

## ABSTRACT

Paringan, Titus Yos. 2000. *Designing Professional English Instructional Materials for Tourism Academy Students*. Yogyakarta: Sanata Dharma University.

During the past few decades, tourism has become one of the most important industries in many countries. Indonesia, as a developing country, keeps encouraging the service quality throughout every sector of the tourist industry. As an international language, the mastery of English is needed for the accomplishment of tourism development in Indonesia.

The Indonesian government has also been aware of this situation and has attempted to improve the quality of human resources of the tourist industry. Therefore, they made English a compulsory subject in educational institutions of tourism, which is hopefully becoming the facilitator of the development of the tourist industry. By mastering the language, the graduates of tourism academies will hopefully be able to speak English well.

Supporting the implementation of these efforts, the writer decided to conduct instructional materials design for Professional English taught in Tourism Academy that is used for one semester. The designed materials was the solution of two problems on how the materials are designed and what the materials look like, which are formulated before the research begun. Having formulated the problems, he conducted a survey on the exist condition of Tourism Academy including the lecturer's and the students and the teaching-learning processes. To get accurate data, the survey covered some stages including library study, having interviews with six lecturers, giving questionnaires to the respondents and 20 students of Tourism Academy AMPTA and also giving the students a diagnostic test to measure their English competence.

After the writer had finished collecting the data, which were used as the basis of designing the instructional materials, he designed and constructed the instructional materials. To get a final version of the designed materials, the writer did some editing and evaluation with some teachers from the English Department of Sanata Dharma University and the Tourism Academy AMPTA who had been considered as the respondents. The evaluation was taken in the form of agreement points, which had averagely shown number 4 at the end of the calculation. From this result, the writer concluded that the final version of Professional English Instructional Materials is accepted and can be appropriately used as the adjustment of the students' needs in learning English.

**ABSTRAK**

Paringan, Titus Yos. 2000. *Designing Professional English Instructional Materials for Tourism Academy Students*. Yogyakarta: Sanata Dharma University.

Sebagai salah satu negara tujuan pariwisata, Indonesia harus semakin meningkatkan mutu pelayanan di segala sektor pariwisata. Bahasa Inggris sebagai bahasa internasional yang digunakan sebagai bahasa komunikasi antar bangsa di dunia semakin mutlak harus dikuasai oleh semua pihak sehingga kelancaran pelayanan pariwisata kepada wisatawan mancanegara pada khususnya akan membawa dampak yang berguna bagi perkembangan industri pariwisata itu sendiri.

Sadar akan hal tersebut, pemerintah Indonesia diharapkan untuk tidak hanya menggalakkan potensi daerah pariwisata saja melainkan juga turut memikirkan pengembangan dan peningkatan kualitas sumber daya manusia yang menggerakkan roda perkembangan pariwisata itu sendiri. Oleh karena itu, diputuskanlah bahasa Inggris sebagai mata pelajaran wajib untuk dipelajari oleh siswa-siswa di seluruh sekolah pariwisata, baik ditingkat sekolah menengah maupun perguruan tinggi, supaya kemudian dapat menunjang peningkatan kualitas kerja sumber daya manusia yang terlibat dalam industri pariwisata.

Turut mendukung pengadaan pengajaran tersebut, penulis bermaksud untuk menyusun suatu rancangan materi pengajaran bahasa Inggris Profesional di tingkat akademi untuk digunakan selama 1 (satu) semester. Materi ini dirancang berdasarkan hasil observasi dari berbagai pihak yang berkaitan dengan pembelajaran pariwisata di Akademi Pariwisata AMPTA disertai dengan analisa tentang kebutuhan berbahasa Inggris dalam hubungannya dengan bidang kepariwisataan. Untuk mendapatkan data-data yang berguna, penulis mengadakan studi pustaka, wawancara dengan beberapa pengajar dan memberikan kuisioner kepada beberapa mahasiswa Akademi Pariwisata AMPTA.

Setelah berhasil mengumpulkan data-data yang berguna sebagai dasar untuk menyusun rancangan materi pengajaran bahasa Inggris Profesional tersebut, penulis mulai menyusun materi pengajaran bahasa Inggris Profesional yang sesuai. Untuk mendapatkan hasil akhir yang baik, penulis melakukan beberapa pengeditan dan evaluasi bersama dengan beberapa pengajar Program Pendidikan Bahasa Inggris Universitas Sanata Dharma dan Akademi Pariwisata AMPTA yang telah diminta untuk menjadi responden. Data hasil evaluasi tersebut selanjutnya dikembangkan dalam bentuk nilai persetujuan (*points of agreement*) yang hasilnya secara umum menunjukkan angka 4. Dari hasil tersebut, penulis menyimpulkan bahwa rancangan materi pengajaran bahasa Inggris Profesional tersebut sudah sesuai dengan kebutuhan berbahasa Inggris dalam bidang Pariwisata.

menuntut ilmu kepariwisataan di sekolah-sekolah maupun perguruan tinggi pariwisata. Turut mendukung pengadaan pengajaran bahasa Inggris tersebut, penulis menyusun suatu rancangan materi pengajaran bahasa Inggris di tingkat akademi untuk dipergunakan selama satu semester. Materi ini dirancang berdasarkan hasil observasi tentang kebutuhan berbahasa Inggris yang mereka butuhkan. Materi ini menekankan kebutuhan akan kemampuan bercakap-cakap atau "speaking skill" sehingga aktivitas yang disusun dalam materi ini banyak menggunakan dialog yang tetap berhubungan dengan pelayanan kepariwisataan.

Meskipun rancangan materi ini merupakan hasil observasi, penulis masih mengharapkan pendapat dan penilaian yang berguna untuk kesempurnaan susunan materi pengajaran tersebut.

### **PERTANYAAN**

Berilah pendapat dan penilaian anda terhadap pengembangan materi pengajaran berdasarkan contoh terlampir dengan cara sebagai berikut:

1. Untuk pertanyaan isian : tulislah pendapat atau saran anda pada tempat yang tersedia.
2. Untuk pertanyaan pilihan : lingkarilah angka-angka yang mewakili pendapat atau penilaian anda terhadap penyusunan amteri dengan kriteria sebagai berikut:

#### **PENDAPAT ANDA**

- 1 = sangat tidak setuju
- 2 = tidak setuju
- 3 = ragu-ragu
- 4 = setuju
- 5 = sangat setuju

#### **PENILAIAN ANDA**

- sangat kurang
- kurang
- ragu-ragu
- baik
- sangat baik

1. Materi pengajaran bahasa Inggris untuk mahasiswa akademi pariwisata ini sudah sesuai dengan tujuan pengajaran bahasa Inggris profesional untuk mahasiswa akademi pariwisata yaitu untuk memotivasi mahasiswa dalam mempelajari bahasa Inggris dan menggunakannya untuk komunikasi sesuai dengan bidang pekerjaan yang akan ditempuhnya. 1 2 3 4 5
2. Materi pengajaran bahasa Inggris profesional untuk mahasiswa akademi pariwisata ini sudah menjawab kebutuhan berbahasa Inggris untuk pelayanan dibidang pariwisata. 1 2 3 4 5
3. Materi pengajaran bahasa Inggris Profesional untuk mahasiswa akademi pariwisata sudah sesuai dengan kurikulum bahasa Inggris tahun 1994 untuk akademi pariwisata. 1 2 3 4 5
4. Dua belas unit pengajaran sudah menjawab kebutuhan berbahasa Inggris mahasiswa akademi pariwisata. 1 2 3 4 5
5. Materi pengajaran bahasa Inggris profesional sudah sesuai dengan tingkat kemampuan siswa yang mengambil mata kuliah Bahasa Inggris Profesional. 1 2 3 4 5
6. Urutan pokok bahasan di tiap unit yang saling berkaitan satu sama lain sudah tepat 1 2 3 4 5
7. Pembahasan materi di "language study" di tiap unit 1 2 3 4 5

sudah menjawab kebutuhan berbahasa Inggris dalam bidang pariwisata untuk mahasiswa akademi pariwisata.

8. Kegiatan-kegiatan di tiap unit mudah dipahami dan dilaksanakan oleh peserta untuk dapat menguasai kemampuan berkomunikasi dalam bahasa Inggris sesuai dengan bidang pekerjaan yang akan ditempuhnya. 1 2 3 4 5

9. Secara umum, apakah penilaian anda terhadap penyusunan materi pengajaran ini? 1 2 3 4 5

10. Bagaimana pendapat anda untuk penyempurnaan rancangan materi pengajaran ini? Apakah saran anda tentang rancangan materi ini?

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TERIMA KASIH

## KUISIONER

Tanggal : \_\_\_\_\_

### LATAR BELAKANG

Bidang Pariwisata di Indonesia, khususnya di Yogyakarta, telah menjadi salah satu bidang yang esensial sebagai salah satu pendukung pembangunan dalam beberapa tahun terakhir ini. Kendati Indonesia tengah menghadapi masa-masa krisis diberbagai sektor pembangunan, bidang Pariwisata seakan-akan tidak terpengaruh dan tetap melanjutkan perkembangan industrinya.

Berbicara mengenai Pariwisata tidak bisa lepas dari unsur bahasa yang memperkuat industri ini. Bahasa Inggris sebagai bahasa internasional yang digunakan sebagai bahasa komunikasi antar bangsa di dunia semakin mutlak harus dikuasai oleh pihak-pihak yang terlibat dalam industri pariwisata. Dengan menguasai bahasa Inggris dengan baik, kelancaran pelayanan pariwisata kepada wisatawan manca negara akan meningkat.

Sadar akan hal tersebut, pemerintah tidak hanya menggalakkan potensi daerah pariwisata saja melainkan juga turut memikirkan pengembangan dan peningkatan kualitas sumber daya manusia yang menggerakkan roda perkembangan pariwisata itu sendiri. Oleh karena itu, didirikan berbagai sekolah pariwisata, baik di tingkat sekolah menengah maupun perguruan tinggi, yang menunjang peningkatan kualitas kerja sumber daya manusia yang terlibat dalam industri pariwisata.

Sehubungan dengan pentingnya penggunaan bahasa Inggris dalam industri pariwisata, pemerintah menetapkan bahasa Inggris sebagai salah satu bidang penting yang harus dipelajari dan dikuasai oleh para siswa

yang sedang menuntut ilmu kepariwisataan di sekolah-sekolah maupun perguruan tinggi pariwisata. Turut mendukung pengadaan pengajaran bahasa Inggris tersebut, penulis bermaksud untuk menyusun suatu rancangan materi pengajaran bahasa Inggris di tingkat akademi untuk dipergunakan selama satu semester. Karena materi ini dirancang berdasarkan hasil observasi tentang kebutuhan berbahasa Inggris yang dibutuhkan, maka sebagai mahasiswa yang sedang menuntut ilmu kepariwisataan diharapkan untuk mengisi kuesioner berikut ini sesuai dengan pendapat dan data pribadi anda sendiri.

Adapun kuesioner ini bertujuan untuk dapat mengembangkan materi pengajaran bahasa Inggris untuk pendidikan kepariwisataan di lembaga-lembaga pendidikan pariwisata khususnya akademi pariwisata-akademi pariwisata di Yogyakarta.

#### PERTANYAAN

Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan data diri dan pendapat anda.

Nama : \_\_\_\_\_  
Jenis Kelamin : Laki-laki / Perempuan  
No. Mhs : \_\_\_\_\_  
Semester : \_\_\_\_\_  
Umur : \_\_\_\_\_ tahun  
Daerah Asal : \_\_\_\_\_  
Bahasa sehari-hari: \_\_\_\_\_

1. Sejak kapan anda mengenal bahasa Inggris ?

2. Kapan dan dimana anda pertama kali belajar bahasa Inggris ?

3. Selama anda belajar bahasa Inggris, kesulitan-kesulitan apakah yang menjadi kendala anda dalam penguasaan bahasa Inggris?  
\_\_\_\_\_

3. Menurut anda, apakah bahasa Inggris penting untuk karir anda di masa mendatang? Mengapa?  
\_\_\_\_\_

4. Apakah anda sedang atau pernah mengikuti kursus bahasa Inggris selama belajar di akademi pariwisata ini?

Ya       Tidak

5. Jika jawaban anda ya, jenis kursus bahasa Inggris apakah yang anda ikuti? (pilih yang sesuai)

- General English  
 English for Specific Purposes  
 TOEFL Preparation Course  
 lain-lain; sebutkan : \_\_\_\_\_

6. Ketrampilan berbahasa manakah yang anda butuhkan sekarang ini?

speaking     reading     writing     listening

7. Sampai sekarang ini, ada berapa bahasa resmi yang anda kuasai?

- a. 1                      d. 4  
b. 2                      e. 5                      yaitu : \_\_\_\_\_  
c. 3                      f. lebih dari 5                      \_\_\_\_\_

8. Dalam situasi apa saja anda menggunakan bahasa Inggris?  
\_\_\_\_\_

9. Untuk tujuan apakah anda mengambil mata kuliah bahasa Inggris Profesi ini?  
\_\_\_\_\_  
\_\_\_\_\_

10. Metode pengajaran apakah yang anda pilih untuk menunjang perkuliahan bahasa Inggris Profesi ini:

- a. diskusi  
b. ceramah  
c. praktek  
d. tugas-tugas  
e. latihan tertulis  
f. lainnya; sebutkan \_\_\_\_\_



11. Media-media apakah menurut anda dapat mendukung proses perkuliahan bahasa Inggris profesi ini:

- a. laboratorium bahasa
- b. permainan
- c. audio visual
- d. gambar
- e. observasi lapangan
- f. buku pegangan kuliah
- g. lainnya; sebutkan \_\_\_\_\_

12. Apa saran dan pendapat anda untuk pengembangan materi pengajaran bahasa Inggris Profesional ini?

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**DIAGNOSTIC TEST  
ENGLISH FOR TOURISM ACADEMY**

**INSTRUCTION**

**PLEASE DO NOT WRITE ANYTHING IN THIS PAPER  
USE THE ANSWER SHEET PROVIDED**

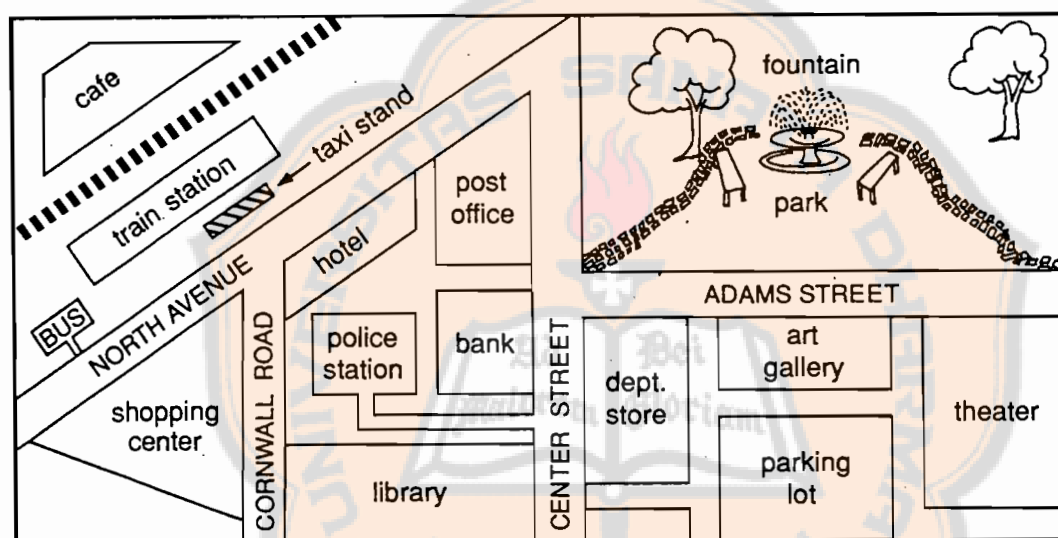
**CHOOSE THE BEST ANSWER :**

1. What \_\_\_\_ your name?  
a. is  
b. are  
c. be  
d. has
2. a. What is your age?  
b. What age do you have?  
c. How old do you?  
d. How many years do you have?
3. Where \_\_\_\_\_ from? I am from Jakarta.  
a. are you come  
b. do you  
c. are you  
d. am I
4. She hasn't seen \_\_\_\_\_ buses  
a. some  
b. much  
c. a lot  
d. any
5. I live \_\_\_\_ Surabaya.  
a. in  
b. at  
c. on  
d. of
6. Where do you stay, Sir? Oh, I stay \_\_\_\_ Ahmad Dahlan Street.  
a. in  
b. on  
c. at  
d. along
7. Could you tell me where \_\_\_\_\_?  
a. the bar  
b. the bar is  
c. is the bar  
d. the bar does
8. Do you like monkey? Yes, \_\_\_\_  
a. I likes monkey  
b. I am monkey  
c. I like monkey  
d. I am like monkey

9. What color is your car, Sir?  
a. Its red  
b. It's red  
c. It's color red  
d. Its color red
10. Mr.Tod \_\_\_\_\_ to his room at 22.00  
a. is always going  
b. goes  
c. always going  
d. go
11. Before I started working here, I \_\_\_\_\_ in a small restaurant near the zoo.  
a. was working  
b. work  
c. have worked  
d. worked
12. Borobudur is \_\_\_\_\_ Prambanan  
a. more beautiful to  
b. more beautiful than  
c. beautifuler than  
d. as beautiful to
13. Miss Claudia \_\_\_\_\_ tennis with her husband.  
a. playing  
b. to play  
c. play  
d. is playing
14. He \_\_\_\_\_ packing his luggage this morning at 6.30  
a. started  
b. starts  
c. start  
d. is starting
15. The superstar \_\_\_\_\_ to stay in this hotel next Monday.  
a. will  
b. may  
c. is going  
d. shall
16. Jakarta is \_\_\_\_\_ Yogya  
a. west  
b. western of  
c. west of  
d. western
17. I'd \_\_\_\_\_ go to Solo than Jakarta.  
a. rather  
b. like to  
c. want  
d. prefer
18. I like watching TV. \_\_\_\_\_  
a. Neither does Ary  
b. Ary likes either  
c. So does Ary  
d. So likes Ary
19. There isn't \_\_\_\_\_ in the cafe.  
a. any persons  
b. anybody  
c. people  
d. somebody

20. I have been living in Indonesia \_\_\_\_\_ two years  
 a. during                      c. in  
 b. for                            d. since
21. Which shirt do you like? I like the brown \_\_\_\_\_ .  
 a. one                            c. once  
 b. ones                          d. color
22. Are the keys in the travelling bag? No, there \_\_\_\_\_ in the travelling bag.  
 a. isn't nothing                c. aren't no things  
 b. isn't anything                d. isn't any things

For questions no. 23-25. Look at the map below !



23. Where is the post office? It's \_\_\_\_\_ the bank.  
 a. between                      c. across from  
 b. behind                        d. near
24. The department store is \_\_\_\_\_ Center and Adams Street.  
 a. between                      c. next to  
 b. on the corner of            d. the opposite of
25. There is a taxi stand \_\_\_\_\_ the train station.  
 a. next to                        c. in front of  
 b. besides                        d. across from

COMPLETE THE CONVERSATION

26. A: Excuse me. \_\_\_\_\_ ?  
 B: Yes. My name's Mrs.Lee. May I help you?
27. A: \_\_\_\_\_ ?  
 B: I am the receptionist of this hotel, Sir.
28. A: \_\_\_\_\_ ?  
 B: I'd like some black coffee with ice, please.
29. A: What time does the cafe open?  
 B: \_\_\_\_\_ 5 p.m.
30. A: Good morning. Oriental Bangkok Hotel. \_\_\_\_\_ ?  
 B: Yes, please. Could I speak to Mr. Adimas?  
 A: \_\_\_\_\_ ?  
 B: This is Mr.Endra.  
 A: \_\_\_\_\_ ?  
 B: It's E-N-D-R-A  
 A: One moment, please. I'll \_\_\_\_\_ .  
 B: Thank you.

Eddie is not married. \_\_\_31\_\_\_ in a small flat in Yogyakarta. His favorite hobby \_\_\_32\_\_\_. He has had so much practice that he \_\_\_33\_\_\_ now an excellent cook.

His sister, Vivi, \_\_\_34\_\_\_ him last Saturday evening. It was nearly dinner time and Eddie \_\_\_35\_\_\_ in the kitchen. He \_\_\_36\_\_\_ a chef's hat and preparing a meal.

Fanny lifted the lid of the frying pan. "Hmmm, "she said, " \_\_\_37\_\_\_ delicious. What \_\_\_38\_\_\_ ?" "It's Cheese Omellete," Eddie said,"very special and it ought \_\_\_39\_\_\_ good. \_\_\_40\_\_\_ it for two hours"

- |                    |              |               |                 |
|--------------------|--------------|---------------|-----------------|
| 31. a. He living   | b. He lived  | c. He lives   | d. He live      |
| 32. a. was cooking | b. to cook   | c. is cooking | d. cooking      |
| 33. a. is being    | b. be        | c. was        | d. is           |
| 34. a. visited     | b. visits to | c. visited to | d. was visiting |
| 35. a. were        | b. was       | c. is         | d. are          |
| 36. a. wore        | b. has worn  | c. worn       | d. was wearing  |

37. a. it smells                      b. it was smelling    c. it's smelled        d. its smelling  
38. a. are they                      b. it is                    c. is there              d. is it  
39. a. taste                          b. tasting                c. to taste              d. have tasted  
40. a. I've been preparing    b. I prepared            c. I prepare            d. I am prepared

GOOD LUCK !



*July 20, 2000*

**DIAGNOSTIC TEST  
ENGLISH FOR TOURISM ACADEMY**

ANSWER SHEET

NAME : \_\_\_\_\_  
NO. : \_\_\_\_\_  
DATE : \_\_\_\_\_

CROSS THE BEST ANSWER !

1	a	b	c	d
2	a	b	c	d
3	a	b	c	d
4	a	b	c	d
5	a	b	c	d
6	a	b	c	d
7	a	b	c	d
8	a	b	c	d
9	a	b	c	d
10	a	b	c	d
11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d
16	a	b	c	d
17	a	b	c	d
18	a	b	c	d
19	a	b	c	d
20	a	b	c	d
21	a	b	c	d
22	a	b	c	d
23	a	b	c	d
24	a	b	c	d
25	a	b	c	d

26. \_\_\_\_\_  
27. \_\_\_\_\_  
28. \_\_\_\_\_  
29. \_\_\_\_\_  
30. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

31	a	b	c	d
32	a	b	c	d
33	a	b	c	d
34	a	b	c	d
35	a	b	c	d
36	a	b	c	d
37	a	b	c	d
38	a	b	c	d
39	a	b	c	d
40	a	b	c	d

July 20, 2000

RESULT OF THE DIAGNOSTIC TEST  
ENGLISH FOR TOURISM ACADEMY

Done from 22 – 31 July 2000

	NAME	DATE OF TEST	RESULT
✓	A.M. Budiarti	22 July 2000	Intermediate
✓	Widi Astuti	22 July 2000	Pre-Intermediate
✓	Yos Subono	22 July 2000	Basic
✓	Aris Bawanta	22 July 2000	Basic
	Suparjinah	24 July 2000	Intermediate
✓	Budi Susilo	24 July 2000	Intermediate
→	Evi Diana	25 July 2000	Advance
✓	Yekti Buariah	25 July 2000	Intermediate
✓	Johanes Subang Sacira	25 July 2000	Intermediate
→	Winarni Astutiningsih	25 July 2000	Pre-Intermediate
✓	Daryanto	25 July 2000	Pre-Intermediate
	Ari Widyastuti	25 July 2000	Intermediate
	Ary Widyanto Sukmo	28 July 2000	Advance
	Wendy Carmala	28 July 2000	Basic
✓	Pandu Kusmoro	29 July 2000	Intermediate
✓	Partomuan Bintang	30 July 2000	Intermediate
✓	Tedjo Sujiwanto	30 July 2000	Intermediate
	Harlina Sri Utami	30 July 2000	Intermediate
✓	Fransiska Hermila	31 July 2000	Advance
✓	Yuni Krismawati	31 July 2000	Advance



## APPENDIX B



## GARIS-GARIS BESAR PROGRAM PENGAJARAN

Mata Kuliah : Bahasa Inggris Profesi

No Kode : / 7 SKS

Deskripsi Singkat:

Mata kuliah ini mempelajari ungkapan dalam bahasa Inggris yang dipakai pada komunikasi langsung atau melalui media, pemberian informasi, pemesanan atau penerimaan pesan, check in di hotel, respon terhadap perintah, memberi perintah, permintaan maaf pada tamu.

Tujuan Instruksional Umum :

Setelah mempelajari mata kuliah ini, mahasiswa akan dapat memahami dan menggunakan ungkapan aktif dalam bahasa Inggris dengan benar dan sopan secara tertulis maupun lisan dalam menjalankan tugasnya menghadapi para tamu.

No. Mod	Pokok Bahasan	Sub Pokok Bahasan	Est. Waktu
1	Introduction	Questions Istilah dalam pariwisata Jabatan dalam pariwisata	100
2	Tenses	Past Tense Present Tense Future Tense	100
3	Taking Phone Calls	Can, Could, I'd like to.. Ekspresi bahasa komunikasi telepon Istilah dalam komunikasi telepon	100
4	Giving Information	Adjectives Fasilitas dalam hotel dan restaurant Ekspresi bahasa Sequences	100
5	Reservation	Conditional clauses Spelling Istilah dalam pemesanan Ekspresi bahasa	100

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

6	Apologizing	Ekspresi bahasa (permintaan maaf) Comparisons Memberi penjelasan Problems dalam service	100
7	Receiving Guest	Prepositions Ekspresi bahasa Istilah dalam front office Nationality	100
8	Requests and responses	Questions with shall, may, would Ekspresi bahasa Simbol-simbol dalam pariwisata	100
9	Directions	Imperatives Lokasi Ekspresi bahasa Memberi arah ke suatu tempat	100
10	Instruction	Verb phrase Ekspresi bahasa Resep makanan dan minuman Istilah dalam resep pembuatan makanan dan minuman	100
11	Payment	Passive Voice Currencies Ekspresi bahasa Istilah dalam pembayaran	100
12	Job Interview	Formal language Istilah dalam interview Ekspresi bahasa Membuat surat lamaran	100

**GENERAL INSTRUCTIONAL OBJECTIVES**

To motivate the students to be confident in communicating English orally and written according to their competence in tourism study



SPECIFIC INSTRUCTIONAL OBJECTIVES (SIO)

UNIT	TOPICS	SIO
1	Greetings and Introductions	Students are able to : a. make greetings in English to guests b. introduce themselves in English to each other c. make Yes/No questions in English correctly d. make Wh-questions in English correctly e. mention personal questions in English to guests
2	Hotel Check In	Students are able to : a. make polite requests in English to guests b. mention English numbers correctly c. mention important days in English correctly
3	Telephoning	Students are able to : a. take message using telephone in English correctly b. spell English alphabets correctly c. make indirect request in English to each other d. mention the steps of reservation in English using telephone e. mention some English terms in telephoning correctly f. mention some countries and their nationality
4	Suggestions and Offering Helps	Students are able to : a. make suggestions in English politely and correctly b. respond English statements correctly c. offer helps in English orally
5	Food and Beverages : Hospitality	Students are able to: a. make greetings in English politely to restaurant's guests b. make comparisons in English with adjectives correctly.

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**

		<ul style="list-style-type: none"> <li>c. mention some terms in Food and Beverages study correctly</li> <li>d. practice the conversation between guest and waiter</li> </ul>
6	Food and Beverages : Instructions	<p>Students are able to :</p> <ul style="list-style-type: none"> <li>a. use infinitives and gerunds in conversation correctly</li> <li>b. make instructions in correct order</li> <li>c. mention some terms in Food and Beverages study correctly</li> </ul>
7	Apologies and Complaints	<p>Students are able to :</p> <ul style="list-style-type: none"> <li>a. make apologies in English politely to guests</li> <li>b. respond complaints from guests in English using pronouns correctly</li> <li>c. mention some complaints terms in English correctly</li> </ul>
8	Payment	<p>Students are able to :</p> <ul style="list-style-type: none"> <li>a. make calculation in English correctly</li> <li>b. make passive sentences in English orally</li> <li>c. change active sentences into passive correctly</li> <li>d. mention some currencies in English correctly</li> <li>e. practice the conversation between head cashier and guests correctly</li> </ul>
9	Giving Direction (Outdoor and Indoor)	<p>Students are able to :</p> <ul style="list-style-type: none"> <li>a. give indoor directions in English to foreign visitors correctly</li> <li>b. give outdoor directions in English to foreign visitors correctly</li> <li>c. describe location in English correctly</li> </ul>
10	Tour Itinerary	<p>Students are able to :</p> <ul style="list-style-type: none"> <li>a. present a tour itinerary in English correctly</li> <li>b. make correct sequences in presenting a tour itinerary orally</li> <li>c. distinguish the use of present continuous and going to for future correctly</li> <li>d. make correct adjectives order in English</li> </ul>
11	Farewells	<p>Students are able to :</p> <ul style="list-style-type: none"> <li>a. practice conversation of hotel checking out between receptionist and guests</li> <li>b. make farewells in English to guests</li> <li>c. mention some farewell terms in English correctly</li> <li>d. mention room facilities in English correctly</li> </ul>

12	Job Interview	Students are able to : a. respond English questions in job interview correctly b. distinguish the use of simple past tense and present perfect continuous tense correctly c. write an application letter in English correctly
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PROFESSIONAL ENGLISH INSTRUCTIONAL MATERIALS  
FOR  
TOURISM ACADEMY STUDENTS

LESSON PLAN



TITUS YOS PARINGAN

Student No. 94 1214 125

ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
SANATA DHARMA UNIVERSITY  
YOGYAKARTA  
2000



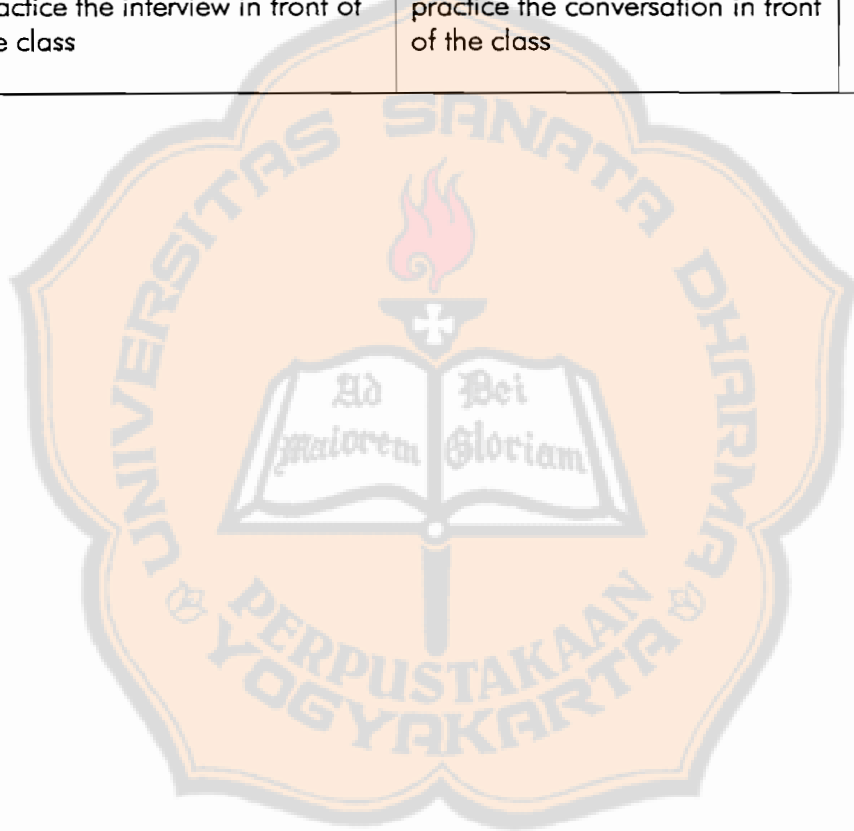
# UNIT 1

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Introduction</u> Teacher introduces himself and asks the students to introduce themselves one by one orally (in front of the class if necessary)	Students introduce themselves orally (in front of the class)	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using some cue cards. NAME → <i>What is your name?</i> <i>My name is Susy.</i> JOB → <i>What do you do? or What's your job?</i> <i>I am a lawyer.</i> Teacher does the same in presenting Yes/No Questions	Students listen and ask questions if necessary  Students respond the teacher's drilling	textbook cue cards blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher asks the students to match the pictures with the appropriate words	Students match the pictures with the words and discuss the meaning and the function in groups	textbook

15'	Teacher asks the students to listen to three dialogues and match them with the correct pictures	Students listen to three dialogues and match them with the correct pictures	textbook cassette and tape
10'	Teachers divides the students into groups of two and asks them to have an oral interview to fill out the form given in the textbook	Students practice the interview in a group of two	textbook interview form
30'	Some groups are chosen to practice the interview in front of the class	Students, in a group of two, practice the conversation in front of the class	



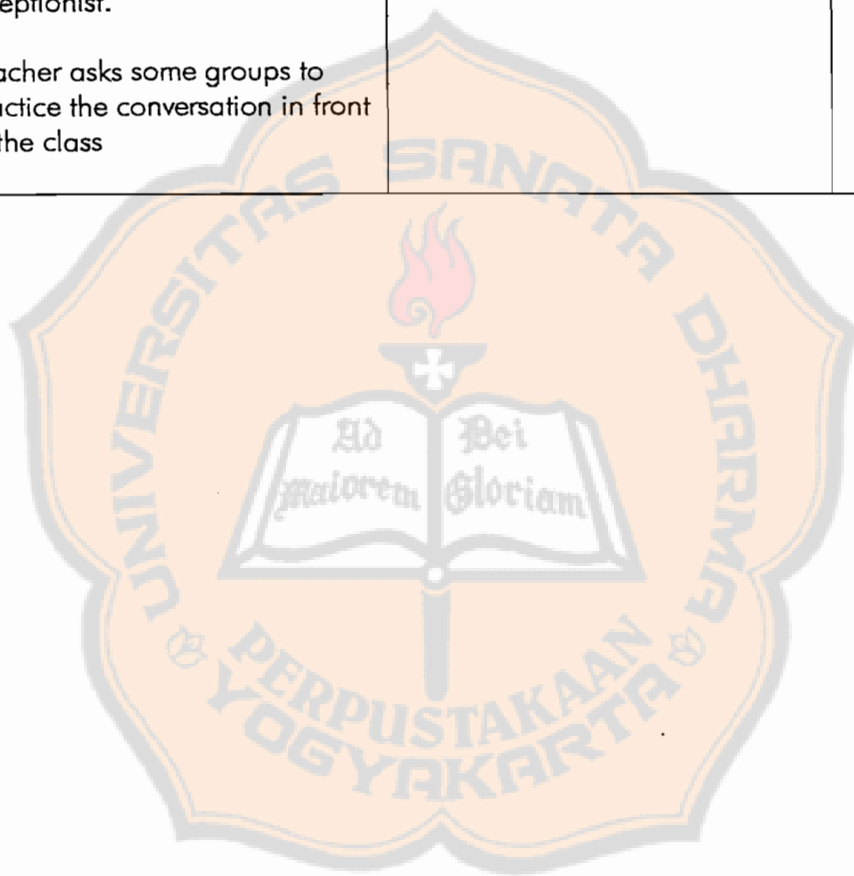
## UNIT 2

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using some pictures, which are related to making polite request A: <i>Would you mind cutting the garlic, please?</i> B: <i>OK. No problem! or Sorry. I can't right now.</i>	Students listen and ask questions if necessary  Students respond the teacher's drilling	textbook cue cards blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher drills the students using some cue cards of numbering and days	Students respond the teacher's drilling orally	textbook cue cards

15'	Teacher asks the students to listen to a dialogue and make the correct words order	Students listen to the dialogue and make the words in correct order	textbook cassette and tape
10'	Teachers divides the students into groups of two and asks them to find the missing words in the crossword	Students fill in the crossword in a group of two	textbook
30'	Teacher asks the group to have conversation as a guest who is checking in a hotel and a hotel receptionist.  Teacher asks some groups to practice the conversation in front of the class	Students, in a group of two, practice the conversation in front of the class	



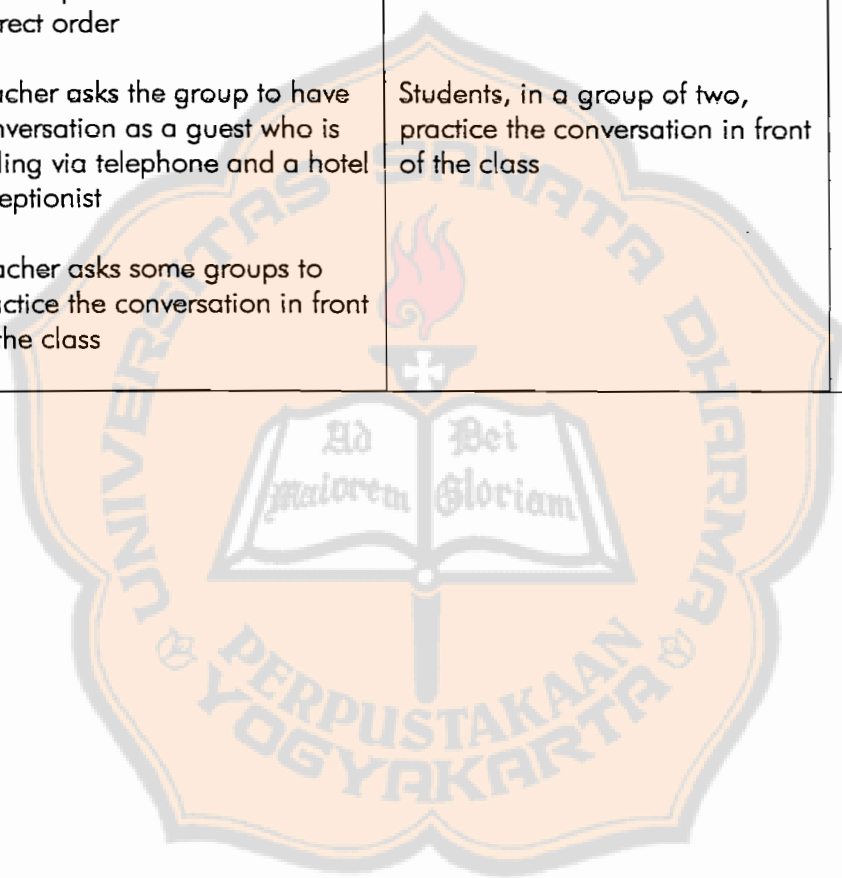
## UNIT 3

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation of receiving phone calls based on the useful expressions given	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'  5'	Teacher presents and explains the language study to the class using some cue cards, which are related to making indirect request <i>where/beer/could/could/you/me/a/have/I/tell</i> <i>Could you tell me where I could have a beer?</i>  Teacher asks the students to do the exercise given in the textbook.	Students listen and ask questions if necessary  Students respond the teacher's drilling  Students do the exercise	textbook cue cards blackboard
10'	Teacher drills the students using some cue cards of countries and their nationality  Teacher asks the students to find the meaning of the telephone words in a group of five	Students respond the teacher's drilling orally  Students have discussion to find the meaning of the telephone words in a group of five	textbook cue cards

15'	Teacher asks the students to listen to a dialogue and write the information in the note pads	Students listen to the dialogue and write the information in the note pads	textbook cassette and tape
10'	Teachers divides the students into groups of two and asks them to put the sentences in the correct order	Students fill in the crossword in a group of two	textbook
30'	Teacher asks the group to have conversation as a guest who is calling via telephone and a hotel receptionist  Teacher asks some groups to practice the conversation in front of the class	Students, in a group of two, practice the conversation in front of the class	



## UNIT 4

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using some cue cards, which are related to making suggestions  YOGYA <i>I'm going to Yogya next week. So, you must bring a lot of money then.</i>	Students listen and ask questions if necessary  Students respond the teacher's drilling	textbook cue cards blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
20'	Teacher asks them to do the exercise given and asks some of them to tell some interesting topics related to their hometown to the class orally	Students do the exercise and tell some interesting topics related to their hometown to the class orally	textbook cue cards

15'	Teacher asks the students to listen to three dialogues and write the problems and the remedies taken	Students listen to the dialogues and write the problems and the remedies taken	textbook cassette and tape
25'	Teacher divides the students into groups of two and asks them to have conversation as a tourist who is planning to visit some places in Indonesia and a tourist information officer	Students, in a group of two, practice the conversation in front of the class	





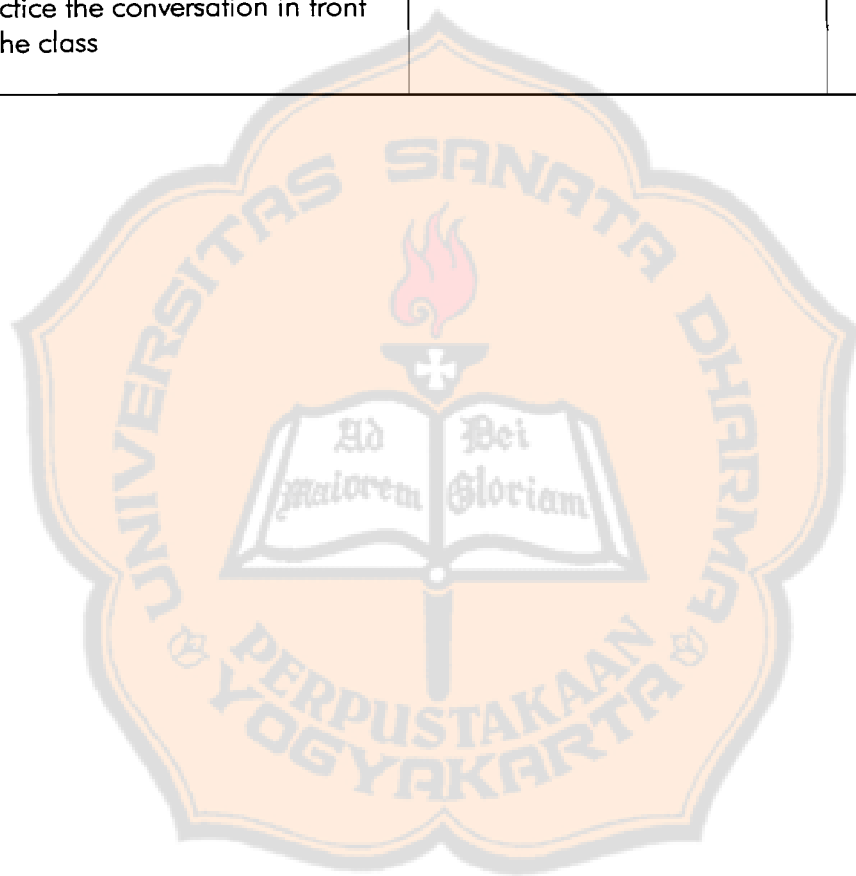
## UNIT 5

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
15'	Teacher presents and explains the language study to the class using some pictures and examples, which are related to comparison Elephant ----- Horse <i>Elephants are bigger than horses</i> Shopping ----- Watching TV <i>Shopping is not as interesting as watching TV</i>	Students listen and ask questions if necessary  Students respond the teacher's drilling	textbook cue cards blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
15'	Teacher drills the students using some cue cards to practice how to give an order to start with/tomato juice <i>What would you like to start with?</i> <i>I'd like a tomato juice, please</i>  Teacher asks the students to discuss some terms written in the textbook (p.20) in a group of five	Students respond the teacher's drilling orally  Students discuss the terms in a group of five	textbook cue cards

15'	Teacher asks the students to listen to a dialogue and make the calculation of an order	Students listen to the dialogue and make the calculation of an order	textbook cassette and tape
15'	Teachers divides the students into groups of two and asks them to have conversation as a guest who is making an order in a restaurant and a waiter	Students, in a group of two, practice the conversation in front of the class	textbook
30'	Teacher asks some groups to practice the conversation in front of the class		



## UNIT 6

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using some pictures, which are related to making sentences using infinitives and gerunds after a preposition a pen → <i>What is a pen used for?</i> <i>It is used for writing a letter</i>	Students listen and ask questions to the teacher if necessary  Students respond the teacher's drilling	textbook cue cards blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher drills the students using some cue cards of kitchen equipment and asks the students to discuss some terms in the textbook in a group of five	Students respond the teacher's drilling orally and have discussion in a group of five	textbook cue cards

15'	Teacher asks the students to listen to a dialogue and name some pictures in the textbook	Students listen to the dialogue and name some pictures in the textbook	textbook cassette and tape
10'	Teachers divides the students into groups of two and asks them to find the missing words in the crossword	Students fill in the crossword in a group of two	textbook
30'	Teacher asks the group to prepare a recipe (food and beverages) and present it in front of the class St A: a recipe for food St B: a recipe for beverage	Students, in a group of two, present the recipe in front of the class and the other students may ask some questions	



## UNIT 7

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using some pictures, which are related to using pronouns in apologies <i>The meat is watery</i> <i>I'm terribly sorry, Sir.</i> <i>I'll get another one.</i>	Students listen and ask questions if necessary  Students respond the teacher's drilling	textbook cue cards blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher drills the students using some cue cards of complaints and asks them to explain the meaning of the words	Students respond the teacher's drilling and explain the meaning of the words	textbook cue cards

15'	Teacher asks the students to listen to the dialogues and answer the questions	Students listen to the dialogue and answer the questions	textbook cassette and tape
15	Teachers divides the students into groups of two and asks them to have conversation as a guest who is complaining in a hotel and restaurant and a hotel receptionist / a waiter	Students practice the conversation in a group of two	textbook
30'	Teacher asks some groups to practice the conversation in front of the class	Students, in a group of two, practice the conversation in front of the class	



## UNIT 8

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using some cue cards and sentences, which are related to passive sentences <i>Mr. Sonny use a bicycle to go to his office</i> <i>A bicycle is used by Mr. Sony to go to his office</i>	Students listen and ask questions if necessary  Students respond the teacher's drilling	textbook cue cards blackboard
10'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher drills the students using some cue cards on payment and ask them to explain the words	Students respond the teacher's drilling and explain the words orally	textbook cue cards

15'	Teacher asks the students to listen to a dialogue and fill the payment form	Students listen to the dialogue and fill the payment form	textbook cassette and tape
10'	Teachers divides the students into groups of two and asks them to have conversation as a guest who wants to pay the bill in a restaurant and a waiter using the bill record card	Students fill in the crossword in a group of two	textbook
30'	Teacher asks some groups to practice the conversation in front of the class	Students, in a group of two, practice the conversation in front of the class	





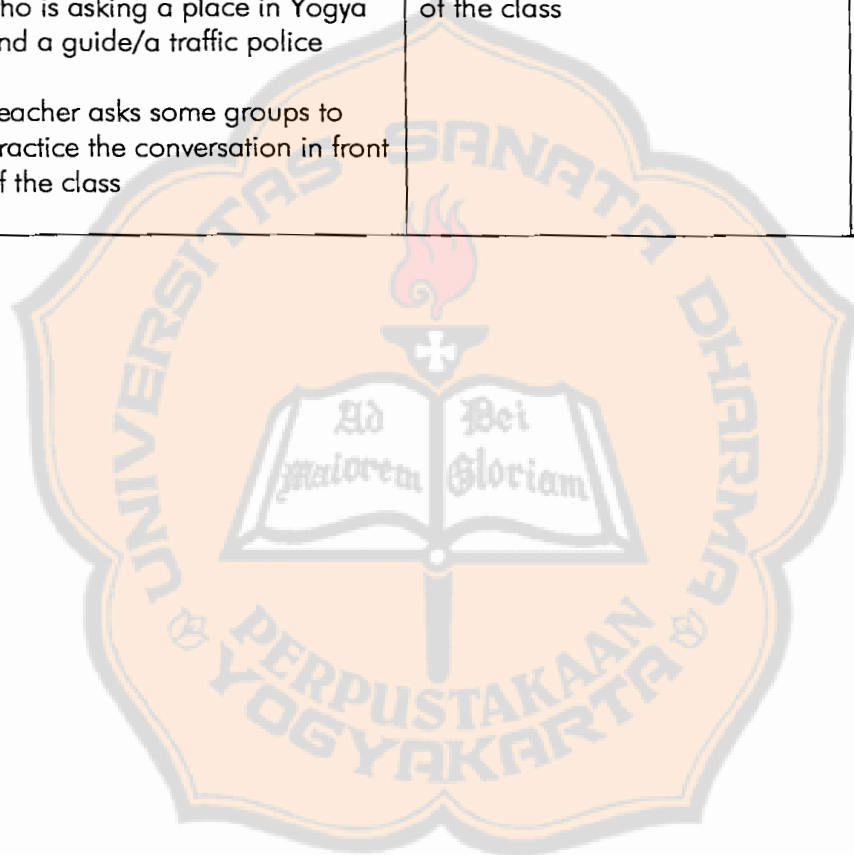
## UNIT 9

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using a map, which are related to giving direction <i>How do we get to the bank?</i> <i>First go pass two blocks, then ...</i>	Students listen and ask questions if necessary  Students respond the teacher's instructions	textbook cue cards blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher explain and drills the students using some cue cards of direction and location	Students respond the teacher's drilling orally	textbook map

15'	Teacher asks the students to listen to some dialogues and locate the place based on the dialogues	Students listen to the dialogues and locate the place based on the dialogues	textbook cassette and tape
10'	Teachers divides the students into groups of two and asks them to give direction based on the map in the textbook	Students fill in the crossword in a group of two	textbook map
30'	Teacher asks the group to have conversation between a guest who is asking a place in Yogya and a guide/a traffic police  Teacher asks some groups to practice the conversation in front of the class	Students, in a group of two, practice the conversation in front of the class	



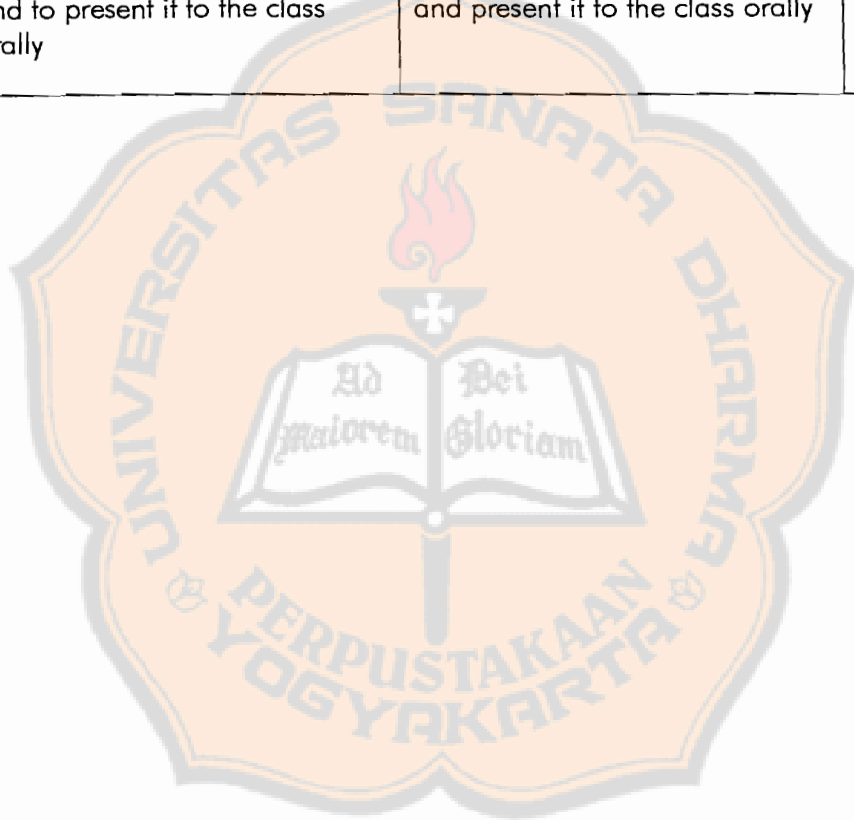
## UNIT 10

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class asks the students to make sentences using present continuous and going to for future <i>I am going to Jakarta tomorrow</i> <i>I am going to go to Jakarta tomorrow</i>	Students listen and ask questions if necessary  Students make sentences using present continuous and going to for future	textbook blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher drills the students using some cue cards of adjectives and asks them to put the adjectives in correct order	Students respond the teacher's drilling orally	textbook cue cards

15'	Teacher asks the students to listen to a tour itinerary and complete the notes on the itinerary	Students listen to a tour itinerary and complete the notes on it	textbook cassette and tape
10'	Teacher asks the student to do the individual work in the textbook	Students do the individual work in the textbook	textbook
30'	Teacher asks the students to make a tour itinerary individually and to present it to the class orally	Students make a tour itinerary and present it to the class orally	



## UNIT 11

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using some conditions and asks the students to make sentences based on if-clauses with modals <i>If Yogya doesn't have Sultan Palace, ...</i>	Students listen and ask questions if necessary  Students respond the teacher's drilling	textbook blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher drills the students using some cue cards of room facilities and asks them to explain their meaning	Students respond the teacher's drilling orally and explain their meaning	textbook cue cards

15'	Teacher asks the students to listen to three dialogues and complete the table	Students to listen to three dialogues and complete the table	textbook cassette and tape
10'	Teachers divides the students into groups of two and asks them to have conversation as a guest who is checking out in a hotel and a hotel receptionist.	Students practice the conversation orally	textbook
30'	Teacher asks some groups to practice the conversation in front of the class	Students, in a group of two, practice the conversation in front of the class	



## UNIT 12

TIME : 100'

Number of Students: 20

TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AIDS
10'	<u>Chit-chat and Review</u> Teacher asks the students some questions related to the previous materials orally	Students answer the teacher's questions orally	
15'	<u>Conversation</u> Teacher divides the class into groups of two students and asks some groups to read the conversation loudly.  Teacher asks the students to make a simple conversation based on the useful expressions part.	Students read the conversation loudly  Using their own ideas, students make a simple conversation based on the useful expression given	textbook
10'	Teacher presents and explains the language study to the class using some pictures, which are related to past tense and present perfect continuous tense <i>Two years ago, I stayed in a dormitory</i> <i>I have been learning English since 1990</i>	Students listen and ask questions if necessary  Students respond the teacher's drilling and make sentences	textbook cue cards blackboard
5'	Teacher asks the students to do the exercise given in the textbook.	Students do the exercise	
5'	Teacher explains the students on how to write an application letter and asks them to write their application letter of a vacancies	Students write their application letter of a vacancies	textbook cue cards

15'	Teacher asks the students to listen to a speaker reading a job vacancies and answer them	Students listen to a speaker reading a job vacancies and answer them	textbook cassette and tape
40'	Teachers divides the students into groups of five and asks them to have conversation in a job interview between interviewers and an applicant	Students, in a group of five, practice the conversation in a job interview	textbook





PROFESSIONAL ENGLISH I  
FOR  
TOURISM ACADEMY



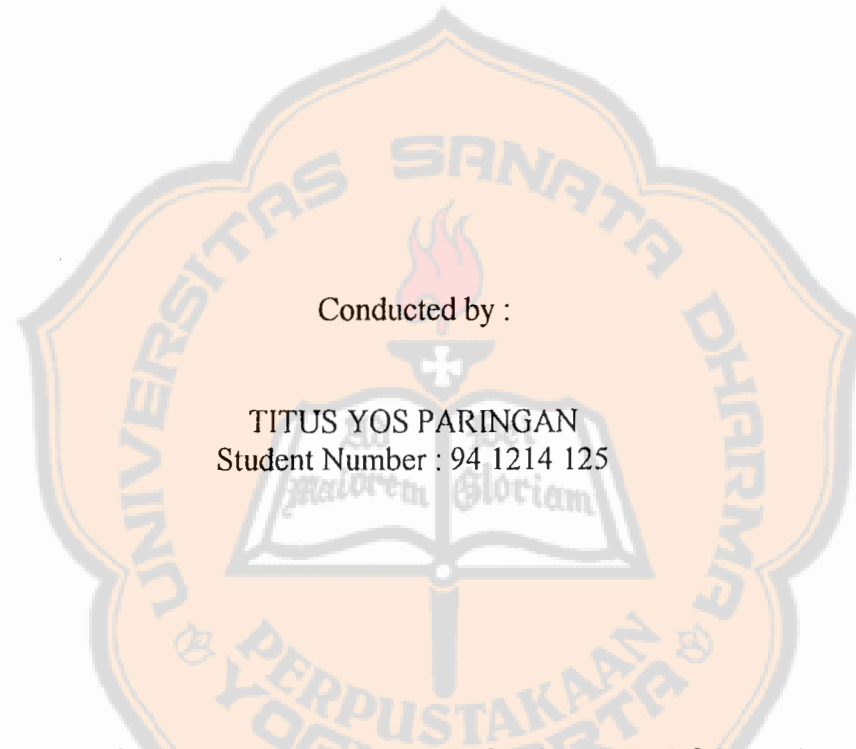
Designed by

TITUS YOS PARINGAN

94 1214 125

ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ART EDUCATION  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
SANATA DHARMA UNIVERSITY  
YOGYAKARTA  
2000

**PROFESSIONAL ENGLISH FOR TOURISM ACADEMY STUDENTS**



Conducted by :

TITUS YOS PARINGAN  
Student Number : 94 1214 125

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
SANATA DHARMA UNIVERSITY  
YOGYAKARTA  
2000

# UNIT 1

## NICE TO MEET YOU!

### 1 Conversation

Read and practice the conversation below.

**A:** Hi. Can I give you a hand?

**B:** Oh, thanks.

**A:** By the way, I'm Hendro. I'm in room 203.

**B:** Oh? I'm moving into 149.

My name is Vivian, you can call me Vivi.

**A:** Nice to meet you.

**B:** Good to meet you, too.

**A:** And where are you from, Vivi?

**B:** I'm from Australia, from Melbourne.

**A:** Oh, really? Are you going to work here?

**B:** Yes, I'm a reporter. I just started working for *Weekly News*.

How about you, Hendro?

**A:** I'm a law student and I'm doing research here for two weeks.

Say, why don't you come over for coffee later?

**B:** Oh, thanks. I'd love to.



### USEFUL EXPRESSIONS

*Good morning/afternoon/evening/night.*

*By the way, ...*

*What is your (first/last/nick) name?*

*How should I call you?*

*Please call me....*

*Where are you from?*

*Nice/glad/good to meet you.*

*Good night* is only used in the sense of *Goodbye*. It never means *Hello*.

2

Language Study :

**Wh-questions and Yes/No-questions for Personal Information**

1 Wh-questions

Wh-questions are questions using what, where, when, who, which, why and how (many/much). Look at the examples below:

<b>Name</b>	What is your name?	My name is Susy
<b>Origin</b>	Where are you from?	I am from Uganda
<b>Address</b>	What is your address?	I live on Jalan Solo
	Where do you live?	
<b>Job</b>	What do you do?	I am a lawyer
	What is your job?	
<b>Place of Birth</b>	Where were you born?	I was born in Cairo
<b>Date of Birth</b>	When were you born?	I was born in 1975

2 Yes/No questions

Yes/No questions are questions that is supposed to be answered by yes or no statement. Look at the examples below:

<b>Name</b>	Are you Mr Joko?	Yes, I'm Joko No, I'm Rudi
<b>Origin</b>	Are they from Japan?	Yes, they are / No, they aren't
<b>Address</b>	Is your address on Jl.Solo?	Yes, it is / No, it isn't
<b>Job</b>	Are you a receptionist?	Yes, I am / No I am not.
	Is she a teacher?	Yes, she is / No, she isn't.
<b>Place of Birth</b>	Were you born in Yogya?	Yes, I was / No, I wasn't
<b>Date of Birth</b>	Were you born in sixties?	Yes, I was / No, I wasn't

More examples to use in daily conversation.

What do you know about ...?  
When does she arrive at work?  
What time is it?  
Which book do you like?  
Why do you use .... ?

Do you have ...?  
Are you married?  
Does she like shopping?  
Do you want some ....?

EXERCISE

1. Create questions to ask your partner.

Example : *Where do you have lunch?*

Where	live?	_____
	have lunch?	_____
	go on holidays?	_____
When	get up?	_____
	go to bed/go to sleep?	_____
	have dinner?	_____
	study English?	_____
	relax?	_____
What	drink in the morning?	_____
	eat for breakfast?	_____
	watch TV?	_____
	do?	_____
Who	like on TV?	_____
	visit at weekends?	_____
Why	like your job?	_____
	like learning English?	_____

2. Read each incorrect sentence below. Find the error and correct it.

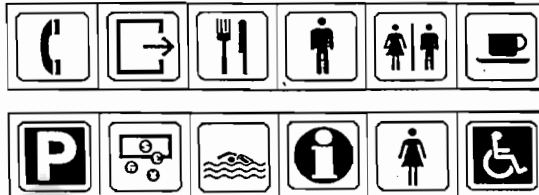
Example : *She work in a travel agency.* ( )  
*She works in a travel agency.* ( )

- a. He don't live in Hamburg. \_\_\_\_\_
- b. Why you work at home? \_\_\_\_\_
- c. They doesn't learn English. \_\_\_\_\_
- d. She have two big cats. \_\_\_\_\_
- e. What time it is? \_\_\_\_\_

**3 WORD POWER**

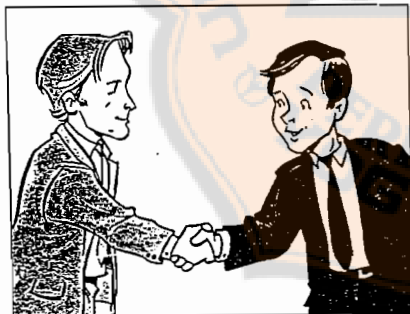
Look at the symbols below and match each one with the appropriate word.

- a. restaurant
- b. handicap facilities
- c. car park
- d. swimming-pool
- e. money exchange
- f. women
- g. toilets
- h. men
- i. telephone
- j. exit
- k. coffee shop
- l. information
- m. hospital



**4 Listening**

Listen to three dialogs. Write the dialog number next to the correct picture!



5	Activity
---	----------

Pair Work

Take turns interviewing each other and complete the following form.

<i>PERSONAL DATA</i>	
FIRST NAME	
LAST NAME	
NICK NAME	
ADDRESS	
ORIGIN	
PLACE OF BIRTH	
AGE	
PHONE NUMBER	
JOB	
MARITAL STATUS	MARRIED / SINGLE

Individual Work

Now introduce yourself to the class based on these notes:

- name
- address
- origin
- place/date of birth
- age
- phone number
- activity
- marital status

Example: Start like this

Good morning. I'd like to introduce myself. My name is Andy and I live on Jalan Pegadangan 51. I am from Klaten, a small town between Yogya and Solo. ....

# UNIT 2

## MAY I HELP YOU?

### 1 Conversation

Read and practice the conversation below.

**Reception** : Good evening. Can I help you, Sir?

**Guest** : Yes. I'd like a room for two nights.

**Reception** : Do you have a reservation?

**Guest** : Yes, the name's David. I telephoned on April 2nd.

**Reception** : Ah yes, Mr. David. Could you fill this registration card, please?

**Guest** : Is it necessary to fill in the passport information?

**Reception** : Yes, if you would, please. Here's your key. It's room number 72 on the second floor. And here's your key card for use in the hotel's bars and restaurants. I'll ask the porter to help you with your luggage ...



#### USEFUL EXPRESSIONS

*Could I have your ...*

*Could you fill this ...*

*Here's your ...*

*I'm sorry. We are/ the hotel is full/fully booked.*

*Do you have reservation?*



2 Language Study :  
**Polite Request**

Turn the light off, please	Sure. I'd be glad to.
Please don't park your car here.	All right.
Could I have your phone number, please?	Sure. No problem!
Would you please keep the noise down?	I'm sorry, but I'm busy.
Would you mind cutting the garlic, please?	Sorry, I can't right now.

1 Pair Work : Use the cues to make requests. Then compare practice them with a partner

- \_\_\_\_\_ lend me ten dollars
- \_\_\_\_\_ have your card
- \_\_\_\_\_ go along this way
- \_\_\_\_\_ sign this form
- \_\_\_\_\_ move your car to the corner
- \_\_\_\_\_ blow smoke in my face
- \_\_\_\_\_ play the music loudly
- \_\_\_\_\_ bring this luggage to the third floor
- \_\_\_\_\_ get me a glass of mineral water

2. Make polite requests based on the pictures below!



<b>3</b>	<b>WORD POWER</b>
----------	-------------------

**NUMBERING**

Check these numbers!

1	one	first (1st)	once
2	two	second (2nd)	twice
3	three	third (3rd)	three times/thrice
4	four	fourth (4th)	four times
5	five	fifth (5th)	five times
6	six	sixth (6th)	six times
7	seven	seventh (7th)	seven times
8	eight	eighth (8th)	eight times
9	nine	ninth (9th)	nine times
10	ten	tenth (10th)	ten times

**DAYS and HOLIDAYS**

DAYS	MONTHS	SEASONS	HOLIDAYS
Monday	January	Spring	Christmas
Tuesday	February	Summer	Easter
Wednesday	March	Autumn	Ramadhan
Thursday	April	Winter	New Year
Friday	May		
Saturday	June		
Sunday	July		
	August		
	September		
	October		
	November		
	December		

<b>4</b>	<b>Listening</b>
----------	------------------

Listen to the dialogue. In what order do these words come?

- |           |            |         |             |                |
|-----------|------------|---------|-------------|----------------|
| 1. table  | 3. reserve | 5. name | 7. help     | 9. nights      |
| 2. single | 4. evening | 6. book | 8. Saturday | 10. restaurant |

<b>5</b>	<b>Activity</b>
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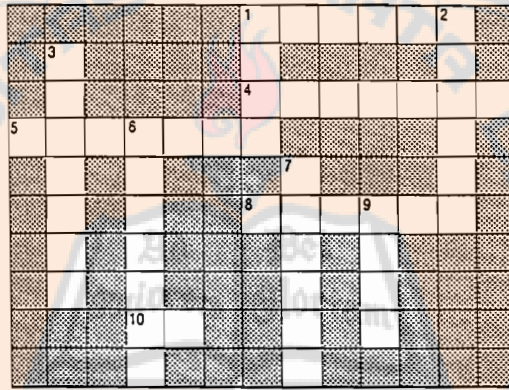
1. Find the missing words. Use them to fill in the crossword:

**Across** →

**Down** ↓

- 1 A room for four \_\_\_\_\_, please.
- 4 Good \_\_\_\_\_.
- 5 Could I \_\_\_\_\_ a table for two, please?
- 8 A room for two
- 10 \_\_\_\_\_, I'm sorry, the hotel is full

- 1 My \_\_\_\_\_ is Jose Artuco
- 2 A room for one person
- 3 The day before Wednesday
- 6 Good \_\_\_\_\_.
- 7 They day after Sunday
- 9 Can I \_\_\_\_\_ a room, please?



**2. PAIR WORK.**

Practice the conversation as a guest and a receptionist using your own information.

# UNIT 3

## WHO'S CALLING, PLEASE?

### 1 Conversation

Read and practice the conversation below.



- A** Good morning, Oriental Hotel. Can I help you?
- B** Hello. Could I speak to Mr Aryanto, please?
- A** One moment, please. I'll put you through. .... Oh, I'm sorry, Sir. He's not here at the moment. Can I take a message?
- B** Yes. Could you ask him to go to my office before 8 o'clock?
- A** Who's calling, please?
- B** This is Mr Hengky.
- A** Could you spell that, please?
- B** It's H-E-N-G-K-Y
- A** Thank you, Mr Hengky. I'll give him the message.

### USEFUL EXPRESSIONS

#### Receptionist

*Good morning. Can I help you?  
Who's calling, please?  
Could you spell that, please?  
One moment, please. I'll put you through.  
I'm sorry. He's not here at the moment.*

#### Caller

*Yes, please. Could I speak to Mr Smith?  
This is Mr Affandi  
It's A-F-F-A-N-D-I  
Thank you.  
Do you know what time he'll be back?*

*I'm afraid he's on another line  
the line is busy*

*Could I leave a message?*

*Can I take a message?  
Would you like to hold?  
Certainly. Could I have your number?*

*Yes, Could you ask him to ....?  
Yes, please?  
Yes, it's ....*

## 2 Language Study : Indirect Requests

### Statement & Imperatives

Mr Smith is having a party.  
Call me at five.  
Don't be late.

### Indirect Requests

Could you tell her that Mr Smith is having a party?  
Would you ask him to call me at five?  
Can you tell Harry not to be late?

### Yes/No Questions

Is Mrs Judy free on Monday?  
Does she have my number?  
Will he be there?

### Indirect Requests

Can you ask Mrs Judy if she's free on Monday?  
Could you ask her if she has my number?  
Please ask him if he'll be there?

### Wh-Questions

Where is Sultan Palace located ?  
When does the shop open?  
What should we bring?

### Indirect Request

Can you ask Jo where Sultan Palace is located?  
Could you ask him when the shop opens?  
Would you ask her what we should bring?

## EXERCISE

1 Put the words in these requests in the correct order. Then compare with a partner.

- a. you / he / class / ask / me / can / Don / would / after / meet / if ?
- b. telephone / I / your / could / number / have ?
- c. noise / tell / so / make / him / to / you / can / much / not ?
- d. fill / you / registration / to / her / this / in / card / would / ask ?
- e. where / beer / could / can / you / me / a / have / I / tell ?

2 Now write five indirect requests you would like to ask your partners.

**3 WORD POWER**

**Telephone words**

receiver  
 dial  
 international code  
 country code  
 telephone book/directory  
 payphone  
 callbox  
 ansaphone  
 local call  
 long distance/trunk call  
 collect call  
 telex  
 telegram

**Countries and Nationalities**

France/French  
 Belgium/Belgian  
 Spain/Spanish  
 Italy/Italian  
 Netherlands/Dutch  
 Germany/German  
 Denmark/Danish  
 Sweden/Swedish  
 Norway/Norwegian  
 Greece/Greek  
 Portugal/Portuguese  
 Switzerland/Swiss  
 China/Chinese  
 Japan/Japanese  
 Thailand/Thai  
 Mexico/Mexican

Check your dictionary to know the meanings of the above words!

**4 Listening**

Listen and fill in the information on these note pads.

MEMO

DINO'S FOR LUNCH

OPENS AT \_\_\_\_\_

CLOSES AT \_\_\_\_\_

CLOSED ON \_\_\_\_\_

DINO'S RESTAURANT

table reservation WEEK No.18

Day : \_\_\_\_\_

Number of People : \_\_\_\_\_

Time: \_\_\_\_\_

Name: \_\_\_\_\_

<b>5</b>	<b>Activity</b>
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1 Put the following sentences in the correct order to make a telephone situation between a receptionist (**R**) and a caller (**C**). The first one has been done as an example.

- R** I'm sorry. Mrs Chang isn't here at the moment.
- C** It's J-A-C-K-S-O-N. I'm staying at the Ambarukmo Palace Hotel.
- R** The Ambarukmo Palace Hotel? Could I have your number?
- C** Thank you. Goodbye.
- R** Certainly, sir. Could you spell that, please?
- C** Yes, it's 543 112 32
- R** I think she'll be back this afternoon. Can I take a message?
- C** Could I speak to Mrs Chang, please?
- R** Good afternoon. Holiday Inn. How may I help you?
- C** Yes, please. Could you ask her to call me? My name's Jackson.
- R** Goodbye.
- C** Do you know what time she'll be back?
- R** Thank you very much, Mr Jackson. I'll give her the message.

2 PAIR WORK.

Take turns being Student A and Student B based on your own information.

Student A : You are a receptionist at the Plaza Hotel. Answer the telephone and take a message. Write it down on the notepad.

<b>PLAZA HOTEL</b>		
Day _____	Date _____	Time _____
To _____		
From _____		
Message _____		
_____		

Student B : Telephone the Plaza Hotel and ask to speak to Mr Morrison. If you can't speak to him, leave a message.

# UNIT 4

## WHY DON'T YOU TAKE THE TOUR?

### 1 Conversation

Read and practice the conversation below.



**Guest** : Yes, we really are enjoying our stay.  
It's a lovely city.

**Hall Porter** : Good, it's the best time of year here.  
What have you planned for today,  
Mrs. Johnson?

**Guest** : We thought we'd visit the modern art  
exhibition at the art gallery. Have you  
ever heard anything about it?

**Hall Porter** : I believe it's very interesting. They have exhibits there from all over  
the world. You ought to visit the permanent exhibition, too. They have  
some wonderful old masters there.

**Guest** : Really? Well, by the way, my friend Jim has just fallen on the steps  
outside the hotel. I think he may have broken something.

**Hall Porter** : Oh, dear. I'll send a porter right away and we'll bring him in here.

### USEFUL EXPRESSIONS

*I think you should ...*  
*Why don't you ...*  
*I recommend you ...*  
*Are you interested in ...*

*You must ...*  
*You have to ....*

*That's too bad! I'll ....*  
*Would you like me to ...*  
*Shall I ...*



2 Language Study :  
**Necessity and Suggestions**

**Necessity**

- You **have to** get a visa.
- You **must** take warm clothes.
- You **don't have to** bring much money.
- You **must not** swim at the beach.

**Suggestions**

- You'd **better** talk to your father.
- You **ought to** visit Kaliurang
- You **should** take a sleeping bag.
- Why don't you** buy the ticket now?

EXERCISE

1. Give advice for someone who is thinking a vacation :

to the beach \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

to mountains \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

abroad \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Match these pairs of sentences:

- |                                  |   |
|----------------------------------|---|
| 1 It may rain                    | a. You must go to another hotel         |
| 2 It may be serious              | b. You'd better go this week            |
| 3 They might phone               | c. You don't have to bring your luggage |
| 4 He may arrive late             | d. We have to prepare the rooms         |
| 5 The play finishes on Saturday  | e. We should hold the room until 11 pm  |
| 6 The rooms are fully booked     | f. Why don't you call a doctor          |
| 7 They will arrive soon          | g. You should leave a message           |
| 8 Mrs Rinno wants to go shopping | h. You ought to take an umbrella        |

<b>3</b>	<b>WORD POWER</b>
----------	-------------------

**1 Pair Work**

Look at these phrases about traveling and arrange them into four categories:

- |                |                   |
|----------------|-------------------|
| a. good points | c. sightseeing    |
| b. problems    | d. transportation |

Some phrases may have more than one category:

- |                         |                        |                        |
|-------------------------|------------------------|------------------------|
| _____ exciting city     | _____ fantastic museum | _____ reasonable hotel |
| _____ high crime rate   | _____ too many tourist | _____ safe at night    |
| _____ beautiful scenery | _____ excellent trains | _____ poor roads       |
| _____ friendly people   | _____ terrible poverty | _____ good prices      |

**2** Think of a tourism place you know well. How many phrases can you think of to describe its good and bad points. Discuss with your partners in group.

<b>4</b>	<b>Listening</b>
----------	------------------

Listen to three quests with problems. Write, for each guest, what the problem is and the remedy(ies) suggested.

Dialogue #1	Problems :	
	Remedy(ies):	
Dialogue #2	Problems :	
	Remedy(ies):	
Dialogue #3	Problems :	
	Remedy(ies):	

5	Activity
---	----------

PAIR WORK

Take turns being a tourist (student A) and a tourist information officer (student B)  
The tourist gives some places s/he is going to visit and asks any suggestions or recommendation needed.

Example:

Student A : *I will go to Borobudur temple tomorrow morning.*

*What do you suggest?*

Student B : *Oh, you should bring a lot of money then because the price is very high there. And you'd better ...*



# UNIT 5

## ARE YOU READY TO ORDER?

### 1 Conversation

Read and practice the conversation below.

**Waiter:** Good evening, madam, evening sir. Can I help take your coats?

**Guest:** Thank you

**Waiter:** Do you have a reservation?

**Guest:** Yes. My name's Simon.

**Waiter:** Yes, sir. A table for two. Would you like to follow me, please?

**Waiter:** Here's the menu, sir.

**Guest:** Thank you.

**Waiter:** Are you ready to order?

**Guest:** Yes. I'd like the Caesar salad, please.

**Waiter:** One Caesar salad. And as an entrée?

**Guest:** I'd like Roast beef with green beans and baked potato, please.

**Waiter:** Roast beef with green beans and baked potato.  
What would you like to drink, sir?

**Guest:** Hmm ..could I have mineral water, please?

**Waiter:** Certainly, sir. Is that everything?

**Guest:** That's all. Thank you.

**Waiter:** Thank you, sir. Your order won't be long.



### USEFUL EXPRESSIONS

*Can I help take your coats?*

*Do you have a reservation?*

*Are you ready to order?*

*What would you like to start with?*

*What would you like as ...?*

*Is that everything?*

*Here's the menu, sir.*

*Your order won't be long.*

2 Language Study :  
**Comparisons with adjectives**

**With adjective + er**

French wine is **drier than** German wine  
 French wine is **(much) drier**  
 German wine is **not as dry as** French wine  
 German wine **not as refreshing**

**With more/less + adjective**

Champagne is **more expensive than** Beaujolais  
 Beaujolais is **(much) less expensive**  
 Beaujolais is **not as good as** Champagne  
 Beaujolais is **not as good**

EXERCISE

1 Use two words to complete each of these sentences.

- If it is smoked, Salmon is \_\_\_\_\_ Mussels (delicious)  
 Chili sauce is \_\_\_\_\_ tomato sauce (thick)  
 I like Mexican food, it is \_\_\_\_\_ Italian food (hot)  
 My coffee is not \_\_\_\_\_ your coffee (black)  
 Papaya leaves are \_\_\_\_\_ spinach (bitter)  
 Mineral water is \_\_\_\_\_ table wine (cheap)  
 A Burgundy bottle is \_\_\_\_\_ a Bordeaux bottle (fat)  
 Graves is not \_\_\_\_\_ Riesling.



2 Now write five dishes and make comparison to explain the meanings to your partner.

Example : *I like smoked salmon for a starter and it is much cheaper than mussels in white wine. However, it's ...*



<b>3</b>	<b>WORD POWER</b>
----------	-------------------

1 Study these words!

starters	aperitif	wine terms	shellfish	crockery
tomato salad	champagne	cork	lobster	dish
cucumber salad	kir	corkscrew	crayfish	bowl
mixed salad	Dubonnet	corkage	crab	casserole
egg mayonnaise	Martini	label	prawn	dinner plate
smoked salmon	St Raphael	sediment	shrimp	side plate
mussels	pasties	vintage	mussel	cup
salami	Cinzano bitter	a good year for	oyster	saucer
baked salmon		château bottled	scallop	mug
		chambré	squid	egg cup
			octopus	teapot
				coffee jug
				hot water jug

2 Now, add three more words from each column.

3 Work in pairs. Practice taking and giving order. Make sentences.

Examples: to start (with) / a tomato juice  
 A: *What would you like to start with?*  
 B: *I'd like a tomato juice, please.*

- 1 to start with / melon with ham
- 2 as an entrée / the baked salmon
- 3 as an appetizer / the melon
- 4 to drink / a fresh orange juice
- 5 as an entrée / the filet steak
- 6 with that / French fries and a side salad
- 7 as an appetizer / the soup of the day
- 8 an aperitif / a Campari and soda
- 9 with that / some green beans
- 10 to drink / a black coffee



4	Listening
---	-----------

Listen and calculate the cost of room 328's order.

LINTON HOTEL	
ROOM SERVICE MENU	
<b>BREAKFAST MENU:</b>	
Continental Breakfast (fruit juice, toast or croissant)	\$ 4.50
Full English Breakfast (cereals or fruit juice, fried egg, bacon, tea or coffee)	\$ 7.25
<b>HOT SNACKS:</b>	
Beefburger	\$ 3.92
Toasted Sandwich (ham, cheese, and tomato)	\$ 2.60
Omelettes (aux fines herbes, mushroom)	\$ 3.75
French fries (portion)	\$ 1.50
<b>COLD SNACKS:</b>	
Sandwiches (ham, cheese, beef, tuna fish and salad)	\$ 2.00
Quiche (portion)	\$ 3.00
Assorted cakes and pastries	each \$ 1.60
<b>BEVERAGES:</b>	
Tea per pot, per person	\$ .95
Coffee per pot, per person	\$ 1.30
Soft drinks	\$ 1.00
Milkshakes (strawberry, chocolate)	\$ 1.95
Hot chocolate	\$ 1.20

5	Activity
---	----------

**GROUP WORK**

Take turns being a waiter (student A) and a guest (student B). Make it as the real conversation in a restaurant.

# UNIT 6

## IT'S MADE OF CHEESE !

### 1 Conversation

Read and practice this conversation

**A:** How do you mix a dry martini?

**B:** First check you have everything you need.  
Then take a glass, polish it and fill it with ice.

**A:** Which shape glass?

**B:** A special dry martini glass.

**A:** OK. What next?

**B:** Next take a large glass and quarter fill it with ice.

**A:** Mmm

**B:** Then add two measures of London dry gin.

**A:** OK

**B:** Then pour in a small measure of dry vermouth, just a dash. And finally give it a good stir with a bar spoon to mix and chill the liquids.

**A:** I see. Is that all?

**B:** No. Throw out the ice from the glass and then strain the dry martini into the glass. Well, make sure that you always have an olive on a cocktail stick.



### USEFUL EXPRESSIONS

*First ...*

*Then/Next ...*

*After that ...*

*Finally ...*

*Always/Often/Sometimes*

*Rarely/Never*

*Take a glass*

*Add some ...*

*Fill the glass with ice*

*Pour in some ...*

*Make sure that you ...*



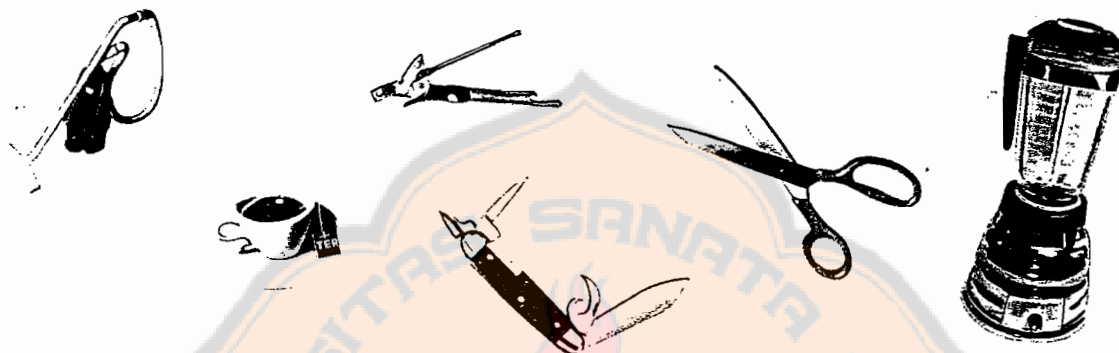
2 Language Study :  
**Infinitives and gerunds after a preposition**

**Infinitives**

It is used **to open** can  
 A blender is used **to make** drinks  
 You can use mincer **to cut** meat

**Gerunds**

It is used **for opening** can  
 A blender is used **for making** drinks  
 You can use mincer **for cutting** meat



EXERCISE

1 Complete the phrases in column A with suitable information in column B.

**Column A**

You can use knife  
 Mug is used  
 Heater lamps are used  
 Make sure that you use a stick  
 You can also use spoon

**Column B**

- a. to keep the food temperature
- b. for measuring the ingredients
- c. to drink coffee
- d. to chop up meat
- e. for mixing liquids

2 Now complete the phrases in A using your own information

3 Ask four questions about things in your home or classroom to your partner. Then take turn asking the questions.

Example:

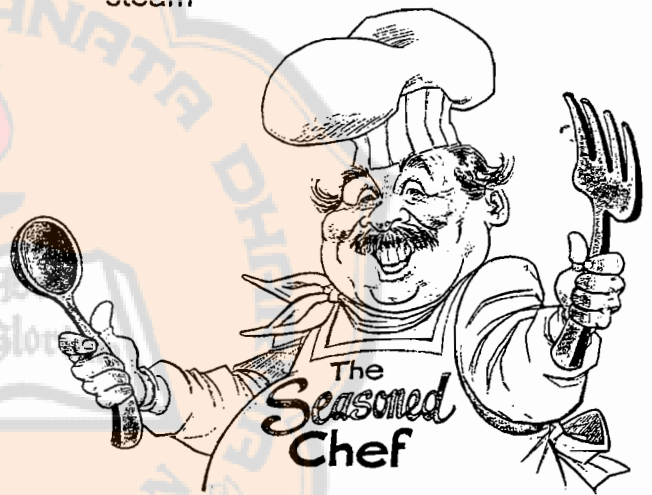
*What is a saucepan used for?*

*Oh, I think it is used for cooking. But you can also use it to ...*

**3** | **WORD POWER**

Explain the meaning of these terms

kitchen equipment	kitchen operations	methods of cooking
scales	mix	grill (US:broil)
tin opener	knead	boil
pepper mill	grill	roast
chopping board	chop	fry
measuring jug	cut	poach
peeler	julienne	stew
frying-pan	mince	bake
stockpot	whisk	steam
flan/tart dish	strain	
saucepan	peel	
souffle dish	fry	
deep fryer	bake	
spoon	stir-fry	
fork	baste	
knife	beat	
baking tin	glaze	
oven	flame	
refrigerator	blend	
blender	grease	
dishwasher	skim	
side plate	beat	



Now add three more words to the chart.

**4** | **Listening**

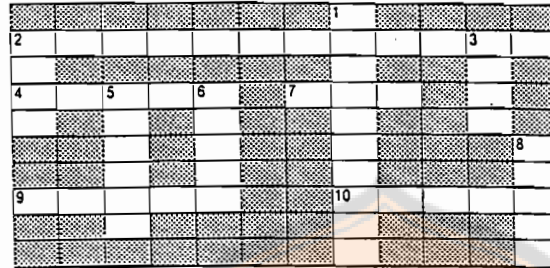
Listen to the French visitor talking to a chef. Decide which name goes with each picture.

- |                   |                 |               |
|-------------------|-----------------|---------------|
| a. frying-pan     | d. saucepan     | g. baking-tin |
| b. stockpot       | e. soufflé dish |               |
| c. flan/tart dish | f. deep fryer   |               |

5 Activity

CROSSWORD

You can find all the things in the crossword below in a kitchen.



Across

- 2 Food is very cold in this
- 4 Heat \_ \_ \_ \_
- 7 Baking \_ \_ \_
- 9 Full of holes
- 10 Food from Italy

Down

- 1 You fry your food in this. (2 words)
- 2 Small bread loaf
- 3 You bake and roast in this
- 5 You cut meat into very small pieces in this
- 6 Hollandaise \_ \_ \_ \_ \_
- 8 A side \_ \_ \_ \_

PAIR WORK

Now make notes about an interesting dish then present your recipe to the class!



# UNIT 7

## MY APOLOGIES, SIR

### 1 Conversation

Read and practice this conversation



**Reception:** Reception.

**Guest:** This is Mr Abel in 352. I've just checked in.

**Reception:** Oh, yes, Mr Abel. What can I do for you?

**Guest:** Well, my room obviously hasn't been cleaned since the last guest. The carpet's dirty, the bed's unmade, and the bathroom hasn't been touched.

**Reception:** I'm terribly sorry. Housekeeping should've seen to everything this morning. I'll contact them straight away and I'll send someone up to see you.

### USEFUL EXPRESSIONS

*I'm terribly sorry, sir*  
*My apologies, sir*  
*I'm sorry, madam*  
*I'm really sorry.*

*One moment, please*  
*I'll see what I can do*  
*I'll change it for you*  
*I'll ...*  
*I'll talk to .... immediately*

**2 Language Study :  
Pronouns**

I'd like a beer	I'll get <b>one</b>
This spoon is dirty	I'll get <b>another</b>
I'd like some bread	I'll get <b>some</b>
The water jug is empty	I'll get <b>some more</b>



**EXERCISE**

Respond to the following using I'll get ...

- There's no pepper on the table.
- I'd like a glass of mineral water, please.
- My fork fell on the floor.
- Can I have an ashtray?
- Another carafe of house red wine, please.
- This wine glass is very dirty.
- We've no bread left.
- There's lipstick on my glass.

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**3 WORD POWER**

**CUSTOMER'S COMPLAINTS:**

- |             |             |          |          |
|-------------|-------------|----------|----------|
| tasteless   | watery      | overdone | flat     |
| stringy     | filthy      | burnt    | draughty |
| corked      | uneatable   | sour     | slow     |
| vinegary    | cold        | dirty    |          |
| over-cooked | undrinkable | stale    |          |

Which of the problems on each of the things on the left sometimes have?

- |              |               |
|--------------|---------------|
| 1 red wine   | a burnt       |
| 2 vegetables | b overdone    |
| 3 bread      | c slow        |
| 4 milk       | d uneatable   |
| 5 meat       | e warm        |
| 6 plate      | f sour        |
| 7 service    | g dirty       |
| 8 white wine | h flat        |
| 9 beer       | i cold        |
| 10 Coca Cola | j undrinkable |
| 11 coffee    | k draughty    |
| 12 champagne | l underdone   |
| 13 table     | m stale       |

4	Listening
---	-----------

Listen to the dialogues. Then answer these questions:

1 Why are the guests complaining about their drinks order?

2 What's wrong with the steak?

3 What's wrong with the soup?

4 Why is the service slow?

5 What's wrong with the dessert?

6 What was the problem with the meat?

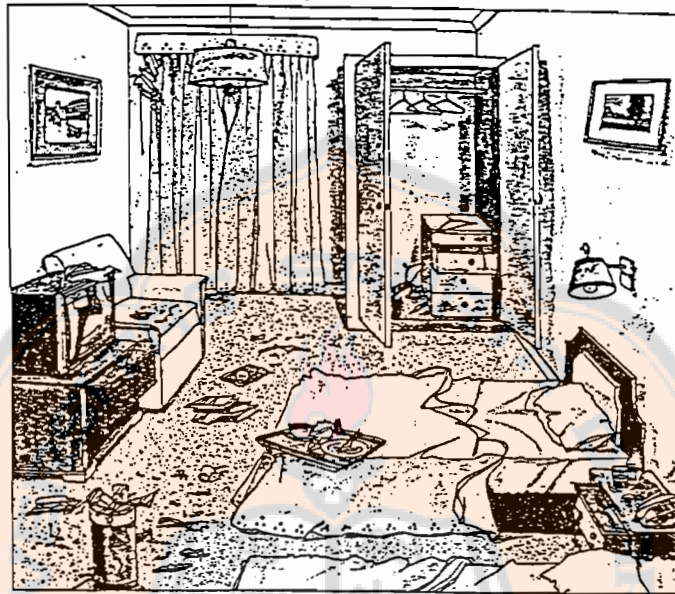
7 Why did the guest complain about the glass?

8 Why weren't the guests happy with the table?

5 Activity

PAIR WORK

Work in pairs, one as a guest complaining about the state of the room in the picture, the other as the receptionist promising to put things right.



# UNIT 8

## HOW ARE YOU PAYING, SIR ?

### 1 Conversation

Read and practice this conversation

- A:** I'll be checking out this morning. Can you prepare my bill, please?  
**B:** It's all ready for you, madam.  
**A:** Oh good, then I'll settle it now.  
**B:** How are you paying, madam?  
**A:** I'd like to pay by credit card. Is that OK?  
**B:** Certainly, madam. Here you are.  
**A:** This all looks OK. Is service included?  
**B:** Yes, service and Value Added Tax are included in the total.  
 Would you just sign here, please?  
**A:** Fine, here's my card.  
**B:** And now your signature again here.  
 Thank you and here's your receipt.



### USEFUL EXPRESSIONS

*How are you paying?  
 How will you be paying?  
 Could I have your card, please?  
 How would you like to pay?*

*That comes to ....  
 Sign here, please  
 Would you sign here, please?  
 Here's your receipt, sir*

*Can I pay by cash?  
 (traveler's) check?  
 credit card?  
 Do you accept cash?  
 credit card?  
 I'm sorry, sir. We only accept ...*



2	Language Study : <b>The Passive</b>
---	--

**active**

**passive**

**With by**

The problem causes many destruction  
He pays your accommodation

The destruction **is caused by** the problem  
Your accommodation **is paid** by him

**Without by**

They use the yen in Japan  
They include tax and service  
They speak English in Canada

The yen **is used** in Japan  
Tax and service **are included**  
English **is spoken** in Canada

EXERCISE

1 Complete these sentences using the passive with or without *by* and suitable verbs below

eat    grow    make up    manufacture    speak    teach    wear

- a. These glasses \_\_\_\_\_ in China.
- b. English is \_\_\_\_\_ the people of Singapore.
- c. The food \_\_\_\_\_ of garlic, ham and spinach.
- d. Frogs and snails \_\_\_\_\_ in France
- e. Red clothes \_\_\_\_\_ usually \_\_\_\_\_ James everyday.
- f. Many computers \_\_\_\_\_ in Korea and Japan
- g. Rice and corn \_\_\_\_\_ in many tropical country

2 Now use the verbs above and make sentences like these about your country. Use the passive. Then compare with a partner.

3 Change these active sentences into passive. Use *by* if possible.

She clean her room every morning before she goes to school

My father gives me some money to spend my weekend.

The restaurant closes at 9 am on Monday

**3 WORD POWER**

**PAIR WORK**

Discuss these terms with your partner to find out the meaning or the use in a sentence.

payment	bills	currencies
total	invoice	dollar
exchange rate	voucher	yen
room rate	coupon	lira
tariff	sub-total	peseta
tax	balance	escudo
account	debit	guilder
charge	credit	franc
discount	deposit	pounds
supplement	amount	drachma
		ringgit
		rupee
		mark
		crown

Now add three more words to the chart.

**INDIVIDUAL WORK**

Find ten currencies in this random word search:



O	N	F	D	O	L	L	A	R	P
L	P	E	A	S	I	M	Y	W	E
Z	O	G	Y	F	R	A	N	C	S
G	U	I	L	D	E	R	S	R	E
A	N	Y	J	R	S	K	C	O	T
H	D	V	X	U	D	S	R	W	A
E	S	C	U	D	O	S	E	N	S

<b>4</b>	Listening
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The Head Cashier is showing a new cashier the layout of a computer bill. As you listen, fill in the details.

## MOUNT ROYAL HOTEL NEWCASTLE

---

\_\_\_\_\_ (1)      SUNSHINE REF: 522339/1

DEPOSIT: \_\_\_\_\_ (2)

Room : \_\_\_\_\_ (3)    No. of guests \_\_\_\_\_ (5)      Arrive      17/03/99  
 Rate : \_\_\_\_\_ (4)      Bill no 2601 283 WM 02    Depart      19/03/99

	CHARGES	CREDITS	BALANCE
17.03.99 Apartments	60	233992	
18.03.99 Apartments	60		
19.03.99 Ledger			
Transfer	_____ (6)	S22339/1	_____ (7)

ACC. TO:      SUNSHINE HOLIDAYS

service/goods      \$ \_\_\_\_\_

Value Added Tax    % \$ \_\_\_\_\_

Sub-total      \$ \_\_\_\_\_

Non-Taxable Items    \$ \_\_\_\_\_

GRAND TOTAL      \$ \_\_\_\_\_

SIGNATURE \_\_\_\_\_

SERVICE AND TAX ARE INCLUDED,  
GRATITUDE AT YOUR DISCRETION

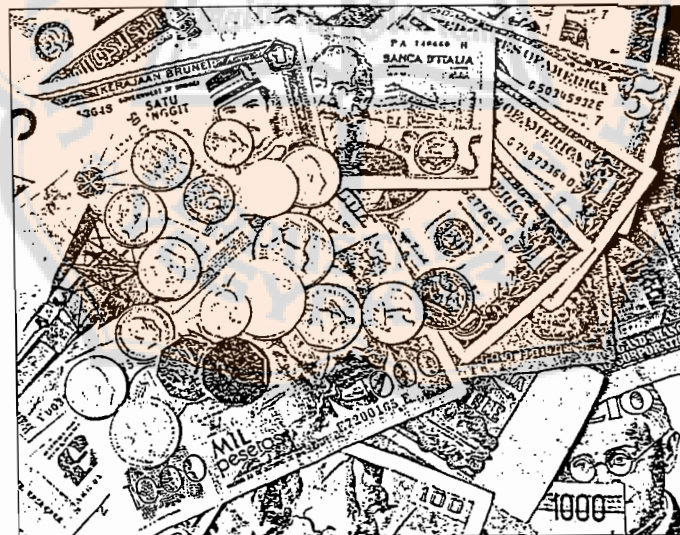
*Please Leave Your Key*

5 Activity

PAIR WORK

Practice the dialogue between a waiter (student A) and a guest (student B) who is asking the bill. Use the following form if necessary

La Palette Restaurant			
BILL RECORD CARD			
bill No.		name of guest	
cash		Service Incl.	
credit card		VAT	
cheques		receipt	
bankers card		cashier	



# UNIT 9

## IS THERE A BANK NEAR HERE ?

### 1 Conversation

Read and practice this conversation

**Man:** Have you got a map of the city center?

**Woman:** Yes. Here you are.

**Man:** Excuse me, officer. We'd like to go to the art gallery this afternoon. Is it far from here?

**Officer:** About ten minutes' walk.

**Woman:** Could you direct us there, please?

**Officer:** Certainly, madam. Open up your map and I'll show where it is. Turn left outside the hotel, go down the traffic lights, and turn right. Carry on down. Pass the railway station until find T-Junction there. Turn left and you'll see the art gallery about 100 meters along on your right.

**Man:** That's kind of you. Thank you.



### USEFUL EXPRESSIONS

*Where is ....?*

*Could you please direct us to ...?*

*About .... minutes' walk.*

*It is on Jalan ...*

*It's on the first/second/ground floor*

*Walk along ...*

**2** Language Study :  
**Sequence markers**

- First**, go down this street to the signal
- Next**, turn right and go east on Jalan Pisang for about two blocks
- Then**, look for a coffee shop
- After that**, go pass a monument near the taxi stand.
- Finally**, cross the bridge and you will find the post office

EXERCISE

Number the sentences from 1 to 11 to make a conversation. Then practice it with a partner.

**A**

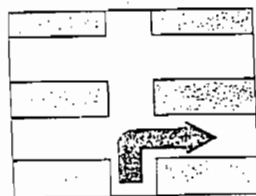
- \_\_\_ Did you say Slime Street?
- \_\_\_ I'm trying to find the parking lot.
- \_\_\_ Excuse me, I'm lost
- \_\_\_ OK. Thanks very much
- \_\_\_ To the traffic light, OK
- \_\_\_ On Fine Avenue. Could you tell me how to get there.

**B**

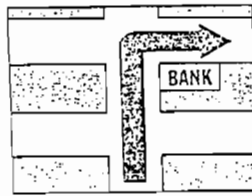
- \_\_\_ Well, first go along this road to the traffic light
- \_\_\_ Oh, I know where that is. It's on Fine Avenue
- \_\_\_ No, Slide Street. Go down Slide until you get to Fine Avenue. The parking lot is on your left.
- \_\_\_ After that, cross the street and then go down Slide Street.
- \_\_\_ Oh, what are you looking for?

**3** WORD POWER

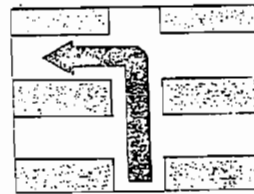
Study these pictures



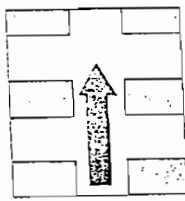
take the first right



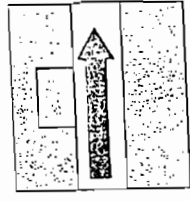
turn right at the bank



take the second left



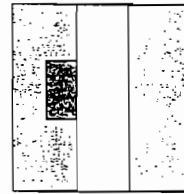
*go straight*



*go past*



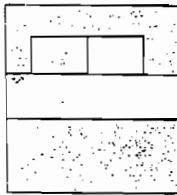
*turn left*



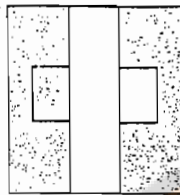
*on the left*



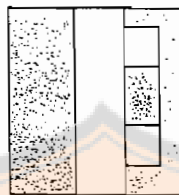
*on the right*



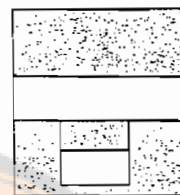
*next to*



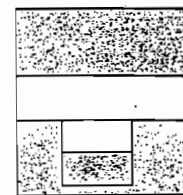
*across from*



*between*

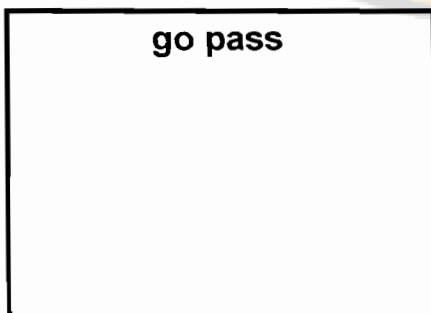


*in front of*



*behind*

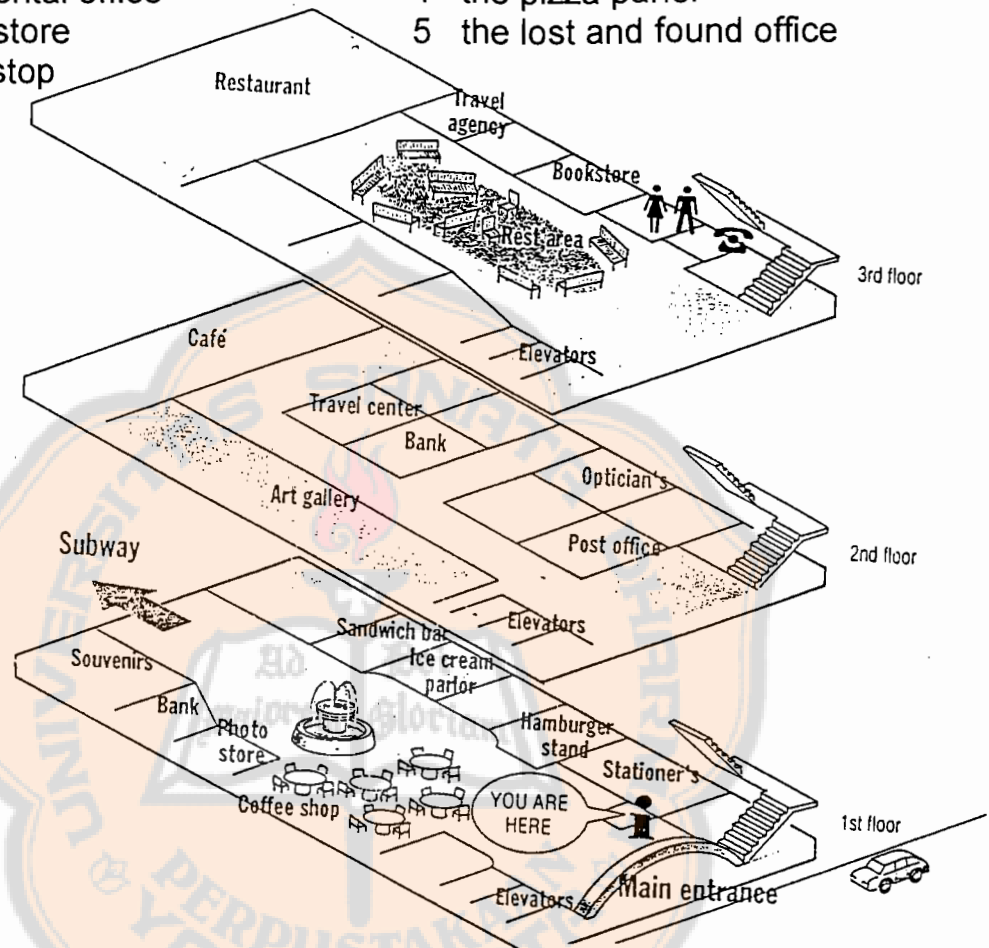
Draw a picture in the box to show the direction of these words:



4 Listening

Listen to the information clerk in the shopping mall telling people where things are. Where are these places?

- 1 the car rental office
- 2 the drugstore
- 3 the bus stop
- 4 the pizza parlor
- 5 the lost and found office



5 Activity

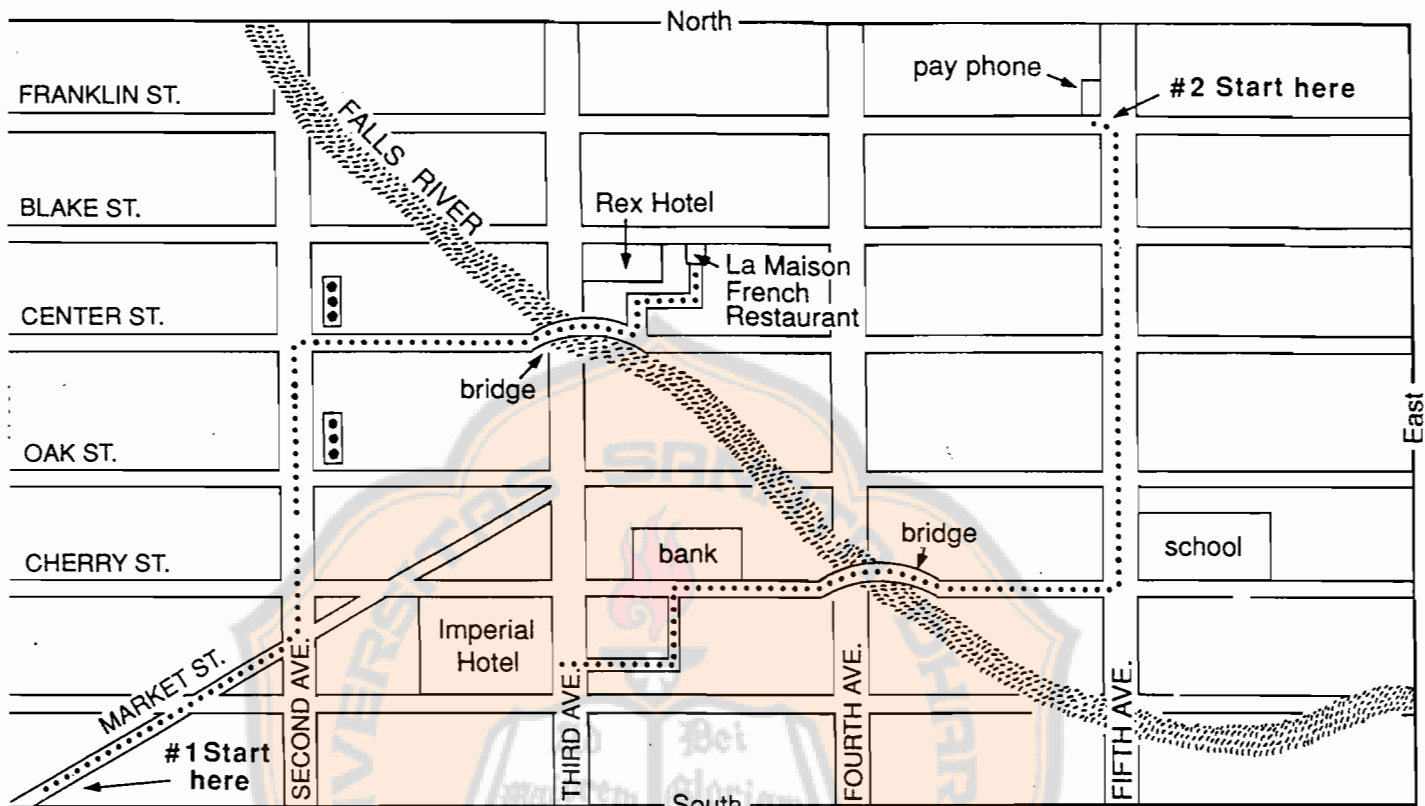
PAIR WORK

- 1 Take turns asking your partner about some interesting places in your city. Make sure that your partner can follow your direction.

Example: *Excuse me, is there a zoo near here?*  
*Yes. Just go along this road, and then ...*

- 2 Take turns using the map below to give the direction to your partner.





# UNIT 10

## IT'S A LOVELY CITY

### 1 Conversation

Read and practice the conversation below.

- Guide:** Good morning, my name is Maria. I'm your guide for today on your trip to Yogyakarta. In a few minutes, we'll leave Yoga and drive West to Borobudur. We'll have lunch at Semorono Restaurant near the temple. After lunch, at around one o'clock, we'll go back to Yoga to visit the Sultan Palace. We hope to see the real daily life of javanese royal family. At 5 o'clock we meet back at the bus again and go on to Malioboro to have some shopping. After we have dinner at the hotel, we'll go to Prambanan temple to see the Ramayana ballet until 10 am.  
Are there any questions?
- Tourist:** Are we going to stop before Borobudur?
- Guide:** Yes. We'll take a short break on road.

#### USEFUL EXPRESSIONS

*I'm your guide for ....*  
*In a few minutes, we'll ...*  
*We'll go back to ....*  
*We'll be there four about ....hours*

*Are there any questions?*



2 Language Study :  
**Present continuous and *going to* for future**

with Present Continuous

with *going to* + verb

What are you **doing** after lunch?

What are you **going to do** after class?

I'm not **doing** much

I'm not **going to do** much

**Are you doing** anything tonight?

**Are you going to do** anything tonight?

Yes, I'm **going to** a movie

Yes, I'm **going to go to** a movie

EXERCISE

1 Complete these conversations with the present continuous or going to.

A: \_\_\_\_\_ you \_\_\_\_\_ (go) anywhere after lunch?

B: Yes, I'm \_\_\_\_\_ (visit) the museum after lunch. Would you like to come?

A: What \_\_\_\_\_ we \_\_\_\_\_ (do) tomorrow night?

B: Nothing much. Why?

A: Well, some guests \_\_\_\_\_ (have) dinner at the nearest restaurant. Would you like to join?

A: Where \_\_\_\_\_ we \_\_\_\_\_ on weekend?

B: Well, we \_\_\_\_\_ (go) Borobudur temple until four. Then we \_\_\_\_\_ (watch) Ramayana ballet at Prambanan temple. What do you think?

A: Sounds great.

2 Now have conversations about these times:

tonight

on Saturday night

on Sunday

after class



**3 WORD POWER**

ADJECTIVES

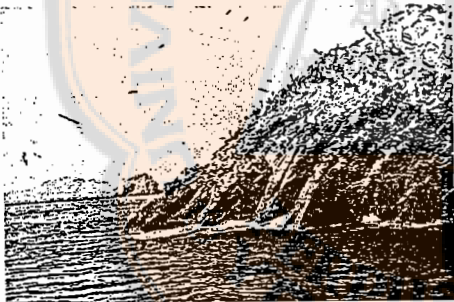
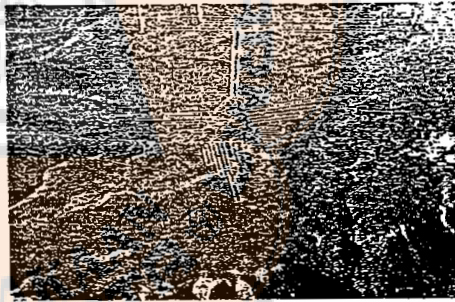
Order of adjectives

	Quality	Size	Age	Origin	Type	Noun
Yogya is a	lovely	medium	old	Javanese	tourist	city
Merapi is a	beautiful	big				mountain
Jakarta is a	busy		modern			city
Bali is a	fascinating				tropical	island

Describe four city or places you have already known well. Then compare your sentences around the class

**4 Listening**

Listen to the guide. Complete the notes on the itinerary.

**SOUTH PERUVIAN TOUR ITINERARY**

---

**TUESDAY**

7:00 \_\_\_\_\_

12:00 \_\_\_\_\_

13:00 *Take boat to Ballestas Islands*

17:00 \_\_\_\_\_

**WEDNESDAY**

6:00 \_\_\_\_\_

6:30 \_\_\_\_\_

7:00 *Take helicopter to see the Nazca Lines*

5 Activity

INDIVIDUAL WORK

1 Match these questions to the answers on an itinerary.

- |   |  |
|---|--|
| 1 How long will we stay here?           | ___ No, I'm afraid you don't. We'll only be here for fifteen minutes |
| 2 Will we have guided tour?             | ___ There're some good stores in the market behind the hotel         |
| 3 Where are we staying tonight?         | ___ Yes, but please don't use flash                                  |
| 4 Where can I buy some souvenirs?       | ___ There's a bar over there   |
| 5 Do I have time to climb to the top?   | ___ About 45 minutes. Please return to the bus by 10:30              |
| 6 Can we take photographs?              | ___ Yes, The guide will meet us at the entrance                      |
| 7 Would you take a photo of us, please? | ___ Certainly. Ready? Say:"Cheese!"                                  |
| 8 Where can I get a mineral water?      | ___ At the Florida Hotel in the city center                          |

2 You are a tour guide for Day 6 and Day 7 of the Java Tour. Here is the itinerary. Present it to the class. Follow the instruction on the next page to help you talk through itinerary. Use as much English as you can!

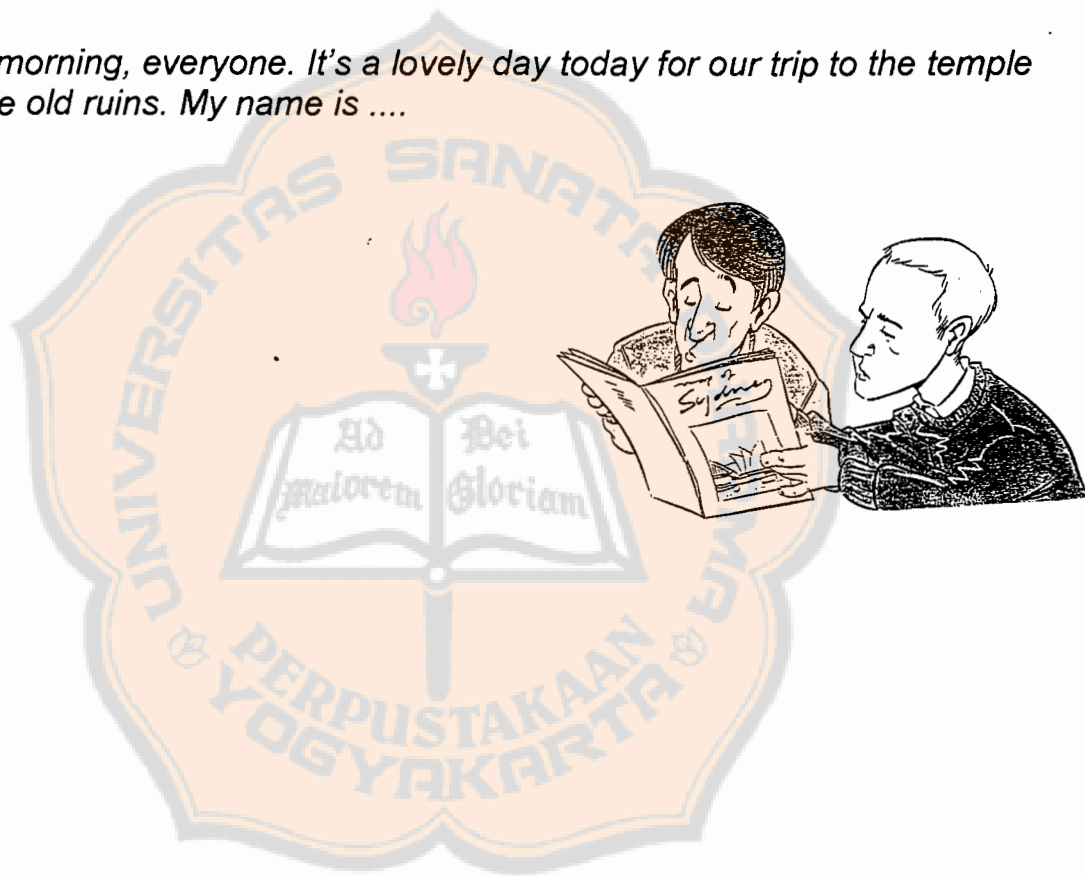
<p><b>JAVA TOUR EXCURSION</b> <b>Yogya Tour Itinerary</b></p>	<p><b>Day 6</b> 15:00 Transfer from the hotel to the airport for a flight to Yogyakarta Stay overnight at the Asian Hotel, Yogya</p>
	<p><b>Day 7</b> 07:30 Take the bus to Kasongan. See the traditional pottery industry 10:00 Return to the bus. Take the tour of Borobudur temple. 12:30 Have lunch in Borobudur restaurant 13.30 Visit the beautiful sunset of Parangtritis beach. 18.30 Return to Yogya</p> <p>Evening See the Ramayana Ballet at Prambanan Have dinner and stay overnight at the hotel</p>

**Instruction:**

- 1 Greet the tourists  
*Good morning ...*
- 2 Introduce yourself  
*My name is ... I'm your new guide for the next two days.*
- 3 Say you are going to tell everyone the itinerary for the next two days
- 4 Talk through Days 6 and 7  
*First, we are going to ... Then ...*
- 5 Ask if there are any questions
- 6 Tell the tourists to enjoy themselves!

**Example:**

*Good morning, everyone. It's a lovely day today for our trip to the temple and the old ruins. My name is ....*

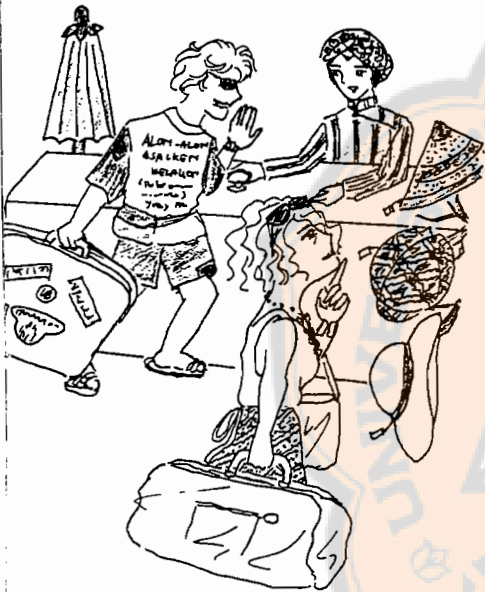


# UNIT 11

## HAVE A NICE JOURNEY !

### 1 Conversation

Read and practice this conversation



Reception: Here's your receipt, sir. I hope you enjoy your stay.

Guest: We did very much thank you. We're ready now for the next stage of our trip. We're flying to Jakarta tonight to see our daughter there.

Reception: Shall I get a porter to help you with your luggage, sir?

Guest: No, thank you. I think we can manage.

Reception: Ah, this looks like your taxi now.

Guest: If we're in Yogya again we'll certainly stay here.

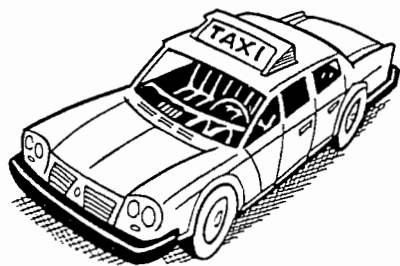
Reception: Have a pleasant trip and safe journey.

Guest: Goodbye

### USEFUL EXPRESSIONS

*I hope you enjoy your stay  
We did very much thank you  
I hope we'll see you again*

*See you soon/later  
Have a nice day  
Have a pleasant journey  
trip*

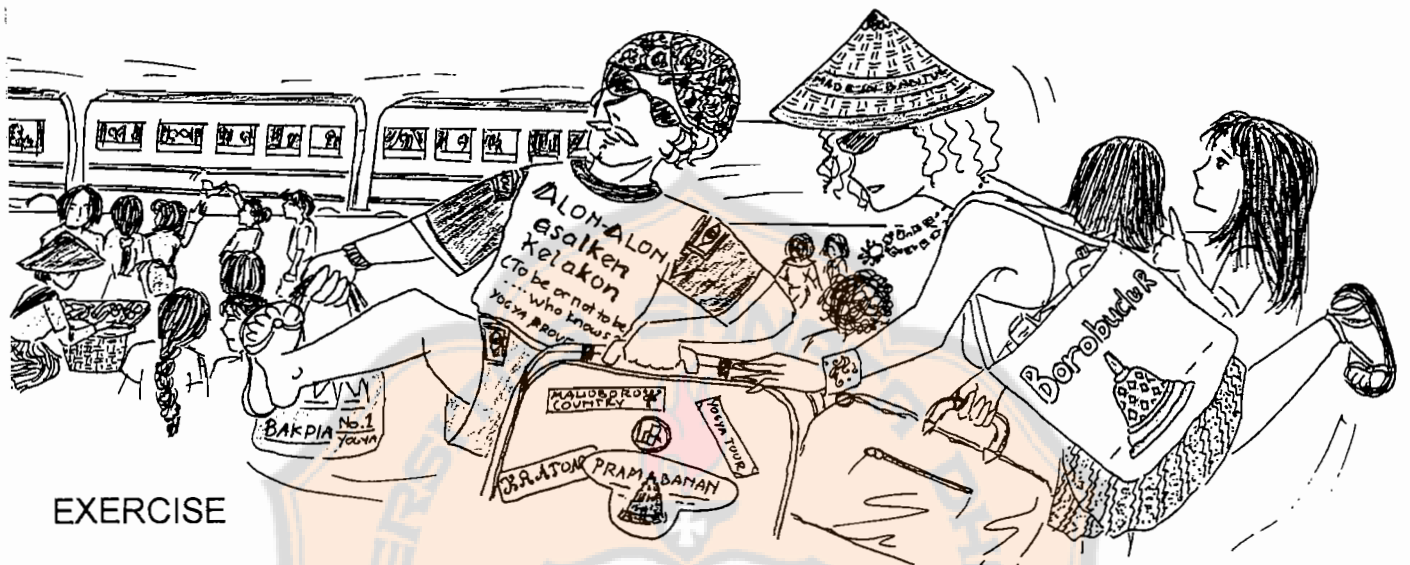


2 Language Study :  
**If-clauses with modals**

If we are in Yogya again, we will stay here  
we might buy souvenirs

If Yogya doesn't have Sultan Palace, many tourists may go to another city

If they go earlier, they will probably get the last train



EXERCISE

1 Complete the clauses in column A with information in column B. Then compare with a partner and practice them.

Column A	Column B
a. If they visit us again ...	___ you will definitely lose your weight
b. If the government closes Borobudur temple from public ...	___ you will get a free special space to park your car
c. If you are a vegetarian ...	___ the number of tourists will be decreased
d. If I have a lot of money ...	___ I will welcome them nicely
e. If you park your car at the parking lot ...	___ I will go to many interesting places

2 Pair Work. Complete these sentences using your own information.

If nobody wants to build hotels, ...

If my friends come visiting me, ...

If I live in Yogya more than 10 years, ...



**3 WORD POWER**

CHECKING THE ROOM : Room facilities

bathroom	room equipment	bed equipment
towels	mirror	bedspread
soap	door	blanket
shower cap	alarm clock	pillow
taps	radio	pillowcase
wash basin	video facility	mattress
bidet	sewing kit	duvet
bath mat	Do Not Disturb sign	
shampoo		

**4 Listening**

Listen to these three guests leaving. Write in the table if they are leaving a hotel or a restaurant, where they are going and how they are getting here.

	HOTEL/ RESTAURANT	DESTINATION	TRANSPORT
1			
2			
3			

**5 Activity**

PAIR WORK

Practice as a receptionist and a guest who is going to check out in the following day.

# UNIT 12

## YOURS FAITHFULLY

### 1 Conversation

Read and practice the conversation below

- Interviewer:** Good morning. Please take a seat.  
**Applicant:** Thank you.  
**Interviewer:** Can I have your name, please?  
**Applicant:** Yes, I'm Irene Santosa  
**Interviewer:** Thank you, Ms Santosa. Could you tell me a little bit about yourself?  
**Applicant:** Well, my name's is Irene and I'm 22 years old. I have graduated from AMPTA Tourism Academy of Yogyakarta. I hope to work in the travel industry next year.  
**Interviewer:** Good. Which languages can you speak?  
**Applicant:** I speak Japanese and some English.  
**Interviewer:** Have you taken any exams in English?  
**Applicant:** Yes, I took TOEIC exam last month. And I've also taken exams in word processing and business administration.  
**Interviewer:** Oh, really? How fast can you type?  
**Applicant:** 70 words a minute.  
**Interviewer:** That's very fast! Well, thank you , Ms Santosa. Please wait here while I ask Mr Takeshi, our personnel manager, to come in and see you.

### USEFUL EXPRESSIONS

- How fast can you type?*  
*How long have you been learning ...?*  
*Which languages can you speak?*  
*Please have/take a seat?*



2 Language Study :  
**Past tense and present perfect continuous**

**Past tense**                                      **Present perfect continuous**

I **graduated** three years ago            I **have been learning** English since 1988  
I **got** married in January              We **have been living** in Yogya for six years

**EXERCISE**

Complete these sentences using suitable tense and the verbs given. More than one correct answer may be possible. Then compare with a partner as a discussion.

- a Two years ago, I \_\_\_\_\_ (stay) in a dormitory.
- b I \_\_\_\_\_ (take) English classes here for the past six month.
- c At this time last year, I \_\_\_\_\_ (work) in a bank
- d My family \_\_\_\_\_ (live) in the same house for twenty years.
- e I \_\_\_\_\_ (get married) in Australia.
- f I \_\_\_\_\_ (go) to primary school in Jakarta and high school in Surabaya
- g My sister \_\_\_\_\_ (live) in Singapore before she moved here.
- h I \_\_\_\_\_ (play) football everyday for over a year.

3 **WORD POWER**

**BUSINESS LETTER**

For business letter, polite formality is required. Do not use short forms of verbs.

Dear Sir/Madam ...  
Yours faithfully ...  
Dear Mr/Mrs/Miss/Ms ...  
Yours sincerely  
I would like to enquire ...  
I would like to apply ...  
With reference to ...  
Would you please send me ...  
I enclose an s.a.e. (stamped addressed envelope)

Use the information in the interview and the language expression above to complete these letters.

Dear Sir,

\_\_\_\_\_ apply for the job of receptionist which you advertised in Kompas, July 29 2000.

\_\_\_\_\_ send me an application form. I \_\_\_\_\_ an s.a.e.

Yours \_\_\_\_\_

Dear Miss Fanny,

\_\_\_\_\_ for your letter. We are not sending \_\_\_\_\_ for this job.

You are invited for interview at the above \_\_\_\_\_ on August 4, 2000. Interview will be between 9 am and 11:30 am.

\_\_\_\_\_ sincerely

Personnel Department



*I look forward to hearing from you.*

NEW WORDS TO USE:

advertise  
advertisement  
applicant  
application form  
copy  
education  
employer

experience  
high-class  
interview  
invite  
mainly  
marital status  
enclose

previous  
surname  
vacancy  
married  
notice  
part-time  
enquire

4	Listening
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Listen to the cassette and then answer these job vacancies for the speaker in writing.

**COMMIS CHEF**

Our Egon Ronay recommended kitchen requires a person who is college trained. Live in/out, good conditions

Application forms from:  
 The Head Chef  
 Spread Eagle Hotel  
 17 Park Town,  
 Oxford OX4 1QD

Tel: (0865) 58157

**COMMIS CHEF**

To assist our young Head Chef. This is a small internationally known, 14-bedroom hotel with 40-seater restaurant and busy lunchtime buffet, high standards of English/Continental cuisine. Single accomodation provided. Apply in writing with full c.v. and references to:

The Propritor, Avon Bridge Hotel  
 Bath Street, Glatonbury, Somerset  
 Tel: (0458) 726106

5	Activity
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**PAIR WORK**

Complete the form about your partner by interviewing him. Check any words that you dont understand in the Word Power:

PERSONAL HISTORY	
Name _____	Age _____ Nationality _____
Occupation _____	
Education _____	
Languages _____	
Interests _____	
Work experience _____	

PROFESSIONAL ENGLISH INSTRUCTIONAL MATERIALS  
FOR TOURISM ACADEMY STUDENTS

List of Pictures

Picture Unit	Picture page	Sources
Unit 1	1	At Your Service: Student Book
	4	At Your Service: Student Book
Unit 2	6	drawn by Harum Natali
	7	drawn by Harum Natali
Unit 3	10	Highly Recommended
Unit 4	14	drawn by Harum Natali
	17	cut from Wisma Bahasa language course brochure
Unit 5	18	At Your Service: Student Book
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Unit 11	45a	drawn by Harum Natali
	45b	At Your Service: Student Book
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	50	At Your Service: Workbook

