities of a driver • Acquire basic map reading skills • Ask for/give/follow directions to reach a particular destination • Become familiar with vocabulary appropriate to the topic
	Activity 3: Cooks Learning to Follow a Variety of Recipes	Grade 8	**	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> needed to read, understand and follow the steps set out in recipes, using English Language and <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • Identify ingredients required in selected dish • Identify the way a recipe is set out • Engage in market transaction • Follow the cooking procedure to prepare the dish • Become familiar with vocabulary appropriate to the topic
4	English for Hospitality Industry			
	Activity 1: Preparing a Questionnaire Using English	Grade 8	**	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> required to prepare a series of meaningful questions on a set theme and <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • Understand the difference between open-ended and closed questions • Formulate a series of appropriate questions related to the hotel scene

Unit	Theme/Topic	Target Range Age	Difficulty Rating	OUTCOMES
	Activity 2: Requesting Information from Prospective Employees, Using English Language	Grade 9	***	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> needed to write formal/informal letters, using English Language and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Compile a list of hotel employees' duties • Recognize informal/formal letter layout • Write a formal letter seeking specific information • Edit own and peer writing • Write final draft
	Activity 3: Conducting an Interview for Hospitality Industry	Grade 8	**	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> needed to be involved in a variety of interview situations and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Understand what an interview is all about • Become aware of the structure of an interview situation • Respond to questions in an interview situation • Assume the role of the interviewer
	Activity 4: Interviewing Hotel Employees Using English Language	Grade 9	***	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> needed to conduct interviews in the workplace, using English Language and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Conduct interviews in real-life situations in order to: • Determine what jobs are available in the hospitality industry • Find out what are the duties of various hotel employees
5	English for Retail Sales Industry			

Unit	Theme/Topic	Target Range Age	Difficulty Rating	OUTCOMES
	Activity 1: Talking about Indonesian Souvenirs and Handicraft in English	Grade 9	***	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> needed to identify and talk about Indonesian souvenirs/handicrafts and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Define the words <i>Tourist</i> and <i>Souvenir</i> • Compile a list of souvenirs popular with tourists • Find and pronounce English words for each souvenir in the list • Provide written and oral background information on selected items
	Activity 2: English Language Sales Talk	Grade 8	***	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> to undertake sales operations in English language and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Establish a list of words/phrases/expressions relating to selling and buying • Provide simple description of a selection of Indonesian souvenirs • Recognize the different stages of a sales transaction • Formulate questions appropriate to a sales transaction scene • Summarize main ideas of the session
	Activity 3: Conducting a Sales Transaction Using English Language	Grade 9	***	Through participating in the activities, young people will acquire the <u>knowledge</u> , <u>understanding</u> and <u>skills</u> needed to undertake sales operations using English Language and <u>demonstrate</u> their ability to use English language to: <ul style="list-style-type: none"> • Read and dramatize drama scripts related to sales transactions • Recognize the logical sequence of steps in a typical sales transaction • Identify and talk about some successful sales techniques • Become familiar with bargaining language • Simulate conducting a sales transaction
6	English for Tourism Industry			

Unit	Theme/Topic	Target Range Age	Difficulty Rating	OUTCOMES
	Activity 1: Talking About Guides and Famous Tourist Destinations in Indonesia, Using English Language	Grade 8	**	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> to undertake the duties of a guide and <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • Identify and understand the role and responsibilities of tourist guides in Indonesia • Establish and compile a list of famous tourist destinations in Indonesia • Identify the most popular tourist sites in their region • Generate vocabulary appropriate to the topic
	Activity 2: Finding Background Information About Popular Tourist Destinations, Using English Language	Grade 8	**	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> needed to seek, obtain and present such information as maybe be of interest to English speaking visitors about Indonesian tourist sites, using English Language and <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • Identify popular tourist sites in a particular region • Obtain background of selected sites through interviews • Formulate questions in preparation for interviews • Present results of their findings in role-play situation
	Activity 3: Interaction Between Tourist and Guides in Indonesia, Using English Language	Grade 9	***	<p>Through participating in the activities, young people will acquire the <u>knowledge</u>, <u>understanding</u> and <u>skills</u> needed to interact with tourists in Indonesia and will <u>demonstrate</u> their ability to use English language to:</p> <ul style="list-style-type: none"> • Find out what information tourists are interested in when they visit tourist sites • Respond to a scene of a tourist site and describe the scene, people and events in the picture • Dramatize specific roles in the handout entitled <i>Approaching a tourist scenario</i> • Use vocabulary appropriate to interaction between tourists/guides • Identify and obtain information of special interest to tourists • Role-play situations in which a guide offers guiding services to tourists

Matrix Two: English Competencies

ENGLISH TOOLKIT FOR LIFE, LEARNING AND WORK

Unit	Theme/Topic	Reading	Listening	Speaking	Writing
1	English for General Life Skills				
	Activity 1: Introducing the Concept of Brainstorming	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 2: Bonding with Team Members	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 3: Getting Organized and Moving into Research Skills	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 4: Writing A Reflective Journal	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	Write a simple functional text
2	English for Business				
	Activity 1: Talking on The Phone in English	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 2: Taking Phone Messages and handling phone appointments	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	Write a simple functional text

Unit	Theme/Topic	Reading	Listening	Speaking	Writing
	Activity 3: Writing Brief Messages in the Workplace	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 4: Filling Office Records and Documents	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
3	English for Domestic Service				
	Activity 1: Providing Child Care in The Home	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 2: Drivers, Directions and Finding Destinations	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 3: Cooks Learning to Follow a Variety of Recipes	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
4	English for Hospitality Industry				
	Activity 1: Preparing a Questionnaire Using English	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	Formulating simple questions

Unit	Theme/Topic	Reading	Listening	Speaking	Writing
	Activity 2: Requesting Information from Prospective Employees, Using English Language	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	Write formal letter
	Activity 3: Conducting an Interview for Hospitality Industry Using English	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 4: Interviewing Hotel Employees Using English Language	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
5	English for Retail Sales Industry				
	Activity 1: Talking about Indonesian Souvenirs and Handicraft in English	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	Able to write simple, short texts.
	Activity 2: English Language Sales Talk	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	Able to express meanings in short, functional texts
	Activity 3: Conducting a Sales Transaction Using English Language	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
6	English for Tourism Industry				

Unit	Theme/Topic	Reading	Listening	Speaking	Writing
	Activity 1: Talking About Guides and Famous Tourist Destinations in Indonesia, Using English Language	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 2: Finding Background Information About Popular Tourist Destinations, Using English Language	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	
	Activity 3: Interaction Between Tourist and Guides in Indonesia, Using English Language	Able to understand and respond to meanings in short functional texts	Respond to simple instructions	Converse, ask and give information Comprehend and respond	

Matrix Three: Life Skills Competencies

ENGLISH TOOLKIT FOR LIFE, LEARNING AND WORK

Unit	Theme/Topic	Personal	Social	Academic	Vocational
1	English for General Life Skills				
	Activity 1: Introducing the Concept of Brainstorming		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 2: Bonding with Team Member		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 3: Getting Organized and Moving into Research Skills		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 4: Writing A Reflective Journal		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
2	English for Business				
	Activity 1: Talking on The Phone in English		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 2: Taking Phone Messages and handling phone appointments		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 3: Writing Brief Messages in the Workplace		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)

Unit	Theme/Topic	Personal	Social	Academic	Vocational
	Activity 4: Filling Office Records and Documents		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
3	English for Domestic Service				
	Activity 1: Providing Child Care in The Home		Working in a small group Co-operation	Problem solving Decision Making Communication skills Thinking Strategically	Vocational Skills (Office work)
	Activity 2: Drivers, Directions and Finding Destinations		Working in a small group Co-operation Interacting with the community	Problem solving Decision making Communication skills Critical, creative, and independent thinking	Vocational Skills (Office work)
	Activity 3: Cooks Learning to Follow a Variety of Recipes		Working in a small group Co-operation Interacting with the community	Problem solving Decision Making Communication skills Critical, creative, and independent thinking	Vocational Skills (Office work)
4	English for Hospitality Industry				
	Activity 1: Preparing a Questionnaire Using English		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 2: Requesting Information from Prospective Employees, Using English Language		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)

Unit	Theme/Topic	Personal	Social	Academic	Vocational
	Activity 3: Conducting an Interview for Hospitality Industry		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 4: Interviewing Hotel Employees Using English Language		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
5	English for Retail Sales Industry				
	Activity 1: Talking about Indonesian Souvenirs and Handicraft in English		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 2: English Language Sales Talk		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 3: Conducting a Sales Transaction Using English Language		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
6	English for Tourism Industry				
	Activity 1: Talking About Guides and Famous Tourist Destinations in Indonesia, Using English Language		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)

Unit	Theme/Topic	Personal	Social	Academic	Vocational
	Activity 2: Finding Background Information About Popular Tourist Destinations, Using English Language		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)
	Activity 3: Interaction Between Tourist and Guides in Indonesia, Using English Language		Working in a small group Co-operation	Problem solving Decision Making Communication skills	Vocational Skills (Office work)

English for Life Skills



English for Life Skills

Audience: Young people who are interested in “survival” life skills that will help them adapt with ease to different environments and set them onto the road of happiness and success.

The main purpose of this particular theme is to develop the some general life skills and also English speaking and listening skills of young Indonesian people so that they can function effectively in the workplace and in society, including dealing with English speaking customers.

English for General Life skills is **COMPULSORY** for all students who participate in the extracurricular activities set out in the ***English for Life, Learning and Work Toolkit***.

Participants **MUST** complete all the units in ***English for General Life skills*** before they can proceed to any other theme/activities.

The four units in **English for General Life skills** introduce basic life skills that are essential for young people to be exposed to if they are to function effectively in the society and in the workplace.

- ***Writing a reflective journal***
- ***Introducing the concept of brainstorming***
- ***Getting organized and moving into research field***
- ***Bonding with team members***

These units can be done in any order. Each unit focuses on one particular aspect.

- Brainstorming is an activity where participants work together to generate several creative ideas that will help them solve problems or make decisions.
- Getting organized is a useful session as participants learn that every thing in life has its own place.
- Research skills show participants that there is value in gathering information before one embarks on major decision making process.
- Team work shows the advantages for team members to pool in their resources in an attempt to solve problems/make decisions.
- Writing in their Reflective Journal enables participants ponder over the day’s session and identify areas of strength and weakness.

Activities in these units have been designed to present young people with real life situations which they may encounter in the work-place where they can meet and interact with English speaking customers.

Most of the activities in this unit are interactive, involving whole class discussion, small group discussion, problem solving, role-play and making class presentations. ***It is very important for participants to use English language for all these activities.***

Whilst these activities are stand-alone activities, that is, they can be taught on their own, Facilitators should be aware that attendance at one session of English language training is not going to be sufficient for students to improve their speaking and listening skills. Participants must be encouraged to practice what they have learned during the session.

Tell participants at the beginning of the session how you are going to assess their performance.

Explain that these are all **non core curricular activities**, and as such there are no formal examinations. **Assessment** is a continuous process from beginning to end of whereby you observe the extent of participants' involvement in all class activities.

Activity 1

Writing a reflective journal



Introduction

This activity will focus on introducing young people to the concept of reflecting on the learning situation and familiarize them with the advantages of writing reflective journal entries. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the advantages of maintaining a Reflective Journal and start to develop and practice the skills needed to write an entry for their Reflective Journal.

Through participating in the activities, young people will acquire the knowledge, understanding and skills to maintain a Reflective Journal and demonstrate their ability to use English language to:

- Define **Reflective Journal**
- Identify the purpose of a Reflective Journal
- Discuss the guidelines of a Reflective Journal
- Create an entry for their Reflective Journal



Target Age Range:

The appropriate grade for this activity is grade 7



Difficulty Rating

The difficulty rating for this activity is **two stars**.



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It supports the development of the following competencies in English

Listening		Speaking		Reading		Writing	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts		Write a simple functional text	
✓		✓	✓	✓			

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills General work skills
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Photocopy handout entitled *Reflective Journal Entry Sample* for all participants



Assessment

Assessment will be an on-going activity throughout this session. Tell participants you will be using a combination of your observation of the extent of their involvement in all class activities. You will also follow this up by looking at their journal entries on the day's session.



Technology

Using technology in this activity is optional and will depend on the resources have available. The following are some suggestions:

- Participants can use a computer to keep their reflection journal



Detailed Steps

Step 1: Definition of a reflective journal (15 minutes)

- Write the words **Reflective Journal Writing** on the board.
- Ask participants to explain what they understand by these words. If they are finding it difficult to respond, throw in the **work diary** and see if there is any response.
- Explain that some people like to keep diaries about what they do every day. It's like having some one to talk to, but the diary does not talk back to you.
- The following is an excerpt from a personal diary. Write it on the boards

26 June 2006

Dear Diary,

Guess what happened to me today? I can't believe that I have such rotten luck. I got up very early this morning. I was determined to get to the bus stop on time today. It has been horrible over the last week. For some reason, I missed the bus every day. That's not so much a problem. The terrible thing about being late to school is that you have to report to the School Principle.

Entry was written this way – you may ask participants to continue the entry orally.

- Select a couple of random participants and ask them to give an oral diary entry. It could be about anything. It could be about something they have done, something interesting that happened to them recently. This section can be conducted in a combination of English and Bahasa Indonesia.
- Explain that the diary entries keep a record of what a person has done over a period of time.
- Ask again: What is a Reflective Journal then? Write the following definition on the board. Read it out loud.
 - Journals capture the process of learning and the stages in a learner's development over the time of the programme or course.
- Explain more fully. Tell them that in a reflective journal, a person writes about the various things that happened during a course or a program. One tends to reflect on what one have learnt in that session; what was interesting; what was difficult; maybe one can suggest ways in which the activity can be improved.



Step 2: Purpose of a reflective journal (20 minutes)

- Get them thinking about the purpose of keeping a Reflective Journal. Encourage them to make a contribution. Share the following points with them. No need to write this on the board. Just talk about the points. The purpose of a Reflective Journal Entry is:
 - To make you reflect on what you have learnt in any particular learning session.
 - To help make your thoughts clearer by writing them down on paper.

- To heighten your awareness of the highlights of the session.
- To identify those areas where you had some difficulty and you can ask your friends or your teacher to help you out.
- Point out that regular reflection is a great way to discipline the mind – it forces you to think about the main points of the session or the day. You see the overall picture and if there is a problem, you become aware of it and that’s half-way to solving your problem.
- Call out for a volunteer to give you an oral Reflective Journal Entry on a topic of their choice. Or you may suggest some topics that participants may relate to, such as:
 - Friendship
 - Bullying
 - Relationship
- Ask them to reflect on one of these topics. Tell the class their views on the topic. What do they think Friendship is? Is it important? Why is it important? What is friendship? Is it good to have many friends?
- You may let this become a general class discussion where one participant starts talking about her/his views and another person is allowed to continue on with her/his thoughts. (You will find that participants are reluctant to start speaking. However, when someone else has made a start, others find it easier to come in with their contribution)
- Present the model of a **Reflective Journal Entry on this session so far**. Write it on the board and read it out to the class. Tell them that it is very simple. All one has to do is to write what happened in the course.

Reflective Journal Entry: Extracurricular Activities

27 June 26, 2006

This is absolutely weird. I don’t know what’s come over my teacher. Life must be hard for him at home. Why on earth should I be talking to a piece of paper? Paper and pen can’t talk back to you. I am supposed to write what I’ve learned in this session so far.

Not much! All we’ve been told is what a Reflective Journal entry is. Oh, yea, there was that little bit about the Diary Entry. That sounded interesting.

I hope we don’t have to write these entries everyday. Where will we find the time to do so?

Oh, time to finish writing now. Great!



Step 3: Guidelines for writing a reflective journal (10 minutes)

- In writing an entry for their Reflective Journal, participants should think about some or all of the following questions. Write these guidelines on the board.
 - What they have learned in any particular session
 - What they found interesting
 - What was boring

- What was useful
 - What was useless
 - What they found easy
 - What was difficult
 - What they will be doing to improve their skills in any particular area.
- Tell participants that they will be required to write make a journal entry at the end of each session. This can also be done at home if there is not much time in class.
 - The entry can be in English or if you feel more comfortable, you may chose to write in Bahasa Indonesia.
 - Write all your entries on loose leaf paper. Write the date and the session you attended. Stress to participants that they will not be marked for spelling mistakes and grammatical mistakes.

Note:

DO NOT ASSIGN A GRADE FOR REFLECTIVE JOURNAL ENTRIES.

Remember: The purpose of the Reflective Journal is to give participants time to reflect on what they are learning. They should be given the opportunity to let their thoughts on paper without fear of being “corrected”.



Step 4: Writing your first reflective journal entry (10 -15 minutes)

- Before participants write their first Reflective Journal, give them a copy of the handout entitled Reflective Journal Entry Sample. Ask for one or two volunteers to read this out loud.
- Explain any difficult words.
- Now it is time for participants to write their first entry. You may wish to join them in this activity. Participants love it when their teacher does exactly the same thing as they are doing. It does help to break down some barriers between participants and teachers.
- Refer them to the guidelines on the board.
- Tell participants that this is purely for their benefit. It is important to tell them that these entries will not be assigned a grade. They should just write their thoughts on paper. Tell them not to be afraid to write because of the fear of making mistakes. It's okay to make mistakes, as long as they have their thoughts on paper.
- Let participants know that while they will not be assigned grades for their Reflective Journal Writing, you will be reading these to check that they have mentioned all the main ideas introduced in the session.
- Participants may write their journal entries in Bahasa Indonesia if they feel more comfortable. However, they should aim to write in English in the long run.
- At the end of the allocated time, participants place their completed journal in their folder marked **Reflective Journal**.



Extension

- Create a new section in your folder and name it: *My Diary*
- Write an entry in your diary every day for one week. You must talk about the important things that you do every day – interesting things that other people might be interested in. Remember to write the date on each entry.
- In the second week, write entries for your Reflective Journal. Continue these entries for one week. Talk about issues that interest you – issues such as:
 - There is too much violence on television.
 - Private cars should be excluded from the city
 - Family
 - Weddings
- At the end of the two weeks, meet up with a friend who has done the same thing. Exchange your Diary entries and your Journal Entries.
- Read one person's entries.
- Discuss:
 - In what way are they similar? In what way do they differ?
- Read the second person's entries.
- Discuss:
 - In what way are they similar? In what way do they differ?
- Did you enjoy this writing session?



Handout for Participants

Reflective Journal Entry Sample

12 June 2006

Dear Journal

I have really enjoyed this session on Brainstorming. It is good to know discussion with a group of people can produce so many ideas. I must admit that when the Facilitator wrote the topic “Computers are taking over our lives.” on the board, I did not know what to say. As my friends started to give their ideas, things became easier. It seemed as if a door was open in my brain and ideas started to come out.

It was fun trying to find the 10 most common words in Bahasa Indonesia. Strange how we use these words all the time and we never think about them.

I can see how using this brainstorming technique is going to help me with our major task. By myself, I will find it difficult to do all that work.

What concerns me about brainstorming is that people who are “big talkers” may dominate the sessions. I suppose this is where the Group Leader can help out by reinforcing the rules of Brainstorming, specially the one where only one person speaks at a time.

I can see that I will be enjoying these sessions in this toolkit.

Activity 2

Introducing the concept of Brainstorming



Introduction

This activity will present the concept of brainstorming to young people and will show how they might use brainstorming to generate creative and valuable ideas to solve problems. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the meaning and value of brainstorming sessions and start to develop and practice the skills needed to solve problems using the brainstorming method.

Through participating in the activities, young people will acquire the knowledge, understanding and skills to solve problems and demonstrate their ability to use English language to:

- To understand the value of brainstorming
- To learn the technique of brainstorming
- To offer team members an opportunity to practise brainstorming
- To use a proven technique to solve a group problem



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple		Converse, ask and give	Comprehend and	Able to understand	

instructions		information	respond	and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (General work skills)
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a *minimum* of two hours but can take place over a few sessions.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Photocopy the following handout.



Assessment

Assessment of this activity is based on participants' contribution to whole and small group work. This is based on the facilitator's observation on how active they are, how much they interact with each other



Detailed Steps

Step 1: Definition of Brainstorming (10 minutes)

- Tell participants create a new section in their folder entitled Brainstorming. Write the title on your folder separator. Write all notes on loose-leaf paper. Place in folder.
- Introduce the concept of “Brainstorming” to the class. Have participants heard the word before?
- Write the word “Brainstorming” on the board.
- Explain the meaning and purpose of brainstorming, why it is an effective tool? Use the first idea listed below for your input. Do not read it, talk about it. Give a demonstration of what brainstorming is all about.

Brainstorming is an organized approach for producing ideas by letting the mind think without interruption



Step 2: Brainstorming Practice (10 minutes)

- Write the following topic on the board.
Computers are taking over our lives.
- Ask participants if they agree/disagree with the topic. They must give a reason as to why they agree/disagree.
- Write their answers on the board. Allow ten minutes for this session.
- At the end of ten minutes, count the number of ideas group has come up with. Ask them if one single person could have generated so many ideas?
- Emphasize that ***Brainstorming*** is a good technique to use to generate more ideas.



Step 3: Problem-Solving (10 minutes)

- Write the following on the board
Brainstorming is a method where a group of people get together to solve a problem or to complete a task. Members of the group spontaneously contribute ideas to help solve the problem.
- Tell participants that they have to remember the above statement when they are engaged in Task One “Common Words.” When they are engaged in a brainstorming activity, they should let their ideas flow. At this time of the game, there is no right or wrong ideas. Let the ideas keep coming until they have exhausted their supply.

Task One: Common Words

- Work in groups of 4
- Each group has to decide on the top 10 words used in the written English language.
- Rank the order of the words you select as being the most common. Place the most common at the top and write number One next to it. Then place the second most common and write 2. Continue in this way until you have ranked the ten words.
- All participants come together. Share your findings. Did any group have a similar list?
- Discuss similarities and differences between each other’s list of words.

- Tell the participants that they are going to have to decide on the top 10 words used in the written English language and that the official count has been made from a large newspaper.
- Use the instructions in the box above to help you.
- Allow 10 – 15 minutes to make their final decision.
- All participants come together. Share their findings. Ask if any group have a similar list? Discuss similarities and differences.
- Ask participants to compare their answers with the following list compiled from the **Sydney Morning Herald, 1986.**

Ten Most Common Words in English	
1.	The
2.	Of
3.	To
4.	And
5.	A
6.	In
7.	For
8.	Is
9.	On
10.	That

Variation/Extend: You may choose to ask participants what are the 10 most common words used in Bahasa Indonesia. If you know what the answers are



Step 4: Enhancing creativity (10 minutes)

- Explain and discuss the following three points. Tell participants that they may use the brainstorming technique on their own to solve a problem.
 - Brainstorming can be done either individually or in a group. In group brainstorming sessions, the participants are encouraged and often expected to share their ideas with one another as soon as they are generated.*
 - The key to brainstorming is not to interrupt the thought process. As ideas come to mind, they are captured and stimulate development of further ideas.*
 - Brainstorming is used for enhancing creativity in order to generate a broad selection of ideas in leading to solving a problem or making a decision on an issue.*



Step 5: Rules and procedure of Brainstorming (15minutes)

- Talk about and explain the following rules and procedure for brainstorming.
- Write one point on the board at a time in English. Explain it. Call for questions from participants. Move on to next point. There is no need for participants to take notes. Discussion should be sufficient. Actual practice of a brainstorming session will reinforce points introduced at this stage.

Rules of Brainstorming	
1.	No criticism, evaluation or judgment of ideas is to occur during the idea-generation phase. The objective here is to generate as many ideas as possible, not to decide on merits of ideas.
2.	All ideas are encouraged. No idea is too “crazy” Creativity is the goal.
3.	Quantity is more important than quality at this stage. The more ideas there are, the more likely it is that there will be several useful ideas.
4.	Members should feel free to combine ideas and to add to or build on the ideas of others in order to create combinations, improvements or variation.

Brainstorming Procedure	
1.	Team members sit so that they can see one another.
2.	The brainstorming session begins with a statement of the problem or topic in specific terms.
3.	Team members engage in general discussion to generate ideas.
4.	One idea about how to solve the problem is offered by any one member of the team. Then, the individual to that person’s left or right contributes an idea. Proceed this way around the group until no one has any ideas left.
5.	While the ideas are flowing around the group, the scribe lists all the ideas as they are generated (but not who suggested them) on butcher’s paper or on the board. The exact wording of each idea is duplicated as closely as possible.
6.	The list of ideas is positioned so that all members can see it all the time.
7.	Anyone may pass on any particular round if s/he has nothing to contribute.



Step 6: Discussion and Explanation of Task (10 minutes)

- Give a copy of Task Two to each participant.
- Ask a volunteer to read the task out loud.
- Facilitator introduces the task. Explain that this brainstorming session will help participants to establish what they already know about jobs in hotels, about hotel routines, duties of hotel employees etc. The process will also help them to identify those areas in which they need further information.



Step 7: Brainstorming at whole group level (15 minutes)

- Start your brainstorming session. Involve the whole class.
- The following questions may be used as a starting point. Write these on the board
 - What sort of jobs are there in a hotel?
 - What are the duties of each employee?
 - Which of these jobs requires the ability to communicate in English?
- Encourage participants to add to the list of questions.
- Follow Phase and Rules of brainstorming. ONE PERSON SPEAKS AT ONE TIME
- Scribe/Secretary writes each idea on butcher’s paper or on blackboard or chalk board
- Group examines information Draw up three columns on a different flipchart paper. Write the following headings in each column:

Task Two: Career in a Hotel

A group of friends and you are very interested in taking up a career as a hotel employee. It is a well established fact that a good working knowledge of English is a major advantage if you wish to obtain employment in that area.

In order to increase your chances of getting a job when you leave school, one of the things you have to do is to Find out what jobs are available in the hotel industry? Knowing the sort of jobs available gives you the opportunity to learn about these jobs, and in doing so you can prepare yourself for your chosen job.

Work in groups of 4. Compile a list of jobs available in the hotel industry. You must also give a list of duties associated with each of these jobs.

- Copy the table below on the board, copy the three headings and leave out the rest of the information.

List of Jobs	Duties of Employees	English Required
Receptionist	Handles telephone inquiries, greets guests, transfers calls to guests and other sections	Yes
Check-in staff		
Room-service		
Restaurant		
Housekeeping		
Bellboy		
Taxi service		

- Ask participants to help you fill out the column with the heading, **List of Jobs**; ask them to give a list of all the jobs they can think of related to hotels.
- If there are any difficulties in getting students going, help out by giving one of jobs mentioned in table. Note that the list is not complete. Feel free to add jobs that you think are relevant.
- Next, ask participants what they believe a receptionist in a hotel does. What are her duties? Write these in the column with the heading **Duties of Employees**.



Step 8: Brainstorming in small groups (15 minutes)

- Participants work in groups of 4.
- Tell them that they should follow the pattern in the whole group brainstorming session to compile a list of the duties of each of the hotel jobs listed in the table. They also have to note whether each particular job requires employees to speak English.
- Facilitator moves from group to group, listen to what is being said, make suggestions and generally encourage participants with their discussion.
- At the end of 20 minutes, get all the groups together and combine their ideas to form one list. Encourage participants to share their findings with the rest of the class.

- Ask for a volunteer to type list, or to write out the list neatly. Copies of this list should be made for all participants. Everyone should have the same list.
- ***Please make an extra copy of this list and place it in the English Toolkit. It will be useful for participants doing the English for Hospitality theme.***



Step 9: Summary (15 minutes)

- Participants reflect on the session. Write an entry, noting the highlights of the session. Write about those sections that can be improved. Place the completed entry in the journal section of your folder.
- Now participants work in groups of 4.
- Encourage them to talk about what skills they have learnt in this session. If they are unsure, guide them using the bullet points below. Ask them to make an entry in their Reflective Journal. This should be written on loose-leaf paper. Place this in folder.
- Main ideas presented in this session
 - What brainstorming is all about
 - Ten most common words in English
 - Rules and procedure for brainstorming
 - Brainstorming in a large group
 - Brainstorming in a small group



Extension

The following are suggestions for further brainstorming activities:

Problem-solving

Break the group into teams of 5 participants

Each team must choose a problem to solve. The problem can be school based or it can be related to life at home or in society for example:

- How can we encourage motor bike riders to wear helmets?
- Suggest ways in which we can educate Indonesian citizens to keep their environment clean
- Draw up a list of what you consider Healthy Food?
- How can we make English classes interesting so that participants are motivated to speak the language?
- How can you get more customers in your local bookshop?

Each team is to elect a group leader and a scribe. The leader must get as many ideas as possible from the other team members in a period of 10 – 15 minutes. No discussion of suggestions is to take place until the 10 – 15 minutes period is over. Encourage ridiculous ideas.

When the 10 – 15 minutes period is over, each team is to evaluate each idea generated by the group. Decide on the best three ideas.

The whole group decides on the single best idea for each problem.

Which team had the greatest number of ideas? Was anyone surprised at the number of ideas generated? Did the ridiculous ideas lead to more productive ideas? Which team members were encouraging other team members for more ideas?

Activity 3

Bonding with team members



Introduction

This activity introduces young people to the idea of working together as a large or small team to achieve results. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to recognize the value of working as team members to solve a problem and start to develop and practice the skills needed to participate effectively in small/large group discussions.

Through participating in the activities, young people will acquire the knowledge, understanding and skills to be effective team members and demonstrate their ability to use English language to:

- Demonstrate good team work
- Choose an effective group leader
- Participate in small group activities



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Links to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It supports the development of the following competencies in English:

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings	

				in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills General work skills
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours and thirty minutes. The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Photocopy the following handouts for all participants.
 - Qualities of effective team leaders



Assessment

Assessment in this activity is based on participants' contribution to whole class and small group work. This is based on your observation on how active they are, how much they are interacting with each other. Tell them that Active means they have paid attention and that they remember what has gone on in the session



Detailed Steps

Step 1: Defining teamwork (15 minutes)

- Participants create a new section for their folder entitled *Teamwork*. Ask them to write all notes, definitions on loose-leaf paper. Place in this section at the end of the session.
- Involve all participants in this discussion
- Write the word
 - Teamwork on the board and the following discussion questions.

- What do you understand by “teamwork”?
- Why is teamwork important?
- Guide this discussion. Encourage every one to make a contribution. Jot down the ideas on the board or on butcher’s paper. Note ONE definition of teamwork below. Do not give this to the students at this stage. Let them come up with their own definition. It does not have to be word for word the same as this definition. Accept their definition if it shows an understanding of the nature of team work.

Teamwork occurs when two or more people plan and act in a coordinated manner to achieve common objectives. It is important because a team working towards a common goal can achieve far more than the same group of individuals working independently and in an uncoordinated manner.
- Using the information gathered from the whole group discussion, summarize the group’s concept of teamwork. It could be something like:

Teamwork is when two or more people work together, use their combined abilities to solve a problem or to reach a decision.
- Participants write their own definition or they can copy facilitator’s definition



Step 2: Qualities of an Effective Leader (10 minutes)

- Prior to choosing a leader and a scribe, lead the whole group in a discussion to establish qualities essential in an effective leader. You may mention a few of the qualities listed below to get discussion going. At the end of this step, you may choose to give the list to them as a handout, or it might be easier to write them on the board.

Effective Team Leaders
Communicate
Are open, honest, and fair
Make decisions with input from others
Give team members information they need to do the job
Keep focused through follow-up
Give praise and recognition
Makes constructive suggestion
Demonstrates assertiveness
Treat team members with respect
Accept ownership for team decisions
Display tolerance and flexibility

- Remember, this is a very interactive session. It can become noisy. Don’t worry about the noise. It is normal in such situations display tolerance and flexibility
- Emphasise the following:

An effective leader learns to use the abilities of the group to solve problems and make decisions. A leader has to ensure that every one participates in discussion and that every one remains focused on the set task.
- To start the activity, lead a brief, informal session where the group talks about good leaders in the community, why they are good. What makes them effective leaders?
- Talk about the poorer leaders and why they are not as effective.
- Who are the leaders in their school? Teachers? Or Students? Or both?

- Allow few minutes for this step. It gives participants time to think about what qualities we look for in a good leader.



Step 3: Choosing a group Leader (15 minutes)

- Tell the participants that their task is to choose a Leader for the whole group. This will be useful if they are going on with several extracurricular activities from the English Toolkit. Even if they will not be attending future sessions, this will be a useful exercise as this is a skill they will be able to apply to other areas of their working life or their social life.
- Remind them that not everyone was born to lead. Some people are effective team members. A successful group is made up of a good Team Leader and hardworking, creative, supportive, cooperative, etc. team members.
- The Group Leader will be responsible for:
 - Running group discussions
 - Giving information required to team members and making sure every one understands their task
 - Ensuring maximum participation from all team members
 - Ensuring that all team members remain on task
 - Complete follow-up activities

Task One: Choosing a group leader

Task One (led by the Facilitator)

- Nominate people who would make an effective leader of the **whole group**. You may have more than two people. Write these names on the board. Take one name at a time. Call for a show of hands. Write the number of votes next to the person's name.
 - Continue this process for the remaining nominated names. The person with the highest number of votes is elected as the **Group Leader**
- Please note that voting could also be by secret ballot.*



Step 4: Forming small groups (10 minutes)

- Ask participants why we form small groups. Why do we work in one large group sometimes and why do we work in smaller groups at other times?
- Wait for their answer. Encourage students to make contributions. Tell them not to be afraid to make mistakes.
- Write the following on the board. You can use it as stimulus for discussion. There is no need for participants to write these notes down. Keep them focused on the discussion. They may choose to reflect on this in their journal at the end of the session.

The large group looks at the bigger picture – every one contributes ideas, make suggestions for solving a problem or to reach a decision on an issue. The more ideas we have, the better. If an individual is working alone, it would take a lot longer to complete task. Sharing often leads to a better “product”

The big group decides to take a series of steps to obtain information necessary to solve the problem. Small groups are formed to handle each of these steps. Each sub-group is allocated a certain task which they have to complete by a certain date. Then they get together with their suggestions and present their results to the whole group. After discussion, a decision is reached, a problem is solved.

Task Two: Selecting a small group leader

- Break the participants into groups of 5
- Tell everyone to point one finger in the air.
- Then tell them that on the count of three they are to point to the person they would like to see as the group leader.
- The person with the most fingers pointed at them is now elected the group leader

Variations

Lots of variations can be used here. The leader may be the person with their birthday being the closest to today's date, or the person who lives furthest away.



Step 5: Choosing a scribe (10 minutes)

- Explain scribe's i.e. a person who takes notes during the meeting so you have a record of the meeting. This person must be a good listener and must be a good writer.
- Each sub-group should choose a scribe or participants can volunteer to be a scribe. Participants may volunteer for this position.
- If there are no volunteers, participants may choose a "Roster" system whereby every one takes turns in being the scribe for the group. One person may be the scribe for one task, or for the duration of the Activity.
- Write down the names of:
 - Number of groups and names of each team member
 - Names of groups' team leaders and names of scribes
 - Each group's name. Each group can decide on a name for their group and they should refer to their group by this name for the duration of the next session of extracurricular activities they attend.
- Place this list of names and the date of session in Toolkit folder.



Step 6: Pass the microphone (20 minutes)

- Inform group members that they are about to participate in a group discussion on a controversial topic.
- The following are some examples you may want to think about some more locally relevant controversial issues.
 - That it is tougher for boys/girls (*choose the appropriate gender when you assign this topic. It is good to give it to the boys and say it is tougher for the girls and vice versa*).
 - That we should stop logging Indonesia's native forests
 - That we should fight peer group pressure
- Get the group members to sit in a circle, either in their chairs or sitting on the floor.

- Let them know that the object you are about to place in the middle of the circle is a microphone and that if they wish to speak they must hold the microphone. Participants are not allowed to speak unless they hold the microphone.
- When they finish speaking or giving their point of view they are to place the microphone back in the middle of the circle for the next speaker to pick up and use.
- Should you notice that any of the participants are a little backward in reaching for the microphone, you have the power to hand the microphone to any of them. No other group member has this power.
- Finish the discussion as input starts to diminish.
- Lead a short whole class discussion:
 - Did everyone get a chance to have uninterrupted input when they wanted?
 - Are the introverts and extroverts made more even with an exercise like this?

Variations

- Put a limit on how long a participant can hold the microphone on any given occasion.
- If there are identified participants who are regarded as too dominant, you may decide to limit the number of times each participant may use the microphone.



Step 7: Summary (15 minutes)

- Participants write an entry for their Reflective Journal.
- Tell them to write a step to step account of what happened in today's session.
- What activity did they enjoy the most? Why?
- Have they worked together with some friends before to solve a problem? When? Ask them to write the story.
- Place completed entry in journal section of folder



Extension

Materials: Two sheets of blank paper and a pencil for each team member
An empty box, such a shoe box, for the leader

- The leader explains that the team members are going to solve the problems that they consider to be important
- After giving each group member a pencil and two sheets of paper, the leader asks that each team member write a problem question on one of his or her sheets of paper. The question could be personal, such as, "What can be done about my family's tendency to be angry in the morning?" or it may be more political or social, such as "How can Indonesia solve the problem of traffic jam?"
- When team members have written their questions, leaders request that on the second sheet of paper, each member write a solution to the chosen problem.
- The leader then directs the members to fold their papers so that no one can read them and to place their solution sheets in a box held by the facilitator. They are to keep the papers on which they have written their problem questions.

- Each member then selects a new solution from the box. (The group members are not to look at the solutions until they are instructed to do so.)
- When all members have new solutions, the group leader asks for a volunteer to read his or her question out loud. The volunteer unfolds the new solution and reads it aloud.
- For example: “What can be done about my family’s tendency to be angry in the morning?”
- They must sit down and discuss what they have to do each morning. Write a plan of what should be done first, second etc.
- The activity continues until all members have shared their problem questions and new solutions.

Variations:

- The leader asks that the members’ problems and solutions be about school-related topics.
- The members exchange solutions instead of drawing them out of a box.
- The members can be asked to place their problem questions in the box. The leader then picks a question out of the box, reads it aloud, and calls on a member to share his or her solution.

Activity 4

Getting organized and moving into research



Introduction

This activity will focus on showing young people the value of organization of the learning situation and on introducing the concept of information/research skills required to succeed in the workplace/life. This activity should be completed in groups of 10 to 20 young people.



Objectives and learning outcomes

The purpose of this activity is for young people to develop and practice the skills needed to organise materials/documents received in the learning situation and to undertake research on a specific topic.

Through participating in the activities, young people will acquire the knowledge, understanding and skills to get organised and conduct research according to a set system and demonstrate their ability to use English language to:

- Organise their folders into categories as required per session
- Define information skills
- Describe the Information Skills Sequence of Steps
- Conduct basic research on a topic



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **two stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple		Converse, ask and give	Comprehend and respond	Able to understand	

instructions		information		and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills General work skills
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Prize for best maintained folder



Assessment

Assessment will be an on-going activity throughout this session. Tell them that you will be using a combination of your observation of the extent of their involvement in all class activities. You will also follow this up by looking at their journal entries on the day's session.



Technology

Using technology in this activity is optional and will depend on the resources have available. The following are some suggestions:

- Young people can write their reflection journal on the computer
- Young people can use the internet to research their famous person



Detailed Steps

Step 1: Organizing your folder (20 minutes)

- Ensure that each participant has
 - Either a two-ring folder or a three-ring folder.
 - Folder separators
 - Plastic sleeves (optional)
 - A-4 Line-loose leaf paper
- Ask participants what they will be using their folders, folder separators, and paper for. Write their contribution on the board. It does not matter if they don't have too many ideas. Write the first bullet point on the board. It may free their mind and give them some ideas.
 - To keep all the handouts, homework sheets, class notes, etc. in the one folder.
- After they have made their contribution, write the remaining two bullet points on the board. Discuss each idea. Talk about the importance of being organised. If everything has its place, it is easy to find a particular document. No time wasted. No frustration when you can't find something.
 - Folder separators will keep the documents in separate categories, thus making it easy to find
 - Loose-leaf paper to write on. Loose-leaf paper is good to use because you can add on to your notes in the right section. It is more difficult to add notes to a previous section in an exercise book
- Organise your folder. Use the following steps and guide participants into this process.
 - Identify all the categories you are likely to use in a particular section.
 - Take folder separators and write the names of each of these categories. Each of these should be of a different colour.
 - One of these sections could be: **“Organising my folder”**. A second one can be **“Reflective Journal Writing”**
 - Within each category, place a few loose-leaf sheets. If you have plastic sleeves, use these to protect the sheets. It does not matter if you don't have any.
 - When you get the time (at home) decorate your folder on the outside. Use pictures from magazine, pamphlets, brochures etc. Your decoration can reflect a theme – titles of book, movies, scenery etc.
- Explain to participants that they should:
 - Have their folders with them when they are attending these extracurricular activities
 - All handouts and notes and worksheets should be placed in the appropriate section of their folders.
 - At the end of the semester a prize will be awarded for the best maintained folder.
- Write the following statement on the board.

Organisation is the key to success.

- Discuss this statement with them. It is always interesting to see what young people come up with. The organised person does not waste time in looking for things; the organised person does not get frustrated when s/he can't find an important document; the organised person remains cool, calm and collected. The organised person is in a position to make decisions and s/he derives satisfaction as s/he gets on with the business of life.
- Today they are starting with the organisation of their folder. This skill seeps into other areas of their life and helps them walk towards the road of success.



Step 2: Defining Information Skills (10 minutes)

- Ask participants to create a new section in their folder entitled Information Skills. Write the title on your folder separator. Write all notes on loose-leaf paper. Place these in your folder at the end of this session.
- Write the words Information Skills on the board. Ask participants what they understand by this.
- Use the statement below to explain the concept of Information Skills to participants.

Information skills or Research skills are those skills that we use to obtain information in order to complete a specific task. One has to move through a logical sequence of steps in order to do so. This means you have to take a series of steps in a particular order to complete the task.
- Participants write definition on loose-leaf paper.



Step 3: Information Skills Sequence of Steps (10 minutes)

- Present the following “situation” to participants. This can be done orally.

You have saved enough money to buy a motor bike. Which bike to get? Where do you buy motor bikes? Can you afford to buy a new one? Will you get a second hand one? There are so many types of bikes around! How do you choose? How do you get value for your money?
- Encourage participants to respond to these questions. Ask the questions again, one by one. They should be able to answer some of the questions. Answers could be:
 - Second-hand dealers
 - Advertisements in the local paper
 - Advice from friends/family
- Explain that before you reach a decision about which bike to buy, you need to obtain information from a variety of sources. This is what we call **Researching**. It is very important to conduct a thorough research before we make a decision about any issue. Thus, it is important for every one to learn how to be effective in our research. There are certain steps we have to go through before we obtain the information we need.
- Introduce the Information Skills Sequence of Steps
 - Understand the task/question that you've been set. Ask yourself exactly what you have to do.
 - Brainstorm for ideas that will help solve the problem, or that will help you complete your task.
 - Select the relevant ideas
 - Categorize your ideas – create headings and put similar ideas under these headings.

- Put ideas and categories in a logical order. These have to make sense. Point A, Point B, Point C etc.
- Write your first draft. Edit. Write final draft.
- Participants must write these steps on loose-leaf paper.



Step 4: Sequence of Steps (20-30 minutes)

- Write the following task on the board.

Task One: Position of Cashier at Hotel Brawijaya

You have been invited to attend an interview for the position of Cashier at Hotel Brawijaya. You want to make a good impression with the Board of Interviewers because you really are really keen to get this job.

The Principal of your school has told you that it would be a good idea for you to do some research on a hotel cashier's job before you go for the interview. What are the duties of a hotel cashier? It is always good to be prepared for such occasions so that you can answer the questions and thus create a good impression.

Describe the steps that you will take to carry out your research. Refer to the Information Skills Sequence of Steps. Start with the first one, move to the next and so on till you have the information required.

- Read the task out aloud. Get a few participants to take turns to read the task.
- Reassure them that they don't have to do this task. They are going to pretend they have to do it and just **describe the steps** so that they can become familiar with the logical sequence of steps one follows when one undertakes a research task.
- Start this as a whole group discussion. What's the first thing they have to do? Refer to the Information Skills Sequence of Steps.
- What is the task? They have to describe the steps. What steps? Where will they get information that will tell them what a cashier does? With whom must they speak?
- Once they are clear on the Sequence of Steps, break participants into groups of 5.
 - Look at the task. Establish what they have to do.
 - Brainstorm for ideas. Discuss. Each team member makes a contribution
 - Select relevant ideas
 - Categorize ideas – put similar ideas together under a heading
 - Write your first draft
 - Present the results of your findings to the class.
- Each group takes turn to make their presentation. Other participants pay attention and make notes whilst others are talking.
- Whole class discussion – ask them if there were any similarities/differences in their presentation.

Note: Participants are on the right track if they have gone through Information Skills Sequence of Steps and if they make mention of approaching the Hotel Manager/person whose name was on advertisement/friends or neighbours who work as cashiers.



Step 5: Summary (15 minutes)

- Participants work in groups of 4.
- Explain that their assessment in this session is based on their contribution to whole class and small group work. This is based on your observation on how active they are, how much they are interacting with each other. Tell them that you will also be reading their Reflective Journal Entries as this will be a good indication on how active they have been in the class. Tell them that Active means they have paid attention and that they remember what has gone on in the session.
- Encourage them to talk about what skills they have learnt in this session. If they are unsure, guide them using the bullet points below. Ask them to make an entry in their Reflective Journal. This should be written on loose-leaf paper. Place this in folder.
- Main ideas presented in this session
 - Organise folders into categories
 - Defining Information Skills
 - Sequence of steps in conducting a research



Extension

The following is a suggested activity for young people to extend the learning from this activity

Let's do lunch!

You are going to have lunch with someone famous! You are really very, very excited to meet this person and you want to create a good impression. Having lunch with a person means spending a minimum of one hour with her/him. Obviously, you will have to talk to this person. What to talk about? You don't want to be sitting down staring at her/him all the time. Find out all you can about this famous personality! Conduct your research.

Extension Task: Famous Personality Research

- Conduct a research on a famous/popular person. This person could be someone currently in the news, or s/he could be a famous pop star/film star/sports star.
- Make notes on appearance, personality, dress, nationality.
- Find out something about their personal history as well as career background.
- Make an oral presentation of the results of findings to your classmates. Be prepared to answer questions from your audience.

English for Business



English for Business

Audience: Young people who are interested in finding employment as a receptionist in an office, where there will be interaction with English speaking customers.

The main purpose of this particular theme is to develop the English language and speaking skills of young Indonesian people so that they can function effectively in the role of a receptionist, especially in their dealings with English speaking customers.

The activities in **English for Business** have been designed to present young people with real life situations which they may encounter in the work-place where they can meet and interact with English speaking customers.

Most of the activities in this unit are interactive, involving whole class discussion, small group discussion, problem solving, role-play and making class presentations. ***It is very important for participants to use English language for all these activities.***

The various activities have been based around Indonesian themes and situations, thereby making the learning situation more real for participants as they recognise familiar objects and situations. There are four parts/activities to this theme:

- ***Talking on the Phone***
- ***Taking Phone Messages and Handling Phone Appointments***
- ***Writing Brief Messages in the Workplace***
- ***Filing Office Records and Documents***

Participants may attend one, or all the activities in this theme. Completing the activities in the order listed will be particularly useful in assisting participants improve their English language skills.

Whilst these activities are stand-alone activities, that is, they can be taught on their own, Facilitators should be aware that attendance at one session of English language training is not going to be sufficient for students to become an efficient receptionist. Participants must be encouraged to practice what they have learned during the session, especially making and receiving telephone calls.

At the end of each activity, participants should be given some time to reflect on that day's session. Organize participants in groups of 4, encourage them to talk about what they have done, what they have learnt, what was interesting and what they found difficult. At the end of their discussion, each participant **MUST** write an entry in their **Reflective Journal** Writing section of their folder.

Tell participants at the beginning of the session how you are going to Assess their performance. Explain that these are all **Extracurricular Activities**, and as such there are no formal examinations. **Assessment** is a continuous process from beginning to end of whereby you observe the extent of participants' involvement in all class activities.

Activity 1

Talking on the Phone



Introduction

‘This activity will focus on the role of a Receptionist in an English speaking office and how a receptionist might initiate a phone call and also respond to a call. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the role of a receptionist and start to develop and practice the skills needed to engage in a simple telephone conversation in English as a receptionist

Through participating in the activities, young people will acquire the knowledge, understanding and skills to undertake the duties of a receptionist and demonstrate their ability to use English language to:

- Introduce them self on the phone
- State the purpose of their phone call
- Listen and seek clarification of anything they do not understand
- Ask for repetition
- Give feedback
- Close the phone conversation



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies: This activity can be used to support the English curriculum. It links into the following **theme** *Professions* and supports the development of the following competencies in English

Listening	Speaking	Reading
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Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Office work)
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Old telephone or toy phone for each pair of participants (if possible)
- Photocopy the following handouts for each participant:
 - *Telephone related vocabulary*
 - *Useful phrases and expressions*
 - *Checklist for dialing out and receiving calls*
 - *Spelling over the phone*
- Hand these out to participants as required.



Assessment

Assessment will be completed during the summary step (step seven) You should circulate around the room whilst young people are working in groups and listen to their comments. You can follow this up by looking at students written summaries in their folders.



Detailed Steps

Step 1: Definition of a receptionist (10 minutes)

- Encourage participants to use English language as far as possible for this session.
- Write the word **Receptionist** on the board.
- Ask participants what they understand the word to mean.
- Listen to their response. Write these on the board.
- Encourage further discussion by introducing more questions. This should be a very interactive session.
 - What do you understand by the word “Receptionist”?
 - Where does a receptionist work? Office, hotel, ...
 - What does a receptionist do?
- Summarize the group’s findings
- Use the following definitions to supplement group’s responses
 - A receptionist is a secretary whose main duty is to answer the telephone and receive visitors
 - A receptionist is an office/administrative support position. The work is usually performed in a waiting area such as a lobby or front office of an organization or business. The title "receptionist" is attributed to the person who is specifically employed by an organization to greet any visitors, patients, or clients.
- Conduct a general discussion to find out how many participants have access to a phone, how many have used a phone, for what purposes did they use the phone etc.



Step 2: Duties of a Receptionist (10 minutes)

- Brainstorm to establish the duties of a receptionist. Encourage all participants to make a contribution. It might be a good idea to ask one person at a time to give their idea. If some one does not know, go to the next person. You may wish to use one or two ideas from the table below to start discussion.

Duties of a Receptionist
• Answers incoming telephone calls, determines purpose of callers, and forwards calls to appropriate personnel or department.
• Takes and delivers messages when appropriate personnel are unavailable
• Answers questions about organization and provides callers with address, directions, and other information according to company policy.
• Receives, sorts, and routes mail, and maintains and routes publications.
• Maintains fax machines, assists users, sends faxes, and retrieves and routes incoming faxes
• Creates and prints fax cover sheets, memos, correspondence, reports, and other documents when necessary
• Performs other clerical duties as needed, such as filing, photocopying, and collating

- Write ideas on the board as soon as they are suggested by participants.
- Photocopy the table entitled ***Duties of a Receptionist*** for each participant. Or, you may choose to write the information on the board. At the end of the session, participants must place all handouts in their folder.
- Read, explain and discuss first bullet point in table.
 - Answers incoming telephone calls, determines purpose of callers, and forwards calls to appropriate personnel or department.
- Encourage participants to make their contribution.
- Ask a volunteer to read the second bullet point and explain to the class. Other members of the group may assist in this task.
- Participants work in pairs. Allocate the remaining bullet points to different groups. Ask them to read the statement(s) and discuss what they understand it to mean.
- At the end of five minutes, participants report their findings to the class.
- Summarize their findings.



Step 3: Establishing contact (10 minutes)

- Explain that in this session, participants will have the opportunity to practice communicating on the phone to obtain information.
- Explain the following: terms **in English**
 - The Caller is the person making the call.
 - The Receiver is person receiving the call.
- Consider the following set of questions:
 - How will the receiver know who you are?
 - When will you tell the receiver the purpose of your call?
 - What are the steps involved in making a business call?
 - There is no need for participants to give detailed answers. This is to get them thinking about making and receiving phone calls.
 - Divide students into groups of four
 - Give students Task One to do in their groups

Task One: Phone Conversations

Work in groups of 4.

Think of some recent telephone calls (in English or in your own language) you have made or overheard.

Describe them to your partners. What was the first thing that the person said? What came next? How did the phone conversation end?

Explain the things that sounded strange or annoying about the other person's use of the phone.

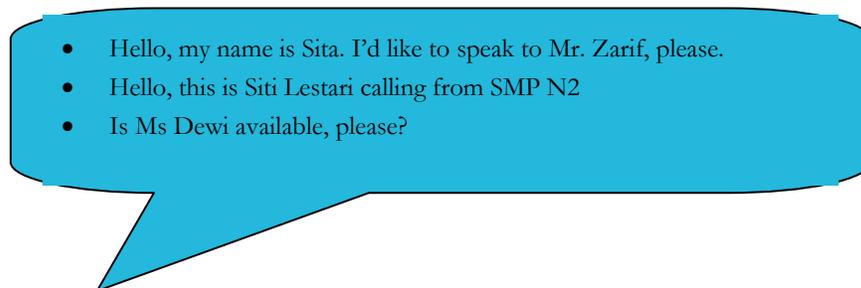


Step 4: Initiating and responding to a call (20 minutes)

- Share findings from task one with other groups

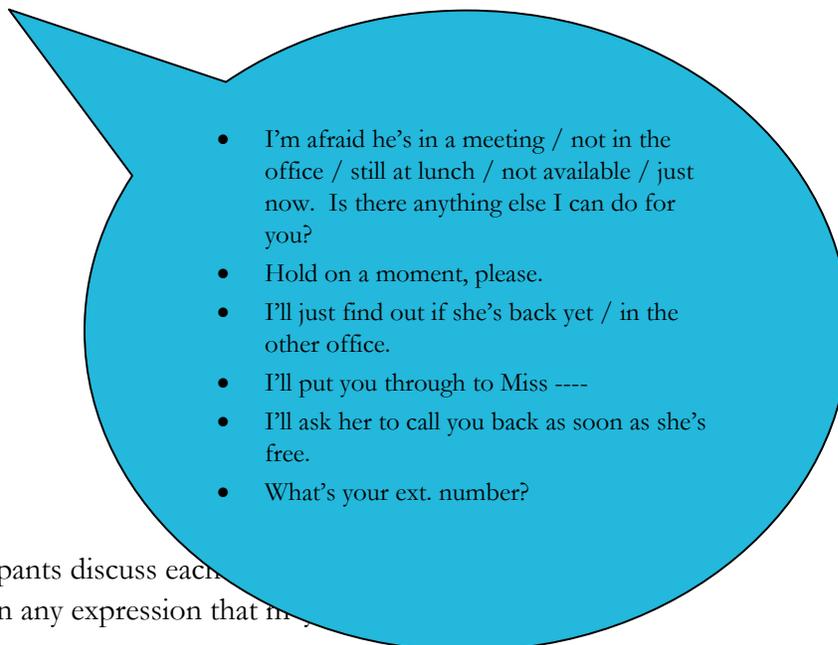
- Explain the correct procedure to establish contact when making or receiving a call as follows:
 - Introduce self / announce identity
 - State purpose
 - Seek clarification
 - Ask for repetition – name, number
 - Give feedback
 - Close conversation
- Places the following speech bubbles on an overhead transparency **or** write the information on the board **or** copy and paste all the speech bubbles on one sheet (if possible).
- Give a copy to each participant

Introducing yourself



- Explain that the caller must identify himself, give his name and workplace. Then, he must state the purpose of this call.

Possible responses from Receiver



- Participants discuss each
- Explain any expression that m...

- Facilitator provides assistance where it is needed.

Task two

Participants work in pairs.

- Person A is the caller and Person B is the receiver. They sit back to back. This is to simulate a telephone conversation where you do not see the person you are talking to and you have to listen carefully.
- Take one statement from the speech bubble. The caller has to say what comes before the expression. Receiver responds with statement in the above speech bubble. Caller responds.
- Proceed in this manner with the five responses from the receiver
- Walk around the room
- Discuss your findings with other participants.



Step 5: Initiating and responding to a call (15 minutes)

- Place the following speech bubble on an overhead transparency or writes the information on the board.
- Discuss and explain each statement.
- Allow participants to make contributions.
- Add to the list if possible.

-
- Could you ask her to call me back, please? My number is ---
 - Could you give him a message, please?
 - What time do you expect her back?
 - I'll call again later today.
 - Thanks very much for your help.

- Facilitator asks two participants to role-play the situation 1 below
- Say what comes before and what comes afterwards.
- The other participants provide feedback.

Situation 1:

Caller:	What are your hotel rates? Does that include breakfast and other extras?
Receiver:	

- Give two different participants situation 2 to role-play.
- Feedback from the group.

Situation 2

Caller:	Is there a connecting flight to Kuala Lumpur from Changi Airport?
Receiver:	



Step 6: Closing a telephone conversation (10 minutes)

- Write the following speech bubble on the board. Explain that there are various expressions in English language to close a telephone conversation politely.
- Get participants to practise saying the following.
- Ask them if they can think of other ways to finish a telephone conversation.



Step 7: Telephone scripts (25 minutes)

- Participants work in pairs.
- Examine the following two telephone scripts where the caller is contacting a potential employee.
- Each pair roles plays each script until they are comfortable with the way these conversations occur.

Conversation One	
Agus	Hello!
Ibu Erna	Hi, This is Ibu Erna, from Kantor Walikota. May I speak to Agus, please?
Agus	This is Agus. How are you Ibu Erna?
Ibu Erna	I am very well, thank you. I have read over your application, and I am interested in having you come in for an interview.

Agus	That would be great. When would you like me to stop by?
Ibu Erna	How does Tuesday at 10.00 a.m. sound?
Agus	That sounds good. Your office is located near Pasar Raya on Jalan Brawijya, right?
Ibu Erna	That's correct. See you on Tuesday then, Agus.
Agus	See you then, Ibu Erna. Good Bye
Conversation Two	
Receptionist	Good Afternoon, Kemchick Travel Agent!
Caller	Hi, my name is Rosa. May I speak with Mr. Gatot, please?
Receptionist	Mr. Gatot is at a meeting right now.
Caller	May I leave a message?
Receptionist	That should be fine. Wait, let me get a pen that works.
Caller	My name is Rosa Hartono. I am calling about the possibility of working as her assistant. This position was advertised in Jakarta Post last week. My phone number is: 031 5548930.
Receptionist	That will be fine. I'll give her the message.
Caller	Thank you very much. Good Bye!



Step 8: Telephone related vocabulary (10 minutes)

- Give each participants the following handouts, which can be found at the end of the activity:
 - Telephone related vocabulary
 - Useful phrases and expressions
 - Spelling over the phone
 - Checklist for dialing out and receiving calls
- Explain that:
 - The first two handouts contain a selection of telephone related vocabulary and expressions.
 - The second out helps with spelling difficult words on the phone.
 - The third one is a checklist for dialing out and receiving calls.
- Explain the meanings of some of the expressions in the first two handouts.
 - Telephone related vocabulary
 - Useful phrases and expressions
- Tell students that they are not meant to learn all this vocabulary in one session. That will come in time. At this stage, all they have to do is to have a quick look, maybe ask a few questions and keep the handouts for reference when they are engaged in their tasks.
- Spelling over the phone is very useful when one is spelling a difficult word, especially over the phone. People do get confused over the pronunciation of letters like “P” and “B”; “M” and “N”. Thus if they have to spell the name, “Didik”, they will say *Delta India Delta India Kilo*.
- Allow participants a few minutes to practise spelling their names or their friends' names, using this method.
- Tell them to use the Checklist for dialing out and receiving calls handout when they have finished preparing their telephone scripts. They have to go through the checklist and

make sure that their script is in accordance with this before they make their presentation to the class.

- Now ask participants to complete task three

Task Three

Instructions

- Participants work in pairs and role-play the following situation. Sit back to back when you are making the phone call. You may try to be more realistic and use a real phone, or a mobile phone. This gives the added advantage that you don't see the person when you are making the call and it forces you to rely on your listening skills.
- If you don't have access to a phone, you may use the old string and telephone trick. It actually works.

Making appointments

- Here's a page from your diary of 25 November 2002.
Phone Jakarta Office and talk to Nina M.s.Sisyono and Supriadi publicity
Lunch with Didier Lamont at 1.00
Staff meeting at 3.00
Sales meeting Auditorium at 5.00
- Nina M.S. telephones to change the 10.00 a.m. meeting because she has a dentist's appointment. Have a conversation with her and arrange a time for another meeting.
- Student A (Nina) telephones Student B.
- When you have completed the task, change roles, student B is now Nina.
- Write your conversation in your book. Discuss your work with other members of your class and your facilitator.

- Now ask participants to complete task four

Task Four

- Work in groups of three. Person A, Person B and Person C. Your facilitator will give you your script, entitled ***Information for Student A, Information for Student B and Information for Student C.***
- Take turns to role-play a phone call. Person A is the receiver, Person B is the caller. Person C is the Observer. Role-play the situation. Then change over your roles. Each person must have a turn at being Person A, Person B and Person C.
- The third person will listen in and comment on your performance later.
- To simulate the situation of a telephone conversation, the people on the phone must sit back-to-back so that you can't see each other's faces.
- Alternately, you may try to be more realistic and use a real phone, or a mobile phone. This gives the added advantage that you don't see the person when you are making the call and it forces you to rely on your listening skills.
- If you don't have access to a phone, you may use the old string and telephone trick. It actually works.



Handout for Participants

Information for Student A

You are the caller, Mr. / Mrs. Tamaya.

- You met Mr. / Ms Santono at a trade fair last year. He / she may be interested in placing an order for some of your products.
- Call him / her and invite him / her to be your guest for lunch next Thursday when you'll be in town.
- Ask him / her to suggest a nice restaurant near his / her place.
- Find out what sort of restaurant it is and how you can get there from either Sekupang Ferry Terminal or Batu Ampar Ferry Terminal.

When the call is over, the Observer will give you feedback on your performance.

Information for Student B

You are Mr. / Ms Santono, in charge of buying supplies for your firm.

- You met Mr. / Mrs. Tamaya at a trade fair in his / her country last year. He / she supplies a product you may be interested in. You haven't heard from him / her since then.
- Next Friday you are free for lunch but have to be back in the office at 2.30 p.m. for a meeting.
- If you are asked to recommend a restaurant, suggest a place you really do like in your own town.

When the call is over, the Observer will give you feedback on your performance.

Information for Student C

You are an Observer.

1. Before the call begins look at your partners' instructions.
2. Listen to your partners on the phone and make notes about their performance, according to the guidelines set out below.
3. Give them feedback on their performance



Step 9: Summary (15 minutes)

- Participants work in groups of 4.
- Encourage them to talk about what skills they have learnt in this session. If they are unsure, guide them using the bullet points below. Ask them to make an entry in their Reflective Journal. This should be written on loose-leaf paper. Place this in folder.



Extension

The following will provide participants with the opportunity to practice communicating on the phone to obtain information.

The following is suggested information that people can get over the phone. Participants may use these to practice making phone calls or they may decide on some other options.

- Find out when a business is open
- Call to find the price of a product (movie ticket, shoes advertised in a magazine, hammer)
- Find out whether the book store has a book you want
- Find out if a sale item in the newspaper is still available in the shop
- Call a place of business and get directions



Handout for Participants

Telephone related vocabulary

Speak to	Out of the office	Bid for	Check with
Find out	May be in late	Apply to	Brought up
Look into it	Best time for her	In bulk	Approved of
Ring ... back	Come to ...	In debt	Advertise for
Spelling of	Connect me with	On time	Backlog of
Will be in	Pick you up	On loan	Blamed for
Benefit from	In contact with	Lack of	Account for
Ring before .	Close to shops	Next to	On top of
In between	Near the school	Outside	Over the ...
Ahead of	In front of	Close by	In between
Mobile phone	Get in touch with		Connect
Phone booth	Broken down		Dial tone
Telephonist	Answering machine		Inquiries
Put you through	Requesting information		Messages
Extension	Fault diagnosis		Payphones
switchboard	Making appointments		Handset

Useful phrases / expressions

1.	When you answer the phone, you should be: <ul style="list-style-type: none"> • Tactful • Efficient • Prompt • Courteous • Sound friendly • Address people correctly
2.	A good telephonist should: <ul style="list-style-type: none"> • Answer the phone as soon as it rings. • Hang up as soon as the caller is connected • Pass on a message as soon as possible • Put the call through as soon as the line is free.
3.	Please give me a ring tomorrow evening.
4.	I can't get through.
5.	The telephone is out of order.
6.	All the calls intended for Ms. Deborah should be put through to her secretary.
7.	Sorry, we were cut off.
8.	I've tried several times to ring, but there is no reply.
9.	Number engaged.
10.	Just a minute, hold the line, please.
11.	I have to book a call first.
12.	I have to cancel a call.
13.	Are you on the phone?



Handout for Participants

Checklist for dialing out and receiving calls

As you make a business telephone call and as you receive a business telephone call, check your use of the following characteristics.

1. Dialing out: Have I:	Yes	No	Unsure
prepared what I am going to say			
collected the correct information			
collected a message pad, pen & pencil			
dialed carefully			
identified myself and the organization			
stated the reason for the call			
spoken directly into the telephone			
spoken clearly			
used courteous language and voice tone			
used the other person's name			
concentrated as i listen			
given feedback to the other person			
repeated messages for accuracy			
terminated the call pleasantly			

Spelling over the Phone

The words in the following table will assist you with ensuring you convey correctly spelt contact details

International Aviation Alphabet			
A	Alpha	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliet	W	Whisky
K	Kilo	X	X-ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu



Handout for Participants

Checklist for dialing out and receiving calls

As you make a business telephone call and as you receive a business telephone call, check your use of the following characteristics.

2.	Receiving calls: Have I:	Yes	No	Unsure
	• answered promptly			
	• identified myself and the organization			
	• established contact			
	• selected a message pad and pen			
	• identified myself and the organization			
	• spoken directly into the telephone			
	• spoken clearly			
	• spoken courteously			
	• listened carefully			
	• used the caller's name			
	• established rapport			
	• followed up any enquiries			
	• offered assistance willingly			
	• repeated messages to check understanding			
	• written messages on a telephone message form			
	• closed the call pleasantly			
	• provided an appropriate return call			

Poor telephone skills reduce customer service and interfere with the satisfaction of their needs. The complaints heard most often include: being connected to the wrong person, waiting too long, not having messages passed on or calls returned, and experiencing a rude manner from the person answering the telephone

Activity 2

Taking phone messages and making appointments



Introduction

This activity will focus on two specific duties of a receptionist whereby s/he takes/passes phone messages and handles making/changing business appointments, using English language. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to develop the skills required to take accurate telephone messages and set up appointments, using English language

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to receive and respond to telephone calls and demonstrate their ability to use English language to:

- Take telephone messages in English
- Make notes of telephone messages in English
- Pass on telephone messages in English
- Set up telephone appointments, using English language



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**.

This means that it is above average difficulty



Links to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes professions and supports the development of the following competencies in English:

Listening	Speaking	Reading	Writing
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Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts		Writes simple messages	
✓		✓	✓	✓		✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Office work)
✓	✓	✓	✓	✓	✓



Time

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Old telephone or toy phone for each pair of participants (if possible)
- Photocopy the following handouts for each participant:
 - Telephone conversation One
 - Telephone conversation Two
 - Scenario of Caller
 - Scenario of Receiver



Assessment

Assessment in this session is based on participants' contribution to whole and small group work. This is based on the facilitators' observation on how active they are and how much they interact with each other. Tell them that active means they have paid attention and that they remember what has gone on in the session.



Detailed Steps

Step 1: Passing messages effectively (10 minutes)

- Explain the purpose of this activity – to make participants aware of how passed on messages can become severely distorted. It will also show participants that they need to improve their communication and listening skills.
- Ask participants the following question:
 - How well do we listen when we are given a message? What is intended by the conveyer of the message? What message did we receive? What message did we convey to others?
- Brief discussion follows.
- Participants sit around in a circle. Take your place amongst them. Explain the rules of the game. As follows:

Task One: Game

- One person whispers a message in the ears of the person sitting on his right.
- It must be a full sentence and it must be meaningful. For example: The traffic in this city is really getting worse.
- This sentence **CANNOT** be repeated. The person starting says this only once.
- The Receiver must listen carefully
- Then the Receiver turns to the person sitting on his right, and whispers the message in his ears.
- The third person turns to the fourth person and whispers the message.
- The game continues in this way until the last person receives the message.
- He writes the message down and hands it in to the Facilitator.

- Start the game. Continue until the game is complete
- Lead a discussion. Was the message received by the last person accurate? First person repeats the message as he heard it. This continues around the circle
- This session will create a few laughs as the message is seen to be distorted from one person to the next.
- Explain the moral of the story which is: Messages can easily change. Listen carefully. Seek clarification if you are not sure you heard correctly.



Step 2: Taking messages and making notes (15 minutes)

- Enlist the assistance of a colleague or two good student to role play *Telephone Conversation One and Telephone Conversation two*
- Ask participants to work in pairs and listen to and watch the role play. They must
 - Listen to the calls and note down each message
- After the role play is complete, ask them to compare the way they have written down the messages with the way your partner has.

- Allow enough time for everyone to compare notes.
- Role-play the calls again and ask everyone to make notes on the way that the phone is used “well” and on the way the phone is used “badly” in each call. Then join a partner and compare your notes. Which is the better telephone conversation?
- Ask participants for feedback
- Give input, use the following notes to help you



Notes for the Facilitator

Telephone Conversation Two is better. Pushpa gets straight to the point. She mentions it is urgent and clearly states the problem. In the first telephone, Munish is not sure whether he wants Mr. Jasmeer to call him today or today. He is not specific about which arrangements he would like to discuss.



Step 3: Making and changing appointments (20 minutes)

- Cut out each scenario from the tables entitled Conversation: Scenario of Caller and Conversation: Scenario of Receiver.
- Participants work in pairs
- Give a different scenario to each pair of participants. Use scenarios from both tables.
- Explain that each scenario is part of a conversation between a receptionist and a customer. The message in each scenario comes at different parts of the conversation – some are at beginning, some at a later stage in the conversation. Participants have to recreate the whole dialogue, starting with the Caller phoning and the Receiver responding.
- Participants work in pairs. Imagine Person A is the caller and Person B is the receiver.
 - Introduce self / announce identity
 - This is Yuni.
 - State purpose
 - I am calling to ...
 - Respond
 - Hello, Miss Yuni.
 - Seek clarification
 - With whom did you have an appointment?
 - Ask for repetition – name, number
 - Confirm message by repeating what caller has said.
 - Say good bye.
- Participant work in pairs and complete the conversations. Role-play. Practice.
- Go around the class and provides assistance where and when it is necessary. It is a good idea if you join in the conversation every so often.
- Participants present their conversation to the class. The whole group, under the leadership of the Facilitator provides feedback.



Step 4: What's been said before? (20 minutes)

- Write the following statement on the board.
 - I'm afraid she isn't in at the moment. Can I take a message?
- Ask participants what it means. What would have been said before? Can they come up with a message?
- Read out the following model.

Caller	Hi, this is Agus from Telkomsel. May I speak to Mr. Indra, please?
Receiver	I'm afraid she isn't in at the moment. Can I take a message?
Caller	Yes, please. Tell Mr. Agus that his handphone bill was due two weeks back. He must settle his account by 5.00 p.m. today. Otherwise, I'm afraid we will have to disconnect his phone.
Receiver	Certainly, Sir. I am sure he must have forgotten. He always pays his bills on time. I will give him the message. Have a nice day, Sir.

- Write the following statements on the board.
- Explain that these are some common expressions used when making a telephone call. Make sure that participants understand each expression. Encourage them to add to the list.

Sorry, she's just gone out. Would you like to ring back later?
He's away for a few days. Can I give him a message?
Sorry, she's just gone out. Would you like to ring back later?
She's out of town for a week, I'm afraid. Is it urgent?
Could I speak to Mr. Jasmeer, please?
Oh, just a moment. I'll see if he's in.
I'll put you through.
Can I help you at all?

- Participants work in pairs. Give two statements to each pair. They create one dialogue for each statement. Follow pattern established in the previous activity.
- Participants may choose to present their dialogues to the whole group.
 - Participants work in groups of 4.
 - Encourage them to talk about what skills they have learnt in this session. If they are unsure, guide them using the bullet points below. Ask them to make an entry in their Reflective Journal. This should be written on loose-leaf paper. Place this in folder.
 - Main ideas presented in this session
 - Taking phone messages
 - Making notes of phone messages received
 - Passing phone messages received
 - Setting up appointments
 - Role-play a variety of situation in using the telephone



Extension

The following is a suggested activity for young people to extend the learning from this activity

- Establish a list of business situations where you have to make/confirm/change/postpone or cancel appointments.
 - Meet some one at the airport
 - Arrange flight for the Manager
 - Cancel a training course
- Five minutes preparation time
- Work with a partner and choose situations where you have the responsibility to make/confirm/change/postpone or cancel appointments. Create short dialogues
- Role-play your conversations
- Whole class discussion
- Provide feedback to your peers.



Handout for Participants

Telephone Conversation One	
Receptionist	Maison Jendela. Selamat Pagi
Mr. Munish	Hello, er, --- it's Dedi Munish here. Um --- could I speak to Mr. Jasmeer, please?
Receptionist	Oh, just a moment, I'll see if he's in. I'll put you through.
Secretary	Hello, Mr. Jasmeer's office.
Mr. Munish	Could I speak to Mr. Jasmeer, please?
Secretary	Oh, I'm very sorry, he's --- er --- out at lunch. Can I help you at all?
Mr. Munish	Ah. Um --- could you ask him to call me today, please? Er --- preferably before 4 p.m. --- or --- um --- any time tomorrow. Er, --- it's to do with the arrangements for the July --- f—for the congress in July.
Secretary	Yes, who's calling, please?
Mr. Munish	This is Mr. Munish - Dedi Munish.
Secretary	Dedi Munish. And can I take your number, please?
Mr. Munish	Yes, er --- 01 476 2488
Secretary	So, that's 01 476 2488
Mr. Munish	Yes.
Secretary	Dedi Munish. Okay Mr. Munish, I'll get Mr. Jasmeer to call you as soon as he comes back to the office.
Mr. Munish	Thank you very much. Good Bye.
Secretary	Good Bye.

Telephone Conversation Two	
Receptionist	Swensen and Sons, Good morning.
Pushpa	Oh, good morning. This is Pushma Refi calling from Chennai. I'd like to speak to Mr. John Sharp, please.
Receptionist	Oh, certainly, ma'am. I'll connect you immediately.
Justin	Hello
Pushpa	Oh, is that John Sharp?
Justin	Er --- no, it --- is it Pushma?
Pushpa	Yes.
Justin	Oh, hi! This is Justin Murdoch.
Pushpa	Oh, hi. Um --- is John around?
Justin	Er, --- just a minute. I'll check --- Um --- no, he doesn't seem to be. He should be back any minute. Er, --- can I help you?
Pushpa	Um --- yeah. Look, can I leave a message with you?
Justin	Sure.
Pushpa	It's urgent. There's been a mix-up about the labeling of product number 16765 A – that's the one for the Indian market.
Justin	Uhuh, I've got that.
Pushpa	And I'd like him to get in touch so that it can be cleared up.
Justin	Okay.
Pushpa	Um --- he can reach me at this number till tomorrow evening. Okay.
Justin	Mmm.
Pushpa	It's + 91 11 675432
Justin	Okay. He can reach you at this number till tomorrow evening: + 91 11 675432
Pushpa	That's right. Great. Thanks Bob.
Justin	Okay, bye bye.



Handout for Participants

Scenarios of Caller	
1.	You have a reservation for me tomorrow. I'll be checking in rather late, I'm afraid at about 11.00 p.m. You will hold the room for me, won't you?
2.	Sorry, it looks as if I'll have to change my booking. Something urgent has come up, so I've had to change my plans.
3.	This appointment we've been trying to arrange – well, Thursday would suit us.
4.	These are the details you asked about.
5.	About the delivery times – the earliest date we can manage is May 1st.
6.	When you've checked things at your end, would you let me know?
7.	Good morning. I was wondering if I could make an appointment to see Dr Indra, please.

Scenarios of Receiver	
1.	Sorry, we're completely booked up, but you could try the Beach Court Hotel. The phone number is ----.
2.	We haven't any double rooms left but I can offer you a suite at \$ SG 160.00 a night.
3.	Would you mind sending me written confirmation?
4.	Now, how about Wednesday? There's an appointment at 11.30 a.m.
5.	Can you come on Tuesday morning?
6.	You asked me to call back to tell you if it's okay.
7.	When you've checked things at your end, will you let me know?
8.	Yes, we can go along with these arrangements.
9.	I'll pick you up at the entrance to the bus terminal at 9.30 a.m.

Activity 3

Writing brief messages in the workplace



Introduction

This activity will focus on young people receiving telephone messages in the English language and responding appropriately by relaying these messages accurately. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to develop English listening and speaking skills to take telephone messages, provide appropriate responses to customers and relay telephone messages accurately to parties concerned.

Through participating in the activities, young people will acquire the knowledge, understanding and skills to record telephone messages accurately in English language and demonstrate their ability to use English language to:

- Write message received in Message slip, using English language
- Check for accuracy of message received
- Record/relay telephone messages, using the English language
- Role-play a variety of situation of taking/recording/relaying telephone, using English language.
 - Records/takes/relays messages
 - Makes notes



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following theme 'Professions' and supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Office work)
✓	✓	✓	✓	✓	✓



Time

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Butcher's Paper (large sheets of white paper)
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- An old telephone or a toy phone for each pair of participants (if possible)
- Photocopy the following handouts for each participant:
 - *Rina calls in sick.*



Assessment

Assessment in this activity based on their contribution to whole class and small group work. This is based on the facilitators' observation on how active they are, how much they are interacting with each other. Tell them that Active means they have paid attention and that they remember what has gone on in the session.



Detailed Steps

Step 1: Writing brief telephone messages (20 minutes)

- Explain that in this session the focus is on writing brief telephone messages. There are several occasions when a caller can't get through to the person he needs to speak. On such occasions, the receptionist has to take down the message as accurately as possible. Then she/he ensures it reaches the person for whom it is intended. Most companies have a special form for taking down messages. These usually have a title, "*While you were out...*" "*Message Slip*"
- Write the following on the board and ask participants to write it on their loose-leaf paper.

Message Slip			
From:	Caller's name	To:	Name for whom message is intended
Caller's Organisation:			
Caller's Telephone No.			
Date and time called:			
Message:			

- Explain that it is very, very important for the receptionist to:
 - Get the correct spelling of caller's name
 - Establish which organization s/he is from (if there is one)
 - Take down the correct telephone number
 - Listen to the message carefully
 - Ask for clarification if unsure of certain aspects
 - Repeat all the information before finishing off the call.
- Often, the caller will give a very long explanation/story. The receptionist should not write down everything that is said. He should identify the main message and convey this as concisely as possible.
- Prepare two copies of the telephone conversation entitled: **Rina calls in sick**. Ask for a couple of volunteers to role-play the conversation. Give them a few minutes to read the script so they are familiar with the content.

Rina calls in sick	
Rina	Hello, can I speak to Mr. Amritam, please?
Shakila	I'm sorry. He's out. Can I take a message?
Rina	Yes, my name's Rina.
Shakila	Rina. Can you spell that please?
Rina	R.I.N.A. Romeo – India – November – Alpha.
Shakila	Uh huh. And what's your phone number?
Rina	759324
Shakila	Can you repeat that please?
Rina	75 - 93 -24
Shakila	That's fine. What is your message, please? I'll ask him to call you.
Rina	Well, you see, I went to a restaurant last night. It must have been some thing I ate, uh, I think it was the ice cream that did it. I hardly slept last night – I was vomiting so badly.
Shakila	I am sorry to hear about, Ms Rina.
Rina	I really am not feeling too good. Can you tell Mr. Amritam that I won't be in today? I am hoping I should be okay by tomorrow, but then you never know, do you?
Shakila	No problem, Ms Rina. I'll give him your message.
Rina	Oh, I was supposed to send two letters – one to the bank, requesting for a meeting with the Bank Manager. The second one is to CIBA Vision. They are in my in-tray.
Shakila	What would you like us to do, Ms Rina?
Rina	It is urgent that those letters go out today.
Shakila	I'll give the message to Mr. Amritam. I'm sure he will get someone to send them today. Will that be all Ma'am?
Rina	Yes. Thank you so much for your help. Bye
Shakila	I hope you are feeling better soon. Good Bye, Ma'am.

- Role-play the conversation. Give all participants a copy of the Message slip. They must listen carefully to the conversation. Fill out the form and write the message. Remember to focus on the main message. Rina spoke a lot but the message is actually very brief.
- At the end, participants form groups of 4 to compare their messages. Did you get the same information? Did you include all relevant information? Are there some aspects in your written message that could be left out?
- Circle the room listening to participants as they share their information. Provide guidance where necessary.
- Ten minutes should be sufficient for this group discussion.
- Ask each group to read out their brief messages.
- Discuss. Write the following message on the board. It is a brief, concise message from the script, ***Rina calls in sick***. Participants should compare it to their own message.

Message Slip			
From:	Rina	To:	Mr. Amritam
Caller's Organisation:	<i>(note: Rina works in the same office as Mr. Amritam)</i>		
Caller's Telephone No.	759324		
Date and time called:	<i>(participants can make this up)</i>		
Message: <i>Rina called in sick. Two urgent letters in her in-tray must be sent today.</i>			



Step 2: Checking brief telephone message for accuracy (15 minutes)

- Ask participants to work in groups of 4. The following is part of Mr. Gautam's telephone conversation. Write the information on the board.
- Explain that this is Gautam's message to the receptionist. Point out that he spells his name, gives his message accurately and asked for this to be passed on to Mrs. Bailey.
- Get participants to identify each item of information. Write each of these on the board as participants call out.

Mr. Gautam: Hello, this is Mr. Gautam – that's G-A-U-T-A-M. I'm supposed to be meeting Mrs. Bailey on Wednesday at 3.00 p.m. The problem is that I won't be able to make it. But I can meet her on Thursday at 10.30 a.m. Could you call me back to confirm if this is all right, please? My number is + 65 633546. Thanks. Bye

- The receptionist left the following message for Mrs. Bailey.
- Read it out to the class.

Mr Gowtum or Gowturn called about Wednesday.
Wants you to call him back later.

- Ask participants and discuss the following "Does this message convey Mr. Gautam's message?" Identify what has been left out of the message. Is the message accurate? Spelling of name?
- Ask participants to use the message slip format and re-write this brief message for Mrs. Bailey.
- Compare your message with participants from the other groups.



Step 3: Creating telephone scripts (45 minutes)

- Introduce the task.
- Participants work in pairs. Think up of a situation when you have to call a person from an organization. Ask to speak to the Manager. You are told he is not available. You leave a message for him.
- Create your telephone conversation. Practice role-playing your script.

- Each pair presents their script to the class and role plays.
- Give remaining participants a copy of the **Message Slip** form. As they listen to the telephone conversation, they have to fill out the form and write a brief message.
- Lead the class in a whole class discussion to see if every one has written down the main point. Remember – the message has to be accurate and brief.



Step 4: Summary (20 minutes)

Participants work in groups of 4.

- Encourage them to talk about what skills they have learnt in this session. If they are unsure, guide them using the bullet points below. Ask them to make an entry in their Reflective Journal. This should be written on loose-leaf paper. Place this in folder.
- Main ideas presented in this session
 - Write message received in Message slip
 - Check for accuracy of message received
 - Record/relay telephone messages
 - Role-play a variety of situation of taking/recording/relaying telephone



Extension

The following is a suggested activity for young people to extend the learning from this activity. This activity provides participants with the opportunity to write their own versions of an incident.

A female lawyer has been found not guilty of dangerous driving in a road rage case. It is said that she pulled out of a car park in front of a male driver who overtook her, jammed on his brakes and reversed into her \$70, 000 Mercedes. She chased him and hit the back of his old car five times. She claims men are jealous of her car.

A policeman in Tretes has been ordered to pay Rp.5, 000,000 fine for stealing a Rp.1, 000, 000 hand phone from a damaged car after an accident. Police authorities said he did not show enough sympathy for the injured victim in the crash and the money will come out of his pay.

An Indonesian butcher, Ahmed watched in horror as a machine minced his day's takings of Rp. 3, 000, 000 He hid the cash in the machine overnight at the family business and saw it chewed up when his 70 year old father switched on the mincer at 8.00 a.m. the next morning. "It's only a small town, so every one is having a laugh about it," Ahmed said.

Step 1

Select one of the true newspaper stories above as the basis for an imaginative monologue (speech delivered by a single speaker)

Step 2

First, create an imaginary ‘persona’ for your speaker. Give the person a name, occupation, hobbies and a family. You don’t have to include all these details in your speech.

Step 3

Writing as the character, tell the full story behind the incident as you see it. Explain what led up to it, why you acted as you did, and how you feel about it.

Step 4

Plan a strong ending summing up how the speaker feels.

Step 5

Present your speech to the whole group.

Further topics:

Students could:

- Write a message spoken by someone to an answering machine.
- Create a suitable message to leave on an answering machine owned by Amitabh Bacchan/Sharukh Khan
- Write a conversation between a person who rings a wrong number and the person who answers the call.
- In pairs, role-play two film stars talking to each other on the telephone.
- Conversations on the phone can be devised between sporting stars, actors, politicians etc. Be as creative as you can.

Activity 4

Filing office records and documents



Introduction

This activity will focus on assisting young people to develop their organizational skills in an office situation. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the concept of filing English language documents following a set system.

Through participating in the activities, young people will acquire the knowledge, understanding and skills to undertake filing of office documents and records and demonstrate their ability to use English language to:

- Show their familiarity with the concept of filing documents written in English language
- Organise simple documents (written in English) in alphabetical order
- File English documents/items/records into categories and sub-categories
- Engage in a variety of filing activities



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The appropriate grade for this activity is five stars



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes: **Professions**. It also supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Office work)
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Butcher's Paper (large sheets of white paper)
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- An old telephone or a toy phone
- Photocopy the following handouts for each participant
 - Elementary Memorable Categories (Do not give the key to the participants)
 - Intermediate Memorable Categories (Do not give the key to the participants)
 - Instructions for Activity A (Separate for Student A, Student B and Student C)
 - Alphabetical Filing Rules



Assessment

Explain that assessment in this session is based on their contribution to whole class and small group work. This is based on your observation on how active they are, how much they are interacting with each other. Tell them that Active means they have paid attention and that they remember what has gone on in the session.



Detailed Steps

Step 1: Filing by categories (20 minutes)

- Explain that in this session the focus will be on **filing** documents and records in the workplace. Write the word in English on the board.
- What do participants understand by the word filing?
 - Filing is when we organise our records, documents in a particular way so that we can easily retrieve these when as we need them.
- What do we file in the workplace?
 - We file documents that are sent to us by other people or organisations. We also file records of all our organizational activities. These can be letters, memos, reports, financial records, policy documents, etc.
- What systems should one use to file records in the workplace?
- The need of the workplace will determine the method of filing. People chose one of the following options:
 - Filing by Subject/Category
 - Filing in Alphabetical order
 - Filing by Numbers/Numerical order
 - Filing by Places/Geographical order
 - Filing by Dates/Chronological order
- In this session the focus will be on *Filing by subject/category*.
- Explain to the whole group how to set up a filing system. Use the information in the following section entitled **Setting up a filing system** for your explanation.

Setting up a filing system

To make a filing system more useful, we can group files into CATEGORIES. A category is a group/collection of things that belong together. Write the following on the board.

Furniture is a category				
Chair	bed	Table	wardrobe	bench

- In the above table, Furniture is a category. Chair, bed, table, wardrobe and bench are all items that come under the category furniture.
- Ask participants if they have used any filing system in their life? Do they file/organise things at home? Where do they keep their clothes? Where do they keep their books? Kitchen utensils? How are these organised?
- Encourage them to identify any filing/organising/ordering system in the classroom. How are the chairs set out? What other items are there in the classroom? How are these organised? Let this be a very interactive session.
- You may ask them to empty their bags and re-organise the contents in a systematic system. Get them to explain to their partners why they placed various items in the way they did.



Step 2: Filing by categories: activities (20 minutes)

- Explain that participants will be engaged in an activity where they will be grouping words by category.



Notes for the Facilitator

There are two activities, A and B, please choose the activity most appropriate for you. It is recommended that you use Activity A with participants with Elementary level in English language. Within this group, you may give either the Elementary Memorable Categories or the Intermediate Memorable Categories – depending on the ability of your participants.

Activity One

- Divide the class into groups and give each group a copy of the table entitled **Elementary Memorable Categories** or **Intermediate Memorable Categories**.
- Explain to the participants that they have to organise the words into eight groups, with four words in each category.
- They have 10 minutes for this activity
- You might also ask students to think of a name to define each category.
- It might be difficult as some lightly tricky part is that some words seem to fit into more than one category.
- Check orally. Use the keys below to help you

Activity Two

- This activity works best with larger classes.
- Randomly divide the class into three equal groups (it is important that groups should not be divided by level.) Call the groups by their name **A, B or C**. Give each group their set Instructions for Activity B. Don't let other groups overhear the instructions you give to the other groups.
- When everyone has understood the instructions, give every student the group of words, **Elementary/Intermediate Memorable Categories**. Keep the three groups separate. After 10 minutes, ask students to put away all their papers, stand up and count aloud altogether from fifty down to zero (or they could say the alphabet backwards). This is just to interfere with their short-term memory, so make sure every one is counting.
- Hand out clean pieces of paper (so no-one will be accused of cheating). Ask students to sit alone and write down as many words as they can remember. After a reasonable amount of time, give them a one-minute warning and then ask them to count up the number of words they have remembered. Ask them to report back their totals and write them down on the board according to the group they were in.
- Grouping the words into categories helps participants remember as much as if they actively try to study for a test.
- Typically, the average scores of the A and B group are about the same. Group C tends to score significantly higher.

Instructions for Activity Two: Group A

Organize the words into four groups. You have 10 minutes for this task

Instructions for Activity Two: Group B

You have 10 minutes to learn these words for a test

Instructions for Activity Two: Group C

You have ten minutes to learn these words for a test. The trick is to divide the words into categories with four connected words in each category, preferably writing them down. Learn the categories by connecting them one to another with bizarre images e.g. an apple wearing a coat travelling by train. Although you are working in a group, you will be tested individually. Read all the words before you start and don't worry if words don't fit easily into a category.

**Notes for the Facilitator**

The following are the answers

Answers to Elementary Memorable Categories

Category	1.	2.	3.	4.
Fruit	Orange	Apple	Banana	Pear
Domestic animals	Cow	horse	Pig	Sheep
Wild animals	Tiger	Lion	Elephant	Giraffe
Furniture	Table	Chair	Sofa	Bookcase
Transport	Train	Bus	Car	Truck
Colours (orange is both a colour and a fruit)	Red	Green	Blue	Yellow
Irregular verbs	Go	Think	Teach	Buy
Clothing	Hat	Coat	Jacket	Shirt

Answers to Intermediate Memorable Categories

Category	1.	2.	3.	4.
Transport	Train	Bus	Car	Truck
Colours (orange is both a colour and a fruit)	Red	Green	Blue	Yellow
Fruit	Orange	Apple	Banana	Pear
Irregular verbs (distracters – love, move, prove)	Go	Think	Teach	Buy
Clothing (distracter – glove, scarf)	Hat	Coat	Jacket	Shirt
Crockery/china (distracter – knife)	Cup	Saucer	Plate	Bowl
Ending –ove (distracter – love)	dove	glove	prove	move
Birds (distracter – dove)	Eagle	Chicken	Duck	Owl
Plural -ves	Knife	Roof	Dwarf	Scarf
Emotions	Anger	Jealousy	Gratitude	Love

**Step 3: Filing Rules (15 minutes)**

- Start the session by explaining the benefit of filing by categories.
- When we file by categories, we try to file in a logical way; we put files together because they belong together; we don't put them together just because they start with the same letter.

- For example, we could put all our files into categories. Correspondence could be one category that takes up a whole drawer of our filing cabinet. Inside that drawer we could have sub-categories. Sub categories could be things like:
 - Fundraising correspondence
 - Correspondence with other organisations
 - Correspondence with members
 - Correspondence with members of the public
- Write the above sub-categories on the board.
- Now highlight the sub-category *Correspondence with members*.
- Under the sub-category *Correspondence with members*, you have the following names:

Prabowo Sugiarto	B. Tamara	Sugeng Hariyanto	Bambang Suryanto
Alfi Rahmawati	Joko Prananto	Susan Caine	Suki Ibrahim
Zeenat Aman	Waheda Rehman	Rina Aganawati	Satriana Basuki
Ahmad Ashffar	Rizal Ariffudin	Tata Admaja	Akari Mato

- Draw four columns on the board and write these names in the exact order.
- Ask participants which of the above names will come first, second etc. Spend no more than 5 minutes on this activity. The purpose of this exercise is to get them thinking about Rules for Filing. Stress that one has to use a system for filing items – a system that is understood by other people in the workplace.
- Explain that there are two basic rules underlying filing:
 - Alphabetical Filing - filing according to the letter of the alphabet
 - Date Filing - most recent files on top
- Conduct a brief discussion about what Alphabetical filing is. If you are unsure of what this is, check the handout entitled Alphabetical Filing Rules. Do not give this to the students at this stage. Let's check how much they know. If they do not know, tell them not to worry and move on to explain the Rules of Filing by alphabetical order.

Prabowo Sugiarto
Alfi Rahmawati
Zeenat Aman
Ahmad Ashffar

- Ask participants which of the four names in the table should be filed first. Discuss whether the names will be filed under Surnames or First names. There is no need to reach a decision at this stage.
- Introduce the following Filing Rules. Explain that these rules are basic because they apply to all filing systems. When we file by name, subject and area we should always file alphabetically
- You may choose to give a copy of the filing rules to each participant. Or, he may choose to write One Rule at a time on the board, discuss, explain and then move to second rule. Carry on in this way until you reach the last rule.



Step 4: Filing Practice (10 minutes)

- Select 4 participants. Ask them to go around the class and write down the names of **ALL** group members.
- Return the sheets to the Facilitator. Give each sheet a name – Group A, Group B, Group C and Group D.
- Call out the names on Group A sheet. Give them the sheet and ask them to stand in one corner of the room.
- Have Group B, Group C and Group D stand in the remaining corners.
- Participants should look at each name and organise these in alphabetical order. Then, they should stand in a line, according to their “alphabetical” order.
- Group A and Group C merge together to form one group. Stand in a straight line according to their “alphabetical” order.
- Group B and Group D merge together to form one group. Stand in a straight line according to their “alphabetical” order.
- Finally, the four groups must stand in a straight line according to their “alphabetical” order.
- There should be a lot of interaction in this session. Participants will be asking questions:
 - What letter does your name start with?
 - You should be standing behind me – my name starts with Si while yours starts with Su.
 - Whose name starts with J?
- Participants work in groups of 4.
- Encourage them to talk about what skills they have learnt in this session. If they are unsure, guide them using the bullet points below. Ask them to make an entry in their Reflective Journal. This should be written on loose-leaf paper. Place this in folder.
- Main ideas presented in this session
 - Various filing systems
 - Setting up a filing system
 - Filing by categories
 - Filing rules

Alphabetical filing rules	
Rule One	File by name in terms of the first letter
	African Eagle
	Becker and Decker Co.
	Duncan & Co.
	Greenfield
Rule 2	If the first letters are the same, file in terms of the second letter
	Clarence
	Coetzee
	Curnow
	Cyril
Rule 3	File in terms of surnames
	Donkor, Sita
	Hariyanto, Sugeng
	Mukherjee, Indra
	Nkomo, Yashiro
Rule 4	If surnames are the same, file in terms of the initial
	Cato, J.S.
	Cato, J.U.
	Cato, R.S.
	Cato, T.M.
Rule 5	Some surnames have prefixes and are filed in terms of the first letter of the prefix.
	de Gruchy, JR
	de la Rey, OP
	van der Linden, MN
	van Rensburg, MJ
Rule 6	When there are two surnames, file under the first surname
	Mokoena & Khumalo
	Nxumalo & Abrahams
	Saloojee & Cassim
	Verachi & Ntuli
Rule 7	Mac Mc & M – all filed as Mac; St and Saint all filed as Saint
	MacDonald
	McNai
	M' Namara
	Saint Christopher's
	St Margaret's



Extension

The following is a suggested activity for young people to extend the learning from this activity. This activity will help participants categorize similar items under the same heading.

- Give participants a copy of the handout entitled **Animal Insights**.
- Ask participants to read the list of animals and ask, “What’s a parrot?” You may answer the question yourself, or get some one from the group to either answer the question or better still, mime the answer.
- Participants do some or all of the preliminary vocabulary tasks. *No more than 20 minutes.*
- Before doing the psychological test, pre-teach some of the vocabulary by getting them to circle five words they know from the list of adjectives, and five words they don’t know but they like the look of
- Participants complete the test, working individually – *approximately 10 minutes.*
- Before you tell them what this is all supposed to mean, ask them what they think it means.

Suggested answers for vocabulary test:

1. The letters are **n, q, v, x and y.**
2. Chicken, hamster, guinea pig, squirrel, panther, toad, llama, otter
3. The criteria might be absolutely anything: big v small animals; animals they like or don’t like; dangerous v not dangerous animals; animals which live in Indonesia v ones which don’t.
4. Likewise: animals which you ride v ones you can’t; animals which bite v ones which don’t.

Here is the standard interpretation for psychology test

- Your first animal is your ideal self: what you want to be
- Your second animal is who you appear to the world; how you think other people see you.
- Your third animal is your real self: how you think you really are.
- In pairs, Participants compare their discoveries and their reactions to them. Emphasise that this idea is very interesting but must not be taken seriously.



Handout for Participants

Elementary Memorable Categories

cow	table	hat	Go
tiger	train	red	Apple
think	orange	bus	bookcase
Green	Car	Teach	Shirt
Sofa	Jacket	Lion	Horse
Chair	Elephant	Banana	Yellow
Pig	Blue	Buy	Pear
Truck	sheep	Coat	Giraffe

Intermediate Memorable Categories

Train	Love	Banana	Bowl
Prove	Yellow	Roof	Dwarf
Bus	Truck	Owl	Think
Shirt	Duck	Green	Saucer
Eagle	Coat	Pear	Orange
go	Teach	Gratitude	Chicken
Scarf	Red	Jacket	Car
anger	Jealousy	Move	Hat
dove	Plate	Glove	Blue
Cup	Knife	Buy	Apple



Handout for Participants

Animal Insights					
Bear	Tiger	Cat	Dog	Elephant	_____
Wolf	Horse	Pig	Lion	Cheetah	_____
Whale	Shark	Snake	Mouse	Rat	_____
Leopard	Giraffe	Chimpanzee	Penguin	Rhino	_____
Crocodile	Alligator	Deer	Kangaroo	Zebra	_____
Sheep	Cow	Parrot	Camel	Frog	_____
Owl	Swan	Fox	Monkey	Dolphin	_____
Hippo	Goat	Lizard	Gorilla	Bat	_____
Donkey	Kangaroo	Iguana	Jackal	Unicorn	_____

Vocabulary Tasks

- There is at least one animal in the list beginning with every letter of the alphabet except for five letters. Which five beginning letters are missing? Can you think of animals beginning with these letters?
- Think of five more animals to add to the list, including birds.
- Divide the list of animals into two groups – any two groups, using any criterion you choose.
- Just write 1 or 2 next to each animal.
- Can you now subdivide each of your two lists into two groups: **A** and **B**? The criteria you use this time can be very different from the one you used last time.
- Now cover one list write down all the animals you can remember.

Psychological test

Do this entirely on your own.

- What are your three favourite animals in order of preference?

- Choose three key adjectives from the box below to describe each of your three animals. What do you think this all means? Have a guess, and then check with your facilitator. Discuss your findings with a partner.



Handout for Participants

Adjectives – choose 3 to describe each of your animal						
Strong	Graceful	Fast	Cunning	Colourful	Beautiful	patient
Intelligent	Courageous	Wise	Loyal	Hardworking	Quiet	Playful
Useful	Peaceful	Noisy	Large	Clever	Funny	Powerful
Naughty	Dangerous	Shy	Curious	Friendly	Stubborn	Small
Tall	Nocturnal	Rare	Noble	Relaxed	Dependable	Inspiring
Valuable	Agile	Docile	Flexible	Unpredictable	Mysterious	Musical

Filing practice

- Participants work in groups of 4.
- Give each group either a copy of the table entitled *Animal Insights* or the table with the list of Adjectives.
- Their task is organize the list in alphabetical order. They must write down their final version. Group discussion to determine that every one is on the right track with Filing according to alphabetical order.

English for Domestic Service



English for Domestic Service

Audience: Young people who are interested in finding employment as a nanny within an expatriate family, especially in those areas in which there will be interaction with English speaking employers

The main purpose of this particular theme is to develop English language speaking and listening skills of young Indonesian people so that they are able to render a range of services to English speaking expatriates residing in Indonesia.

The activities in **English for Domestic Service** have been designed to present young people with real life situations which they may encounter in the informal economy or trading world where they can meet and interact with English speaking customers and employers.

Most of the activities in this unit are interactive, involving whole class discussion, small group discussion, problem solving, role-play and making class presentations. ***It is very important for participants to use English language for all these activities.***

The various activities have been based around Indonesian themes and situations, thereby making the learning situation more real for participants as they recognise familiar objects and situations.

There are three parts/activities to this theme:

- ***Providing child care in the home***
- ***Drivers, directions and finding destinations***
- ***Cooks learning to follow a variety of recipes***

Each unit is a stand-alone. Please note that the first unit, ***Providing child care in the home*** is more appropriate for female students while ***Drivers, directions and finding destinations*** will appeal to male students. However, this should not stop females/males from attending either session if they wish.

Each unit introduces an area of possible employment for young people in Indonesia. If participants show interest, you can develop other units to follow on from this one.

At the end of each unit, give participants time to reflect on the day's session.

Explain method of assessment in your introductory section. Assessment method is usually placed after Reflective Journal section of the unit.

Activity 1

Providing child care in the home



Introduction

This activity will focus on the role of a nanny working with an English speaking expatriate family in Indonesia and how she might maintain a reasonable level of personal hygiene. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the responsibilities associated with being a nanny employed by an English speaking expatriate family and identify the health and hygiene standards she is expected to maintain both for herself and for the children in her care.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to work as a nanny with English speaking people and implement a high level of health and hygiene standards both for herself and for the children in her care, using English Language and demonstrate their ability to use English language to:

- Understand what a nanny is and she does
- Compile a list of a nanny's duties
- Understand what is meant by the term health and hygiene
- Become familiar with vocabulary relating to the topic of health and hygiene



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **two stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Office work)
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Butcher's Paper (large sheets of white paper)
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils; felt pens
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- Cardboard
- Coloured pencils
- English/Indonesian dictionaries
- Photocopy the following handouts for all participants:
 - *Vocabulary relating to health and hygiene*
 - *Dialogue about health and hygiene*
 - *Task one*



Assessment

Assessment will be based on individual contribution to class/group discussion. This is based on your observation on how active they are, how much they are interacting with each other and also through the presentations of findings to the whole group – role-play, poster presentation



Detailed Steps

Step 1: Introduction (10 minutes)

- Explain that this unit is suitable for young people who are interested in finding employment as nannies or baby sitters with English speaking expatriates. Nannies must have the necessary training and experience to look after other people’s children. In order to be effective in this role, they must be able to:
 - Maintaining good communication with the parents, informing them of each child's development and concerns
 - Providing [childcare](#) during the hours agreed upon with the employing family
 - Protecting children from harm and ensuring that they have a safe environment
 - Maintaining the cleanliness and neatness of the house as affected by the children
- In this unit, participants will be engaged in activities revolving around the duties of nannies in Indonesia. They will also learn about what sort of health and hygiene standards employers expect. They must use English language for all activities.
- At the end of the session, participants will write an entry for their Reflective journal.
- Explain method of assessment. Refer to the Assessment section at the end of **Step 7**
- Get participants to create a new section in their folder for this unit. Write the title ***Providing child care in the home.***



Step 2: Definition of a nanny (10 minutes)

- Encourage participants to use English language as far as possible for this session.
- Write the word **Nanny** on the board.
- Ask participants what they understand the word to mean.
- Listen to their response. Write these on the board.
- Encourage further discussion by introducing more questions. This should be a very interactive session.

1.	What do you understand by the word “Nanny”?
2.	Where does a nanny? Home of other people, ...
3.	What does a nanny do?
4.	Is a nanny the same as a babysitter?
5.	What’s the difference?

- Summarize the group’s discussion.
- Provide input, use the information in the facilitators notes below to help you



Notes for the Facilitator

Use the following definitions to supplement the group’s findings

- Young women who, in theory, have been trained in basic child care.
- Trained person, usually a woman, who looks after another person's children full-time
- Baby sitter comes from the word suster, meaning nurse.
- A baby sitter is employed for limited period – maybe an evening when parents want to have a night-out
- Nannies look after children during the day when parents go out to work
- Some nannies work during the day, others live in with the family

“A nanny is more than a babysitter! *Nannies are expected to participate in the social, emotional, and intellectual development of their charges, and work with the child(ren) on such areas a language development, potty training, social manners, homework, and more.*”

“*A nanny is employed by a family in either a live-in or live-out basis. The function of a nanny is to essentially be responsible for all care of the children in the home in a largely unsupervised setting. Duties are typically focused on childcare and any household chores or tasks related to the children.*”

- Ask participants to write the above notes on loose leaf paper.



Step 3: A Nanny’s responsibilities (15 minutes)

- Write the following question on the board.
 - What does a nanny do? What are her responsibilities?
- Draw the table below on the board. Write participants’ response on the board.
- You may wish to write one or more suggestions from the table below. Encourage participants to identify other tasks that a nanny may be required to perform.
- Read statement number one from the table. Explain what this means. What sort of harm can befall a child in the home?
- Repeat the procedure for statements number 2-5.

	<i>Nanny’s Duties</i>
1.	Protect the children from harm and ensure they have a safe environment
2.	Maintain a high level of personal hygiene
3.	Maintain the cleanliness and neatness of the house as affected by the children
4.	Abide by the rules and regulations of the parents – maintain discipline
5.	Supervise children’s play activities – be actively involved



Step 4: Vocabulary relating to health and hygiene (15 minutes)

- Establish vocabulary relating to health and hygiene in the home. Lead the discussion by writing some of these words on the board.

- When you have written about 10 words, take one word at a time. Explain meaning to participants. Encourage other participants to join in this activity. Dramatize explanation. Thus, when you are telling them what “brushing teeth” means, you can accompany this by the gesture of cleaning teeth. Have participants repeat the words, explanations and the gestures. It’s fun if you get them to move around the class while they are saying these words.

Vocabulary relating to health and hygiene				
Clean water	Dirty water	Rinse mouth		
Wash hands	Shower	Toothpaste		
Use soap	Have a wash	Shampoo hair		
Dry your hands	Drinking water	Brush nails		
Clean towel	Change clothes daily	Deodorant		
Do not drink tap water	Brush teeth	Sanitary pads		



Step 5: Discussion about health and hygiene (15 minutes)

- Write the following question on the board.
 - *What do you understand by the expression health and hygiene?*
- Encourage participants to share their ideas with the class.
- Write the following question on the board.
 - *What do we do around the house to maintain a high level of hygiene?*
- As participants make their contribution, write these on the board. By the end of this discussion, you should have a fairly impressive list of “clean” habits. You should have ideas like those listed below.
 - Wash hands with soap and water before eating, after going to the toilet
 - Shower twice or more daily
 - Clean teeth morning, evening and after meals
 - Do not drink tap water
 - Wash fruit and vegetable before eating
 - Change clothes every day
 - Wear clean clothes
 - When you go to bed at night, wear different clothes
 - Do not eat food that has fallen on the floor
- Note that this list is not comprehensive. Feel free to add to the list.
- Make sure that participants copy these ideas on loose leaf paper and that they place these in their folder.



Step 6: Trish and Suki talk about health and hygiene (15 minutes)

- Give participants a copy of handout entitled *Dialogue* about health and hygiene.
- Get two participants to read the dialogue aloud.

- Go through the dialogue and explain words/expressions that participants are experiencing difficulty with.
- Participants work in pairs to role-play this dialogue.



Step 7: Creating a poster (15 minutes)

- Photocopy task one instructions below for each group
- Explain task one to participants
- Read through the box below and tell them what they have to do. Make sure they understand everything before they start the task.
- As participants are working, go around the class offering assistance whenever required.
- At the end of 20 minutes, ask each group to make their presentations. Make sure that they explain what their pictures represent.
- You may wish to display these posters in a prominent place around the school.



Step Seven: Summary (15 minutes)

- Participants may work in a group or they may choose to work individually.
- Think about today's session. Did you enjoy it? Why did you enjoy it? What do you think about the idea of working as a Nanny? Do you like little children? Any other ideas you may wish to reflect on.
- Now make your entry in your reflective journal.



Extension

- You are a nanny. You have been with Pak Bruce and Ibu Aditya for over 12 months. It's been a pleasure looking after 5-year old Dweeshada and 3-year old Neil. They have gone back to Australia for Christmas holidays and you have three weeks of freedom.
- You take this opportunity to visit your village and catch up with the family and your friends. They are very interested to find out the sort of experiences you've had with this "foreign" family.
- You decide that the best way to entertain them is to **describe A day in the life of a Nanny**. You talk about everything you do from the time you get up until you go to bed.
- Work with a partner or work in groups of 4.
- Prepare your talk. Remember that the purpose here is to entertain your family and friends while telling them the sort of work you do. You may talk about:
 - Helping the children clean their teeth
 - Bathing the children
 - Taking orders from Ibu Aditya
 - Playing with the children
 - Taking the children to the swimming pool
 - The sort of friends your employers have
 - What you eat, what the family eats

- Set the room up like a sitting room. In this informal setting, present the talk to the class. Different members of the group are allowed to stop you and ask questions.



Handout for Participants

Task One

- Participants work in groups of 4.
- You have been working as a nanny with three different sets of expatriate families for over ten years.
- The Secretary of your village has invited you to present a talk to a group of young people interested in working as nannies. One of the main things you've been asked to focus on is the issue of **health and hygiene**.
- In order to make your talk more meaningful, you have decided to prepare a colorful poster, setting out the more important issues relating to health and hygiene. Refer to the notes from the previous steps to identify the most important health/hygiene related issues.
- Work with your team and prepare your poster.
- You may wish to draw pictures and include captions to match your pictures. Thus, you could have a picture of a little girl/boy cleaning her/his teeth in the bathroom, with Nanny hovering over her/him, holding a glass of water in her hand. Your caption could read **"Here, use this water to rinse your mouth. Don't use tap water. It's not clean."**
- Present your poster to the class. Explain what is happening in each drawing.





Handout for Participants

Dialogue about health and hygiene	
Trish	One of the things we are very strong on is the issue of health and hygiene. There are a few things that we would like you to do. Is that okay?
Suki	Yes, Ma'am.
Trish	The first thing is about personal hygiene. If you are going to look after our children, you have to keep yourself clean. This means you must have a shower every morning before you start looking after the children.
Suki	What's a shower, Ma'am?
Trish	That's when you are having a wash. You know – a mandi.
Suki	Oh, course. I understand now.
Trish	You must wear clean clothes every day. This means that when you shower and change in the evening, you must put your dirty clothes in for wash. Don't worry about not having enough clothes to wear. We will buy you a uniform.
Suki	How many uniforms will I get?
Trish	Maybe about 4. We'll see how that works. Oh, Suki, there is another important matter. Before you handle the children, whether to play with them, or to feed them, please wash your hands carefully with soap and clean water. Here, come here to the bathroom. See this bottle? This is a container of liquid soap. Squeeze a little in your hand like this, use some water and rub your hands until all the soap has come off. Then dry your hands with this towel.
Suki	Is that my towel?
Trish	Yes, this is your towel. Each person in the house has her/his towel. You must not use other people's towels.
Suki	That's a lot of towels. We do not have that many in our house.
Trish	Maybe we could help you out there. Oh, Suki there are a lot of things that we want you to do. But I won't tell you all about it in one go. You will forget. Just one more thing. Cleaning teeth! It is important that you help the children clean their teeth each morning and evening before they go to bed. They must also clean their teeth after they have eaten. I will show you how they should clean their teeth. Oh, yea. Don't let them use tap water to rinse their mouth. Use aqua. See, each person has her/his own little mug for cleaning teeth. This jug contains aqua.
Suki	Yes, Ma'am. Clean teeth everyday, morning, evening and after eating.
Trish	Wonderful Suki, I am sure we will get along very well.

Activity 2

Drivers, directions and finding destinations



Introduction

This activity will focus on the role of drivers and how a driver might ask for/give and follow directions in order to reach a pre-set destination. This activity should be completed in groups of 10 to 20 young people



Objectives and Learning outcomes

The purpose of this activity is for young people to understand the role of a driver and start to develop and practice the skills needed to follow oral/written instructions in English for reaching specific destinations.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to function as a driver and demonstrate their ability to use English language to:

- Understand the role and responsibilities of a driver
- Acquire basic map reading skills
- Ask for/give/follow directions to reach a particular destination
- Become familiar with vocabulary appropriate to the topic



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **two stars**.



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes **following directions** and supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple		Converse, ask and give	Comprehend and respond	Able to understand	

instructions		information		and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Thinking strategically	Communication skills	Vocational Skills Driving
✓	✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or a sheet of large white paper
- Chalk or white board pens or markers
- Loose leaf lined paper
- Pens and pencils
- English/Indonesian Dictionary
- Make copies of the following handouts for each participant:
 - Going to the cinema
 - Going to the library scenario
 - Vocabulary relating to directions
 - Treasure Hunt Map
 - List and locality of seven treasures
 - Treasure coupons
 - Small prizes for games



Assessment

You will assess the performance of participants in through five stages

- Your observation of the extent of their contribution/participation in all class activities
- List of the order in which treasures would be sought out
- Written directions for treasure hunt
- Class presentation of directions for treasure hunt
- Reflective journal entry



Technology

Using technology in this activity is **optional** and will depend on the resources have available. The following are some suggestions:

- Participants can use the website for Google Earth to learn more about maps and destinations
- Participants can learn to use a compass



Detailed Steps

Step 1: Introduction (10 minutes)

- Encourage participants to use English language as far as possible for this unit.
- Ask participants to create a new section in their folder, entitled ***Drivers , directions and finding destinations.*** Tell them to write all their notes on loose-leaf paper and place these in this section of the unit.
- Explain method of assessment before you begin the session.
- Explain the purpose of the activity - participants will be learning about the kind of work drivers are engaged in. You will be looking specifically on the following aspects:
 - Role and responsibility of drivers
 - Reading maps and finding destination
 - Asking for and giving directions
 - Vocabulary appropriate to the topic
- Participants will be writing an entry for their Reflective journal at the end of the session.



Step 2: Role and responsibilities of drivers (10 minutes)

- Write the word **DRIVER** on the board. Lead a whole class discussion on finding out what participants know about drivers.
- You may ask questions like as follows

1.	What do you understand by the word Driver?
2.	What work does a driver do?
3.	What sort of vehicles do drivers drive?
4.	What are the responsibilities of a driver in Indonesia?

- Write some of the following statements on the board. They can be used to stimulate discussion. Encourage participants to make their own contribution to this discussion. They can talk about anything they know in relation to drivers and driving. Provide some input, use the information below to help you:



Notes for the Facilitator

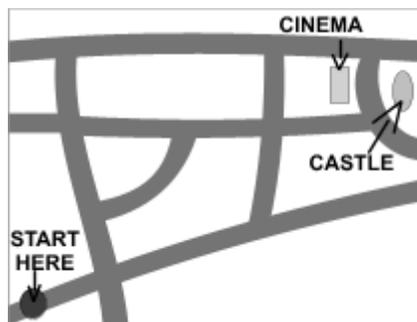
A driver is a person who drives a car from one destination to another.

S/he is responsible for the safety of all passengers in the car.

S/he is also responsible for the safety of other motorists and pedestrians.

S/he should observe traffic rules.

- Ask them when they hear the word, **Driver** what picture comes to their mind. Listen to what they have to say. You may tell them what picture comes to your mind when you hear the word Driver.
 - e.g. when I think of the word Driver, the picture that comes to mind is of me sitting in a Blue Bird taxi, waiting at Traffic lights with all drivers behind us blowing on their horn before the red lights turn green.
- Explain that while many people in the community drive different types of vehicles, not all of them are actively employed as drivers.
 - Some people drive their own cars
 - Some are employed by others to drive them around
 - Some are employed as taxi drivers
- Ask participants to add to the list.
- Tell them that all these drivers **MUST** be very, very familiar with three things. See if the class can guess before you give them the answers.
 - Drivers must be able to read a map and find her/his destination
 - Driver must be able to ask for directions, give directions and follow directions
 - Drivers must ensure that their passengers reach their destinations safely.
- Explain that for the remaining of the session, they will be:
 - Compiling a list of English vocabulary related to drivers and driving.
 - Asking for/giving/following directions
- Place the map below on a transparency. If your school does not have an overhead projector make a copy of the map for each participant. Or you can draw it on the board.



- Ask them to describe what they see on the map in English.
- Participants work in groups of 3-4.
- Give each group a copy of the handout entitled **Going to the cinema**.

- Tell them to fill in the blanks, using the words from the box. Go around from group to group, offering assistance where required.
- At the end of ten minutes, bring the whole group together.
- Check their answers, use the information below to help you

Answers to: Going to the cinema			
1.	Excuse	8.	End
2.	Get	9.	Turn
3.	Straight on	10.	Left
4.	Left	11.	Opposite
5.	Next	12.	Thank you
6.	Right	13	Welcome
7.	Continue		



Step 3: Going to the library scenario (10 minutes)

- Participants work in pairs – Person A and Person B. Tell them to go through the words/expressions from the previous step. If they have difficulty with some of these words, offer your assistance.
- When they are comfortable with the words, introduce ***Going to the library scenario*** to the class. You may either have this on an Overhead transparency or you may give a copy to each participant.
- Have two participants read the scenario aloud.
- Next, ask for another two participants to role-play the situation, they have to dramatize the scene, they have to turn left when the script says turn left. There is no need for them to go outside at this stage. They can just go through the motions of following directions.



Step 4: Vocabulary relating to Directions (15 minutes)

- Give a copy of Vocabulary relating to Directions to each participant.
- Explain that the handout contains a list of words/expressions relating to giving directions to get from Point A to Point B.
- Choose two or three of these expressions. Dramatize the action. If you have chosen Go straight on, you keep going straight on and say, “I am going straight on.” You may get participants to repeat these words.
- Choose another expression. Repeat the procedure.
- Now it’s the turn of participants to practice giving and following directions. They can work with a partner. Partner B asks, “How do I get to the Library/canteen etc? Partner A gives the direction and Partner B follows directions, saying “I am taking the first right...”
- Allow some of the more enterprising students to use places in the school for practicing their giving and following directions. e.g. Library, school canteen, English classroom etc.



Handout for Participants

Going to the cinema

Task One

- Participants work in groups of 4.
- Fill in the blanks, using words from the box.

Continue	End	Excuse	Get	Left	Next	Opposite
Right	Second	Straight on	Thank	Turn	Welcome	Left

1.	_____ me, how do I _____ to the cinema?
2.	Go _____.
3.	Turn _____ at the corner.
4.	Then take the _____ road on your _____.
5.	_____ to the _____ of the road.
6.	_____ left there.
7.	The cinema is on your _____, _____ the castle.
8.	_____ you very much.
9.	You're _____

<i>Going to the library scenario</i>	
1.	Excuse me, can you tell me how to get to the Library, please?
2.	Certainly. Go through door,
3.	Turn left at the corner.
4.	Keep going straight down the corridor
5.	Until you reach the end.
6.	There are some stairs on you right
7.	Go up these stairs
8.	Turn immediately right.
9.	The library is the fourth door to your right.
10.	Thank you so much for your help.
11.	It's my pleasure.

<i>Vocabulary relating to Directions</i>	
How do I get to ...?	Where is ...?
What's the best way to...?	Turn left/right (into ... street
Turn back / Go back.	Go along
Go straight on (until you come to ...)	Cross
It's on the left/right	Take the first/second road on the left/right
Straight on	Opposite
Between	Near
Next to	At the end (of)
At the end (of)	On/at the corner
Behind	In front of
(Just) round the corner	Traffic lights
Crossroads, junction	signpost



Step 5: Instructions for treasure hunt (15 minutes)

- Introduce Treasure Hunt activity. Explain rules of the game before you give any handouts. Write some of your explanations on the board as you are talking. Make sure participants understand exactly what they have to do.
- Each participant will be given:
 - A map
 - A list of seven “treasures”, their locations on seven different streets and the score attributed to each.
- DO NOT GIVE ANY HANDOUT UNTIL YOU HAVE EXPLAINED THE PROCEDURE TO THEM.
 - Explain the aim of the game:
 - To establish an itinerary to get from Jalan Jembatan Utara to whichever destination they choose. Along the way, they:
 - Collect as many treasures as possible within a set time period. There is ONE CATCH! The team with the highest score will be declared winners.
- Explain the procedure, use the following instructions
 - Participants will work with a partner.
 - First of all, they will examine the map. Become familiar with the streets and the general area.
 - Then, they will look at the **List and location of seven treasures**. Identify which treasures they would like to collect first, second, third and so on.
 - They start their treasure hunt from Jalan Jembatan Utara. They will have to write detailed directions on how to reach their selected location from this starting point.
From Jalan Jembatan Utara, go straight on, turn left on Jalan Percetakan. Continue until you reach the corner of ...
 - Tell them that they have to look at the most sensible way to collect their treasures. They must make sure that they collect as many treasures as possible **without doubling back** on their journey. e.g. There is no point in going all the way to Jalan Lauser to collect the *Set of Encyclopedia*, then to proceed to Jalan Hangebat 3 for the *Round ticket to Bali*, then back to Jalan Kerinci for the *New Branded School Bag*.
 - Write their proposed itinerary on loose-leaf paper. They are not allowed to change this order. You **MUST** sign the list before they proceed to the next step.
 - Now, they take the first location and treasure mentioned on their itinerary. Write this on a new sheet of paper. Copy the example in handout entitled **Location, Treasure, Direction**. Participants must use this format for writing detailed directions.
 - When participants are looking for treasure number two, they must start from where they collected treasure one.
 - They progress on in this way until they have collected all their treasures, or time is up.
- Give 5 minutes for preparation/discussion time. No writing is allowed during this time.
- Then participants will have 30 minutes for this activity.
- Did they reach their destination?



Step 6: Treasure hunt (40 minutes)

- Now, give them a copy of:
 - The Treasure Map
 - List and location of treasures and their locations
- Give the signal for the competition to start. Make sure no one writes anything during the first five minutes.
- Answer any queries at the end of this time.
- Competition starts. No more than 30 minutes for this activity. Go around, making sure every one is on the right track. Check and make notes on what participants are writing down. This will cut down on your marking time later on.
- Make sure the table entitled Location, ***Treasure and Direction*** is reproduced on the board. Or, you may give them a copy.



Step 7: Presenting treasures and awards (20 minutes)

- Have the box with Treasures' coupons ready.
- At the end of 30 minutes, get the whole group together.
- Get each pair of students to come forth and present their work. Each pair should name one location and read out their written directions.
- Give the rest of the class the chance to comment.
- Each pair of participants must be given the chance to mention one location and read their directions out.
- Get each group to exchange their list of treasures/locations and their written directions with another group.
- Each group must check that the directions are correct. Add up score for treasures collected.
- Go around while participants are carrying on with their peer-assessment. Check participants' directions. If you can, make a note of the scores and check who has successfully described the locations.
- Call out the highest scoring treasure first. Participants who have collected this come forward to get their coupon. Check their written direction before you move on to the next treasure.
- Continue in this way until you have called out all treasures on the list.
- Award a prize to the pair with the highest scores.



Step 8: Summary (15 minutes)

- Participants work in groups of 4 and discuss today's session, such as what was their overall impression to this activity, what were the main ideas presented, what was the most interesting part of the session, what was the least interesting part of the session?
- Participants work individually to write a journal entry.



Handout for Participants

Location, Treasure, Direction

<i>Location Number</i>	<i>Names of participants</i>	<i>1.</i>	<i>2.</i>	<i>Score</i>
<i>One</i>	<i>New Branded School Bag</i>	<i>Jalan</i>	<i>Jalan Kerinci 6</i>	<i>15</i>

Participants will write their directions. Use expressions from handout entitled ***Vocabulary relating to Directions***

From Jalan Jembatan Utara, go straight on, turn left on Jalan Percetakan. Continue until you reach the corner of ...

They must have a set of directions for each treasure collected.

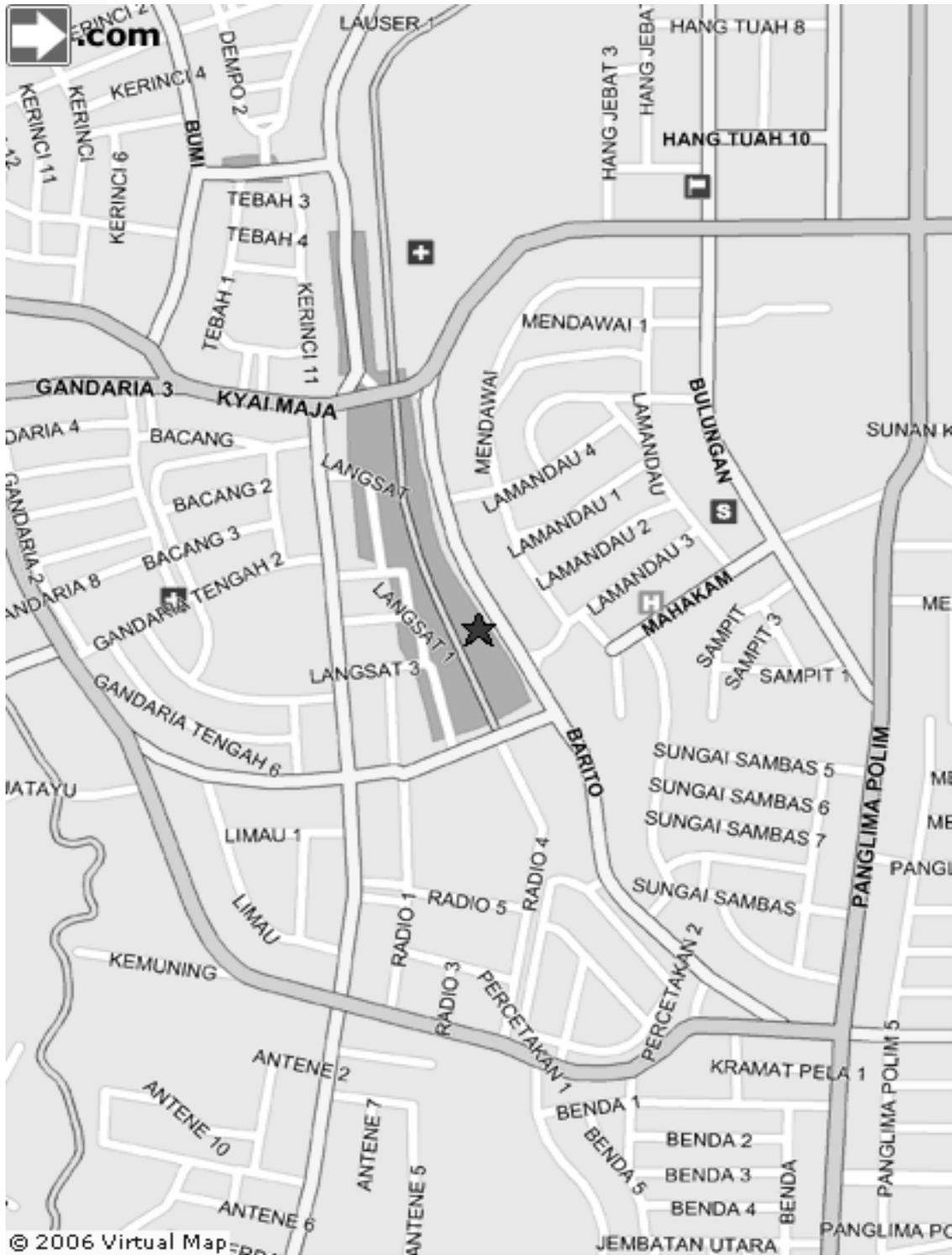


Handout for Participants

★ <i>List and Location of Seven Treasures</i> ★		
Treasures	Places	Score
New Shoes	Jl. Radio 3	10
Computer	Jl. Barito	30
Handphone	Jl. Mendawai 1	10
Printer	Jl. Gandaria 8	15
New Branded School Bag	Jl. Kerinci 6	15
A set of Encyclopedia	Jl. Lauser 1	20
Round Ticket to Bali	Corner of Jl. Hangjebat 3	20
★	★	★

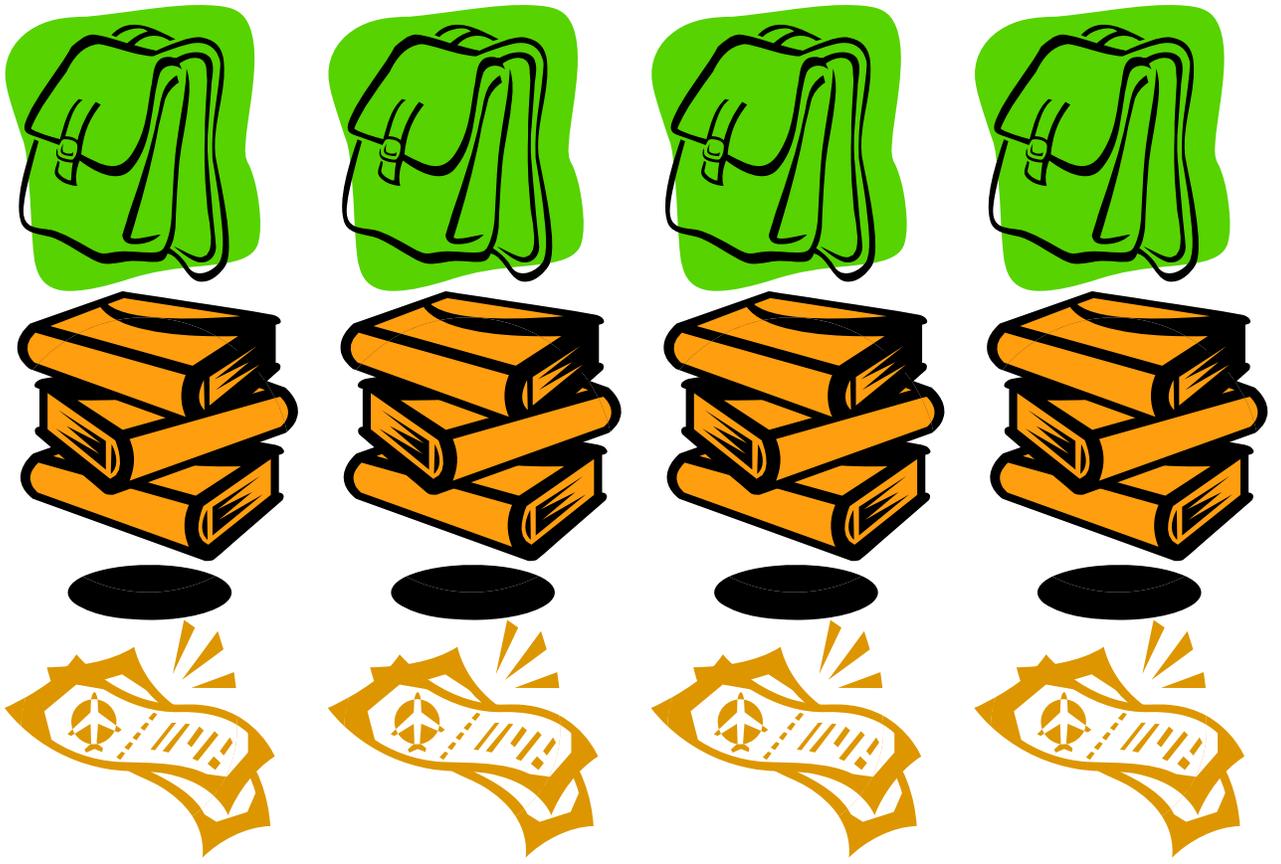


Handout for Participants



Treasure Hunt Coupons





E

Extension

Instructions for Road Signs activity

- Participant can work in groups or individually.
- Look at the table entitled Road Signs. These are marked A – S.
- Match each sign to its meaning in the table below by writing the corresponding letter next to the correct meaning.

1.		Winding road
2.		No entry
C.		Roadwork
4.		Merging traffic
5.		No left turn
6.		Deer Crossing
7.		No U turn
8.		Right Turn
9.		Stop
10.		Slippery Road
11.		Hill
12.		Yield
13.		Pedestrian Crossing
14.		One Way
15.		Divided Highway
16.		Cross Road
17.		No Parking
18.		Signal Ahead
19.		Railway Crossing

Answers for Road Signs		
1.	E	Winding road
2.	G	No entry
3.	P	Roadwork
4.	I	Merging traffic
5.	K	No Left Turn
6.	N	Deer Crossing
7.	F	No U Turn
8.	C	No Right Turn
9.	D	Stop
10.	R	Slippery Road
11.	Q	Hill
12.	L	Yield
13.	J	Pedestrian Crossing
14.	S	One Way
15.	H	Divided Highway
16.	O	Cross Road
17.	A	No Parking
18.	M	Signal Ahead
19.	B	Railway Crossing



Handout for Participants

- | | | | |
|----|--|----|--|
| A. | | K. | |
| B. | | L. | |
| C. | | M. | |
| D. | | N. | |
| E. | | O. | |
| F. | | P. | |
| G. | | Q. | |
| H. | | R. | |
| I. | | S. | |
| J. | | | |

Activity 3

Learning to follow recipes



Introduction

This activity will focus on young people familiarizing themselves with recipes written in English, and how they learn to identify ingredients required and the procedure that should be followed to prepare the food. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to have the confidence to work with recipes with which they are not familiar and to follow the stages set out in those texts.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to read, understand and follow the steps set out in recipes, using English Language and demonstrate their ability to use English language to:

- Identify ingredients required in selected dish
- Identify the way a recipe is set out
- Engage in market transaction
- Follow the cooking procedure to prepare the dish
- Become familiar with vocabulary appropriate to the topic



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **two stars**.



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following **themes: Procedural text types – recipes** and supports the development of the following competencies in English

Listening	Speaking	Reading
-----------	----------	---------

Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills Cooking
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Butcher's Paper (large sheets of white paper)
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils; felt pens
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- Cardboard
- Scissors
- Blue tack
- English/Indonesian dictionaries
- Photocopy the following handouts for all participants:
 - Selection of dishes
 - Ingredients
 - Useful Conversation on Market Transaction
 - Procedural texts
 - Butcher, greengrocer and spice seller
 - Vocabulary related to cooking
 - Procedural text type



Assessment

This is a very interactive session. Assessment will be based on

- Individual contribution to class/group discussion. This is based on your observation on how active they are, how much they are interacting with each other.
- Presentation of findings to the whole group



Notes for the Facilitator

Before you start this unit, prepare the following handouts:

Selection of dishes. Copy this on cardboard. Cut out the four/six cards and place in a box. You will be using this in Step Two. There are pictures for four dishes, along with their names. Two dishes do not have pictures. Cut these as well. It is always good to have some spare cards. You may also wish to use other dishes for this activity – dishes that are popular with your participants.

For each dish that you select, you must also have the recipe.

Write name of dish along with a picture of the dish on one card.

Then list the ingredients on another card.

Finally, write the method of cooking on another card.

Ingredients. Copy these handouts on cardboard. Cut out the six ingredients and place in a box.

Procedural text. Copy these handouts on cardboard. Cut out the six procedures and place in a box.

Butcher, greengrocer, and spice sellers. There is a range of cartoons showing butcher, greengrocers and spice sellers. Choose the ones that you feel will appeal. Copy onto cardboard.



Detailed Steps

Step 1: Introduction (10 minutes)

- Explain that this unit is suitable for young people who wish to work as cooks with English speaking visitors. Cooks must be able to follow recipes to prepare dishes they are not familiar with. In order to do so, they must:
 - Read the recipe
 - Identify the way a recipe is set out
 - Make a note of the ingredients
 - Make a shopping list
 - Buy all necessary items
 - Follow the cooking procedure to prepare the dish
- At the end of the unit, participants will write an entry for their Reflective Journal.
- Explain the method of Assessment for this unit. Refer to the Assessment section at the beginning of this activity
- Participants will need to create a new section in their folder entitled ***Cooks with ingredients an recipes***



Step 2: Selecting a dish (15 minutes)

- Participants work in Groups of 4. Give each group a name – Group A, Group B, Group C and Group D. If you have more than 16 participants, you may have larger groups.
- Have your box of Selection of dishes cards ready. You can substitute this with your own selection of popular dishes in your regions.
- Go around the class with your box of Selection of dishes cards. Stop by each group and ask one member to close her/his eyes and select one card from the box. S/he should place this face down on the table.
- Repeat this procedure until each group has selected a card.
- Write the group's name and the selected dish on the board.

Group A	Group B	Group C	Group D
Fried Chicken	Chicken Curry	Spicy Beef Curry	Hot, Spicy Chicken Liver

- If you have more than 16 participants, you may use the following Indian dishes. Their list of ingredients and method of cooking is included with the other sets of ingredients and methods.

Red Kidney Beans with tomatoes	Dhal – yellow/green/red
--------------------------------	-------------------------

- Ask each group to talk about their selected dish in their group. Items that they should cover in their discussion should include:
 - Ingredients that will be required to cook their dish
 - Where they can purchase their ingredients
- Bring the group together. What did they talk about? What do they understand by the word Ingredients? What ingredients did they come up with? Can they buy all the ingredients in the one shop? Where can they buy spices from? What is the name of a person selling meat? Ask them if they know what a green grocer is.
- Draw a table on the board, with five columns. Write a few of ingredients listed below on the board. Ask participants to add to the list. They should write these words on loose-leaf paper.

Turmeric	Chillis	Salt	Lemon grass	Ginger
Cloves	Beef	Candlenut	Shallots	Soya sauce
Garlic	Cummin	Coconut milk	Shrimp paste	Tamarind
Butcher	Greengrocer	Spice seller		



Step 3: Market talk (5 minutes)

- Hand out a copy of **Useful Conversation on Market Transaction** to all participants.
- Explain that these are common English expressions related to buying and selling. Ask participants to have a look at these words for a few minutes.

- Choose a few words and explain. Use a lot of drama in your explanation. This will help them remember the meaning more.
- Participants work in groups of 3 – 4 and study the words. This means they talk about the words they act the directions and generally become familiar with the words.



Step 4: Matching ingredients to dish title (5 minutes)

- Cut out the six ingredients cards. Add your own set of ingredient cards if you wish.
- Mix these in a box. Go around each group. Let one person from each group have a lucky dip and select one card.
- Give them a few minutes to examine the ingredients. Would this set of ingredients match their selected dish?
- If not, ask participants to go around the class until they have identified their set of ingredients.
- Circulate amongst the group, offering assistance where necessary.



Step 5: Shopping for ingredients (25 minutes)

- Copy Pictures and Tags from handout entitled **Butcher, Greengrocer and Spice Seller** on large piece of cardboard. You must choose one picture of a butcher, one of a greengrocer and one of a spice seller.
- Place each of the three chosen “sellers” on three different section of the room. It is best to use a corner as it leaves other participants to move around freely.
- Select three people to be your vendors. Tell them to set up their pretend stall. They may use any objects in the room and pretend these are vegetables, meat, spices etc.
- The rest of the participants go shopping with their list of ingredients. Although they still belong to Group A, or Group B or Group C or Group D, they can go “shopping” separately, as long as they have a shopping list of the ingredients they need for their dish.
- They should buy at least one item from each of the three vendors – meat, spices, vegetable.
- Participants are encouraged to refer to the following handouts as they are shopping:
 - List of useful conversation on market transaction
- The sales talk must be in English. However, if they are stuck for some words, they may occasionally use Bahasa Indonesia. This should not happen too often. It is better for participants to ask each other for help with their English rather than resort to Bahasa Indonesia.
- While participants are shopping, go around the classroom and listen to the exchanges between vendors and buyers. Make your notes. Offer assistance where necessary. Are they making their purchases from the right vendor?
- This should be a fun-filled activity, with lots and lots of talking and laughing.



Step 6: Procedural texts (10 minutes)

- Participants continue working in Group A, Group B, Group C, and Group D.
- Place the six cardboards of the procedural texts in a box.

- Go around the class with your box of procedural text cards. Stop by each group and ask one member to close her/his eyes and select one card from the box.
- Repeat this procedure until each group has selected a card.
- Working in your group, examine the procedural text. Does it match your list of ingredients? If not, they have to wait
- Each group takes turn to read the cooking procedure they have.
- Other participants have to listen carefully. If their procedural text is being read out, they have to yell, “That’s ours!”



Step 7: Vocabulary related to cooking (15 minutes)

- Give all participants a copy of the handout entitled *Vocabulary related to cooking*.
- Participants continue to work in their Groups from the previous steps.
- Allocate five words and three numbers from the table to each group.
- Ask them to discuss the meanings of these words and numbers. If they are not sure of the meaning, they should ask other members of the class/or they may use the dictionary/or they may ask you.
- Participants must also practise saying these words.
- At the end of the set time, ask each Group to pronounce their words clearly. Then they should explain the meaning of these words. Tell them to use a mixture of dramatization, drawing and talking to convey meaning.



Step 8: Procedural text type (15 minutes)

- Explain that a recipe is written in a certain way so that it is reader friendly. People have to read a recipe, quickly identify the ingredients, and should be able to follow the steps as they are cooking.
- Give each participant a copy of the handout entitled *Procedural text type*
- Tell them that recipes have got a definite structure.
- Examine the handout. Explain it from the beginning. Go through all the stages. Make sure that participants understand this type of writing.
- Participants work with a partner. Person A chooses her/his favourite activity – playing a sports, washing a car or any other such activity. Person B has to describe each step of this activity.
- This exercise must be in English. Give some time to prepare.
- Go around the class and listen to what is being said. Offer assistance where required.
- Choose a few random participants to make their presentations.



Step 9: Summary (15 minutes)

Participants form different groups. Talk about what they have done during this session. What were the main ideas? What were the most interesting aspects of the lesson? What aspects were easy /difficult? What do they think about the idea of becoming a Chef? No more than five minutes should be spent on discussion.

Participants write their thoughts on loose-leaf paper. Place the completed entries in your folder.



Extension

The following are some suggested activities for young people to extend the learning from this activity

Task One

- Participants work in groups of 3
- Imagine you work at Surya Chandra Restaurant as the Chef. People come from far and near to eat your specially prepared dishes.
- Margaret Fullerton is writing a special edition on Indonesian cuisine and has invited you to contribute your much sought after recipes to this special issue.
- Write a recipe for your most popular dish.
- Set it out in an attractive way. Illustrate your work.

Task Two

You are visiting a friend in Bali and are staying with his/her family. The cook wishes to make you feel welcome and is willing to cook your favourite dish.

Tell him/her: the name of your favourite food, the ingredients required, how to cook the dish. Work in pairs. One person is the cook and the other person is the visitor. Ask questions, give answers, make note of unfamiliar words. Use a dictionary and/or check with your facilitator.

Task Three

- This is a major activity can be undertaken by small groups of 4 people.
- Imagine you are organizing a dinner party. Some very important people from your village are coming to visit your parents and you have been put in charge of the kitchen.
- As a group, brainstorm for ideas. What are you going to cook? Draw up a menu. This should consist of Entrée, main meal, dessert, tea/coffee/soft drinks.
- Design a menu, showing which dishes are on offer for this particular dinner party. You must have at least 3 choices under each category.
- Illustrate your menu. Make it look attractive.
- If other people are doing the same thing, you may organize to have your menus on display some where prominent.



Handout for Participants

Vocabulary related to cooking				
To cool	Vegetables	Red kidney beans	1/2	one half

Dish	Dessert	Lima beans	1 ½	one and a half
Fridge	Delicious	Eggplant	1/3	a third, one third
Stir	Spicy	Watermelon	2/3	two thirds
To serve	Shrimp	Oranges	¼	a quarter, one quarter, one fourth
Thickens	Fish	Pineapple	2/4	two quarters, two fourths, half
Ingredients	Lobster	Bananas	1 ¼	one and a quarter
Coconut Oil	Peanuts	Mangoes	¾	three quarters, three fourths
Recipe	Sugar	Paw paw	1/5	one fifth
To flavour	Bread	Tomato juice	2/5	two fifths
To grate	Toast	Mustard	4/5	four fifths
To keep (store)	Coconut	Creamy	1/6	one sixth
To mix	Potato	Scrambled eggs	2/10	two tenths
To squeeze	Carrots	Green beans		
Ric	Lemon	Chocolate cake		



Handout for Participants

Procedural text type		
Purpose	Structure	Language features
To instruct someone on how to do something	Goal Steps	<ul style="list-style-type: none"> Verbs usually at the beginning of each instruction Words or group of words which tell us how, when, where, with who.

Scaffold for procedural text

GOAL Spicy fried chicken	<ul style="list-style-type: none"> Statement about what we are trying to make or do.
Ingredients You will need: 3 kg chicken 1 tsp. pepper 1 tsp. coriander ----- -----	<ul style="list-style-type: none"> Include amounts of each material
GOAL Spicy fried chicken	<ul style="list-style-type: none"> Statement about what we are trying to make or do.
Ingredients You will need: 3 kg chicken 1 tsp. pepper 1 tsp. coriander ----- -----	<ul style="list-style-type: none"> Include amounts of each material
STEPS 1. Cut up chicken into pieces 2. Chop garlic finely 3. Mix all the spices in a large bowl	<ul style="list-style-type: none"> Steps in sequence and may be numbered Use action verbs e.g. mix, repeat, glue, cut, attach ... to start each instruction Instructions are in the form of direct commands – clear and easy Words that tell how, when, where, what Diagram and headings may be included Use simple, present tense



Handout for Participants

Useful Conversation on Market Transaction	
Questions	Let's go to the market.
Answer	Sure / Ok
Questions	Do you sell Potatoes?
Answer	Yes (there is), sir.
Questions	Can I help you Ma'am/Sir?
	I'm just looking around.
Answer	I want to buy.....
Questions	How much is.....?
Answer	It's Rp. 3000 per kilo
Questions	Can I have 1 lb (pound) of beef meat?
Answer	Sure, here is your
Questions	What about....., how much is it?
Answer	It's Rp. 2500 per kilo
Questions	Ok, I will have one kilo, please
Answer	Ok/ no problem. Here you are.
Answer	Thank you
Answer	You are welcome
Answer	I prefer something of better quality. These are better
Answer	I want one which is new. Can you show me something else?
Question	What is the price of this?
Answer	That's too expensive. Do you have a cheaper one?
Answer	I'll come back later.
Question	Can you come down in price?
Answer	No, the price is fixed.
Answer	Last price. It's up to you.
Question	How much is it altogether? May I have a receipt, please?
Question	Here is four and a half thousand rupiah. Is it enough?
Phrase	Please wrap this with thick paper.
Phrase	for sale/to pick out/to point out
Phrase	cheap/expensive/to make a profit
Phrase	to pay/to pay cash
Phrase	there is/there is not/as much again
Phrase	big and little/little (not much)/same



Handout for Participants

Selection of Dishes

Indonesian Fried Chicken



Coconut Chicken Curry



Rendang



Sambal Goreng Ati Ampela



*Red Kidney Beans with
Tomato*

Dhal – Yellow/Black/Red



Handout for Participants

Ingredients	
4 or 5	Tomatoes, cut into small pieces
1	Tin of red kidney beans
1	Small onion finely chopped
1 or 2	Garlic cloves, crushed
	Small piece of ginger, crushed
2 tspn	Ground coriander
1 tspn	Ground cumin
1 tspn	Turmeric
	Chillies
	Shallots
	Fresh coriander leaves
	Salt to taste
1 tspn	Garam masala (optional)
	Oil
Ingredients	
1 cup	Lentils (black, yellow or red)
1	Small onion, finely sliced
1	Garlic clove, crushed
	Ginger, finely chopped or crushed
1 tsp	Ground coriander
½ tsp	Turmeric
1	Tomato, finely chopped
1	Bay leaf
	Salt to taste
1 tbspn	Oil
	Mustard seeds
1 tbspn	Lemon juice
Ingredients	
2 lb	Beef
20	Pieces of shallots
10	Garlic cloves
150 gm	Red chilli pepper
50 gm	ginger
60 gm	Turmeric
300 gm	Candlenut
5	Bay leaves
8 cups	Thick coconut milk
8 cups	Thin coconut milk
Ingredients	
2	Medium sized roasting chicken
Marinade	
1	Large onion chopped
2-3	Clove garlic, minced
½ cup	Tamarind water
1 tbspn	Clear soya sauce
1 pinch	Chilli powder
1 tspn	Ground ginger
1 tspn	Ground coriander
1 pinch	Turmeric

Ingredients	
4 Sets	Chicken liver and gizzards
5	Pieces of shallots
3	Garlic cloves
5	Red chilli peppers
4 cm	
10 gm	Shrimp paste
1 cup	Coconut milk
1	Thick, large, green pod
	Salt and pepper to taste
Ingredients	
450 gm	Broiler or fryer chicken with skin
1 kg	Onions, finely chopped
3	Garlic cloves, chopped
1 tbspn	Ground coriander
1 tspn	Chopped ginger
1 tspn	Ground lemon grass
2 cups	Coconut milk
1	Curry leaf
3 tbspn	Oil
2 tsp	Salt



Handout for Participants

Butcher, Greengrocer and Spice seller



Hi, I am your local green grocer. How can I help you?

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Hi, I am your local green grocer. How can I help you?



"We'd like some of your finest, Harry Potter sprouts, Harry Potter cabbage and Harry Potter spinach, please...."

Hi, I am your local green grocer. How can I help you?



"That's cow. What do cows say, Jimmy?
 Cows say moo. Look Jimmy, a chicken."

Hi, I am your local butcher. How can I help you?



"I just sold the last T-bone, so this might take a while."

Hi, I am your local butcher. How can I help you?

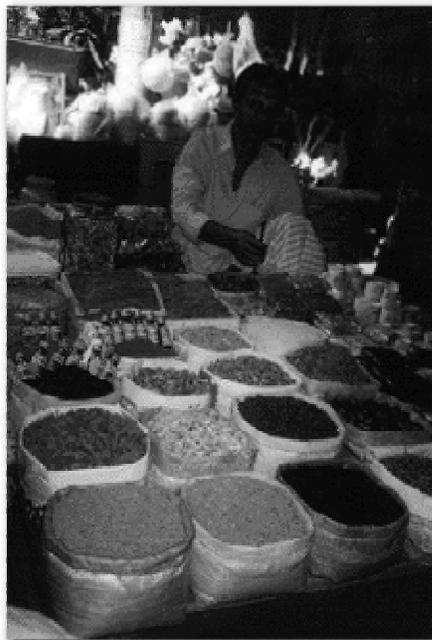


"Bull, 6 cents a pound."

Hi, I am your local butcher. How can I help you?



Hi, I am your local spice seller. How can I help you?



Hi, I am your local spice seller. How can I help you?



Handout for Participants

Procedural text

Method
<ol style="list-style-type: none">1. The name means simply 'fried chicken', and that is all it is. The marinade, however, gives it a characteristically Indonesian flavor.2. Mix all the spices together . Marinate the pieces of chicken in this mixture for 2 hours, turning them from time to time.3. Strain the chicken, so that the marinade drips away from it.4. Then deep-fry the portions, 4 or 5 at a time.5. Chicken fried in this way is excellent with Nasi Goreng. [Nasi Goreng is fried rice. S.C.] Makes 4 servings.

Method
<ol style="list-style-type: none">1. Soak the lentils overnight. Lessens the cooking process. Or you may cook dhal in a pressure cooker.2. Heat oil in saucepan. Fry onion until cooked – it should be translucent.3. Add crushed garlic and ginger. If you are cooking yellow dhal, add pinch of hing.4. Add chopped tomatoes.5. Add spices – all except for the mustard seeds. Stir.6. Add a bit of water if it is too dry.7. Put dhal in with sufficient water.8. Cook on high heat until it starts boiling. Turn heat down to medium. Dhal is cooked when you can crush it easily with your fingers.9. Place some oil in a frying pan. When it's hot, put some mustard seeds in. Cover it until they've all popped. You must cover it when the mustard seeds are in the pan, otherwise you will have them jumping everywhere.10. Place cooked lentils and mix thoroughly.11. Add a dash of lemon juice, stir and remove from heat.

Method
<ol style="list-style-type: none">1. Heat up oil in saucepan.2. Fry sliced onions until soft, add garlic and ginger. Stir.3. Add chillies, stir, then add tomatoes, shallots and coriander leaves.4. Let it cook for a couple of minutes, stirring all the time.5. Add spices and salt. Keep stirring occasionally to prevent sticking.6. If necessary, add some water.7. f you are using beans from a can, wash thoroughly. Add to cooked tomatoes, cook for another 5 minutes.8. When it is cooked, add garam masala, stir and turn stove off. Please note it is not necessary to use garam masala. As you get used to cooking these curries, you may use more of once spice or leave another out altogether. Sometimes, I don't use any spices – just onion, garlic, ginger, chillies and salt.

Method

1. Cut beef into several-bite sized pieces, and boil until half done
2. Skin shallots, garlic, and mix with chili
3. Brown this spice mix for a few minutes
4. Boil beef and this spice mix in the thin coconut milk
5. Put in the leaves
6. Boil until dry
7. Add thick coconut milk, boil until coconut milk dries, stirring it occasionally

Method

1. Cut liver and gizzards into bite sized pieces
2. Skin shallots and garlic.
3. Brown shrimp paste.
4. Grind finely shallots, garlic, red chili peppers, shrimp paste.
5. Brown these spices with galanga, mixing them evenly.
6. Add liver and gizzard pieces, and salt and pepper to taste.
7. Mix evenly and add coconut milk, let it simmer for 3 minutes.

Method

1. Cut chicken into serving portions and rub with salt.
2. Fry onion and garlic in oil until lightly brown. Now, add coriander, ginger and lemon grass. Stir well for about 1 minute.
3. Add chicken, mixing thoroughly so that chicken absorbs the spices. Add coconut milk and salam leaf. Cover tightly and cook over medium heat for about 40 minutes. Serve with rice.

English for Hospitality



English for Hospitality

Audience: Young people who are interested in finding employment with hospitality industry where the ability to communicate in English is desirable.

The main purpose of this particular theme is to develop the English speaking and listening skills of young Indonesian people so that they can function effectively in the workplace including dealing with English speaking customers.

English for the Hospitality Industry focuses on preparing young people for a field visit, with the specific aim of obtaining information on a specific topic. The four units in this section are designed to equip young people with the necessary skills to achieve this aim.

1. *Preparing a questionnaire, using English*
2. *Requesting information from prospective employers, using English*
3. *Conducting interviews for hospitality industry, using English*
4. *Interviewing hotel employees, using English*

Each of these units can be used as Stand-alone activities as each focuses on one particular aspect. However, participants may wish to work through from number one to four. This has the advantage of taking them through a series of steps that teach them the correct interviewing techniques.

Study and act out the dialogues and *Suggested vocabulary game and activities* are additional resources designed to assist participants in practising their English in a fun way.

Activities in these units have been designed to present young people with real life situations which they may encounter in the work-place where they can meet and interact with English speaking customers.

Most of the activities in this unit are interactive, involving whole class discussion, small group discussion, problem solving, role-play and making class presentations. ***It is very important for participants to use English language for all these activities.***

Tell participants at the beginning of the session how you are going to Assess their performance. Explain that these are all **Extracurricular Activities**, and as such there are no formal examinations. **Assessment** is a continuous process from beginning to end of whereby you observe the extent of participants' involvement in all class activities.

Activity 1

Preparing a questionnaire



Introduction

This activity focuses on assisting young people to learn the techniques of formulating a set of questions designed to elicit maximum information from the interviewee. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the art of formulating meaningful questions and start to develop and practice the speaking/listening/writing skills needed to prepare a questionnaire for a specific purpose.

Through participating in the activities, young people will acquire the knowledge, understanding and skills required to prepare a series of meaningful questions on a set theme and demonstrate their ability to use English language to:

- Understand the difference between open-ended and closed questions
- Formulate a series of appropriate questions related to the hotel scene



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **two stars**.



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes Formulating questions and supports the development of the following competencies in English

Listening		Speaking		Reading		Writing	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts		Formulating simple questions	
✓		✓	✓	✓		✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills Hotel employment
✓	✓	✓	✓	✓	✓



Time

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries



Assessment

Explain that assessment in this session is based on their contribution to whole class and small group work. This is based on your observation on how active they are, how much they are interacting with each other. Tell them that Active means they have paid attention and they remember what has gone on in the session.



Detailed Steps

Step 1: Introduction (10 minutes)

- Involve all participants in this discussion
- Tell participants that their task is to meet with and talk to the hotel manager regarding their proposed visits to the hotel. During that time, they will be talking to:
 - The hotel Manager
 - Various hotel employees
- What will they be talking about? They are interested to know:
 - What sort of work various employees do? What are their duties?
 - What level of English do they use in their dealings with foreign visitors?
- Explain what this all means – basically they will be conducting an interview. Have a general discussion about interviews. Have they attended an interview before? Maybe they could talk about their interview with the School Principal when they were enrolling at the school.
- During their interview with the Hotel Manager and his staff, they will have to ask a series of questions in order to obtain the information they require. Thus, it would be a good idea to prepare these questions before they interview. Keep this brief. Tell participants if they are interested to learn more about interview techniques, they should attend the unit titled Conducting an interview
- In this session, participants will learn how to formulate effective questions i.e. questions designed to elicit information they need.
- Explain method of Assessment for this Unit. Refer to Assessment section at the beginning of the activity.



Step 2: Formulating questions (15 minutes)

- Participants create a new section in their folder. On separator, write “Formulating questions”. Write your notes, ideas, drafts and final drafts on loose leaf paper. Place all sheets in the formulation question section of your folder.
- Tell participants that prior to writing the questions for the hotel manager, they will practise formulating questions.
- Write the topic Family Gatherings in Indonesia on the board. Tell them to imagine that they have to write an article in a magazine about Family Gatherings in Indonesia.
- Before writing the article, participants will have to gather information on the topic. One of the ways to obtain this information is to interview family members, neighbours, community members.
- The first step is to prepare a series of questions they will be asking. Use a combination of Open-ended questions and closed questions.
- Open-ended questions are the best as they give the person being interviewed the chance to talk.
 - Why are family gatherings important?
- This question gives the interviewee the opportunity to expand on the answer,
- Closed questions will merely give you a “Yes” or “No” answer

Are family gatherings important?

- Start a brainstorming session on the topic Family Gatherings in Indonesia. The idea is to determine the occasions on which family get together. Give one example to participants. Encourage them to compile a comprehensive list
- Write the topic on the board. As they come up with their answers, write these on the board
 - Family gathering
 - Weddings
 - Births
 - Deaths
 - Sickness
 - Birthdays
- Formulate questions on the topic. Encourage participants to come up with some open-ended questions on the above topics. You may write two of the questions listed below on the board.
 - When does your family get together?
 - What do they do when they get together?
 - What sort of activities do you organise for children?
 - Where do you normally gather? Parents' place?
 - What sort of food is served on those occasions?



Step 3: Explaining the task (20 minutes)

- Explain the task to participants. Use the box below

Task One

Participants work in groups of three.

Write a list of questions you wish to ask hotel workers. The same questions can be used for all hotel employees being interviewed. Remember, your questions **MUST** be in English. The idea is for you to improve your work related English skills.

- Formulate simple and direct questions
 - The tone of questions should be friendly and polite
 - Prepare open-ended questions
 - Include some “Yes”, “No” questions
- Help participants get started by reproducing the following table on the board. Write the title first. Encourage participants to suggest one or two appropriate questions. Write these on the board.
 - Participants proceed to work in teams and generate as many questions as possible. Facilitator goes from team to team, helping out, guiding participants in the right direction.

Talking Hotel Receptionist/Waiter/Cleaner etc.	
1.	What is your job title? What job do you do?
2.	How long have you been working at this hotel? Why did you choose this particular hotel to work?
3.	What are your duties? What are the tasks that you have to perform?
4.	Prepare your own questions. You should have at least 10 questions
5.	
6.	



Step 4: Selecting the most appropriate questions (10 minutes)

- At the end of 20 minutes, all sub-groups get together to discuss the questions they have formulated.
- Take one question at a time. Is it appropriate? Will it achieve its purpose? Suggest ways in which it can be improved. Encourage participants to talk about these questions.
- At the end of the activity, choose the best ten questions. Participants must decide as a group which questions to include on their list. If necessary, they can include more than 10 questions.
- Put the questions in the correct order. Write them on a piece of paper. Ask for a volunteer to type the question. If participants are not able to type, you may ask the school secretary to help out. Each participant **MUST** have a copy of the questions.



Step 5: Summary (10 minutes)

- Work in groups of 4. Discuss what you have done during this session. What did you learn today? Did you enjoy the activities? What was the most interesting thing that happened during the session? Add any other thoughts you may have on the session.
- Work alone and make an entry for your reflective journal. Place the completed entry in the journal section of your folder.



Extension

The following is a suggested activity for young people to extend the learning from this activity

Scenario

- The Production Team of your school newsletter has decided to add a new section to the paper entitled: **This is your life.**
- Members of your team thought that readers would be interested to know a bit more about their friends, teachers, family and community members.

- One person will be interviewed for each issue. The purpose is to write a short biography of this person.
- Work in groups of 3. Brainstorming session to determine what sort of information you need. You may wish to find out about that person's background, his/her family, education, career, interests, hobbies, achievements, and any other matter that might interest your readers.
- At the end of 10 minutes, you examine your ideas. Arrange them in the order you wish to ask your questions.
- Formulate your questions. Write down as many questions as you wish. Remember that when you are actually conducting the interview, you may not be using all of them, depending on the response you receive.
- Examples of questions you may ask:
 - Where were you born?
 - What studies have you completed?
 - What is your occupation?
 - How long did you study for to become a teacher/nurse/doctor/ etc.
- Practise asking and answering the questions with a partner before you interview your selected person. Person A will ask the questions and Person B will provide the answers. Change roles when you finish asking all the questions.
- Remember to make notes when the interviewee is responding to your questions.

Activity 2

Requesting information



Introduction

This activity will focus on young people seeking information on a specific topic from prospective employers in the region. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to become familiar with the layout of formal and informal letters and to develop the speaking/listening/writing/reading skills required to write a formal letter requesting information

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to write formal/informal letters to seek/provide information, using English Language and demonstrate their ability to use English language to:

- Compile a list of hotel employees' duties
- Recognise informal/formal letter layout
- Write a formal letter seeking specific information
 - Edit own and peer writing
 - Write final draft



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes **writing a formal letter** and it also supports the development of the following competencies in English

Listening		Speaking		Reading		Writing	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts		Write formal letter	
✓		✓	✓	✓		✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Hotel employment)
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours. The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Prepare to arrange visits to hotel
- Copies of the following handouts for all participants:
 - List of jobs/duties of employees
 - Job description of employees at a hotel
 - Photos of hotel employees and job description
 - Informal Letter Sample
 - Task One
 - Formal Letter Layout



Assessment

Assessment in this activity is based on participants' contribution to whole class and small group work. This is based on facilitators' observation on how active they are, how much they are interacting with each other. Active means they have paid attention and that they remember what has gone on in the session.



Technology

Using technology in this activity is optional and will depend on the resources have available. The following are some suggestions:

- Participants can compose their formal letters using a computer or typewriter



Detailed Steps

Step 1: List of jobs and duties of hotel employees (15 minutes)

- Participants will use English language to complete activities in this session
- Give each participant copy of the handout entitled List of jobs and duties of hotel employees. Select one of the positions in the table for class discussion. What do they know about this job? Are they familiar with the duties of this particular hotel employee? Can they guess what this person does at work?
- Let's say you have chosen the restaurant scene. What work can they do in a restaurant? Obviously, one of the answers will be the job of waiter. What does a waiter do in the restaurant?
 - Welcomes customers
 - Shows them to their table
 - Pull their chairs out
 - Places napkins in their laps
 - Gives them the menu
 - Takes their orders
- Get participants to add to the list
- At the end of discussion, ask participants to write the list of duties on the handout. If there is not enough room, they should write all the information on loose-leaf paper.
- Participants work in groups of 4. Look at the handout List of jobs. Take one job at a time. Think of the sort of work that person would be doing. Write your ideas down. Move on to the next job, think of the duties of that particular employee. Continue in this way until you have finished everything on the list.
- Each group to present their findings. Write these on the board or on butcher's paper.
- From the groups' findings, compile one list of duties for each hotel employee.
- Give participants a copy of *Photos of hotel employees and job descriptions of employees at Hotel Ambhara, Jakarta*.
- Tell them that they will be using both these lists when they are writing their formal letter.
- Explain that they will be using this information to write a formal letter to a hotel Manager, requesting specific information. Before they embark on the actual writing, you will show them how to write a formal letter – what to put in it and how to format it.



Step 2: Formal and Informal letters (10 minutes)

- Participants create a new section in their folder. On separator, write “Letter writing”. Write your notes, ideas, drafts and final drafts on loose leaf paper. Place all sheets in the letter writing section of your folder.
- Explain that:
 - Letters in English are formal, informal or neutral
 - An example of a formal letter would be a job application letter or any business letter
 - An informal letter is written to a close friend or family member
 - Informal letters can include contractions (*I’m instead of I am*), polite slang words, idioms and familiar *greetings* (such as, *Lots of love from,*)
 - Formal letters do not include any of these things
- Talk about Greetings and Closings used in Formal and Informal letters. Use examples from the table below. You may choose to write these on the board

Some Examples	Formal	Informal
Greetings	Dear Sir or Dear Madam Dear Mrs. Rita Susanti	Hi, Hello, Dear Linda, My Dear Budi
Closings	Yours Sincerely, Yours Respectfully Yours Faithfully, Regards	From, Love from, Best wishes



Step 3: Informal letters (10 minutes)

- Hand out a copy of the **Informal Letter Sample** to each participant. Or, this could be placed on an Overhead Transparency. It is a good idea to do both, if possible.
- Examine informal letter. Discuss layout. Discuss language. The right hand column has information which you may use for your class discussion.
- Encourage participants to verbally complete the letter. You may wish to make some contribution towards completing the letter.



Step 4: Formal letters (10 minutes)

- Give participants a copy of **Task One** and a copy of the Formal Letter Layout.
- Examine layout of Sample formal letter. Talk about layout, parts of the letter.
- Explain that participants should follow the structure of the letter.
- Write each point in the order in which it is placed. Each point should be in a paragraph.
- Tell them that they can use the group’s copy of **List of jobs and duties** compiled at the beginning of this session to identify which employees they wish to meet when you visit the hotel.



Step 5: Writing a letter (20 minutes)

- Participants work in groups of 3. Using your list of jobs and duties of hotel employees, write the letter. Remember that this is a team effort. Discuss as you write. The team must agree on what goes down on paper.
- Go from group to group, making suggestions and generally encourage participants.

Task One

Write a letter to one of the local Hotel Manager. In this letter you must:

- Introduce yourself– mention that they are students and give the name of their school
- State purpose – to find out the sort of jobs available in hotel, and the duties associated with these jobs.
- Propose a visit to the hotel to obtain information
- State the date and time of proposed visit.
- Explain that you will need to visit the hotel on two occasions. You anticipate each visit would last about one – two hours. Mention that the first visit will be used at the beginning to obtain information and to watch and observe employees on the job.
- The second visit will take place at a later stage when you will apply your new found knowledge to the hotel scene.
- How many friends will accompany you? Mention that you will be working in small groups and that two or more people will interview one employee; each group will interview different employees, trying to cover all those areas where the employee requires reasonable English skills.
- Which employees – receptionist, waiter, etc. do you wish to meet?
- Closure of letter/fax – thank him for his interest/attention and that you look forward to hearing his response



Step 6: Editing your letter (15 minutes)

- When you finish writing the letter, take a short break. Come back to your letter. Work with your team. Read it again. Does it make sense? Have you included all the information? Check for errors. In other words, you are editing your letter.
- When each member of the team is happy with the result, exchange letters with other teams. Edit letters written by other teams. Each letter **MUST** be edited by at least one other team.
- Each team writes his/her final version on Overhead Transparency. If you don't have an Overhead Transparency at the school, make sufficient copies for all participants.



Step 7: Writing the final draft (15 minutes)

- Get all the teams together. Examine one letter at a time. Discuss the merits of each. Participants vote on the best letter. Or they may decide to take the best bits from

different letters and come up with a final version. Write or type the edited draft, using paper with school letter head.



Step 8: Sending the letter (15 minutes)

- Enlist the help of your School Principal or your teacher to arrange your visit to a neighboring hotel. The first point of contact with the hotel must be from an authority figure.
- Ask the Principal to phone the Hotel Manager on your behalf and explain your undertaking. Get her/him to either send your letter by post to the hotel. Or, s/he may either hand deliver or fax it to the hotel.
- If there are several big hotels in the region, it might be a good idea to send different groups of students to different hotels near your school or your home.
- Approach your school's Parents' Committee for funding travel costs.
- The phone call, followed by the letter/fax gives the Manager some time to think about the request and s/he will also have the time to brief her/his staff.



Step 9: Summary (15 minutes)

- Participants write an entry for their Reflective Journal. Tell them to write a step to step account of what happened in today's session. What activity did they enjoy the most? Why? Have they written a letter before? If so, to whom did they write? Have they received a letter? From whom did they receive it? Place completed entry in journal section of folder



Extension

The following is a suggested activity for young people to extend the learning from this activity

Task One

Background: You are a guest at Hotel Borobudur, Jakarta. You are unhappy with the service you received when you ordered room service. It took over one hour for your order to come through. When you did receive your meal, it was cold. You phoned room service to complain, but they were not prepared to replace your meal. They offered to heat up the cold meal. Write a letter of complaint to the Hotel Manager, explaining the situation. Mention that you travel extensively and often stay at Borobudur when you visit Jakarta. Express your disappointment at the poor service. Mention that you had expected better service from such a big hotel. You had expected room service staff to apologise and replace your meal. Nothing was done. Finish the letter by telling the Hotel Manager what sort of service you expect from a hotel of such great reputation.

Task Two

Write a letter to a friend or a member of your family. Organize your news items clearly and concisely. News items may include personal experiences at school, interesting school activities such as cooking classes, the experiences of friends and family whom your reader may or may not already know. This is a personal letter. Use informal English.



Handout for Participants

List of jobs and duties of hotel employees

List of Jobs	Duties of Employees	English Required?
Receptionist	Handles telephone inquiries, greets guests, transfers calls to guests and other sections	Yes
Check-in staff		
Room-service		
Restaurant		
Housekeeping		
Bellboy		
Taxi service		



Handout for Participants

Job descriptions of employees at Hotel Ambhara, Jakarta

Front Office Department

- Checking-in and checking out hotel guests
- Making and confirming reservations
- Managing incoming guests' account from check-in until check-out time
- Giving information to guests about all facilities in the hotel

Housekeeping Department

- Keeping and maintaining the cleanliness, neatness of the guests' rooms
- Maintenance of hotel inside and outside
- Maintenance of hotel's equipment
- Providing services to hotel guests

Food Production

- Responsible for the food services
- Producing and preparing the food for restaurant, bar and room service.

Food and Beverage Service

- Preparing food and beverage for hotel guests
- Serve, and promote food and beverages to hotel guests

Sales and Marketing Department

- Selling and promoting all facilities in the hotel.

Engineering Department

- Fixing tools and disable electronic machines that are used in the hotel

Accounting Department

- Responsible for employee's salary
- Responsible for the debit and credit activities in the hotel

Laundry Department

- Responsible for all laundering activity in hotel

Human Resources Department

- Responsible all issues relating to hotel employees

Security Department

- Responsible for handling all hotel's security, which includes employees, guests and the hotel's belongings

Purchasing Department

- Responsible for purchasing equipment for hotel



Handout for Participants

Informal Letter Sample	
Ibu Nita Andi Barrang Jl. Kemang Utara, 40 Jakarta, 12750	Writer's full name, title and address
Mrs. Eva Sharif Jl. Dempo, 10 Malang, 99999	Name and address of person to whom you are writing
8th June 2006	Date
Dear Eva I have had a very exciting time over the last month and I would like to share my experiences with you. Paragraph on school activities Paragraph on sports Paragraphs on friends Any other experiences I am looking forward to your reply.	Greeting Information organised into paragraphs. One idea to one paragraph A polite final statement
Regards	Closing
Nita Andi Barrang _____ Nita Andi Barrang	Writer's signature
← Writer's name printed	



Handout for Participants

Formal Letter Layout

School Name and Address
Phone no and fax
Email

Date

Hotel Manager
Name of Hotel
Address

Date:

Attention: Name of Hotel Manager

Dear Mr. Hotel Manager (give name)

Subject: Visit to Name of Hotel by Students from Name of School

Write your final draft here. You may follow the following structure. Remember to keep your language clear, concise and simple. Each bullet point must be written in a different paragraph.

- Introduce themselves– mention that they are students and give the name of their school
- State purpose – to find out the sort of jobs available in hotel, and the duties associated with these jobs.
- Visit to the hotel to obtain information
- Date and time of proposed visit.
- Two visits of hour each. Mention that one visit will be used at the beginning to watch and observe.
- The second visit will take place at a later stage when you will apply your new found knowledge to the hotel scene.
- How many friends will accompany you? Mention that you will be working small groups and that two or more people will interview one employee; each group will interview different employees, trying to cover all those areas where the employee requires reasonable English skills.
- Which employees – receptionist, waiter, etc. do you wish to meet?
- Closure of letter/fax – thank him for his interest/attention and that you look forward to hearing his response

Sincerely Yours,

Signature

Type your full name – whole group leader to sign his name

Activity 3

Conducting an interview



Introduction

This activity will focus on familiarizing young people with the concept of an interview situation and preparing them to conduct interviews, using English language. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to learn the techniques of interviewing and to develop the skills required to conduct interviews in a variety of situations, using English language.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to be involved in a variety of interview situations and demonstrate their ability to use English language to:

- Understand what an interview is all about
- Become aware of the structure of an interview situation
- Respond to questions in an interview situation
- Assume the role of the interviewer



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **two stars**.



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following **themes**: *Interviewing* – questions and answers and supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Hotel employment) Hotel work
✓	✓	✓	✓	✓	✓



Time

It is estimated that this activity will take a minimum of two hours. The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Photocopy the following handouts for each participant:
 - Interview with PON medalist Dewi Susanti
 - Talking to Receptionist/Waiter/Cleaner



Assessment

Assessment is a combination of your observation of participation in activities, contribution to general class/small group discussion and presentation of interviews



Technology

Using technology in this activity is optional and will depend on the resources have available. The following are some suggestions:

- Participants can use a tape recorder when they practice their interviews



Detailed Steps

Step 1: Let's talk "interviews" (10 minutes)

- Ask participants to create a new section in their folder, entitled "Conducting interviews". Tell them to write their notes on loose-leaf paper. Place these in the Interview section of their folder.
- Explain method of assessment. Refer to Assessment section in this activity.
- Establish what an interview is. Call for volunteers to explain what they understand by the concept of an interview. Keep the definition below in your mind.
An interview is a structured conversation between two people, aimed at gaining information from one of them.
- Use information obtained from participants to write your definition of an interview. Use a combination of participants' contribution and the above definition.



Step 2: Types of interviews (5 minutes)

- Ask participants to name different types of interviews. Remind them that different people are interviewed for different occasions. Write the following bullet points on board to get discussion going.
 - Guest interview on television
 - Radio recorded interview – sports, release of new book
 - Add participants' contribution to the list.



Step 3: Reasons for interviews (10 minutes)

- Write the following *situation* on the board.
A pop star is about to release a new album. Reporters from the media interview him/her to obtain information on the background of the album, what it is about, when it is going to be released, where he/she will be performing.
- Ask participants to give other situations where people may be interviewed. Answers could be varied. Remind them that common people are also interviewed by the media. For example
 - Students winning a competition may come to the notice of the media and they are interviewed
 - A witness to an accident is asked by the media/police to give an account of what he saw
- Participants complete task one, instructions as below

Task One

Participants work in pairs

- One person is the interviewer – s/he will be asking the questions. The second person takes the role of the pop star – s/he is being interviewed and will answer questions.
- Role-play the situation. Ask questions and wait for the person to answer. Using information from their answers, ask your next question. Continue in this way until you have obtained all the information you want.



Step 4: Interview structure (10 minutes)

- Write the following question on the board: ***What pattern should an interview follow?*** Which question comes first?
- Explain that an interview has a structure – what you say when you approach the interviewee, when you start asking the questions, how you conclude your interview.
- Encourage participants to make a contribution. At the end of discussion, tell them what the structure of an interview should be. Write the following on the board.
 - The structure of an interview typically includes:
 - An introduction – stating the purpose of the interview
 - Series of questions and answers
 - No paragraphs
 - No formal conclusion – only a final, conclusive answer
 - During the interview, the interviewer should:
 - Be polite and courteous
 - Use questions which follow on from the previous answer
 - Repeat and rephrase what the interviewee has said
- Participants may write these notes on loose-leaf paper



Step 5: Sample Interview (20 minutes)

- Give participants a copy of ***Interview with PON medalist Dewi Susanti***
- Participants take turns to read the questions.
- Whole class discussion based on the following ideas:
 - Examine each question.
 - Are they open-ended?
 - Do they require a “Yes” or “No” answer?
 - What do you notice about the order in which the questions were asked?
- Continue this process with each question.
- Stress to participants that it is important for the interviewer to listen to the response of the interviewee. Ask yourself if you have got all the information you want from that particular question.
- Do you need to clarify some aspects? Take into account the answers provided before you move on to asking other questions

- Tell participants that an interviewer who listens carefully is generally more successful in obtaining good results.



Step 6: Summary of interview session so far (5 minutes)

- With the assistance of participants, summarize main points of session.
- Use the facilitators notes below to help you

Notes for the Facilitator

An interview is a structured conversation between two people, aimed at gaining information from one of them.

The structure of an interview includes:

An introduction – stating the purpose of the interview

Series of questions and answers

No paragraphs

No formal conclusion – only a final, conclusive answer

During the interview, the interviewer should:

Be polite and courteous

Use questions which follow on from the previous answer

Repeat and rephrase what the interviewee has said

Optional activity

- The following activity is **optional**. It gives participants further practice in conducting interviews.
- Participants work with their copy of *Interview with PON medalist Dewi Susanti*.
- Participants work in groups of three. Person A takes the role of the interviewer who asks the questions
- Person B is the interviewee and answers the questions. Make up the answers to fit the question. Do not use answers on the interview sheet. You can choose another sport, another situation. Be creative.
- Person C is the observer. S/he listens and provides feedback at the end.
- No more than ten minutes should be spent on this activity.



Step 7: Interview practice (15 minutes)

- Give each participant a copy of list of questions in *Talking to Receptionist/Waiter/Cleaner etc*. Tell them they are going to take turns in asking questions and providing answers i.e. they will be conducting an interview.
- They may choose to interview the Hotel Manager, or the receptionist, or a waiter, etc. The aim is to have lots of practice in interviewing.
- Work in groups of three. One person asks questions, the second person responds and the third person observes, listens and at the end of the interview provides feedback. This person should ask himself/herself if the interviewer obtained the information he/she sought. Was he/she polite and courteous? Did he/she rephrase his questions so

that these followed from the previous answers? Did he/she repeat and rephrase what the interviewee had said?



Step 8: Class presentation (20-30 minutes)

- When participants feel confident about their interviews, bring the whole group together.
- Set up an audio cassette, or video camera if the school has one.
- Explain that participants will take turns to interview another person. Their interview will be recorded on tape or camera.
- Participants conduct their interviews and facilitator records all interviews on tape or camera.
- Encourage participants to set some time later in the week to view the recorded interviews. This activity will enable them to hear how they sound on tape, or how they present themselves on camera. It may give ideas on how to improve their interview techniques.

PARTICIPANTS ARE NOW READY TO INTERVIEW HOTEL MANAGER AND STAFF



Step 9: Summary (15 minutes)

- This is a very, very interactive session packed with lots of activity. It might be a good idea for participants to leave their journal writing for later. Give their mind time to absorb what they have learned today.
- They must still submit their entry for you to read. Set a date for them to hand in their completed entries.
- Remind them that you are looking for evidence of:
- How much they remember about ideas presented in class during the session?
 - Which ideas interested them?
 - What aspects of the session did they find difficult?
 - Any other aspects that they think is important and should be covered?



Extension

The following is a suggested activity for young people to extend the learning from this activity

Task One

- A group of three friends are planning a surprise party for another friend who is about to get married. They are discussing where and when the party should be held, and what the group should do about presenting the girl with a gift or gifts.
- Role-play the situation. Take turns to ask appropriate questions and provide informative responses.

- It would be a good idea to spend some time preparing your questions first. Discuss the situation. Formulate your questions. Conduct the interview. At the end, you must have reached the following decisions:
 - Where will the party be held?
 - When it will be held?
 - Will each person buy a gift?
 - What gift the group will give to the girl?

Task Two

- You have returned to Batam after your one-month holidays in Bali/Medan/Pekanbaru. You were attending your sister's wedding and you have brought back lots of wedding photos. Your friends want to know more about the ceremony.
- Role-play the situation. You are interviewed by three friends. They ask you questions about the wedding and you provide information about different aspects of the ceremony. Refer to photos to support your explanation. You may choose to talk on any or all of the following:
 - Guests
 - Food
 - Ceremony
 - Music
 - Decoration
 - Clothes
 - Gifts
- Present your prepared interview to the participants in class.

Task Three

- Design a set of questions aimed at exploring a classmate's sporting life, interests and future ambitions. Choose a partner to interview. Tape the interview, take it home and listen to it. Make notes as you listen to it.
- Use your notes to write a feature article for your local paper or the school's bulletin.
- Edit it and present it in an entertaining way. Hand it to your teacher to be assessed.
- Present your prepared interview to the participants in class



Handout for Participants

Interview with PON medalist Dewi Susanti	
Background	Swimming PON Volleyball Dewi Susanti took up volleyball when a high school boyfriend bet her that she wouldn't be any good at it. (a brief summary of her volleyball career follows)
Question	Why take up rowing?
Answer	It was a stupid bet with my boyfriend at the time. He said he didn't think I could do it and I thought I could. I was only 15. I really got into it. It was a really different sport.
Question	When did you get serious about it? In fifth class.
Answer	My coach Pak Budi Utomo was looking after the national women's volleyball team. He had seen me play volleyball at an interschool competition and he could see that I had great potential. He visited my school and talked to my volleyball coach, Ibu Nani Sihombing. She told him that I was determined, hard working and very willing to train for endless hours. Pak Budi invited me to join the team.
Question	Did you always want to be a swimming champion?
Answer	
Question	Is PON about participation or winning?
Answer	
Question	Did you miss out on boyfriends and parties because of the time spent on training?
Answer	
Question	Was PON everything you expected?
Answer	
Question	After training all that time what goes through your mind when you are in the volleyball finals?
Answer	
Question	What happened during your team's winning game?
Answer	
Question	How did you feel at the end?
Answer	



Handout for Participants

Talking to Receptionist/Waiter/Cleaner etc.	
1.	What is your job title? What job do you do?
2.	How long have you been working at this hotel? Why did you choose this particular hotel to work?
3.	What are your duties? What are the tasks that you have to perform?
4.	What is the best part of your job? Which aspect do you enjoy the most?
5.	Are there aspects of the job that you don't like?
6.	What are the people who work with you like? Are they friendly?
7.	What time do you start working and what time do you finish?
8.	Do you meet interesting people in your line of work?
9.	Can you tell us some funny stories about your experience on this job? People's funny manners and ways of talking?
10.	Would you recommend this job to young people? Why?

Activity 4

Interviewing hotel employees using English



Introduction

This activity will involve young people presenting themselves in the workplace and seeking specific information from employees in the hospitality industry. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to use appropriate interview techniques to meet with and talk to employees in the workplace with the purpose of obtaining specific information.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to conduct interviews in the workplace, using English Language and demonstrate their ability to use English language to:

- Conduct interviews in real-life situations in order to:
- Determine what jobs are available in the hospitality industry
- Find out what are the duties of various hotel employees



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies: This activity can be used to support the English curriculum. It links into the following **themes** *Interviews in real life situations* and supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond	

				to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Hotel employment) Hotel work
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- English/Indonesian dictionaries
- Visit hotel to conduct interviews with employees
- Copies of the following handouts for all participants:
 - List of jobs/duties of employees
 - Job description of hotel employees
 - Formal letter layout if needed
 - Suggested vocabulary games and activities
 - Hospitality dialogues



Technology

Using technology in this activity is optional and will depend on the resources have available.

The following are some suggestions:

- Use tape recorders to record the interview
- Use digital or print cameras to photograph interviewees



Detailed Steps

Step 1: Presenting yourself (5 minutes)

- Participants will use English language to complete activities in this session
- Each participant must have a copy of the following which were prepared in activity three
 - List of prepared questions
 - List of jobs/Duties of hotel employees
 - Questions for Receptionist/Waiter/Cleaner etc.
 - Letter to hotel Manager (General Life Skills Unit)
- Participants must also have a Notebook and a pen to make notes. A tape recorder would be useful if available.
- Dress appropriately for your visit to the hotel.
- Participants work in teams of 2 or 3 or 4 – depending on the number of people visiting the hotel. If the group is large, it is better to have 3 or 4 people in one group. With a smaller group, you can work with a partner. **Do not work alone in this activity.**
- Upon arrival, Group Leader gives her/his name to receptionist and asks for the Manager. Say that you have an appointment.



Step 2: Meeting with Hotel Manager (10 minutes)

- Meet with Hotel Manager. Introduce yourself. Thank him for allowing you to visit his hotel, and talk to his employees. Introduce all members of your team
- Explain why you are at his hotel. Give him a copy of your letter to him. He probably has the copy you sent him.
- The first reason is to find out what jobs the employees engage in and what they do.
- Ask if you could start by talking to the manager. Your first question will be to ask him how many types of jobs are required to run a hotel smoothly.
- Select questions from your list. Continue the interview
- All members of the team take notes. If you have a tape recorder, ask permission to tape the interview.



Step 3: Interviewing hotel employees (15 minutes)

- The next step is to ask the Hotel Manager's permission for teams of 2 or 3 people to interview an employee from each section of his hotel. Make sure that you cover all categories of jobs on your list and those mentioned by the Hotel Manager.
- If there are ten students, you will interview 5 employees. If your group is small, each pair may have to interview more than one employee.
- Introduce your team to the hotel employee. State your purpose. You want to know what work this employee does at the hotel. You also want to know if he/she has to use English when dealing with hotel patrons.

- Use your prepared question list. Start your interview. Write down the answers. If you don't understand something, ask them to repeat their answer.



Step 4: Shadowing the interviewee (30 minutes)

- Follow your interviewee around as s/he performs her job. Write down your observations in your reflective journal



Step 5: Thanking interviewees (10 minutes)

- Thank each employee for their time and effort.
- Group Leader thanks Hotel Manager on behalf of group.
- Say Good Bye



Step 6: Summary (15 minutes)

- Participant will find it more convenient to write the entry for their reflective journal at home.
- In this journal entry, you must give a detailed step by step account of your visit to the hotel.
- Write about your overall impression of the visit. Did you enjoy it? Was it useful? Did you get what you wanted? Any interesting experiences to talk about?
- Remember to place the completed entry in the journal section of their folder



Extension

The following is a suggested activity for young people to extend the learning from this activity

Task One: Reporting your findings

- Participants can undertake this activity independently of Facilitator.
- Following your visit to the hotel, organize for a meeting with all participants to have a debriefing session.
- Sit around in a circle.
- Each person talks about her/his visit to the hotel. Did you enjoy it? Did you find it productive? No more than 2-3 sentences per person.
- Have a general conversation about your experience at the hotel. Make sure that every one has a fair go. Don't let the big talkers dominate.

Task Two: Compile a list of hotel jobs.

- Use the notes from your visit to the hotel.
- Establish the total number of jobs requiring a working knowledge of English. Write the name of each job on a piece of paper. Fold it over several times, put all these pieces of paper in a hat. Each person takes turn to draw one piece of paper out of the hat.
- Group Leader guides participants with the next section.
- Select a participant. Ask to see the job listed on her/his paper. Work that job
- Draw up a list of all the words/expressions/phrases associated with this job. Group Leader writes these on the board.

Task Three: Duties of hotel employees

- Talk about the list of duties performed by each employee. What sort of interaction did they have? With whom did they interact? What did they say? How did they behave?
- Group Leader writes responses on the board.
- One possible scenario
Two guests walk in the hotel restaurant and are greeted by the waiter. Describe conversation between guests and waiter. His task is to greet his customers, take them to a table, give them the menu, take orders, serve, ask if they need anything else, get the bill, take the money, returns the change, and says Good Bye.
- Ask for two volunteers to act out the scenario.

Task Four: Duties of hotel employees

- Work in pairs. Each pair chooses one job and the list of duties associated with this.
- Write down all the vocabulary/phrases/associated with this job.
- Using your observation and interview notes, draw up a list of possible scenarios involving the hotel employee and one or more hotel guests.
- Write ONE script based on one of your scenarios. Please note that this should be as realistic as possible.
- Practise your script. Act it out! Practise until you've got it perfect.
- The whole group gets back together. Each pair presents his/her performance. The audience assesses the script and performance. You may choose to use the following criteria:
 - Was the script believable? Would such a scene actually take place in the hotel situation?
 - Was the acting realistic?
- You may wish to add your own criteria

Task Five: Presentation

This task may be presented to the whole group. Or you may organise to make your presentation at the local SMP. Enlist the help of your teacher to organise the visit.

- You have been invited to talk to a group of Grade 8, SMP students regarding Hotel related jobs. They are interested to find employment in hotels and want to find out what is available and what happens in those jobs.
- Use the information you obtained during your interviews. Organise them in a logical order. Present your talk.
- Remember who your audience is: Grade 8 SMP students

What is your purpose: 1. Tell them what jobs are available in hotels. 2. What are the duties of various types of employees?

- Your presentation will start with:
 - Introducing yourself
 - State your purpose
 - How you obtained the information?
 - List of jobs
 - Take one job at a time. Give the list of duties. Here you might want to make your talk more interesting by sharing some hotel stories with your audience.
 - End up your talk by telling them you enjoyed your experience at the hotel. It has helped decide which job you would like to do.
 - Invite questions from the audience.

English for Retail



English for Retail

Audience: Young people who are interested in finding employment in the retail sales industry, especially in those areas in which there will be interaction with English speaking customers.

The main purpose of this particular theme is to develop English language speaking and listening skills of young Indonesian people so that they are able to conduct a sales transaction with English speaking visitors, using the English language.

The activities in **English for the Retail Sales Industry** have been designed to present young people with real life situations which they may encounter in the trading world where they can meet and interact with English speaking customers.

Most of the activities in this unit are interactive, involving whole class discussion, small group discussion, problem solving, role-play and making class presentations. ***It is very important for participants to use English language for all these activities.***

The various activities have been based around Indonesian themes and situations, thereby making the learning situation more real for participants as they recognise familiar objects and situations.

There are three parts/activities to this theme:

- ***Talking about Indonesian Souvenirs and Handicrafts in English***
- ***English Language Sales Talk***
- ***Conducting a Sales Transaction using English Language***

Participants may attend one, or all the activities in this theme. Completing the activities in the order listed will be particularly useful in assisting participants improve their English language skills.

Some of the Extended Activities provide participants with the opportunity to practise their pronunciation of English words and numbers. These activities are intended to make participants familiar with English pronunciation and makes suggestions as to how they can improve their pronunciation.

At the end of each activity, participants should be given some time to reflect on that day's session. Organise participants in groups of 4, encourage them to talk about what they have done, what they have learnt, what was interesting and what they found difficult. At the end of their discussion, each participant **MUST** write an entry in their Reflective Journal Writing section of their folder.

Activity 1

Indonesian souvenirs and handicrafts



Introduction

This activity will focus on young people identifying Indonesian souvenirs and handicrafts popular with tourists and on providing background information on selected items. This activity should be completed in groups of 10 to 20 young people



Objective and learning outcomes

The purpose of this activity is for young people to become aware of Indonesian souvenirs/handicrafts popular with tourists and to develop and practice the speaking and listening skills required to obtain background information on chosen items using English language.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to identify and talk about Indonesian souvenirs/handicrafts and demonstrate their ability to use English language to:

- Define the words *Tourist* and *Souvenir*
- Compile a list of souvenirs popular with tourists
- Find and pronounce English words for each souvenir in the list
- Provide written and oral background information on selected items



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes **research, written and oral presentation on set topic**. It also supports the development of the following competencies in English

Listening		Speaking		Reading		Writing	
Respond to simple instructions with actions in the school's environment.		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts		Able to write simple, short texts.	
✓		✓	✓	✓		✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills Retail
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours. The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Butcher's Paper (large sheets of white paper)
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- One folder for each participant – two-ring or three-ring binders
- Pens and pencils
- Colored pencils
- English/Indonesian dictionaries
- Old travel magazines
- Small hand held mirrors for each group of participants
- Magazines with pictures of Indonesian handicrafts
- Flyers, brochures advertising sales of Indonesian handicrafts
- Old Indonesian postcards (handicrafts)
- Copy the following for each participant
 - English words for Indonesian Handicraft
 - Group task
 - Illustrated Indonesian Handicraft Dictionary
 - Postcard of Scenes and Cultural Events around Bali
 - Assessment task



Assessment

Assessment should be carried out during the presentation by each group of participants. Check to see how well they are able to pronounce each word and describe the local handicraft using English. Explain to participants that there are two steps on the way they are going to be assessed:



Detailed Steps

Step 1: Introduce the topic (10 minutes)

- Tell the participants that they will learn the sort of English that revolves around the sales of souvenirs to tourists in their area. Hence, they must speak in English for all the activities in this session.
- Participants will first have to identify those souvenirs that are most popular with tourists. Then they give a brief description of these items – what they are, what they are made of, any other information that may be of interest to tourists. Tell them that the more they are able to talk about the item to prospective buyers, the more likely they will make a sale.
- The second thing they will have to do is to identify the places where these souvenirs are usually sold.
 - Tourist shops
 - Stalls near tourist destinations
 - Outside hotels
 - Along streets
- In the process participants will learn the English vocabulary associated to this topic. Discussion can initially take place in Bahasa Indonesia. However, they must find the English equivalent for words in the list of souvenirs. They must also compile a list of English words associated with selling these products.
- You should circulate around the room whilst young people are working in groups and listen to their comments. You can follow this up by looking at students' written summaries in their folders.
- Tell participants that they should place all their completed notes, hand-outs etc. in their folder.



Step 2: Identifying products popular with tourists (20 minutes)

- Talk about the buying and selling scene. Engage participants in discussion. Use this as a warming up exercise.
 - What sort of things do people buy?
 - Where do people shop?
 - What is said when people try to buy something?
- Write the words – Tourist and Souvenir on the board. Do not spend more than 3 minutes on this. What does it mean? Your discussion must take place in English.
- Write the following definition on the board.

- **Tourist** – some one who travels for pleasure
- **Souvenir** – a object for remembrance or sentimental value, a keepsake.
- Encourage participants to talk about their experiences with tourists. Explain that tourists love to buy something from the places that they visit they especially like things that were made in the places they visit.
- Brainstorm the items made in their local region that would be popular with tourists.
- Write a couple of words from the table entitled **English words for Indonesian Handicrafts** on the board. The list of words in the table is not comprehensive. As participants make a contribution, write these on the board and add to the list. At the end, write all these words on the board. Or, you may wish to make a copy of this table for each participant. However, you **MUST** not give this to them until after the brainstorming session. Then, they can add their own items to the table.
- Ask them to name the places which sell souvenirs and handicrafts. You could mention one of more of the following to get discussion going.
 - Tourist shops
 - Stalls near tourist destinations
 - Outside hotels
 - Along streets

English Words for Indonesian Handicrafts				
Basket work	Carved masks	Rings	Wooden puppets	
Batik table cloth	Ceramic plates/bowls	Sarong		
Batik wall hangings	Dyed woven cloth (Ikat)	Stone statues		
Boxes	gold	Textiles	Wooden statues	
Bead work	jewelry	Traditional costume		
Belts (cloth and Leather)	silver	vase		
Beads	Ear rings	Vase		
Bracelets	Keris	Wayang Golek		
Carpets	Metal work	Wayang Kulit		
	Paintings			
Cane baskets	Pottery	Wood carvings		



Step 3: Description of local handicrafts (60 minutes)

- Begin the session by pointing out that it is very, very important to pronounce the words correctly when they are communicating to English speaking people as mispronunciation may lead to misunderstanding.
- One way to learn pronunciation is to break the word into syllables. Write the letter **W** on the board. Ask them to pronounce this letter in English. This is the 23rd letter of the alphabet. There are 3 distinct syllables in this letter. Then, write **DUB-BULL-YOU**. Focus on the harsh consonants **D** and **B**.
- Get participants to pronounce the three syllables. Exaggerate the pronunciation by exercising the lips and jaw. Move these parts far more than they do in normal conversation. The worst face they pull is the best exercise.

- Begin by singing DUB with the mouth in the normal speaking position.
- Stretch the mouth wide to form a slot for the BULL
- Finish by pushing the lips forward as far as possible into a small “o” shape for YOU
- Sing it three times at your middle note, three times at a comfortable upper note, 3 times at a comfortable lower note.
- Practise DUB-BULL-YOUing exercise at every opportunity.
- If you have small hand-held mirrors, let them watch themselves say the words. This can be a fun activity. When they are able to say the word with ease, they can pronounce it at normal speed.
- Repeat this procedure with a couple of other words from the list.
- Participants work in groups of 5. Give them a copy of the Group Task. Allocate five words from the table entitled English Words for Indonesian Crafts to each group. Tell them that their task will be to create one or two pages for an Illustrated Indonesian Handicrafts Dictionary.
- Show the model of Illustrated Indonesian Handicrafts Dictionary to participants. Stress that this is an English dictionary. They will have to write in English. Look at the picture of the Wayang Kulit. The English name for this is Shadow Puppet. Read the information next to it.
- Tell them that they have to do a similar thing with their five words. If necessary, go through this same procedure with the words Wooden plate and Wayang Golek.
- Repeat what they have to do. Pronounce each word. Find a picture for each word. Write background information for each word.
- If participants cannot find pictures, or if they cannot draw pictures, give them some of the pictures in the Illustrated Indonesian Handicrafts Dictionary Sample.
- Tell participants that they will be assessed on their presentation to the group.

Group task

Participants work in groups of 5. Use the **Five** words allocated to your group.

Work together with members of your group (this means discussing, questioning, clarifying points about which you are not certain), writing down information, etc.

Present your findings to the whole group. Participant will be required to display their sheet of Each participant has to take an active part in the final presentation.

Your task will be to:

1. Practise pronouncing the words correctly. Use a mirror and exaggerate the pronunciation until you feel you've got it right, until you are comfortable with the way you are saying the words. Each member of the group has to pronounce each of the five words.
2. Refer to old travel magazines, postcards, (any other possible source) and find a picture for each of your five allocated words. If you can't find any thing, draw a picture. It does not have to be a piece of art – just a basic likeness would do.
3. Look at one picture at a time. What do you see? Describe it in 2 or three sentences. You **MUST** write in English. Your description should include why this particular object is popular with the tourist – religious significance, cultural or ...? If you don't know enough, it doesn't matter. Discuss it with members of your group. Brainstorm for ideas. Working together, you produce one picture and one set of information for each word.



Step 4: Presentation (30 minutes)

- Each group presents their completed sheet, with pictures and background information to the class. The sheet should be held in a place where all members of the class can see it.



Step 5: Summary (15 minutes)

- Participants work in groups of 4.
- Tell them to talk about what skills they have learnt in this session. If necessary, you may help them by asking them, “What’s the first thing we did today?” What did we do after the discussion on popular tourist souvenirs?”
- Don’t tell them. Let them think for themselves. This is a very good exercise for their mind. Reflecting on the day’s activity in the way these happened helps discipline of the mind.
- Ask them to write in their reflection journal. They should write about:
 - What they learnt in this session?
 - What they found interesting?
 - What was boring?
 - What was difficult?
 - Which section they enjoyed the most?
 - Any other thing interesting for them



Extension

The following is a suggested activity for young people to extend the learning from this activity

Participants work with a partner. Make a copy of the pictures on the page entitled **Postcards of scenes and cultural events around Bali.** Give one copy to each group.

Task

- Departemen Pendidikan Menengah Umum is running a competition whereby SMP students are invited to submit a postcard designed by an individual or by two people working together.
- The Department is running a special program for SMP students to raise their awareness of their cultural heritage and to encourage them to take pride in their country.
- Hence the theme of the postcard should be based around Indonesian cultural activities and natural environment.
- Each postcard should show or more of the following scenes:
 - An area of special significance in your region
 - A cultural scene of importance
 - Country scenes
 - City scenes
 - Indonesian customs
 - Vendors on the street
 - Rice paddies
 - Market place
 - Parks and reserves
- You can use a camera for your picture, or you can draw/color/paint it.
- Completed postcards should be sent to:
- Closing date:

English must be spoken throughout this activity.

- Before you start working on your postcards, examine the set of postcards on the sheet entitled Postcards of scenes and cultural events around Bali. It includes pictures of dancers, countryside, buildings etc. Talk about what you see. Take one picture at a time. Ask yourself what is special about each of those pictures? Why have those particular scenes been selected to be on those post cards?
- Look at some actual postcards. What's on the back of postcards?
- Next, turn to your task. Discuss the following:
 - What are the popular tourist destinations in your area?
 - Identify some of the spectacular scenery around your region?
 - Are there some cultural performances/activities for which this province is known?
 - What other aspects of your province are special and would attract visitors?
- Decide on the highlight of your province.

- Design your postcard. Be as creative as you want to me. Use a camera, your mobile camera, paint, draw, colour!
- Ask your facilitator to organise a display of your postcards. The foyer in the school might be a good place. The display should be in a place where the public can see it.
- Good Luck. Have fun!

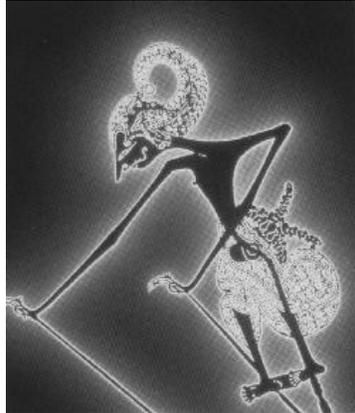
Postcards of scenes and cultural events around Bali





Handout for Participants

Illustrated Indonesian Handicrafts dictionary



Wayang Kulit

Means Shadow Puppet. Very fine lace figures are cut from buffalo hide with a sharp stylus (pointed knife) and then painted.

Shadow puppets are used in performances such as the Ramayana or the Mahabharata ballet.



This is a wooden plate, with a hole in the middle for a candle. The edge of the plate slopes out a bit. If you light a candle, it will drip on the plate.

The wood from which the plate is made is very smooth.



Wayang Goleks are painted wooden puppets. Tourist shops sell imitation Wayang Goleks. You can get whole set of Ramayana or Mahabharata puppets. You can also buy individual representations of several Hindu deities. In the old days these were used in theatres for performances of hindu epics such as the Mahabharata and Ramayana. A *dalang*, or puppet master, manipulated the puppets, speaks their parts, and coordinates the puppets' actions with music from a gamelan orchestra.

Wooden Rocking Horse



ROCKING HORSE

Wooden apple box



Elastic wood bracelet





Wayang Golek Puppet Java, Indonesia



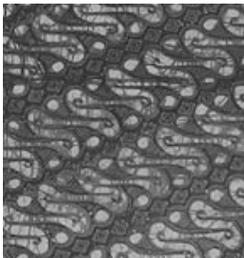
Lampung Betel Basket South Sumatra, Indonesia

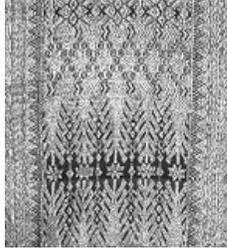


Batik Gedok Tuban, Java. Indonesia
Hand-drawn tjanting batik.



Contemporary hand-stamped Batik from Java





Songket - Pandai Sikek Minangkabau,
Sumatra



Selendang Savu. Indonesia , Warp ikat.



Dayak Baby Carrier Kalamantan, Borneo.

Activity 2

English Language Sales Talk



Introduction

This activity will focus on the acquisition of such English language skills as are required for young people to conduct the sales of Indonesian souvenirs and handicrafts with English speaking visitors. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to become familiar with English language vocabulary/expressions related to conduction the sales of Indonesian handicrafts to visitors, using English language.

Through participating in the activities, young people will acquire the knowledge, understanding and skills to undertake sales operations in English language and demonstrate their ability to use English language to:

- Establish a list of words/phrases/expressions relating to selling and buying
- Provide simple description of a selection of Indonesian souvenirs
- Recognise the different stages of a sales transaction
- Formulate questions appropriate to a sales transaction scene
- Summarise main ideas of the session



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes **describe selected items and formulate questions**. It also supports the development of the following competencies in English

Listening		Speaking		Reading		Writing	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts		Able to express meanings in short, functional texts	
✓		✓	✓	✓		✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (Office work)
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours. The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- Blank name cards
- English/Indonesian dictionaries
- ***English Words for Indonesian handicrafts*** handout from Activity One
- Old travel magazines
- Blank name cards
- Small hand held mirrors for each group of participants
- Magazines with pictures of Indonesian handicrafts
- Flyers, brochures advertising sales of Indonesian handicrafts
- Small bags of lollies for prize
- Copy the following handouts for each participant:
 - ***English Words for Indonesian handicrafts from Activity One***
 - ***Describing Indonesian Souvenirs and Handicrafts***
 - ***Vocabulary – Selling and Buying***
 - ***Formulating questions and providing responses in sales transaction***
 - ***Optional Task***
 - ***Saying your numbers aloud***



Assessment

There will not be a formal assessment for this session. From the beginning the facilitator should observe participants' level of participation in class discussion, how to what degree they engage in activities. Presentation of their role-play to the class will also form part of their assessment.



Detailed Steps

Step One: Introduction (10 minutes)

- Participants must use English language for all the activities in this session.
- Give a brief overview of this session
 - Compile a list of words relating to sales
 - Compile a list of expressions relating to sales
 - Formulate questions relating to a sales transaction
 - Role-play buying and selling Indonesian handicrafts and souvenirs.
- Place entries in their folder
- Tell them that you will not be marking them the entries for spelling mistakes. It's okay to make mistakes when they are writing in a journal. The idea is to let their thoughts pour out on paper.
- Entries must be in English.
- Play the adjective game described in task one below to remind participants of adjectives

Task One: Rhyming Names

Give participants name cards and ask them to each choose an adjective in English that begins with the first letter of their first name and that matches their personality (their rhyming name) some examples are given below:

Amazing! Atiq	Marvellous Mira	Bashful Budi	Imaginative Ira
Mischievous Mustika	Inventive Ilham	Joyful Juliana	Delightful Dien
Keen Karim	Seductive Sri	Dangerous Didik	Elegant Endang
Young Yanti			

They should write this on their name card. The class is then given two minutes to walk around and meet other people. At the end of that time, everybody must write the names of the other participants. The people who write all of the names correctly win a prize (pack of Wrigleys chewing gum or some sort of chocolate).



Step 2: Identifying souvenirs and handicrafts bought by visitors (20 minutes)

- Talk about the buying and selling scene. Engage participants in discussion. Use this as a warming up exercise.
 - What sort of things do people buy?
 - Where do people shop?
 - What is said?

- Get participants talking about the sort of souvenirs visitors buy. Write items suggested by participants on the board. Give them a copy of the handout from Activity One entitled **English Words for Indonesian handicrafts**. Talk about these items. You may choose to talk about some of the items suggested by participants.
- Compile vocabulary describing these items. Explain that they will have to use an adjective to describe each item. Give some examples of adjectives –small, tall, huge, funny, kind, generous



Step 3: Describing Indonesian Souvenirs and Handicrafts (15 minutes)

- Use English language for this session.
- Draw a table with two columns on the board as follows:

Souvenir	Adjective
Wayang Golek	

- Write the word Wayang Golek in the right column. Ask them to give you an adjective to describe it.
- You may choose to give them a copy of the table entitled **Describing Indonesian Souvenir and Handicrafts**. Discuss and explain examples in the table.
- Get participants to work in groups of 4. Use adjectives to describe all items in the table. Participants may include their own items and describe these using an adjective.



Step 4: Structure of a Sales Transaction (10 minutes)

- Ask participants to describe what happens during a sales transaction. Encourage discussion by telling them to imagine a scene.
 - A person is walking down the street and notices a small stall displaying a variety of handicrafts. S/he stops to have a look. Describe the interaction between the visitor and the stall vendor. What is said? What happens?
- Write the following on the board – typical steps in a sales transaction.
 - Customer walks in the shop/stall
 - Browses – looks at what is available
 - Vendor greets her/him and offers assistance
 - Customer asks questions about various item
 - Customer chooses item and takes it to counter
 - Customer asks for price
 - Customer pays for item
 - Money exchanges hands – receives change
 - Customer may wish to use Visa Card
 - Vendor packs items
 - Good bye

- Ask for a couple of volunteers to act out a typical sales transaction scene, using the above steps. As far as possible, this should be in English. It does not matter if participants use some Bahasa Indonesia words and expressions at this stage.



Step 5: Establish vocabulary for selling and buying (10-15 minutes)

- Establish a list of English vocabulary related to buying and selling. Write some of words from the following table on the word. Encourage participants to add to your list.
- Give them a copy of the table entitled **Vocabulary – Selling and Buying** (you can write this information on the board/flipchart). Go through list and explain those words participants are experiencing difficulty with. Dramatize your explanation. This will help participants to remember those words.

<i>Vocabulary – Selling and Buying</i>			
Cloth	Actual price	Pay cash	Discount 10%, 20%
Material	Bargain	Buyer	Special offer
Wooden carving	Bargain over the price	purchaser	profitable
Mask(s)	Buy	Vendor	Good deal/good price
Price	Colour	Seller	Reasonable price
Cheap	Amount	Packing	
Inexpensive	Visa card	Shop assistant	
Souvenir	Agreed price		

- Tell participants that questions are often asked during a sales transaction and answers are provided by vendors. What kind of questions do shoppers ask? What responses are made?
- Ask participants some questions that are asked during sales transactions. You may use one or two questions from the table entitled Formulating questions and providing responses in sales transaction. They must answer in English. If they are experiencing difficulties with this, help them – supply the correct word, add some information.



Step Six: Formulating questions (20-25 minutes)

- Tell participants that questions are often asked during a sales transaction and answers are provided by vendors. What kind of questions do shoppers ask? What responses are made?
- Ask participants some questions that are asked during sales transactions. You may use one or two questions from the table entitled Formulating questions and providing responses in sales transaction. They must answer in English. If they are experiencing difficulties with this, help them – supply the correct word, add some information.

- Give participants a copy of table entitled *Formulating questions and providing responses in sales transaction*. Explain that they will be working in small groups of 3-4 and use the instructions in the box for task two below to help you explain the task.

Task Two

Work in groups of 3-4.

Look at your copy of table entitled *Formulating questions and providing responses in sales transaction*. Take turns to read the questions. If you have difficulty with some of these, check with other members of your group. If you still don't understand, ask the Facilitator.

Repeat procedure with the answers provided.

Role play asking the questions and providing answers

You may wish to change some of the answers provided.

Make up a list of your own questions.

Other members of the group must answer your questions and you must answer your friend's questions.

Note: This whole session **MUST** take place in English.

- Go around the participants groups. Stop by each group and listen to what is being said. Provide assistance where required. There might be some difficulties with saying the price of items in English. If that is the case, use the *Saying your Numbers* table to practice saying these words out loud. This will provide participants with practice in saying numbers in English, specially the big numbers.



Step 7: Summary (15 minutes)

- Participants work in groups of 4.
- Think about what you have learned in this Activity. Each participant must take turns to say something. Write these down as your team members say it. When every one has said every thing they can remember, take one idea at a time. Place these in the order in which it happened. What did you find the most interesting part of the class? What most least interesting? Give reasons for your answer. Use your notes to write lessons/skills learned in this session. Place this sheet in your folder
- Write an entry in the Reflective Journal. They will write about:
 - What they learnt in this session?
 - What they found interesting?
 - What was boring?
 - What was difficult?
 - Which section they enjoyed the most?
 - Any other matter of interest for them to comment?



Extension

The following is a suggested activity for young people to extend the learning from this activity

Task One: Numbers

Working on your own or with your friends

- You may work by yourself, or you may work with a partner. Write down as many numbers as you can as in the example below:

1 One
 10 Ten
 3,000 Three thousand
 7,600 Seven thousand six hundred
 9,665 Nine thousand six hundred and sixty five

- Practice saying these numbers aloud. Use a mirror to see how you shape your mouth.
- You will find some numbers easier to say.
- Some areas of difficulty may lie with pronouncing the “s” sound and the “th” sound. There is only one way to overcome this problem. Keep practicing.
- Practise “s”. Look in the mirror. Put your teeth together – top teeth meeting bottom teeth; pull your lips back as if you are trying to smile, mouth slightly open; your tongue is slightly rolled back against your teeth, pointed end pointing inside. Now say, “SSSSSSSSSSSS”. See who can go on for the longest time.
- Now try saying Six. Having difficulty with the “ix”? Try saying “six” as if it is spelt “sikz”. Is that any better?
- Can you say One thousand? Problem with the “Th” sound?
- Bring out that mirror again. Look at your face. See how beautiful it is! Okay, let’s make it more beautiful by stretching it out a bit. Just a little bit. Push your lips forward as if you are about to whistle; place your tongue against your top teeth. Now try saying “th” Say it as many times as it takes for you to get it right.
- Now try saying the following words – focus on the “th” sound. Say the words slowly, until you are comfortable with your pronunciation.

Those	Therefore	Thistle		
Then	Though	Thousand		
this	Thus			

- Look at the Number table. Pick out any number between one thousand and nine thousand nine hundred and ninety nine (1,000 and 9,999). Write it out in full. Say the word out loud as you are writing it. Repeat this with 10 other numbers, all between one thousand and nine thousand nine hundred and ninety nine (1,000 and 9,999).

Task Two: Pronunciation, intonation and stress

The syllable is the basic unit of English pronunciation. Listen to the following words and notice how some of them have two or more parts or sounds.

One syllable	Two syllables	Three syllables	Four syllables
Ease	Easy	Easily	
Will	Willing	Willingly	
Real		Really	Reality

Say your name aloud and decide how many syllables there are in it.

Pitch and inflection

English is a multipurpose language. The same expressions and words can have double meanings. Look at the word “OH” as an example. We have about 10 different ways to say it. Try it. Vary your pitch and inflection to match “OH” to each of the following expressions. You may say “Oh!” using a very sad tone. Or you may use a very happy tone. Decide on your tone. Go ahead and speak in front of your team members. Were they able to guess your emotion?

Form groups of 3. Repeat the same exercise. This can be a very noisy session, especially if all the groups are expressing their emotions at the same time. Still, it is great FUN!

- Now I understand.
- I can't wait.
- I'm disappointed.
- You expect me to believe that?
- That's great.
- That's shrewd, but devious.
- Look out!
- That hurts!
- How disgusting!
- Poor little thing.

Speaking poetically

- Agree on a topic in class (e.g. safety precautions)
- Write the topic on the board
- Make a list of words in English that you associate with the topic.
- Find words to rhyme with these words
 - City – pretty
 - Cars – bazaars
 - Street - meet, meat, feet, treat
- Write short poems/song texts with the help of the rhyming words
- Read the poems to other members of the class.
- Vary your tone with each reading



Handout for Participants

Describing Indonesian Souvenir and Handicrafts			
Describing word	Souvenir/Handicraft	Describing word	Souvenir/Handicraft
Chunky	Bracelets	Soft	Cloth
Colourful	Wayang Golek (Wooden Puppet)	Wooden	Carving
Ornate	Wayang Kulit (Shadow Puppet)	Beautiful	Beads
	Basket		Sarong
	Mask		Statue
	Ceramic Plate		Vase
	Ear Rings		Belts

Formulating questions and providing responses in sales transaction	
Q.	How much per meter? This is asked when you are buying cloth/material/textile.
A.	Rp. 35,000, Ma'am / Sir.
Q.	Where does this cloth come from? Visitors are interested to know origins of what they buy.
A.	This batik comes from Pekalongan on the north coast of Java. The traditional floral design on this material shows the Chinese influence in that region.
Q.	What is the price of this becak?
A.	Very reasonable, Ma'am/Sir. For you, it is only Rp. 1, 000, 000
Q.	How much is this statue?
A.	
Q.	What is it made of?
A.	This beautiful basket is made from cane, Ma'am/Sir. It comes from Lombok which is the centre of some of the finest basketwork in Indonesia.

Q.	What can you do with this material?
A.	Oh, you can use it for many, many things. This is a sarong – you can wear it like skirt. See, this is how you wear it. Or, you can wear it to cover your whole body – especially when you go swimming. You tie it around your neck – like this. Very comfortable.
Q.	Do you have a bigger/smaller bag?
A.	This one is perfect for you, Ma'am.
Q.	
A.	

Activity 3

Conducting a sales transaction



This activity will focus on the enactment of a sales transaction situation using English Language and on how a shop assistant needs to address her/his customers. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the techniques of a successful sales transaction and to develop the speaking and listening skills required to conduct the sales of Indonesian souvenirs and handicrafts, using English Language.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to undertake sales operations using English Language and demonstrate their ability to use English language to:

- Read and dramatise drama scripts related to sales transactions
- Recognise the logical sequence of steps in a typical sales transaction
- Identify and talk about some successful sales techniques
- Become familiar with bargaining language
- Simulate conducting a sales transaction



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following theme **dialogues and drama scripts** and also supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills Retail work
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Flipchart paper
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- English/Indonesian dictionaries
- Collection of Indonesian souvenirs/handicrafts
- Pictures of Indonesian souvenirs/handicrafts
- Copies of the following handouts for all participants:
 - Linda and Larry fall in love with Goddess Sinta
 - Shopping Scene Questions
 - Background information on Wayang Golek
 - Task One
 - Task Two
- Hand these out as required during the session.



Assessment

Participants will be assessed on their learning through a combination of participants' contribution to whole class/group discussion and their completion of Tasks One and Two. The facilitator should circulate around the room whilst young people are working in groups and listen to their comments.



Detailed Steps

Step 1: Overview of session (10 minutes)

- Participants will use English language to complete activities in this session
- Give a brief overview of this session.
 - Read and dramatize a shopping transaction script
 - Discuss the series of steps required to complete a sales transaction
 - Talk about the sort of questions used in the shopping scene
 - Discuss and make a list of bargaining language
 - Role-play buying and selling Indonesian handicrafts and souvenirs.
- Explain that there will not be a formal assessment for this session. Say that from the very beginning, you will be observing their level of participation in class discussion, how to what degree they engage in activities. Presentation of their role-play to the class will also form part of their assessment.



Step 2: Shopping Scene Script (15 minutes)

- Participants must speak in English throughout this session.
- Give a copy of Shopping Scene script handout to all participants. Ask them to read out quietly to themselves. This is to be found at the end of this activity.
- It's your turn to read the Shopping Scene script to the class.
- Ask for three volunteers. Get them to go to the front of the class with their scripts.
- Role-play the situation. Ask them to use all the dramatic skills they can muster.



Step 3: Steps in a Shopping Scene (10 minutes)

- Read the script to the class. As you read, stop at various points to show the various steps in a sales transaction.
 - Customer walks in the shop/stall
 - Browses – looks at what is available
 - Vendor greets her/him and offers assistance
 - Customer asks questions about various items
 - Customer chooses item and takes it to counter
 - Asks for price
 - Pays for item
 - Money exchanges hands – Customer receives change
 - Wants to use Visa Card
 - Vendor packs items
 - Good bye
- Explain that it is important to go through all these steps to conduct a sales transaction. If we missed the step where the Vendor greets her/his customer, s/he might be considered rude and s/he may lose that sales.
- Tell participants that there is a structure to all interactions – i.e. people have to go through a series of steps in order to complete an interaction.

- Ask them to identify the steps taken in classroom. What happens first? Second? What's the last thing that happens?
- Invite participants to mention some interactions that they may engage in at a social level. Identify the structure of such interactions.



Step 4: Shopping Scene Questions (15 minutes)

- Look at some of the questions in the Linda and Larry script. What does the customer want to know? Price, what the item represents, background of time. Encourage participants to make a contribution.
- Ask participants to put their scripts away. Or they may turn it down. Look at the questions in the table entitled Shopping questions. These have been taken from Linda and Larry script. Write the first question on the board. Ask participants to respond to the question. They can make up their answers. It should not be the same as in the script. They can be inventive. Tell them to use their imagination. All responses must be in English.
- Participants work in pairs. Give a different question from the shopping questions to each group. One person asks the question and the other person responds. Think up of different shopping situations where customers are buying different items. Then they should practice asking more questions and responding to these.

<i>Shopping Questions</i>	
1.	Can you show us the different sort of puppets you have?
2.	What do you call this?
3.	How do you know it's a female?
4.	Does this lady have a name?
5.	What does she represent?
6.	How much will that be?
7.	What's the best price you can give us?
8.	What about making it the magic figure Rp. 500, 000?
9.	How about meeting me half-way?



Step 5: Sales techniques (10 minutes)

- Participants read the shopping scene again and identify the sales language used in the script. Can they identify any bargaining language? What techniques were used by the shopkeeper? (He drew Linda in by showing that he had already dropped the price before they had started bargaining. This shows that he would be prepared to go lower)
- What other techniques do shopkeepers use to conduct a sales transaction successfully? Spend a few minutes talking about this. Invite participants to share their own shopping experiences. It is okay to use Bahasa Indonesia for this.



Step 6: Bargaining language (15 minutes)

- Bring the whole group together. Spend some time talking about bargaining language – *special deal, best price, discount, can you lower your price etc.* Go through the script with the participants. Tell them that you are going to read it from the beginning. When you reach a section where there is “bargaining” language, they must call out. They must write down all the bargaining language on loose-leaf paper.
- Examine the following sentences/expression. Take one sentence at a time. Participants underline this in their script. Talk about the bargaining language.
 - For you Ma’am, it will be only Rp. 1, 800, 000 The normal price is Rp. 2, 300, 000
 - Rp. 1, 800, 000 is a bit more than we were planning to spend. What’s the best price you can give us?
 - Ma’am, you are already getting the best price. I have already dropped almost Rp. 500, 000
 - Look, I really do like this but I don’t think we can pay that much. Can you lower your price just a little bit, please?
 - Ma’am, look at these delicate features. Look at these fine details – the quality of the costume, the beautiful jewelry. You are paying a very reasonable price for such a fine piece of work.
 - Come on, Linda. I am sure we will do better elsewhere. There are so many shops around here.
 - Don’t be hasty, Sir. Just to show you my sincerity, I will drop the price by Rp. 100, 000 This is the best offer I can make.
 - What about taking off another Rp. 500, 000?
 - Please! Just a little bit more! What do you say to Rp. 1, 400, 000?
 - My final offer is Rp.1, 650, 000 Seriously, I cannot go down any further.
 - Ma’am, I’ve gone down as far as I can go without losing money. If I drop my price any more, there is no profit in it for me at all.
 - How about meeting me half-way?
 - There is no profit in it at all for me, Ma’am. But you are my first customer today and in good faith, I will let you have it for Rp. 1, 575, 000. I can’t go any lower, Ma’am.
- Tell participants that they have to learn these expressions. Keep their copy safely in their folder.



Step 7: Presenting a short speech (10 minutes)

- Examine the Shopkeeper’s response – background he provides for the customers. Tell participants that this is an excellent way of capturing your audience. It gives some history to the object that the customer is interested in, therefore it makes it more meaningful.
- Tell them that it is important for the shopkeeper to know the items that s/he is selling. What is it? Where is it from? What is significant about it? Does it represent something/someone? What is it used for?

- Ask the participants what they would tell a customer about wayang golek. What would the customer be interested in?
- Give a copy of background information on wayang goleks to each participant.
- Ask participants to read the handout aloud. They may take turns to read. Discuss information provided about wayang goleks.
 - Name of object
 - Where it originates from
 - What it is made of
 - What it was used for
 - Stories
- You should have a collection of some Indonesian souvenirs and handicrafts in class. These could be special to your province or you could choose items from other parts of Indonesia. If you do not have any souvenirs, you could get pictures of these items. Failing that, you can make a list of such Indonesian souvenirs and handicrafts. You may use items from the following list, or you could make up your own list.
 - Carved mask
 - Wooden statue
 - Gold ear rings
 - Batik table cloth
 - Silver becak
 - Leather belt
 - Leather handbag
 - Ceramic vase
 - Wooden plate
 - Cane basket
 - Cane/batik table mats
- Participants work in groups of 4. Assign one Indonesian souvenir or handicraft to each group. Explain what they should be doing using the instructions in task one below.

Task One

Participants work in groups 4. Look at the object the facilitator has given you. Imagine you are a shop assistant and an English speaking customer is very interested in buying this. He wants to know more about it before he completes his purchase.

- What is the name of this item?
- Where does it originate from?
- What is it made of?
- What is it used for?
- Are there any interesting stories about it?
- Working with your team members, prepare a short speech for your customer.
- One speech per team.
- Present your speech to the whole group.
- When members of other teams are making their presentations, listen carefully. Provide feedback.



Step 8: Role-play (10 minutes)

- Give participants a copy of **Task 2**. Explain the task to them. Follow the pattern of Linda and Larry script. Remind them that their contribution and performance in this activity will go towards assessment.

Task Two (30 minutes)

- Work with a partner, or work in groups of 3-4.
- Think up of a shopping scene like in *Linda and Larry fall in love with Goddess Sinta script*. Your characters (Shopkeeper and customers) can be members of a family, friends or people on a group tour. Set the scene clearly at the beginning. Give your characters names.
- Decide on the region they are visiting. This should be in or around your village, town, city, or province.
- What souvenirs do they want to take back? This should be something that your particular locality is famous for.
- Where are they shopping?
- Write a script between your characters and the shopkeeper.
- Your script should end with a sale being made.
- Say good bye.
- Practise your script until you are very familiar with it
- Present your shopping scene to the whole group.



Step 9: Summary (15 minutes)

- Participants work in groups of 4.
- Tell them to talk about what they did in class today. If necessary, you may help them by asking them, “What’s the first thing we did today?” What did we do after the discussion on “bargaining language?” Don’t tell them. Let them think for themselves. This is a very good exercise for their mind. Reflecting on the day’s activity in the way these happened helps discipline of the mind.
- At the end of 5 minutes, ask participants to make an entry in their reflective journal.



Extension

The following is a suggested activity for young people to extend the learning from this activity

Task One

Rina and her mother have just arrived in Bandung. They shop around for appropriate souvenirs for family and friends in Makassar. They stumble upon a wonderful little stall where there is a wide variety of souvenirs from around West Java. They want to buy gifts that are typical of West Java. The shop assistant is very happy to talk about the items in

his/her shop and gives a detailed background of the various souvenirs.
Write the conversation that takes place between Rina, her mother and the shop assistant.
English must be spoken throughout this activity.

Task Two

Participants work in pairs.

- Focus on souvenirs in your region. Use the following questions to get discussion going:
 - Establish a list of souvenirs popular with tourists in your region
 - What is the attraction of these souvenirs?
 - What do you know about their background?
 - Are these souvenirs used in cultural performances/activities?
- What is the most popular souvenir in your province.
- Now, move on to the conversation between Rina, her Mum and the shop assistant.
- Write the script. Be as creative as you want to be. Draw pictures to illustrate your work. You may wish to present your work in the form of a poster. Ask your Facilitator to display your work in a prominent place in the school. The foyer might be an ideal place.
- Good Luck with your script. Have fun.



Handout for Participants

Shopping Scene

Linda and Larry fall in love with Goddess Sinta

Shopping Scene: Linda and Larry spent a wonderful two weeks in Jogjakarta and wish to take something memorable gifts back to Edinburgh. They have been told that Jalan Malioboro is the place to go for souvenirs, leatherwork items, batik, topeng masks and wayang golek puppets. During their trip, they looked in various shops and they decided that they would really like to buy some wayang goleks. Larry was thinking of getting a series of 5 or 6 puppets.

Walking along Jalan Malioboro, they notice a shop with a vast array of puppets. They admired some of the puppets in the window display. It whetted their appetite and they walked in the shop.

Shopkeeper:	Good Morning Ma'am, Sir! Can I help you?
Linda:	Good Morning. We are just looking at your puppets.
Larry:	Can you show us the different sort of puppets you have?
Shopkeeper:	Certainly Sir. Come this way. This puppet arrived yesterday, with our latest batch. Goddess Sinta.
Linda:	Who is she? She looks adorable.
Shopkeeper:	Goddess Sinta is the wife of Lord Rama.
Larry:	Who are they?
Shopkeeper:	They are the main characters in the Hindu epic of Ramayana.
Linda:	Look at her elaborate costume. What do you call that?
Shopkeeper:	Oh, Ma'am! That's our traditional costume. Look at the way her skirt is wrapped around her body and the scarf is placed across the top part.
Larry:	How do you know it's a female? I find it difficult to tell the difference.
Shopkeeper:	It's the way they wear their clothes, Sir. Look at this one. This is a male. Compare the two – see the difference?
Linda:	You mentioned Lord Rama. Do you have a wayang golek of Lord Rama.
Shopkeeper:	Certainly, Ma'am! They always go together. They are a couple.
Larry:	Why do they make wayang goleks of Lord Rama and Goddess Sinta?
Shopkeeper:	Wayang goleks are used in theatre performances. These are generally held at night time. They go on for a long, long time. Performances of scenes from Ramayana and Mahabharata are very, very popular in Indonesia. People love the action. There is so much action in Ramayana – Lord Rama is sent in exile for 14 years; Goddess Sinta is kidnapped by King Rawana. People just love it.
Linda:	Oh, Larry! We must simply get these. What a story we'll have to tell our friends!
Larry:	We should look at some more wayang goleks before we decide.
Shopkeeper:	You don't have to look very far, Sir. Most people like to get the full Ramayana set. Here is Lord Rama. You've seen Sinta. Let's place them together. Here is Lord Laxshman – that's Lord Rama's brother. He went in exile with his brother. Then, of course, here's the Evil Rawana. The set would not be complete without our famous Lord Hanuman – the Monkey God. According to the story, he helped Lord Rama defeat King Rawana.
Linda:	Wow! How fascinating! What do you think, Larry? How much will the set be?
Shopkeeper:	For you Ma'am, it will be only Rp. 1, 800, 000 The normal price is Rp. 2, 300, 000
Linda:	Rp. 1, 800, 000 is a bit more than we were planning to spend. What's the best price you can give us?
Shopkeeper:	Ma'am, you are already getting the best price. I have already dropped almost Rp. 500, 000

Linda:	Look, I really do like this but I don't think we can pay that much. Can you lower your price just a little bit, please?
Shopkeeper:	Ma'am, look at these delicate features. Look at these fine details – the quality of the costume, the beautiful jewelry. You are paying a very reasonable price for such a fine piece of work.
Larry:	Come on, Linda. I am sure we will do better elsewhere. There are so many shops around here.
Shopkeeper:	Don't be hasty, Sir. Just to show you my sincerity, I will drop the price by Rp. 100, 000 This is the best offer I can make.
Linda:	What about taking off another Rp. 500, 000?
Shopkeeper:	Ma'am, I've gone down as far as I can go without losing money. If I drop my price any more, there is no profit in it for me at all.
Linda:	Please! Just a little bit more! What do you say to Rp. 1, 400, 000?
Shopkeeper:	Ma'am, my final offer is Rp.1, 650, 000 Seriously, I cannot go down any further.
Linda:	How about meeting me half-way? Rp. 1, 525, 000?
Shopkeeper:	There is no profit in it at all for me, Ma'am. But you are my first customer today and in good faith, I will let you have it for Rp. 1, 575, 000. I can't go any lower, Ma'am.
Linda:	That's great. I will take it.
Shopkeeper:	Wonderful, ma'am! How will you pay – cash or card?
Linda:	Do you accept Visa card?
Shopkeeper:	Yes, we do ma'am. There is a surcharge of 3% when you use bank cards.
Larry:	Look, Linda. I am not paying this surcharge. It's a waste of money. I have enough cash with me. Let's pay cash.
Shopkeeper:	No problems, Sir. You've given me Rp.1, 600, 000 Sir. Here's your change – Rp. 25, 000
Larry!	Thank you very much.
Shopkeeper:	Shall I gift wrap this for you?
Linda:	That won't be necessary. We will pack it in suitcase. No, don't worry about the box. No plastic bags, please! We've got our own bags. Plastic bags are no good for the environment.
Shopkeeper:	That's true, Ma'am. I wish more people thought the way you do. Thank you very much for shopping with us, Ma'am, Sir. Come again, Sir, Ma'am.
Linda/Larry	Thanks very much for everything. Bye.



Handout for Participants

Background information about Wayang Goleks

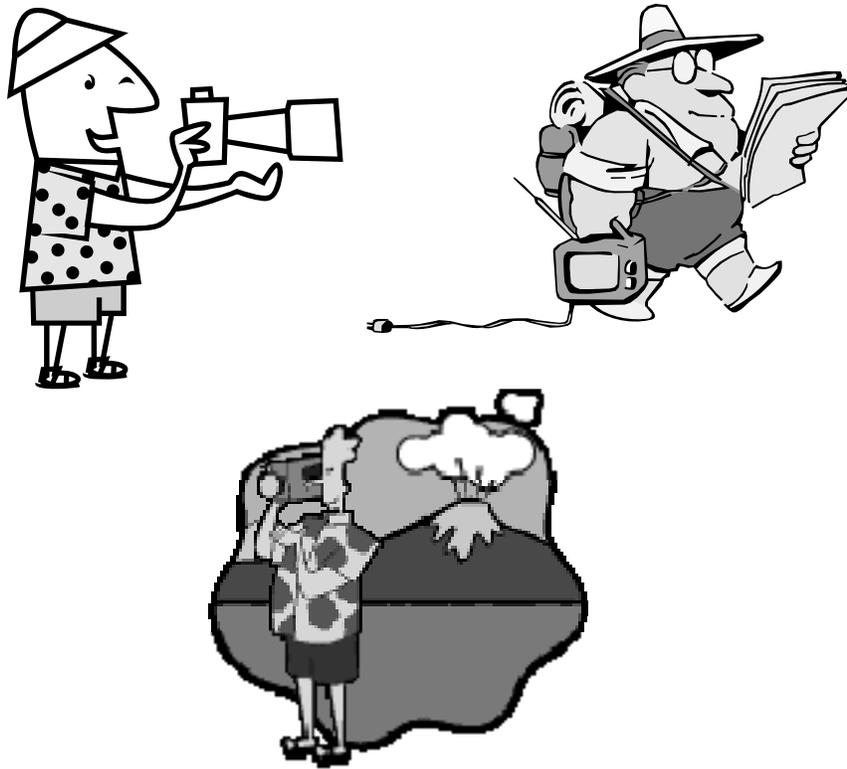


Wayang Golek is a traditional form of puppetry from Sunda, West Java. Unlike flat leather shadow puppets, these puppets are made from wood. The puppets are ornate with colourful costumes, and have moveable arms and head.

The puppeteer sits on the floor behind a low "table" on which the puppets perform. The shows are performed for at least six hours during the night, accompanied by gamelan music, with speech and singing to tell the story.

A wayang golek performance attracts an adult audience of all social classes. These shows might be given to appease the gods, to offer thanks or ask protection for a harvest, or to exorcise evil spirits. They also continue to be performed at circumcision or wedding parties, or at events such as the anniversaries of large businesses. The wayang golek performance becomes a social event around which there may be many stalls selling refreshments and other small items, and the audience come and go as they please, watching or listening from all sides. Traditionally the stories are based on the Ramayana or Mahabharata epics from India.

English for Tourism



English for Tourism

Audience: Young people who are interested in finding employment in the tourism industry, especially in those areas in which there will be interaction with English speaking visitors.

The main purpose of this particular theme is to develop English language speaking and listening skills of young Indonesian people so that they are able to interact with English speaking visitors, using the English language.

The activities in *English for the Tourism Industry* have been designed to present young people with real life situations which they may encounter in the tourism industry where they can meet and interact with English speaking tourists.

Most of the activities in this unit are interactive, involving whole class discussion, small group discussion, problem solving, role-play and class presentations. ***It is very important for participants to use English language for all these activities.***

The various activities have been based around Indonesian themes and situations, thereby making the learning situation more real for participants as they recognise familiar objects and situations.

There are three parts/activities to this theme:

- ***Talking about guides and famous tourist destinations in Indonesia, using English language***
- ***Finding background information about popular tourist destinations, using English language***
- ***Interaction between tourists and guides in Indonesia, using English language***

Participants may attend one, or all the activities in this theme. Completing the activities in the order listed will be particularly useful in assisting participants improve their English language skills.

The activities in this particular theme take participants through a series of steps whereby they become familiar and understand the role of a guide and the expectations of tourists in Indonesia.

At the end of each activity, participants should be given some time to reflect on that day's session. Organise participants in groups of 4, encourage them to talk about what they have done, what they have learnt, what was interesting and what they found difficult. At the end of their discussion, each participant **MUST** write an entry in their Reflective Journal Writing section of their folder.

Activity 1

Talking about famous tourist destinations in Indonesia



Introduction

This activity will focus on the role of a Guide in popular tourist destinations and how a guide might identify the highlights of tourist attraction in her/his region. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the role of a guide and start to develop and practise the skills needed to become familiar with popular tourist destinations in their region, using English language.

Through participating in the activities, young people will acquire the knowledge, understanding and skills to undertake the duties of a guide and demonstrate their ability to use English language to:

- Identify and understand the role and responsibilities of tourist guides in Indonesia
- Establish and compile a list of famous tourist destinations in Indonesia
- Identify the most popular tourist sites in their region
- Generate vocabulary appropriate to the topic



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **two stars**. This means that it is of average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes **Vocabulary building on a specific topic**. It also supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple		Converse, ask and give	Comprehend and respond	Able to understand	

instructions		information		and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (retail) (Office work)
✓	✓	✓	✓	✓	✓



Time

It is estimated that this activity will take a minimum of two hours.

The timing given to each step is approximate and the minimum required.



Resources

- Black Board or White Board or Butcher's Paper (large sheets of white paper)
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- Pictures (included with toolkit), brochures, pamphlets and posters from travel agents
- Cardboard
- Scissors
- Small hand held mirrors
- English/Indonesian dictionaries
- Photocopy the following handouts for each participant:
 - Questions about the role and responsibilities of guides
 - Task One
 - Tourist sites and their provinces
 - Task Two
- Hand these out to participants as required.



Assessment

Assessment will be a combination of participation in class activities, contribution to general class/small group discussion and presentation of the scripts



Technology

Using technology in this activity is optional and will depend on the resources have available. The following are some suggestions:

- Participants can use a digital, print or hand phone camera to take photographs of any local sites where foreign or domestic tourists like to go and then describe the site



Detailed Steps

Step 1: Role and responsibility of Guides (15 minutes)

- Encourage participants to use English language as far as possible for this session.
- Ask participants to create a new section in their folder, entitled “**Guides and Tourism**”. Tell them to write their notes on loose-leaf paper. Place these notes in the **Guides and Tourism** section of their folder.
- Explain method of assessment. Refer to Assessment section in this activity
- Overview of unit: Explain that participants will learning about guides and tourism and during the process they will
 - Find information about popular tourist destinations
 - Formulate appropriate questions regarding tourist sites
 - Interview people about tourist sites
 - Writing Reflective Journal entry at end of session



Step 2: Role and responsibility of Guides (15 minutes)

- Write the word **GUIDE** on the board. Ask participants what they understand the word to mean. Listen to their response. Write these on the board.
- Encourage further discussion by introducing more questions. This should be a very interactive session. Use some of the questions from the table on the next page. The following responses are merely suggestions. **Do not** give these to the participants at this stage. Let them come up with their own questions and responses.
- Please note that there is no wrong or right answer at this stage. The purpose is to open their mind to the “world of a guide”. This interactive session is a good warming up exercise. It relaxes participants; they are in a non-threatening environment where they are not being judged on their performance and hence they will be happy to contribute to the general discussion.
- Summarize this session with the help of the whole class.
 - Definition of a guide
 - Role of a guide
 - Qualifications needed to be a guide

Provide input, use the information below to help you



Notes for the Facilitator

What is the role of a guide?

The role of a guide is to guide visitors from abroad or the home country, in the language(s) of their choice, interpreting the natural and cultural heritage of the area. The Tourist Guide's main role is to escort groups or individual visitors from abroad or from the guide's own country around the monuments, sites and museums of a city or region interpreting, inspiringly and entertainingly, in the visitor's own language the cultural and natural heritage and environment.

Which sort of people work as a guide?

People interested in the natural and cultural heritage of the area

What qualifications do they need?

A guide must be:

Fluent in the language used by tourists

Good general knowledge of the history, geography, art and architecture of the area

How do you get a job as a guide?

Hanging around popular tourist sites

Working with a travel agent

Taking people on bus tours

Taking family/friends on a tour of the region

Have you had any experience in “guiding” people?

Showing a new student around the school

What language/s should an Indonesian tourist guide speak?

English

- Participants may wish to write the final version on loose leaf paper. This could be done at whole group level. Or if participants feel more comfortable, they could work in small groups and write a summary of the session. Facilitator goes from group to group, providing assistance where necessary. Place these in folder.



Step 3: Popular tourist destinations (15 minutes)

- Use pamphlets brochures, pictures and posters as stimulus material
- Start this step by mentioning the main points from the previous session. Now that participants understand what the roles and responsibilities of a guide are, they are ready to identify those places that are popular with tourists.
- Write on the board: **What are the popular tourist destinations in your area?**
- Allow students to make their contributions. They will know at least one or two places. If they experience difficulties with this task, help them along – use your own knowledge of the area or you may wish to use some of the places mentioned in the table below.

Bahorok (Orangutan conservation)	Mount Sumeru	Prambanan	Tana Toraja
Mount Bromo	Borobudur Temple	Air Terjun Kambu	Pandaan Beach
Lake Toba	Kraton	Sunda Kelapa	Gedong Songo Temple
Tankubang Prah	Gunung Merapi	Taman Mini Indonesia	Berastagi



Step 4: List of popular tourist destinations (10 minutes)

- Participants work in groups of 4.
- Each group is allocated one of the following provinces:
 - Central Java
 - East Java
 - West Java/Banten
 - South Sulawesi
 - North Sumatra
- Compile a list of tourist attractions in the area. Use brochures, pamphlets, posters, discussion to obtain your information.
- Walk around the class, observe what is happening, offer assistance where and when required.



Step 5: Matching tourist sites to their provinces (15 minutes)

- Divide the class in 4 groups – Group A, Group B, Group C and Group D. Each group consists of 3-4 participants.
- Give each group a large sheet of cardboard. Ask them to draw a big table with two columns.
- One is headed: **Tourist Sites** and the other is **Province**

Tourist site

Province

- List all the tourist sites from the table titled **Tourist sites and their provinces** on the board or flipchart paper
- Ask each group to choose 10 tourists sites from the list
- Ask them to write down the names of their tourist sites in their column marked **Tourist sites**.
- Their task is to identify the province in which this tourist site is located. **No reference should be made to the list prepared by the class.**
- After discussion with their team members, they must write down the name of the province next to their tourist site.

- The group that finishes first is declared the winner. Each group must show you their cardboard with all the names written on it. Tell them you will not accept oral answers. You **must** check that their answers are correct. The winning group gets a small prize.

 **Notes for the Facilitator**

The table below is the correct answers

<i>Tourist sites and their provinces</i>			
Tourist Sites	Province	Tourist Sites	Province
Baharok (Orangutan conservation)	North Sumatra	Gunung Merapi	Central Java
Lake Toba	North Sumatra	Borobudur Temple	Central Java
Berastagi	North Sumatra	Prambanan	Central Java
Pandaan Beach	North Sumatra	Gedong Songo Temple	Central Java
Sunda Kelapa	Jakarta	Tankubang Prah	West Java
Taman Mini Indonesia	Jakarta	Maribaya Hot Springs	West Java
Tana Toraja	South Sulawesi	Ciater Hot Springs	West Java
Fort Rotterdam	South Sulawesi	Fort Speelwijk	Banten
Old Gowa	South Sulawesi	Surosowan (Palace)	Banten



Step 6: Vocabulary (30 minutes)

- Participants work in groups of 3-4
- Establish a list of vocabulary related to tourist sites. Note that these words could refer to the general sites, or they could be describing activities specific to a particular site.
- For this activity, it would be of value to give participants stimulus material – travel brochures, pamphlets, pictures etc. Encourage participants to discuss what they see. This part can be in Bahasa Indonesia. Then they can use dictionaries and information from the brochures and pamphlets to come up with equivalent English words/phrases.
- Offers assistance wherever it is required. Some of the words in the table below may be given to participants to get them started. Before resorting to the dictionary, ask other members of the class for the word that you need. It is always easier to remember a word in a foreign language if you can associate it with a particular situation.
- Stop this activity at the end of ten minutes. It does not matter if they have not finished.
- Some words they may say are:

Lake	Volcano	Island	Market place	beach
Fishing boat	Trekking	hills	Hot springs	temple
sightseeing	Forests	Visitors	Tourists	Wedding
Palace	swimming pool	transport	ceremonies	Main attraction
Wooden statues	Day trip	Bus tour/trip	Maps	Passenger

- Participants work in groups of 4. Choose five words or phrases from your list of newly established vocabulary. Discuss the meanings of each word. Pronounce the words. For more difficult words, it is a good idea to start off by breaking the word into syllables. e.g. ce/re/mo/nies. This word has four syllables. Pronounce each syllable slowly – ce /re /mo /nies. As you get more familiar with the word, say it faster.
- Participants take turns in pronouncing all the words. Use small hand held mirrors. Look at the way the mouth “shapes” the words. Say the words slowly. Exaggerate “shaping” the words. Exercise the jaw muscles. It takes a little while to get the pronunciation correct.



Step 7: Writing sentences (10 minutes)

- The next step is to write sentences. Each group should come up with **FIVE** meaningful sentences.
- Before setting them the task of writing sentences, draw a table with two columns on the board. In the left hand column, write the word **Temple**. In the right hand column, write the sentence.

Word	Sentence
Temple	Although this temple is small compared to Borobudur, it has an marvelous statue of Buddha.

- Talk about this sentence. Tell them that it has a message and it is complete.
- Repeat the procedure with the other words.
- Ask them to choose a “tourist” related word and using this word in a meaningful sentence.
- Try to get participants to make 3 to 4 sentences orally. This should be a group effort.
- The following are some other examples

Volcano	Volcanoes are certainly one of Indonesia’s major attractions.
Kraton	Kraton is a huge palace where over 25,000 live within the compound.
Tourists	Tourists love shopping for souvenirs in the streets of Bandung.

- After completing the sentences orally, ask participants to work in groups of 3-4
- They should choose FIVE words from the list and write a sentence about each word.
- When the five sentences are complete participants edit them and write them on cardboard. Write in BIG letters. They should give a copy of the full sentences to the Facilitator.
- Write the following on the board and ask the participants to examine the sentences in the table below: There are **three** sentences that have been cut into six parts and participants must match each half to its corresponding part.
 - Although this temple is small compared to
 - Indonesia’s major attractions
 - Tourists love shopping for
 - Borobudur, it has a marvelous statue of Buddha.
 - Volcanoes are certainly one of
 - Souvenirs in the streets of Bandung

- Check the correct answers
 - Although this temple is small compared to Borobudur it has a marvelous statue of Buddha
 - Volcanoes are certainly one of Indonesia's major attractions
 - Tourists love shopping for Souvenirs in the streets of Bandung
- Now ask participants to divide their five sentences into two parts so there are **ten** parts.
- Mix these up in one box.
- Exchange your box with another group. When the Facilitator says, "Go" each group sets about matching the sentence parts.
- When one group finishes, check with Facilitator whether your answers are correct. If one or more is incorrect, you are out of the game. The first group to get all the sentences correct is declared the winner



Step 8: Summary (15 minutes)

- Participants begin this step by discussing what they have done today. Remind them that you are looking for evidence of how much they remember about ideas presented in class during the session? They should talk about the main ideas/activities in this unit. Then they should talk about:
 - Which ideas interested them?
 - What aspects of the session did they find difficult?
 - Any other aspects that they think is important and should be covered?
- After discussion, each participant must write her/his own journal entry. Place the completed entry in the Reflective Journal Writing section of her/his folder.



Extension

The following is a suggested activity for young people to extend the learning from this activity

Please Note: This is a simulation exercise. You are pretending to be a guide and a tourist. Participants work in pairs Person A and Person B. Each pair chooses a destination to visit. Person A will act as guide and talk about the destination and Person B prepares questions for the role of the tourist.

Activity 2

Finding background information about popular tourist destinations



Introduction

This activity will involve young people seeking and obtaining background information about Indonesian tourist sites popular with English speaking visitors in their region. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to identify Indonesian tourist sites popular with English speaking visitors and establish a series of steps designed to obtain relevant and interesting information about these sites.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to seek, obtain and present such information as maybe be of interest to English speaking visitors about Indonesian tourist sites, using English Language and demonstrate their ability to use English language to:

- Identify popular tourist sites in a particular region
- Obtain background of selected sites through interviews
- Formulate questions in preparation for interviews
- Present results of their findings in role-play situation



Target Age Range:

The appropriate grade for this activity is grade 8



Difficulty Rating

The difficulty rating for this activity is **two stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies

This activity can be used to support the English curriculum. It links into the following themes **Obtain background information on a specific topic, dialogues and role-play** It also supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills (retail) (Office work)
✓	✓	✓	✓	✓	✓



Time:

The following is a suggested activity for young people to extend the learning from this activity



Resources

- Black Board or White Board or Butcher's Paper (large sheets of white paper)
- Chalk or White Board pens or felt pens
- Loose leaf lined paper
- Pens and pencils; felt pens
- One folder for each participant – two-ring or three-ring
- Dividers for the folder
- Pictures (included with toolkit), brochures, pamphlets and posters from travel agents
- Cardboard
- Scissors
- Blue tack
- Drawing pins
- English/Indonesian dictionaries
- Photocopy the following handouts for all participants:
 - Interview One: handicraft centre
 - Suggested Project Work



Assessment

Assessment will be a combination of the facilitators' observation of participants participation and their contribution to general class/small group discussion and the class presentation of the scripts



Technology

Using technology in this activity is optional and will depend on the resources have available. The following are some suggestions:

- Participants can use the internet to find out information about their chosen tourist destination



Detailed Steps

Step 1: Introduction (5 minutes)

- Explain that this unit is suitable for young people who wish to work as guides in popular tourist sites. Guides must know the history and story of all the sites that they will be showing to the tourists. Hence they must be familiar with background information associated with these sites.
- This unit will prepare participants to obtain such information. Overview of unit
 - Establish what they know about some tourist sites in their region
 - Identify places where to obtain further information about these sites
 - Formulate questions to elicit more information about the sites
 - Role-play tourist/guide situation
 - Reflective journal entry
- Explain method of assessment. Refer to the assessment section at the beginning of the activity



Step 2: Identify popular tourist sites in the region (5 minutes)

- Participants will use English language to complete activities in this session
- Ask participants to create a new section in their folder, entitled “***Finding background information about popular tourist sites***”. Tell them to write their notes on loose-leaf paper. Place these in the Interview section of their folder.
- Participants work in groups of 3-4. Each group will choose **two** popular tourist sites. You will be working together to produce one set of findings for your final presentation.
- Allow a quick brainstorming session to select the two sites. The group must agree with the final decision. The sites mentioned in the table may be used as a starting point for discussion, but participants can add more.

Baharok (Orangutan conservation) in	North Sumatra	Prambanan	Central Java
Sunda Kelapa	Jakarta	Tankubang Prah	West Java
Tana Toraja	South Sulawesi	Fort Speelwijk	Banten



Step 3: What do you know about these sites? (10 minutes)

- Establish what you know about your selected sites prior to finding more information about
- Explain that they are going to be involved in a brainstorming session to find out what each of them already knows about their chosen sites. This means that they are pooling in their resources.
- Participants work in groups of 3-4. Throughout the session you must move from group to group, offering assistance whenever and wherever it is needed.
- Tell them to ask the question: What do they know about their selected site at this stage?
- Stress that there is no right or wrong answer at this stage. The aim is to find out every thing they know. Write these ideas on flipchart paper.



Step 4: Organizing background information (10 minutes)

- Write the following bullet points on the board.
 - Location
 - Building/Natural Feature
 - History
 - Interesting story
 - Any other category?
- Tell participants to examine each idea one at a time. Does it fit in with any of the categories listed on the board? Follow the procedure below to complete this step.
- Participants draw a table, with two columns, on a loose-leaf paper.

Your Selected Site: e.g. Kraton	
Categories	Information
Location:	
Building/Natural Feature	
History:	
Interesting Story:	
Other:	

- Continue to work in your group.
 - Examine each idea listed on your butcher's paper. Take one at a time.
 - Under which category does it come?
 - Write this in the right hand column.
 - Continue this pattern with all your ideas.
- This will enable you to establish those areas where you need to obtain more information.



Step 5: Sources of information (10 minutes)

- Establish places where information regarding popular tourist sites may be found. Give participants a few minutes to talk about this.
- Ask for their ideas and write them on the board or flipchart paper. Some of the things they may say are:
 - School library
 - Travel agents
 - Travel guide books
 - Interview older people in the region, guides
 - Websites where internet access is available
 - http://www.hoteltravel.com/indonesia/west_java/guides/top10things.htm
- Encourage participants to check out one or all of these places in their free time. They can start with the school library to see if they can obtain resources relevant to their research. They should not worry if there is no internet access in their region. Older members of the society are always a great source – they have several interesting stories to share with the younger generation.



Step 6: Formulating questions (15 minutes)

- Explain that for the purposes of this section, you will focus on seeking information from people who have contact with tourists – maybe guides, vendors at tourist sites etc.
- They cannot approach these people and ask anything that comes to their mind. Before they conduct their interviews, they will have to:
 - Create a list of questions that will elicit information about what foreigners are interested in
 - Role-plays interviewing various people
- Explain that participants will have to frame their questions in such a way that will encourage the person being interviewed to give as much information as is possible.
- Explain that open-ended questions are the best as they give the person being interviewed the chance to talk, while closed questions will merely give you a “Yes” or “No” answer. *Do many tourists visit this site? is a closed question. All that is required is Yes, or No. What sort of tourists visit this site? The answer to this question will give you more information.*
- Encourage individual members of the group to suggest a few questions. Write these on the board. Remind participants that they have to find out what sort of things tourists are interested and they also have to obtain background information about these sites.

1.	What sort of questions do tourists ask you the most? Historical aspects? Special features? Stories?
2.	What is special about Central Java?
3.	How many provinces does Sumatra have?
4.	Why is this monument popular?
5.	What do you know about Makassarese?
6.	When did the Moslem Kingdoms arise in Indonesia?



Step 7: Formulating questions II (15 minutes)

- Participants continue to work in their groups. Throughout the session you must move from group to group, offering assistance whenever and wherever it is needed.
- Each group will compile a list of questions designed to obtain maximum information from the people they interview. There is no limit to the number of questions each group prepares. The idea is to generate as many questions as possible. Final selection of the best questions will be made when all the participants get together. Write your questions on butcher's paper.



Step 8: Finalizing questions (10 minutes)

- Lead the class into a whole class discussion
- Each group of participants places their butcher's paper with their list of questions on the wall, or blackboard. Use drawing pins or blue tack to keep the paper on the wall.
- Take one group at a time. Examine each question. Is it appropriate? Does it need any changes? Should it be included in the final list? Place a tick next to it if the majority of participants want the question to stay. Draw a line through the question if the group has voted against it.
- The questions with the ticks go on the final list. Ask for a volunteer to write or type the final list of questions. **Each member of the group must have a copy of the final list.**



Step 9: Definition of an interview (10 minutes)

Note
Tell participants that if they wish to follow a more intensive interview session, they should attend some of the sessions in the Hospitality topic unit.

- Ask for volunteers to explain what they understand by the concept of an interview. Listen to the contributions made by the group. At the end of five minutes, use the information to come up with a definition. Keep it simple.
An interview is a structured conversation between two people, aimed at gaining information from one of them.
- Facilitator goes on to explain that there are different types of interviews.
 - Radio interview
 - Television guest interview
 - Famous people
 - politicians
- Participants add to the list.
- Establish the reasons for interviewing people.
 - Indonesian author, Hilman launching his new book, Lupus
 - Dewi Dee Lestari launching her latest fiction, Supernova
 - Kris Dayanti releasing a new album

- Taufik Hidayat, Indonesian badminton player winning All England Badminton Competition



Step 10: Analysis of an interview (20 minutes)

- Give each participant a copy of **Interview: Handicraft Centre**. Or you may write this on the board.
- Invite two participants to read out the interview. Ask participants about what they know of the Kerajinan village. You may wish to make your own contributions.
- It's your turn to read the interview aloud. Examine each question. Was the response in sufficient depth? Did it provide enough information?
- Look at the first question.
 - Question: What do you know about the Kerajinan village?*
 - Answer: It is a charming new village in Yogyakarta and an important centre of local handicraft.*
- How could the guide have provided more relevant information about this village? Encourage participants to suggest ways in which the guide in the interview could have responded to each question – giving more information.
- Note that some questions ask for very brief responses.
 - How large is it?*
 - 4, 636 hectares,.*

Interview One: Handicraft Centre	
Tourist	What do you know about the Kerajinan village?
Guide	It is a charming new village in Yogyakarta and an important centre of local handicraft.
Tourist	How large is it?
Guide	4, 636 hectares.
Tourist	Why was it built?
Guide	To help small businessmen by providing a suitable place for making handicraft and for the display of goods.
Tourist	What are some of handicrafts made and sold at this village?
Guide	Leather handbags and belts, rattan baskets, silverware, brassware, paintings and woodcarvings.

- Continue working with **Interview One: Handicraft Centre**
- Participants work in pairs.
 - Take turns to read this interview.
 - Examine each question. Can it be improved? How can it be framed so as to elicit more information?
 - Examine each response. Can it be improved? Is it possible to include more information?
 - Provide your own responses to the questions. Don't worry about making mistakes or not knowing enough on the topic. You are allowed to be inventive. Make up your answer, as long as it fits in with the question.

- Move around from group to group. Make suggestions, offer assistance and generally encourage participants.
- At the end of 10 minutes, stop the activity. Re-group participants to form teams of 4. This means that one pair meets up with another pair. Explain to them that they have to share their findings. Discuss. Makes changes to the script. This becomes your final script. No more than 5 minutes should be given to this session
- Ask for volunteers to present their new scripts to the class. At the end of the presentation, members of the audience may praise the performers and/or make suggestions for improvement.
- **DO NOT ALLOW PARTICIPANTS TO MAKE NEGATIVE COMMENTS!**

Note: Further role-plays can be conducted using different sites.

What do you know about: Kerapan Sapi? Pandaan? Puri Maerakoco? Candi Sukuh? Tasikmalaya? Waduk Jatiluhur? Labuhan Garaga? The Bataks? Bulukumba?



Step 11: Summary (15 minutes)

- Participants begin this step by discussing what they have done today. Remind them that you are looking for evidence of how much they remember about ideas presented in class during the session? They should talk about the main ideas/activities in this unit. Then they should talk about:
 - Which ideas interested them?
 - What aspects of the session did they find difficult?
 - Any other aspects that they think is important and should be covered?
- After discussion, each participant must write her/his own journal entry. Place the completed entry in the Reflective Journal Writing section of her/his folder.



Extension

The following is a suggested activity for young people to extend the learning from this activity. Make copies of the task below or explain to the participants and allow them to complete in their own time and over a series of sessions.



Handout for Participants

Project Work

Participants work in groups of 3 or 4

- Choose two popular tourist sites in your region. See table below for example. You may use one of these for your research, but bear in mind there are several other interesting sites for you to research.
- Conduct a background research on your selected sites. Find out all the information that tourists will be interested to learn about this particular site. This should include some of the following (depending on the site – natural or men-made):
 - Location – how to get there from major cities, distance
 - History – if it is a building
 - When was it built?
 - Who was responsible for the building?
 - What state is the building in at present?
 - History – if it is a natural feature
 - Its present status (Mount Bromo is an active volcano)
 - Description – what it is like now
 - Impression it creates on people
 - Interesting stories associated with the site
 - According to legend the great Tengger was dug out with just half a coconut shell by an ogre (monster) who was hopeless in love with a princess. He had one night to complete the task in order to gain the hand of the princess. When the King saw that the ogre might succeed, he ordered his servants to pound rice. On hearing this the cocks started to crow, thinking dawn had broken. Believing he had failed, the ogre threw away the coconut shell before dying of exhaustion. The coconut became Gunung Batok and the trench (hole he had dug) became the Sand Sea.
 - Any other information you think might be useful.
- Present the results of your findings to the whole group. This can be in the form of:
 - A speech such as a guide might give to a tourist or a group of tourists
 - Role-play where one person takes on the role of a guide and the other members of the group become tourists. The guide begins by introducing himself; the tourists agree to use him as a guide; the guide shows them around. Occasional questions by the tourists.
- Use pictures to make your presentation interesting and colorful

Activity 3

Interaction between tourists and guides in Indonesia



Introduction

This activity will focus on young people role-playing the types of interaction that take place between English speaking tourists and guides in Indonesia. This activity should be completed in groups of 10 to 20 young people



Objectives and learning outcomes

The purpose of this activity is for young people to understand the requirements of tourists in Indonesia and to start to develop and practise the skills needed to interact with visitors to popular tourist destinations, using the English language.

Through participating in the activities, young people will acquire the knowledge, understanding and skills needed to interact with tourists in Indonesia and will demonstrate their ability to use English language to:

- Find out what information tourists are interested in when they visit tourist sites
- Respond to a scene of a tourist site and describe the scene, people and events in the picture
- Dramatize specific roles in the handout entitled *Approaching a tourist scenario*
- Use vocabulary appropriate to interaction between tourists/guides
- Role-play situations in which a guide offers guiding services to tourists



Target Age Range:

The appropriate grade for this activity is grade 9



Difficulty Rating

The difficulty rating for this activity is **three stars**. This means that it is above average difficulty



Link to the Core Curriculum

English Competencies: This activity can be used to support the English curriculum. It links into the following themes: **Dramatization and vocabulary building**. It also supports the development of the following competencies in English

Listening		Speaking		Reading	
Respond to simple instructions		Converse, ask and give information	Comprehend and respond	Able to understand and respond to meanings in short functional texts	
✓		✓	✓	✓	

Life Skills Competencies

It also supports the development of the following Life Skills

Working in a small group	Co-operation	Decision Making	Problem solving	Communication skills	Vocational Skills Tourism
✓	✓	✓	✓	✓	✓



Time:

It is estimated that this activity will take a minimum of two hours. The timing given to each step is approximate and the minimum required.



Resources

- English/Indonesian dictionaries
- Copies of the following handouts for all participants:
 - Vocabulary relating to tourist sites
 - Questions commonly asked by tourists
 - Picture of The temple
 - Picture of a Volcano
 - Page with The three pictures
 - Approaching a tourist scenario



Assessment

Assessment will be using a combination of the facilitators observation of participation in class activities, contribution to general class/small group discussion and presentation of scripts



Detailed Steps

Step 1: Introduction (10 minutes)

- Participants will use English language to complete activities in this session
- This unit can be used as a stand-alone activity. However, it would be useful for participants if they also attend the other two units in the *English for Tourism theme*.
- Explain the background of this unit
- This session revolves around interaction between tourists and guides. Tourists are interested in visiting popular sites in the area they are travelling and guides show them around and give information about these sites.
- Tell participants that during this session they will assume the role of a guide and they will either simulate or visit a popular tourist site where they will interact with tourists.
- Participants must write their notes on loose-leaf paper
- Create a new section in their folder; write the title Interaction between tourists and guides in Indonesia
- Explain the method of Assessment for this unit. Refer to the Assessment section in the beginning of this activity.
- Give each participant a copy of the following handouts:
 - Vocabulary relating to tourist sites
 - Questions commonly asked by tourists



Step 2: Playing the tourist guide (10 minutes)

- Talk about tourists and guides. Encourage participants to join in discussion. The talk can revolve around the duties of a guide, or the sort of tourists visiting their area, their experiences with tourists, etc. You may use the following definition to sum up the discussion.

The role of a guide is to guide visitors from abroad or the home country, in the language(s) of their choice, interpreting the natural and cultural heritage of the area. The Tourist Guide's main role is to escort groups or individual visitors from abroad or from the guide's own country around the monuments, sites and museums of a city or region interpreting, inspiringly and entertainingly, in the visitor's own language the cultural and natural heritage and environment.
- Explain that the aim of this activity is to prepare participants to visit a popular tourist site where they will:
 - Assume the role of a guide and interact with tourists. This means that they will approach tourists in the area and offer their services as a guide.
- Tell them that you will be taking participants through a series of steps to prepare them for this role.
- Participants will keep all information/photocopies/notes in a two-ring folder.



Step 3: Instructions for the game (15 minutes)

- Divide the participants into two groups. Group A will be the guides and Group B will be the tourists. As the game starts, participants must willingly come forth and talk in their capacity as guides or tourists.
- You will begin the game. Explain that one person from Group A will ask a question regarding a tourist site. Then, a person from Group B will respond. Members of Group A and Group B take turns to volunteer information and to ask questions.
- Begin the game by asking, the group “Have you ever been a tourist guide in your own city?”
- Pretend to be a tourist going for a walk or a drive around the town. To make this more real, mention the name of the town.
- The tour might begin by having one guide tell something about the history of the city.
- The tourist could obtain further information by asking questions about population, buildings, industries, monuments, schools and libraries, shopping centers, restaurants, money changers, market place, etc.
- The guides might also indicate to specific locations of important places, and describe movements through the city to reach these places.



Step 4: Discussion about the game (10 minutes)

- When the allocated time is over, lead a whole group discussion. Make sure that participants talk about:
 - The sort of questions being asked
 - What information tourists wanted
 - Directions
 - Places to stay
 - Places to eat
 - Shopping centers
 - What information guides were offering
 - History
 - Location
 - Interesting stories
 - What is special about the place?
- Write the information on the board. Draw a table with two columns. See example below.

Types of questions/information sought by tourists	Information offered by guides
• Asking for directions	• History of place
• Interested in history of place	• Interesting stories about the place
• Food, drink, shopping	• Special features of site
• Entertainment	• Customs, traditions
•	•

- Participants write the information on loose-leaf paper and place these in their folder



Step 5: Game in action (20 minutes)

- Participants work in groups of 3-4
- Make copies of the pictures, which are found at the end of the activity and are:
 - Temples
 - Volcanoes
 - Wedding
- Or you may use own pictures. Postcards of famous sites, cultural events, entertainment in your region would be suitable. You should have one picture for each group.
- Give one picture to a member of each group. This person should keep the picture covered.
- Remaining team members are ready with pen and loose-leaf paper.
- When you give the sign to start, the person with the picture holds it for 10 seconds. S/he must hold it in such a manner that all team members see it. Cover the picture again.
- The others then make notes (in English where possible. However, if there are difficulties with vocabulary, participants may use a mixture of English and Bahasa Indonesia.)
- Each team member takes turns to read from her/his notes. Compare descriptions with other team members. Decide which is the most accurate.
- Picture is shown again. Check differences between notes and picture.
- When a group has finished, swap pictures with another group and repeat procedure.



Step 6: Vocabulary and pronunciation (10 minutes)

- At end of activity, bring the class together. Participants take turns to share their new English vocabulary. Write these on the board. You may use some of the words in the table below. Or you may wish to use words in the handout entitled Vocabulary relating to tourist sites
- Give a copy of this hand out to all participants.
- Practice pronouncing some of the words. Break each word into syllables. Remember has three syllables – *re/mem/ber*.
- Take one word at a time. How many syllables does it have? Pronounce each sound slowly. Do this several times until participants are comfortable with their attempt.
- Remind them to pronounce the last sound in words such as building. The “g” sound must be heard.



Step 7: Word association (10 minutes)

- Participants work with a partner.
- Person A chooses a word from **Vocabulary relating to tourist sites** handout. Or s/he can choose a word from their class compiled English vocabulary.
- Person B tells her/his partner what associations that word has for her/him e.g. stone carving brings to my mind the picture of an old wrinkled man in a sarong, swatting on the ground with a big stone and a chisel.
- Person B chooses a word and Person A talks about her/his association with this word.
- Repeat this procedure with five words. i.e. each person chooses five words.
- When the pair has gone through all five words, they can make a short story or a poem around these words. Each group takes turns to tell its story/poem to the whole class. This exercise must be in English.
- Participants place list of words, word associations, and story/poem in folder.



Step 8: Approaching a tourist (15 minutes)

- Explain that now participants are ready for their site visit. Their task is to approach a tourist and offer their services as a guide
- In order to ensure that they are successful, they must learn to present themselves well.
- This means they have to:
 - Wear smart, casual clothes
 - Use a polite tone when addressing the tourist
 - Introduce themselves politely – give their name and profession
 - Tell them what you can do for them – places you can show them
 - Be prepared to negotiate on cost
 - Don't push yourself on an unwilling tourists
- Give a copy of the handout entitled **Approaching a tourist scenario** to each participant. You may place the table on an overhead projector – if there is one at the school.
- Two participants role-play this conversation in front of the class. Tell them to act it out. Make it sound realistic. Call out for other volunteers to dramatize this conversation.
- Ask participants what other greetings they can use in their approach.
 - Hello Sir/Ma'am
 - Hi Sir / Madam / Miss
 - Good Morning, Sir / Madam / Miss
- Participants add to the list
- Ask participant to suggest various ways they can introduce themselves to tourists
 - My name is Zarif and I am a guide
 - I am Dedi and I am your local guide
- Participants add to the list.
- Ask participants to suggest different ways to offer their services.
 - Would you be interested in having me showing you around?

- Sir, I have been a guide in this region for many years. Not only can I show you all the interesting features of this place, but I can tell you about all in English.



Step 9: Practice being a tourist/guide (15 minutes)

- Divide the class into four groups – Group A, Group B, Group C and Group D
- Give them task one following the instructions in the box below:

Task One

- You are a relatively new guide at Candi Borobudur (Please change the name to suit your region e.g. Lake Toba, Mt. Bromo, etc.). A small group of tourists are just getting out of their car. You are keen to earn some money and hence you approach them, offering your services as a guide.
- Role-play the situation. Remember, you may have one or more tourists. However, there is only one guide. First of all, as group decide on your approach. Then you think of what you will say, how much you will be charging, etc.
- Practice your conversation. Take turns at being guides and tourists.
- Use the words in your handouts entitled *Vocabulary relating to tourist sites* and *Approaching a tourist scenario*.



Step 10: Role-play tourist/guide (15 minutes)

- Bring the whole class together. Participants are invited to present their dialogues to the class. You may chose to run this as a competition for the best presentation
- Use the following criteria for judging the competition:
 - Realistic presentation
 - Polite approach
 - Use of appropriate language
- Any other criteria you think is important for your group
- If the school has a cassette recorder, you may choose to record the performances. Students love listening to their voices on tape.



Step 11: Summary (15 minutes)

- Participants begin this step by discussing what they have done in the session. Remind them that you are looking for evidence of how much they remember about ideas presented in class during the session? They should talk about the main ideas/activities in this unit. Then they should talk about:
 - Which ideas interested them?
 - What aspects of the session did they find difficult?
 - Any other aspects that they think is important and should be covered?

- After discussion, each participant must write her/his own journal entry. Place the completed entry in the Reflective Journal Writing section of her/his folder.



Extension

The following is a suggested activity for young people to extend the learning from this activity

Task One

Your school has been asked by the Government of Indonesia to host a group of 8th Grade students from England. The Principal would like four 8th Grade students from your school to act as guides for your English visitors.

Task Two

A competition is being held to select the four lucky guides. Students have been asked to present a colorful poster in which the following information is included:

- Name one tourist site that would be popular with your English visitors
 - Location – how to get there
 - Building / Natural monument
 - History – a short paragraph
 - Interesting stories/legends
 - Special features
- The four members of your group are very keen to enter this competition. You decide to pool in your resources and come up with one poster.
 - Steps required for you to complete poster:
 - Use some of the questions from your question list compiled in this session
 - Interview people around the class/facilitator/family/travel agents/guides
 - Make notes during interviews
 - Organise the information under headings listed above
 - Take lots of pictures – if you do not have a camera, or if you can't visit the site, use postcards, brochures and pamphlets obtained from the travel agents. You may also use pictures from magazines if these are available.
 - Transfer your information onto a big cardboard.
 - Give your poster a title
 - Be creative in your presentation
 - To make this competition more realistic, your teacher may organise a Mock Competition to coincide with the one of school's forthcoming event. Posters of all participants can be displayed in the school hall, or somewhere public.
 - If your teacher is taking this path, s/he has to make sure you get some one important from the community to judge the competition. Check out if one of the big department stores is willing to donate small gifts for the winners. Good Luck!



Handout for Participants

Vocabulary relating to tourist sites				
Lake	Volcano	Island	Market place	Swimming beach
Fishing boat	Trekking	hills	Hot springs	temple
Performance	Holidays	trekking	theatre	Shadow puppet
Sightseeing	Forests	Visitors	Tourists	Wedding traditions
Palace	swimming pool	transport	ceremonies	Main attraction
Map of the area	Sea-food	Post office	resort	Money changer
Wooden statues	Day trip	Bus tour/trip	Maps	Passenger

Approaching a tourist scenario	
Guide	Hello, Sir/Ma'am. My name is Sinta and I am a guide. Would you be interested in having me showing you around?
Tourist	Hmm! I'm not sure. I like to see places on my own.
Guide	I can tell you some interesting stories about Kraton Kesepuhan, Sir/Ma'am. Let me take you around. It won't cost you much, Sir/Ma'am.
Tourist	Really, I don't need a guide. I have my Lonely Planet Guide book.
Guide	Those stories are not mentioned in the guide book. My grandfather used to tell us these stories. Sir, one hour tour for just Rp.30,000.
Tourist	I'm not really sure about this. Hey, look! What the hell! You are on, Mate. Start the tour.
Guide	Wonderful, Sir. You won't regret your decision.

Questions commonly asked by tourists	
1.	What sort of questions do tourists ask you the most? Historical aspects? Special features? Stories?
2.	What is special about Central Java?
3.	How many provinces does Sumatra have?
4.	Why is this monument popular?
5.	What do you know about Makassarese?
6.	When did the Moslem Kingdoms arise in Indonesia?

Photographs for Game







Evaluations



Participants Evaluation Form

Unit Title:	
Activity	

Please tick the box that is most appropriate for you.
Do not tick more than one box per question

How good was the activity you did?

Very good	Good	Satisfactory	Not Satisfactory.	Poor
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Did you learn a lot of new things from the activity?

Yes	Satisfactory	Not Satisfactory	No
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Was the material provided appropriate to the subject and your needs?

Very good	Good	Satisfactory	Not Satisfactory.	Poor
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How do you rate the Facilitator's presentation and delivery method?

Very good	Good	Satisfactory	Not Satisfactory.	Poor
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What sort of English would you like to learn to help you with your future life, your future work and your future learning?

Facilitator Evaluation Form

Please comment as fully as possible on all questions. Your feedback will help us to improve this toolkit.

Which units did you use from this toolkit?

Which activities did you use from this toolkit?

Did you find it easy to understand how to use the toolkit?

Did you find it easy to follow the Facilitator's instructions?

What do you think should be added to the toolkit to make it easier to use?

What do you think should be added to the toolkit to support the young people in your district to learn the English they need for their future life, learning and work?

What do you think should be left out?

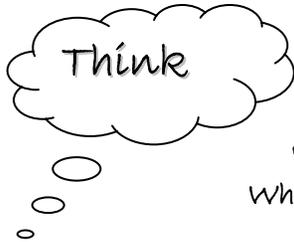
Additional information



Expanding learning opportunities for youth

We all know that learning takes **inside** the school or non formal education building and day. Junior high schools and non formal education providers are established as learning centers for youth. Their purpose is to ensure that young people in Indonesia meet a minimum academic standard, develop a sense of civic duty and acquire the capacity for a productive life full of learning.

However, do you know that learning also takes place **outside** the school or non formal education building and day? Learning starts young, learning happens at home, in the neighborhood and in the community.



What is one of the first things that you learned?
Where did you learn it and from whom?

Strengthening the connections between all the places that young people learn will enrich all learning experiences of young people and help to ensure that they are fully prepared and fully engaged for a productive life.

Schools and non formal education providers should look outside of their building and beyond the set day to think about how they can connect with the other people and places where young people learn can. This section will examine two possibilities:

- *Forming partnerships with the community to bring additional expertise and services into the building and into the day to offer additional opportunities for learning*
- *Taking young people out of the building and into their community to create additional opportunities for learning*

The following will provide some examples of how this can be done to support young people to learn, apply and extend their **English language** learning.

Bringing additional expertise and services into the school

Many schools and non formal education providers are forming partnerships and connections with businesses, universities, health services, local non government organizations and individuals such as artists to provide additional opportunities for young people to learn.

The following are some suggested activities for using resources in the community to support young people to develop **English language skills**

Guest speakers

Invite some prominent community leaders/entrepreneurs/senior officers of KADIN and MoNE to your **English for Life, Learning and Work** extracurricular activities or even your English lessons. Ask them to talk to the students about their jobs and tell them about the sort of interaction that occurs in the workplace. They may initially assist you with delivery of the extracurricular activity or a lesson, maybe for 15 minutes or so. This will give them an indication of what your students are capable of. Then they present their talk.

University students

Find out if your local university has an English Department. Approach the Dean of the English Department and explain that your students are participating in extracurricular activities from DBE3 **English for Life, Learning and Work toolkit**. Request a half an hour meeting with her/his English students ask for volunteers to assist you with facilitating the English extracurricular activities.

Regional English Language Office

The US Embassy in Jakarta sponsors several programs and centers that are designed to help with the learning and teaching of English in Indonesia. One example is the American Corners. These are centers with information in English on many different topics, such as politics, history and science. The American Corners host activities and also have newspapers, magazines and DVDs for use, free of charge. There are ten American Corners located at universities in Indonesia. Anyone can visit an American Corner because they are open to the public. The American Corners are at the following universities:

- UIN Syarif Hidayatullah, Jakarta
- Universitas Indonesia, Depok
- IAIN Sumatera Utara, Medan
- Universitas Sumatera Utara, Medan
- IAIN Walisongo, Semarang
- Universitas Gadjah Mada, Yogyakarta
- Universitas Muhammadiyah, Yogyakarta
- Universitas Muhammadiyah, Malang
- Universitas Airlangga, Surabaya
- Universitas Hasanuddin, Makassar

If you would like more information about American Corners, you can write acornersindonesia@state.gov or call (021) 3435-9520.

Another resource center is the Regional English Language Office (RELO Center) located in Jakarta. This is a resource center for English teachers. You can find books, journals and CD-ROMs about the teaching and learning of English. There are also some materials that can be purchased. Each year, the Regional English Language Office (RELO) sponsors

English teaching professionals from the United States to work at local universities to improve English language teaching. Currently there are nine Fellows in Indonesia. Find out if a university near you has an English Language Fellow. The Fellow can help you plan and implement activities from this toolkit or other activities (public speaking workshops, speech contests, English Club, Debate Club, etc.). The English Language Fellow can also be a good resource for teacher training at your school. For more information about this program or RELO Center, please contact the Regional English Language Office in Jakarta at (21) 352-0622 or send an email to relojkt1@cbn.net.id.

Another program sponsored by the US Embassy in Jakarta is the English Teaching Assistant (ETA) program. ETAs are American college graduates who are working in local high schools to assist with the teaching of English. They also plan special activities in their communities. Currently there are 19 ETAs in Indonesia. You can contact AMINEF (the American Indonesian Education Foundation) to find out if there is an ETA in your town. The telephone number is (021) 345-2016.

As you can see, there are many ways you can get help with learning English!

Expatriate English speaking residents

Enlist the help of English speaking expatriates in the community to help you with:

- The delivery of the English extracurricular activities
- Presenting a talk about their experiences in Indonesia
- Talking about their maids, helpers and drivers

Working with other English language institutes

You can work in cooperation with any other establishment in your community which provides English language learning to organize any of the following:

Writing competitions

- Organize an English Writing competition for young people.
- It could be a short story competition, a letter writing competition, a poetry writing competition, writing a newspaper article. The choice is endless.
- Determine the theme of the writing competition. e.g. poetry writing competition could coincide around Indonesian independence day and hence students will be choosing something patriotic to write about.
- It is a good idea to make each writing competition coincide with a major event – short story writing could coincide with the start of the Indonesian fasting month. That will give young people a lot to write about.
- Decide on a word limit for the writing – short story should be around 500 words.
- Decide on a closing date, where the entries should be sent, when will the winners be notified
- Approach local shops/department stores/banks to donate prizes
- Compile a list of markers –people who are not associated with any of the competitors or their schools. You could invite some of the following people to be adjudicators:

- Senior officials from MoNE, KADIN, prominent community members, University English Lecturers/English students. One thing they should all have good English writing skills
- Advertise the writing competition – newspapers, flyers, and notices around the shops.
- Remember to put the closing date and where entries should be posted
- Ask two volunteers to be responsible for collection of all the entries. They should make note of the number of entries received.
- Distribute these to the markers. Give them a time limit.
- Announce winners at a prominent community event. Give prizes

English films

- Select some entertaining English movies suitable for young people.
 - Nanny McPhee
 - Superman returns
 - The Sound of Music
 - Harry Potter
 - Lord of the Ring
 - 13 going on 30
- Choose a venue for showing the movie
- Invite parents, community members, and school students
- Prior to starting the movie, tell the audience that watching an English movie is all part of learning English. This is exposure to the language. The audience might not initially understand all the words spoken in the movie. However, as they watch more movies, and as they listen to more spoken English, they get used to the sounds. This is the first step in learning to speak because as they get used to the sounds, they will be able to reproduce these sounds.
- Give them a brief summary of the plot.
- Watch the movie
- Encourage some discussion at the end. What did people think of the movie? Did they like it? Why?

Public speaking competitions

- Organize to run an English Public Speaking competition for young people.
- Determine the number of schools that will participate in the competition
- Age of competitors – SMP 1, SMP 2, 15 year old, 16 year old etc.
- Number of participants each school is allowed to send in each age group
- How many rounds in the competition?
- Venue for different rounds – different schools can take turns to host one round of the competition
- Compile a list of adjudicators – these should be people who are not associated with any of the competitors or their schools. You could invite some of the following people to be adjudicators:
 - Senior officials from MoNE, KADIN, prominent community members, University English Lecturers/English students. One thing they should all have in common is that they should be fluent English speakers. They may use Public Speaking Adjudication sheets included in this section.
- Set dates for competition, including dates for quarter finals, semi final and finals

- Draw up a list of people you wish to invite to the finals. The venue for the final should be somewhere very public, where you will get a lot of publicity
- Approach local shops/department stores/banks to donate prizes
- Invite the media for the finals. Give this as much publicity as possible.
- Compile a list of topics for each round of the competition. The topics you choose should be based on current events, current affairs and should be relevant to the life of young people
- Ask for a volunteer from each school to be the coordinator for their venue
- Elect/select someone to be the Region's Overall Coordinator
- English teachers should train their students in English public speaking
- Determine a suitable way to select students to enter the competition
- Competition starts. Have Fun!

Public speaking adjudication sheet

Name: _____

Factors in the Content, Organization and Development of the Speech	Notes and Comments	
Did the speaker arouse interest in the subject?		
Did the speaker's introduction lead into the main body of the speech?		
What was the main purpose of the speech? To inform? To persuade? To entertain?		
Were the main points of the speech clearly established?		
Was there a clear sequence of ideas?		
Were the main points of the speech illustrated by effective examples?		
Was the conclusion to the speech definite? Did it focus on the theme of the speech? Did it convey a sense of finality, completeness?		
Factors in delivery		
Were you impressed with the speaker's warmth?		
Nonverbal Communication		
Was the speaker's stance comfortable?		
Were the speaker's movements and gestures purposeful? Natural? Effective?		
Did the speaker make good use of notes? Speak without notes?		
Did the speaker use facial expressions well to convey thoughts and feelings?		
Did the speaker maintain good eye contact with the audience?		
Vocal		
Were you impressed with the speaker's voice quality?		
Was there sufficient variety of pitch, pace, tone and volume?		
Did the speaker articulate clearly?		
Was there good use of emphasis?		
Verbal		
Was the pronunciation of words correct?		
Was the language appropriate to the subject?		
Was interest gained and maintained by the use of vivid words and expressions?		
Did the speaker introduce light and shade by use of humour or other means		
Participant's name		
Manner 40 %		Total
Matter 40 %		
Method 20 %		

Taking young people out to create additional opportunities for learning

The community can also be used as **context** for young people to learn. Young people can be taken out into the community to experience learning which cannot take place inside a school or to apply what they have learned in school.

Work experience

What is work experience?

Work experience is a short and defined period of time when young people spend time in a place of work (such as an office, hotel, workshop) to gain some experience of what it is like to work. Work experience is unpaid

Please give an example?

- A student interested in hospitality work doing work experience as a receptionist in a hotel for two weeks. The student would work closely with the employed receptionist to learn the job.
- A young person interested in working as a motorcycle mechanic doing work experience in a motorcycle repair workshop for a few days

What are the advantages of work experience?

Work experience provides young people with valuable insight into the world of work and helps them to adjust and define their career goals. This type of learning can not really take place in the school environment.

What are the important points to note?

Work experience should be based on a young person's interests and they should be given the opportunity to choose what sort of work experience they would like.

Work experience in English

- Identify some industries (e.g. hotels/travel agents/offices) in your area where employees have to communicate with English.
- Organise a meeting with the Manager or a senior person within that industry.
- Give the background – Your students are participating in extracurricular activities from **English for Life, Learning and Work toolkit**. Tell them that the idea is for students to sample what the workplace is like, to meet with employees who deal with English speaking customers and to improve their English communication skills.
- Explain that you would like to arrange for some of your students to have the opportunity to have some work experience within that industry. One student will be assigned to an employee of that industry and will shadow that person for the duration of their work experience. During that time, the student will observe what work is being done, will perform whatever duties are required of her/him. At the end of each day, the student will write a journal, describing the days' activities.
- All interaction between employees/customers and the student must be in English

- Duration of the work experience could be: any of the following: One day per week for a period of 3 months, One working week or Two hours per week
- Or whatever arrangement you can work out with the Industry and young person.
- At the end of the work experience session, students present a talk to their class members, giving an account of what they have learned during their “working career”

Service Learning

What is service learning?

Service learning is a teaching method which involves young people going out into the community to provide a service to the community, whilst at the same time improving and applying what they have learned in their studies. Therefore, it combines a service and an intentional learning experience.

Can you give some examples?

Service learning should be based on an identified community need. Some examples are:

- The local playing field may be full of rubbish, young people can start to collect it and clean up the local field and using information on the environment from science lessons can start a petition for community members to recycle waste
- Knowledge of the local history and culture may be diminishing. Using research techniques taught in school young people can work with community members to write local stories and memories of past events
- There is always a traffic jam in the community. Mathematics students survey the roads and do some calculations to find out why, design a new traffic route and report to the relevant local government agency.

What are the advantages of service learning?

Service learning can help make the teaching that takes place in a school or non formal education provider relevant to real life. Service learning is beneficial to both the young person and the community and can be used in any subject and works at most age levels and especially the age level of Junior high school in Indonesia.

What are the important points to note?

Service learning must link the academic content with the service. If young people only clean up the playing field they are only providing a service and not learning.

The service which is provided should be something the community needs. Young people should be asked to think about and engage with the community on those needs.

Service learning should not be used as a punishment, for example asking a student to clean the school yard because they have not completed their English homework.

Service learning ideas for English

- Work with local non government organizations, charities, non profit organizations in their local community to write letters or proposal grants in English to request donations of goods or services from international non government organizations, businesses or persons to support a community need, for example, to create a child care service.

- Volunteer at the local elementary school to read or speak in English to students from grade 3 onwards or at the local non formal education provider
- Write persuasive, descriptive letters in English to local or national newspapers, such as the Jakarta post about local issues which need action
- Collect old English language newspapers, magazines and books and set up a library, book club in the school, non formal education provider

Setting up an English Club

Being an active member of an English Club is an excellent way to improve your English. You will be learning English in a fun environment where the activities are chosen by you. You do not have to be confined within the four walls of a classroom to communicate effectively in English. Read on to see how you can set up your English Club and what activities you get can involved in.

- Get together a group of 15-20 people. These people should be keen, motivated, enterprising and willing to bear their share of responsibility. Most important of all, they must be genuinely interested to learn English.
- Organise a regular meeting place. You may ask permission to use a classroom after school. One of the local businesses might let you use a room on their premises. Your local hotel may allow you use of its facilities once a week.
- Set a regular time for your weekly meeting – two hours give you plenty of time to get through your business
- Set up the date for your first meeting
- Give a copy of the Agenda to all members or write this on a board
 - Purpose of meeting
 - Election of committee members
 - Duties of each member
 - Decide on a name for the club
 - List of possible activities
- Explain the purpose of your English Club – provide a fun way to learn English
- Election of the following committee members:
 - Chairperson
 - Secretary
 - Treasurer
 - Activities coordinator
 - Fine collector
 - News writer
- If you need other members for other jobs, you can elect a person to that position at a later stage.

- Discuss the duties of committee members. These should be written down and placed in a folder.
- Establish rules for the club. One major rule should be: **During the two hours you meet, every body should speak in English.** Any one who breaks that rule should be fined. The money collected from breaking this rule can be used by the club for some activity.
- Another rule is that **all club activities be documented.** This could be the newswriter's job. Different people could take turns at this job.
- Compile a list of possible activities. You may choose some of the following, or you may create your own list:
 - Invite English speaking guest speakers from the community
 - Have a games day – monopoly, scrabble, card games
 - Playing sports, using English
 - Plan some outings – shopping, visit a tourist site, organise a picnic in a pleasant spot
 - A cooking day – this might take a few sessions. Decide on the menu, write down the ingredients, go shopping for ingredients, do the cooking and enjoy the food. You might make this more interesting by actually inviting some important community members to your dinner party. In that case, you have to prepare your list of visitors, design your invitation cards and invite your guests.
 - Organise some public speaking sessions. You may start off by giving every one the chance to speak for one minute on a topic. e.g. It's your turn to speak. Any club member can give you the topic. You are given one word, "Ice" and you have to speak non-stop on your topic for one minute. No preparation time given for this. Someone will have to keep the time. You stop when the time keeper indicates that time is up.
 - After these impromptu speeches, you may progress to prepared speeches. Start with presenting 3-minute speeches. As you get better, you can present longer speeches.
 - Each club member has to write down their comments about the speech being presented. Use the adjudication sheet attached to help you provide useful comments.
 - A singing session is always very popular. Bring CDs of English songs. Learn English songs and sing away to your heart's content. This is an excellent way to learn the language. You can organise some activities around these songs. If you know a song really well, write the words out, but leave out every 7th word. Give a copy of this sheet to club members. Play the tape and they have to fill out the missing words as they listen to the song. Or you can organise a quiz based on your song. Club members listen to the song and try to find the answers.
 - Organise visits to the theatre when you watch English movies
- Once you've got the Club going, you may:
- Approach the local newspaper and tell them what your club has been doing. Invite them to cover one of your events
- Invite students studying English at the local university to some of your activities

- Invite foreigners in your region to one of your outdoor events. It is fantastic to have a few families join you in your games.
- Listen to English programs on the radio. Tune in to 110 RRI Kang Guru Radio English. This program is a great way to study English. It is 20 minutes in duration and it contains some wonderful interviews, music and English idioms.

Support for English language clubs

If your club members are interested, you may join the Kang Guru Connection Club. For those who wish to join the Kang Guru Connection Club, contact:

Kang Guru Radio English IALF Bali, PO Bos 3095 Denpasar Bali	Email: kangguru@ialf.edu
	Website: www.kanggure.org

GO ON! ESTABLISH YOUR CLUB! IT'S
 FUN! IT'S EXCITING! IT'S AMAZING!
 YOU'LL NEVER LOOK BACK!
 GOOD LUCK!

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English for Business

www.communicaid.com

www.better-english.com

www.bbc.co.uk/worldservice/learningenglish/business/

English for Domestic Service

www.nanny-governess.com/

www.learn4good.com/jobs/language/english/

www.anvari.org/shortjoke/Thinnest Books in the World/40.html

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www.jto.fi/ajo-ohje/English_driving_directions.htm

English for Hospitality

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www.dyned.com/pdf/Data-Sheets/DSHEE.PDF

English for Retail

www.clicksouvenirs.com/english_souvenirs.asp

indo-blogs.blogspot.com/

www.budpar.go.id/page.php?ic=11

English for Tourism

www.learn4good.com/languages/english_for_tourism/index.htm

www.oup.com/elt/catalogue/isbn/5300?cc=gb

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Service Learning

http://www.servicelearning.org/resources/kids_teens/index.php

Activity Template



Introduction



Objectives and learning outcomes



Target Age Range:



Difficulty Rating



Link to the Core Curriculum

English competencies

Listening		Speaking		Reading		Writing	

Life Skills Competencies



Time:



Resources



Assessment



Technology



Detailed Steps



Extension