

LAMPIRAN
Appendices

LAMPIRAN 1

LATIHAN TAMBAHAN - PELAJARAN Additional Exercises - Lessons

PELAJARAN 1-5

STUDENT INFORMATION FORM

First translate the various headings on the Student Information Form into Indonesian, then choose a partner and interview him or her in Indonesian to get the information required to fill in the form. When both partners have filled in their forms, they choose a new partner each. They may either exchange information with their new partner by giving a summary of the information collected or, alternatively, they can question the other to elicit the information each of them has collected. Relevant new vocabulary is given.

FORMULIR INFORMASI MAHASISWA
Student Information Form

_____ :	_____
<i>Name:</i>	
_____ :	_____
<i>Address:</i>	
_____ telepon:	_____
<i>Telephone number:</i>	
_____ asal:	_____
<i>Place of origin:</i>	
Bangsa: _____ :	_____
<i>Nationality:</i>	
Bahasa Ibu: _____ :	_____
<i>Mother tongue:</i>	
_____ :	_____
<i>Occupation:</i>	
<u>Sudah kawin / belum kawin</u> : _____ :	_____
<i>Married / Unmarried:</i>	
_____ :	_____
<i>How many children:</i>	
_____ :	_____
<i>Male:</i>	
_____ :	_____
<i>Female:</i>	
_____ :	_____
<i>How many brothers and sisters:</i>	
_____ :	_____
<i>Older male:</i>	
_____ :	_____
<i>Older female:</i>	
_____ :	_____
<i>Younger male:</i>	
_____ :	_____
<i>Younger female</i>	

WHO ARE MRS SMITH'S CHILDREN?

Information on Mrs Smith and three young people follows. The purpose of this exercise is to find out which of the young people are Mrs Smith's children.

1. Students in the class are divided into four separate groups, 1, 2, 3 and 4. Each group is given information in English about one of the characters. The groups plan how the information given in English can be expressed in Indonesian. They then write this information in the appropriate column on their information summary sheets.
2. Students then form new groups, each with a member from one of the original groups. Each student uses Indonesian to share the information he or she has with members of the new group in order to find out which of the three young people are Mrs Smith's children.

Teacher preparation: Handouts on each of the characters for different groups and an information summary sheet for every student should be prepared. The following page may be photocopied, enlarged if desired, pasted on stiff paper or cardboard, and cut along the lines indicated. Alternatively, the teacher may write out the information on the four characters on separate index cards.

FORMULIR INFORMASI
Information Form

	Ibu Smith	Ann	Peter	John
Rupanya [<i>Appearance</i>] Warna mata Warna rambut				
Alamat				
Rumah Warnanya Besarnya [<i>Size</i>]				
Pekerjaan Sendiri [<i>Oneself</i>] Ibu Bapak Anak Kakak laki-laki				
Tempat bekerja / tinggal Sendiri Suami [<i>Husband</i>] Anak Kakak perempuan ibu Adik laki-laki ibu Ibu Bapak Bibi dan Paman Kakek dan nenek				
Negara asal [<i>Country of origin</i>] Sendiri Orang tua Kakek dan nenek				
Jumlah anggota keluarga [<i>Number of family members</i>]				
Bahasa dipelajari [<i>Language studied</i>] Sendiri Adik				

<p style="text-align: center;">Mrs Smith</p> <p>brown eyes, black hair; comes from England but now lives in Sydney; she's a teacher; lives in a white house on Green Road; her husband works in Canberra; she has two children who live at home; both are university students; her parents live near her; she has an older sister and a younger brother who live far away</p>	<p style="text-align: center;">Ann</p> <p>green eyes, brown hair; her house is on Green Road; her house is small; she is a university student; she has an older brother who studies at University; she speaks Indonesian; her mother is a teacher; her father works in another place; she has an aunt and uncle who work in Singapore; her grandparents live in Sydney; her parents originally come from England</p>
<p style="text-align: center;">Peter</p> <p>blue eyes, brown hair; lives in a white house on Green Road; is at university; his family is small; he lives with his mother and younger sibling; his younger sibling speaks Indonesian; his mother is a teacher; his grandparents live in Sydney; his parents come from London; his father does not have any brothers or sisters; his mother has an older sister and a younger brother; they do not live in Sydney</p>	<p style="text-align: center;">John</p> <p>green eyes, brown hair; lives in a white house on Green Road; it is a big house; he studies at university; he has a younger sibling who speaks Indonesian; his grandparents' house is close to his; both his parents are teachers; his parents' families come from England; his mother's older sister works in Singapore; her younger brother lives with her parents</p>

DISCOVERING THE MEANING OF A WORD

Students form small groups of three to five people. Each group is given two sets of cue cards. Set A is for the student who asks for the meaning of a word. Set B is for the students who respond to the request. These sets of cue cards are placed face down in the middle of the group.

One student is chosen to ask for the meaning of a word. He picks a card from Set A and uses that structure to ask for the meaning of any word of his choice. The student to the left of the questioner picks up a card from Set B and uses the English cue provided to respond accordingly in Indonesian. The questioner then picks the second card from Set A and rephrases his question following the structure of the second English cue. The round continues until the meaning of the word is given. When this happens another student asks for the meaning of a new word and the round continues as before.

Teacher preparation: The following page may be photocopied, enlarged if desired, pasted on stiff paper or cardboard and cut along the lines indicated. Alternatively, the teacher may write out each of the English cues on separate index cards.

<p>Set A</p> <p>What's the meaning of _____?</p>	<p>Set A</p> <p>Who knows the meaning of _____?</p>	<p>Set A</p> <p>I don't know what _____ is in Indonesian. Do you know?</p>
<p>Set A</p> <p>I don't know the meaning of _____. What is it?</p>	<p>Set A</p> <p>If [<i>Kalau</i>] you know the meaning of _____, please answer in Indonesian.</p>	<p>Set B</p> <p>I know. It means _____.</p>
<p>Set B</p> <p>I didn't hear. Please ask again.</p>	<p>Set B</p> <p>I'm sorry. I don't know.</p>	<p>Set B</p> <p>I don't quite understand. Please ask again.</p>
<p>Set B</p> <p>I didn't hear what you asked.</p>	<p>Set B</p> <p>I don't understand. Please speak slowly.</p>	<p>Set B</p> <p>Please say it again. I didn't hear.</p>
<p>Set B</p> <p>I don't know its meaning. Ask _____.</p>	<p>Set B</p> <p>_____ knows. Ask him/her.</p>	<p>Set B</p> <p>Excuse me. I came in late and don't know what you asked.</p>

PELAJARAN 6-10

SURVEY OF CLASSMATES

Students form pairs. Student A first interviews Student B in Indonesian to find out answers to the survey questions which follow. When he is finished, Student B takes her turn to interview Student A.

When the survey is completed, the students compile the information which they have gathered to discover the general patterns of behaviour of the class as a whole.

Survey Questions

1. **Transportation**
How do students get to school, university or work and what are their reasons for choosing that particular mode of transportation.
2. **Places to Eat**
Which fast food outlets do students frequent and why these particular outlets are chosen.
3. **Daily Activities**
How much time do students spend on various activities during a working day. These activities may include travel, meals, classes, study, watching TV or listening to the radio, shopping, sport, etc.

Survey Sheets

The following are samples of model survey sheets which students can use in conducting their interviews. Students should first translate the headings into Indonesian. New vocabulary is given but students should ask for other vocabulary items where needed.

_____ : _____
Name of student:

Transportasi _____ : <i>Transportation</i>	Alasan dipilih _____ : <i>Reason chosen</i>
Bagaimana orang pergi ke sekolah, universitas atau tempat pekerjaan?	
_____ : <i>Bus:</i>	
_____ : <i>Train:</i>	
_____ : <i>Taxi:</i>	
_____ : <i>Bicycle:</i>	
_____ : <i>Drive their own car:</i>	
_____ : <i>Get a lift:</i>	
_____ : <i>Walk:</i>	

_____ : <i>Eating places:</i>	_____ <i>seminggu?</i> <i>How many times a week?</i>
McDonald's	
Hungry Jacks	
KFC	
Chicken Treat	
Red Rooster	
Pizza Hut	
Sizzler	

Aktivitas Sehari-hari _____ : <i>Daily Activities:</i>	_____ : <i>How many hours a day:</i>
_____ : <i>Studying:</i>	
_____ : <i>Watching television:</i>	
_____ : <i>Listening to the radio:</i>	
Berbelanja _____ : <i>Shopping:</i>	
Olahraga _____ : <i>Sport:</i>	
_____ : <i>Going to - returning from school/work:</i>	
_____ : <i>In class:</i>	
_____ : <i>Eating:</i>	

FOOD AND MENUS

Students are presented with one or more sample menus. The following are three suggestions on how to use these menus as a basis for class exercises.

1. Students are given a set amount of money to spend at a particular restaurant. Each student then chooses the best meal that can be ordered for the money he or she has. The student then presents the chosen meal to the class, indicating first the amount of money he or she has to spend, and then the prices of the various dishes and drinks chosen.
2. Students form pairs. One student plays the role of a restaurant or coffee shop patron, and the other the waiter or waitress. The student playing the patron chooses a basic dish. The waiter then asks if the patron would like certain additions. The patron then replies, indicating, where possible, why particular additions do or do not suit him or her. A sample dialogue follows.

Patron: I'd like a cup of coffee.
Waiter: Would you like sugar?
Patron: No, I don't like sweet drinks.
Waiter: Do you take milk?
Patron: Yes.
Waiter: Shall I add ice?
Patron: No, I want hot coffee.

3. Students work in pairs. One student receives a copy of the menu for *Restoran Merdeka* and the other the menu for *Restoran Selera*. The students then question each other to discover the information that is similar or different on their respective menus. They note down these similarities and differences, then compare their notes to see if the information gathered is correct.

RESTORAN MERDEKA	
Menu	
Mie	
Mie Jawa Rebus	25.000
Bihun Jawa Goreng	25.000
Soto Mie	25.000
Mie Baso	20.000
Bihun Baso	20.000
Sate	
Sate Kambing	35.000
Sate Kalong (Daging Sapi)	35.000
Sate Ayam + Lontong	32.000
Sate Jeroan Campur + Lontong	30.000
Sate Kulit + Lontong	30.000
Buras (2 buah)	4.500
Ketupat (2 buah)	5.000
Nasi Putih Bungkus Daun Pisang	5.000
Kerupuk	5.500
Emping	5.500
Nasi	
Nasi Putih	5.000
Nasi Campur	15.000
Nasi Lengko	20.000
Nasi Pecel Komplit	25.000
Nasi Pecel Komplit Istimewa	27.000
Sambal	
Sambal + Lalap	10.000
Sambal Terasi	5.000
Telur	
Telur Balado	7.500
Telur Pindang Kecap	7.500
Ikan	
Ikan Gulai	10.000
Ikan Asam Pedas	20.000
Kepala Ikan Istimewa	70.000
Ayam	
Ayam Panggang	20.000
Paha + Sambal	22.000
Dada + Sambal	22.000
Ati Ampla + Sambal	20.000
Ati Ampla Gulung	25.000
Kambing	
Sop Kambing	30.000
Gulai Kambing	32.000
Tonseng Kambing	35.000
Sapi	
Tunjang / Kikil	35.000
Gulai Otak	30.000
Usus Goreng	25.000
Hati / Limpa	25.000
Empal	25.000
Sayur	
Tempe Mendoan	15.000
Gado-Gado + Lontong	20.000
Pecel Sayuran	15.000
Karedok	15.000
Ketoprak + Lontong	15.000
Lalapan	10.500
Perkedel	3.500
Minuman	
Air Mineral Aqua	sebotol 5.000
Air Jeruk	8.500
Es Campur	8.000
Es Teler	10.000
Es Kelapa Muda	10.000
Teh Botol Sosro	5.000
Sprite	10.000
Root Beer	10.000
Bir Kaleng	20.000
Aneka Buah Potong	15.000

RESTORAN SELERA			
Menu			
Mie		Ikan	
Mie Kandung Udang	20.000	Ikan Mas Goreng	17.000
Mie Kandung Istimewa	22.000	Ikan Mas Gulai	20.000
Mie Kandung Ayam	20.000	Ikan Kembung Balado	20.000
Bihun Kandung Istimewa	22.000	Ikan Kembung Bakar	25.000
Laksa Jakarta	25.000		
Soto		Ayam	
Soto Tegal	25.000	Kare Ayam	23.000
Soto Ayam Lamongan	27.000	Kare Ayam + Roti Jala	25.000
Soto Betawi	25.000	Ayam Goreng	1 Ekor 45.000
Soto Banjar + Ketupat	30.000	Ayam Goreng	1/2 Ekor 25.000
Soto Madura Daging + Telur	30.000	Ati Ampla (5 Pasang)	1 Porsi 40.000
Nasi		Sapi	
Nasi Putih	4.500	Rendang	27.000
Nasi Rames	10.000	Dendeng Paru	27.000
Nasi Bogana	10.000	Lidah Bakar	18.000
Nasi Goreng Pete Ikan Asin	20.000	Sop Buntut	18.000
Nasi Goreng Kambing Istimewa	23.000	Babat	20.000
Nasi Uduk Empal	21.000		
Sambal		Minuman	
Sambal Cobek	6.000	Air Mineral Aqua	4.000
Sambal Goreng Kerecek	15.000	Es Teh	5.000
Sambal Goreng Udang Pete	17.000	Es Teh Manis	4.000
		Teh	3.000
Telur		Kopi	10.000
Tahu Telur	17.000	Es Kopi	12.000
Gudeg Telur Tahu	20.000		
Sayur		Fanta	7.500
Tahu Isi Kukus	15.000	Coca Cola	7.000
Ketupat Sayur	15.000	A&W Besar	7.500
Pete Goreng	8.500	Rujak Buah	13.000
Rujak Penganten	15.000		
Sayur Lodeh	15.000		
Sayur Asam	17.000		

LOOKING FOR SOMEONE

The aim of this exercise is to discover where someone is.

Teacher Preparation

The following pages may be photocopied, enlarged if desired, pasted on stiff paper or cardboard and cut along the lines indicated. Alternatively, the teacher may write out each of the English cues on separate index cards. There is one set of Question cards and three sets of Answer cards.

Question Cards

This set comprises ten questions which a student asks when looking for someone. The cards are arranged in random order and placed face down in front of the student. The questions are asked until the student discovers the location of the person he is looking for.

Answer Cards

There are three sets of answer cards. Each set indicates that the person who is being sought can be found at one of the following three locations: **Library**, **Canteen** or **Bus stop**. Each set of answer cards has three different sets of clues. These are:

Maybe: This set comprises two answers which give general information. The answers indicate that the person has been seen, but no definite information is supplied indicating where the person might currently be.

No: This set comprises three answers which indicate that the person cannot be at that particular place.

Yes: This set comprises five answers. Four of these answers strongly support the possibility of the person being at that particular place. One answer indicates that the person is definitely there.

The game works as follows:

1. Students form groups of four. One student is chosen as the person who is looking for someone. We will call this student, Student A. The remaining three students each represent one of the possible locations where the person may be: the Library, Canteen or Bus stop.
2. Student A now leaves the group. The remaining three students then decide where the person being sought will be. Once this has been decided the **answer** cards are arranged in the following way.
 - (i) The two **maybe** cards for each of the three locations are placed face-up in three different groups.
 - (ii) For the **one** location where the person **is located**, the **yes** cards are placed face-up on top of the **maybe** cards. It is generally best to place the definite answer last, although the five answers can also be randomly arranged.
 - (iii) For the **two** locations where the person being sought **is not located**, the three **no** cards for each location are next placed face-up on top of the **yes** cards.

- (iv) The five **yes** cards for each of the two remaining locations are put out of sight. They are not used in this particular round.
3. The students now randomly arrange the **question** cards. All sets of cards are now turned over and placed face down in front of each student. Student A is now invited to return.
4. Student A begins by turning up the first question card and asking the question indicated. The question is asked in Indonesian. He supplies the name of any person of his choice and asks the question to one of the three students. The student who is asked turns up the first card in her pile and gives that answer in Indonesian. Cards representing questions which have been asked and answered, are then placed on the bottom of the pile.
5. Student A now picks another card and asks the second question. This question may be directed to the same student, or to another student. That student then picks the next card on her pile and gives that answer.
6. As the game progresses, Student A should be gradually able to eliminate particular locations and therefore concentrate his questioning on the student he believes to represent the location of the person he is looking for.
7. Eventually the final card is produced indicating where the person being sought is located and the game ends. The students may then change roles, another student being chosen as the person who will be asking the questions.

<p style="text-align: center;">Question</p> <p>Have you seen _____ ? I've been looking for her for a long time.</p>	<p style="text-align: center;">Question</p> <p>_____ promised to see a film with me later, but I don't know where she is now. Do you know where she is?</p>
<p style="text-align: center;">Question</p> <p>Do you know where _____ is? We were going to meet at _____ o'clock.</p>	<p style="text-align: center;">Question</p> <p>_____ said he would wait for me in front of the _____ but he isn't there. Do you know where she went?</p>
<p style="text-align: center;">Question</p> <p>I'm looking for _____ ? Where is he?</p>	<p style="text-align: center;">Question</p> <p>I said I would see a film with _____ later this evening, but now I can't go. I want to tell [<i>beritahu</i>] him but don't know where he is. Have you seen him?</p>
<p style="text-align: center;">Question</p> <p>_____ said she would meet me in front of the _____. Have you seen her?</p>	<p style="text-align: center;">Question</p> <p>I've been standing here a long time. This is the place where _____ told me to wait, but she hasn't [<i>belum</i>] come. Do you know where she is?</p>
<p style="text-align: center;">Question</p> <p>Why isn't _____ here? He agreed to meet me.</p>	<p style="text-align: center;">Question</p> <p>I arrived late. _____ isn't here anymore. He might be somewhere else. I want to talk to him. Have you seen him?</p>

<p>Library (Maybe)</p> <p>I saw her at _____ o'clock.</p>	<p>Library (Maybe)</p> <p>I saw him earlier this morning.</p>
<p>Library (No)</p> <p>She said she had finished studying, but didn't tell [<i>beritahu</i>] me what else she was going to do.</p>	<p>Library (No)</p> <p>He said that he had finished all his assignments.</p>
<p>Library (No)</p> <p>She said she was going to help _____ study for a test, but he didn't come.</p>	<p>Library (Yes)</p> <p>He was walking towards the library.</p>
<p>Library (Yes)</p> <p>She said that she had an assignment.</p>	<p>Library (Yes)</p> <p>He said that he wanted to finish an assignment but didn't have the proper [<i>cocok</i>] books at home.</p>
<p>Library (Yes)</p> <p>She said that she was going to read some books because she had an assignment.</p>	<p>Library (Yes)</p> <p>He said he was going to the library. I know you'll find him there.</p>

<p>Canteen (Maybe)</p> <p>I met _____ earlier today.</p>	<p>Canteen (Maybe)</p> <p>_____ was with _____ earlier.</p>
<p>Canteen (No)</p> <p>She said she wasn't hungry.</p>	<p>Canteen (No)</p> <p>He just [<i>baru</i>] came out of the student canteen.</p>
<p>Canteen (No)</p> <p>I know she brought her food from home because I saw her eating earlier.</p>	<p>Canteen (Yes)</p> <p>I heard him asking someone where the student canteen was.</p>
<p>Canteen (Yes)</p> <p>She said she didn't eat breakfast this morning.</p>	<p>Canteen (Yes)</p> <p>He said he was thirsty.</p>
<p>Canteen (Yes)</p> <p>She said she was late and didn't have a chance to eat anything before [<i>sebelum</i>] leaving the house.</p>	<p>Canteen (Yes)</p> <p>He said he was going to the coffee shop. Certainly he is still there</p>

<p>Bus Stop (Maybe)</p> <p>I saw her at noontime. She was wearing _____.</p>	<p>Bus Stop (Maybe)</p> <p>She was talking to some friends, but I can't remember [<i>ingat</i>] where or when.</p>
<p>Bus Stop (No)</p> <p>She just got off the bus in front of the university earlier and was walking toward her classroom.</p>	<p>Bus Stop (No)</p> <p>She's just arrived from home. I saw her park her car.</p>
<p>Bus Stop (No)</p> <p>She got a lift with me this morning and said she wanted a lift home as well.</p>	<p>Bus Stop (Yes)</p> <p>I saw _____ running towards the bus stop.</p>
<p>Bus Stop (Yes)</p> <p>She said she was going home.</p>	<p>Bus Stop (Yes)</p> <p>She asked how much the bus fare [<i>ongkos</i>] was.</p>
<p>Bus Stop (Yes)</p> <p>She said she didn't have any money and wanted to go to the bank in town [<i>kota</i>] before [<i>sebelum</i>] going home.</p>	<p>Bus Stop (Yes)</p> <p>I saw her at the bus stop. She was waiting for the two-thirty bus.</p>

PELAJARAN 11-15

PASS THE STORY ON

The aim of this exercise is to compose a complete and coherent story of ten utterances. To do this students form small groups. One person in each group begins telling a story. He or she starts with an utterance on any subject, person, thing, place or incident. The student to the left continues the story by adding another utterance. This continues until the tenth utterance is made and the story is concluded. Students should bear in mind that the story must end with the tenth utterance. They should gradually bring the story to a conclusion as they near this final utterance.

Another student then begins a new story. If the stories are written down or recorded, they can be shared with the whole class.

INTRODUCTIONS AND LEAVE TAKINGS

Students form groups of three. In each group each student plays a different role. Student A introduces Student B to Student C. Student A gives some information about Student B, including the name, where they first met, where the student works or studies, what Students B and C have in common, etc. Student C then asks Student B for further information about his background. Student C then indicates politely that she has to leave, giving some reason for her departure.

The situation is then repeated with students exchanging roles.

NUMBERS AND CALCULATIONS

The aim of the exercise is to practise numbers and review mathematical functions. Students work in pairs.

The number cards are placed face down in front of Student A. The four mathematical function cards are also turned face down and placed in front of Student B.

Student B chooses two of the number cards and turns them over. Student A then chooses one of the mathematical function cards and turns it over. Student A then performs the calculation indicated, reciting the figures out loud. The numbers which are chosen should be arranged so that the resultant calculation is always positive. For example, for division and subtraction, if the numbers 2 and 4 are chosen, the calculation carried out should be $4-2$ or $4\div 2$ (not $2-4$ or $2\div 4$).

The students then exchange roles, and Student B performs the mathematical calculation.

The exchanges continue, becoming more complicated. When the students are ready, Student A, for example, chooses three number cards and carries out the mathematical function chosen by Student B across all three cards. It is also possible to go on to choose four cards, and so on.

Teacher preparation

The following page may be photocopied, enlarged if desired, pasted on stiff paper or cardboard and cut along the lines indicated. Alternatively, the teacher may write out each of the English cues on separate index cards.

1	2	3
1	2	3
4	5	6
4	5	6
7	8	9
7	8	9
10	20	30
40	50	60
70	80	90
100	1,000	10,000
100,000	1,000,000	+
–	x	÷

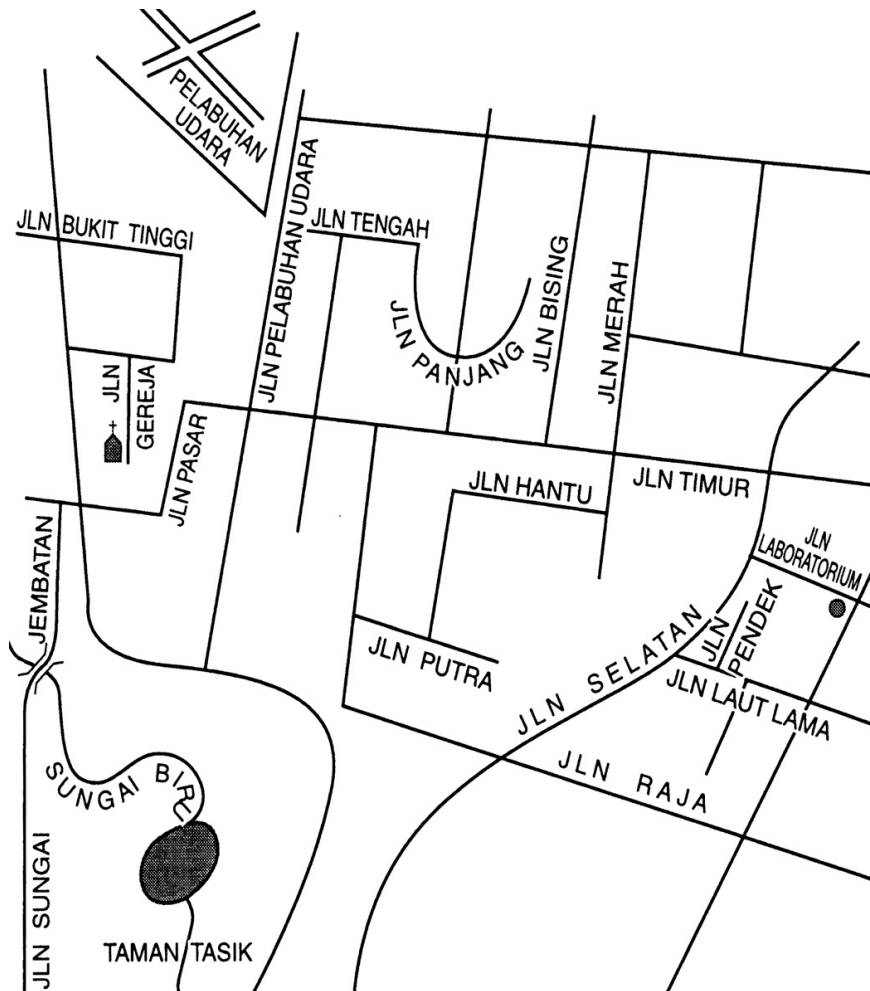
PAIRED MAPS

Students work in pairs. One student is designated Student A and the other Student B. Student A is given Map A and Activity Sheet A, and Student B is given Map B and Activity Sheet B. Students A and B alternate in asking their questions.

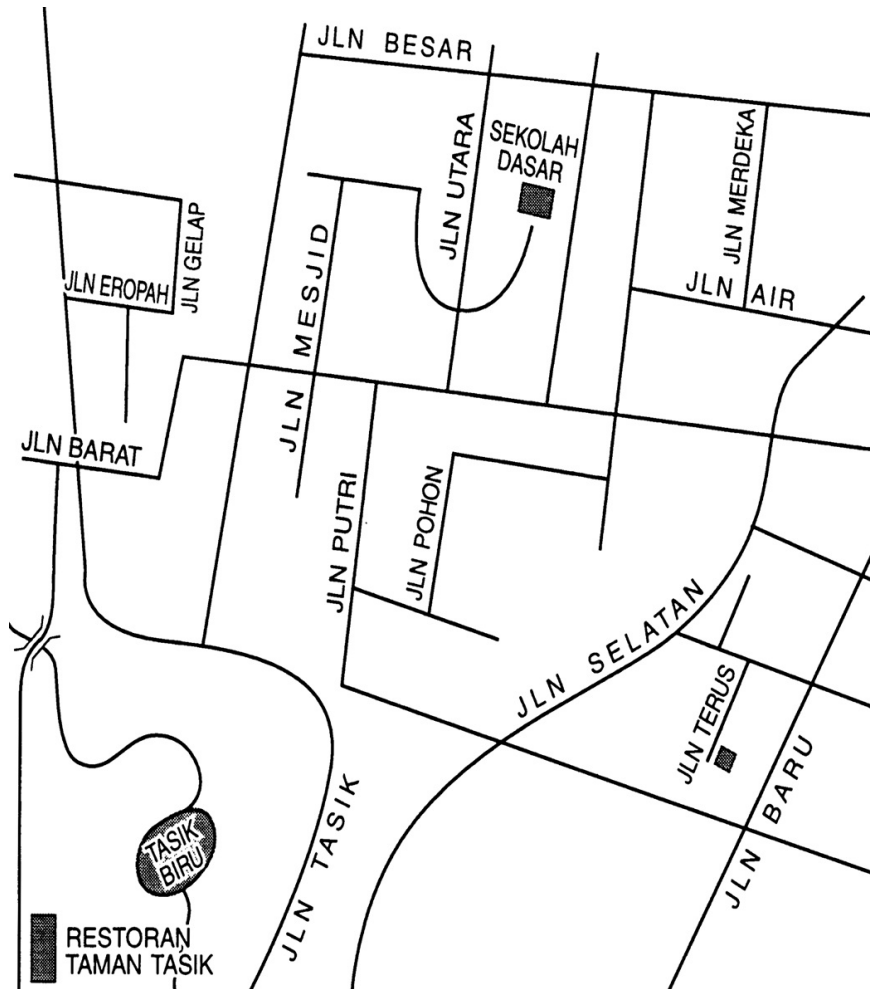
The aim of the exercise is to use Indonesian to get information that your partner does not have and to give directions to your partner. Street names which are not known may be checked in the glossary.

Activity Sheet A	Activity Sheet B
<p>South Street is marked on your partner's map. Your house is marked with a circle on your map.</p> <p>1. Find out the names of the roads or streets that you do not know.</p> <p>2. Find out where your partner lives and give her directions to the airport.</p> <p>3. Tell your partner where the church is located.</p> <p>4. Your car breaks down on the bridge in Lake Park. Give your partner directions so that she can come to your assistance.</p> <p>5. Choose locations for a secondary school [<i>sekolah menengah</i>] and a Post Office. Mark them on your map and tell your partner where they are located so that she can mark them on her map.</p> <p>6. Compare maps to check if your directions were correct.</p>	<p>South Street is marked on your partner's map. Your house is marked with a square on your map.</p> <p>1. Find out the name of the roads or streets that you do not know.</p> <p>2. Find out where your partner lives and give him directions to the Lake Park Restaurant.</p> <p>3. Tell your partner where the primary school is located so that he can mark it on his map.</p> <p>4. Your car will not start. You need a lift from your partner so you can both visit a mutual friend who lives on Airport Road. Give him directions to your house.</p> <p>5. Choose locations for a mosque and a university. Mark them on your map and tell your partner where they are located so that he can mark them on his map.</p> <p>6. Compare maps to check if your directions were correct.</p>

PETA A



PETA B



PELAJARAN 16-20

GETTING AT THE TRUTH

There has been a collision between two cars at the intersection of Green Road and Market Road. A red Toyota Corolla driven by Mr. Salim collided with a blue Ford Falcon driven by Ms Indra. A large truck driven by Mr. Ali, which was moving at high speed behind Mr. Salim's Toyota, just managed to stop at the red lights before entering the intersection. Ms Ratna, a pedestrian, witnessed the accident. Inspector Hashim, a policeman, is in charge of the investigation. The aim of this exercise is to determine who was responsible for the accident.

Students form five groups, A, B, C, D and E, each representing a different character.

- Group A: Toyota Corolla drivers (Mr Salim)
- Group B: Ford Falcon drivers (Ms Indra)
- Group C: Truck drivers (Mr Ali)
- Group D: Witnesses to the accident (Ms Ratna)
- Group E: Policemen (Inspector Hashim)

In each group students discuss and note down statements they will make, or questions they will ask, as the particular character represented. Groups A, B and C, as the various drivers, will be looking to absolve themselves of blame for the accident. Group D, as the witnesses, will have a more neutral view of events. Group E, as the policemen, will be asking questions to get at the truth. If the class is small, omit some of the groups as required. For example, three groups representing the two drivers and a policeman, can be formed.

After each of the groups have finished their discussions, new groups are formed comprising a member from each of the original groups. The policeman in each group interviews the car and truck drivers and the witness. When the investigation is over, the policemen present their decisions to the class, stating the relevant evidence to support their conclusions.

PERFECT MATCH

The aim of this exercise is to find the ideal romantic partner for a particular person.

Teacher Preparation

A picture or photograph of a man and woman and written profiles on each of them. Also required are enough pictures or photographs of men and women of different ages so that half the class will have pictures of women and half will have pictures of men. The pictures may be supplied by the teacher, or students can be asked to bring pictures of their own.

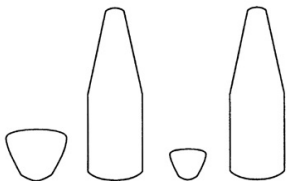
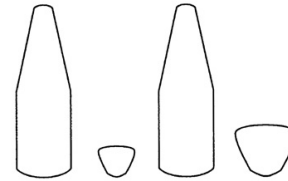
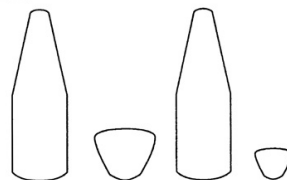
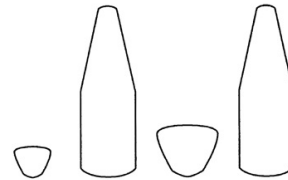
1. Each student is given a picture of a man or woman. They then make notes on the person depicted in terms appearance, age, personality traits, occupation, interests and hobbies, likes and dislikes, life style, and information regarding the kind of spouse desired.
2. The teacher then displays the pictures and profiles of her two characters so students can compare their character with one of the characters displayed. They are then asked to present an oral profile on their character and to make a case for why she or he is compatible or incompatible with the man or woman displayed.
3. If there is no perfect match, students could be asked to write out a profile of the ideal spouse for one of the characters displayed or for one of the characters described by another student.

CHOOSING THE CORRECT PICTURE

Students form pairs. Student A chooses one of the six sets of pictures and tells Student B which set he has chosen. Student A then decides which of the four pictures in the chosen set he will describe and proceeds with his description. Student B then identifies which picture in the set Student A is describing. When this is completed, Student B then chooses a set of pictures and describes one of the four pictures in that set to Student A. Students may ask one another for clarification as the description proceeds, but all communication should be in Indonesian. Students should request the new vocabulary needed to complete their descriptions from the teacher.

It is important to remember that the student's description must differentiate the picture chosen from the remaining three pictures in the set. The description should be based on the contents of the picture, and not on the position of one picture in relation to the others.

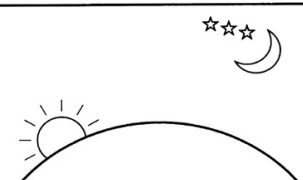
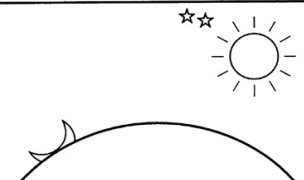

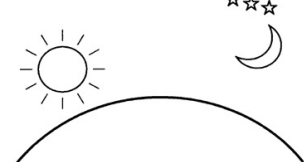
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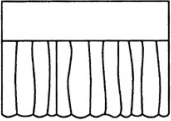
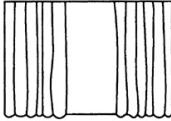
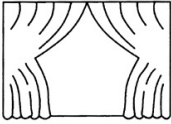
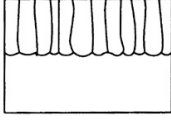
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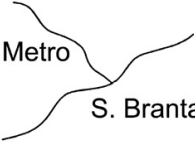
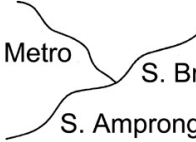

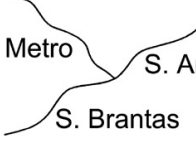
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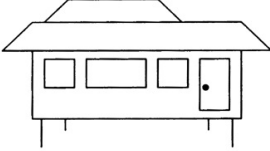
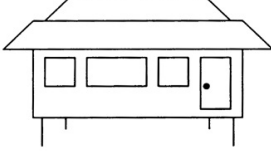
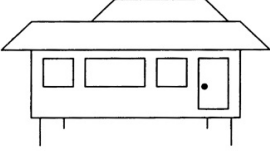
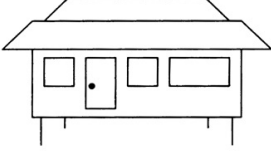
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6.

PELAJARAN 21-25

PROGRAMMES OF STUDY AND CAREERS

Each student interviews at least 10 students to find out what their majors are, what careers they hope to have when they graduate, why they would like to pursue such a career, how likely they are to be successful in getting the jobs they want and what are their reasons for thinking so.

When the interview is completed, students form groups of five people each and collate their information. A representative of each group then presents a summary of their findings to the class.

Alternatively students may conduct interviews on what school subject is most popular with the majority of students, their reason for choosing it, how it can help them broaden their knowledge or help them with future career aspirations or plans for further study. It is also possible to interview students about favourite television programmes, leisure or recreational activities, sports, movie genres, etc.

ADVISING FRIENDS AND RELATIVES

A number of situations follow. Students choose a partner and take turns to advise each other.

1. Student A is thinking of leaving school or university to get a job as a waiter so that he can save money for a holiday in Bali. Student B advises him not to go, giving at least three reasons why he should not quit his studies. Student A, however, defends his decision to stop studying and attempts to counter each argument presented.
2. Student A has won the Lotto jackpot. Student B gives her advice on how to use the money. Student A, however, is suspicious, and questions each suggestion put forward by Student B, wanting to know the motive behind each.
3. Student A smokes or drinks heavily. Student B gives advice on how to stop and why it is important to stop. Student A responds to each suggestion with the past history of each failed attempt.
4. Student A is reluctant to travel abroad. Student B attempts to persuade her to accompany him on an overseas trip by finding out why she does not want to travel and suggesting why travel abroad is good. Student A responds either positively or negatively to each of these suggestions.
5. Student A is trying to lose weight. She asks Student B for advice, but counters each suggestion by mentioning possible problems in carrying each of these suggestions out.

AWKWARD SITUATIONS

Each student chooses a partner and take turns to role play the following situations with him or her.

1. At a friend's house, the meal served for dinner is so spicy hot that you cannot eat it. Explain the situation and suggest a solution that involves little time and effort for your host.

The host is understanding, yet somewhat bewildered that someone cannot eat spicy hot food. He or she agrees to a solution to the problem, bearing in mind that the situation is delicate and it is important that no one be embarrassed.

2. You have successfully received three extensions for an assignment. Your kind-hearted lecturer gives you one last extension but the assignment is not completed by the deadline. Give your lecturer an explanation as to why you were unable to hand in your assignment.

The lecturer is in no mood for more excuses and reviews the reasons for your three previous extensions before coming to his or her final decision.

3. After a gourmet meal at a restaurant you find that you have left your wallet at home. Explain the situation to the manager and indicate how you hope to resolve the problem.

The manager is very suspicious and questions your intentions. He or she finds none of your solutions satisfactory and keeps extracting greater and greater compensation from you for the meal you cannot pay for.

4. After being shown to your seat in the cinema you decide to go out to buy something to eat for your companion and yourself. When you return, the lights have been dimmed and you return to the wrong seat. You reach out for your companion's hand to discover you are holding the hand of a stranger. Explain the situation to him or her, apologising and indicating how the mistake occurred.

The stranger is actually somewhat attracted to you and not at all sorry the error occurred. He or she begins flirting, encouraging you to stay.

5. You mistake a friend's sister for her mother and ask if her son is at home. What will you say to her when she says, "I'm his sister, not his mother!"

The sister is highly insulted and is not ready to let you forget your error. She probes you for further information on how you could possibly mistake her for her mother.

END OF YEAR PARTY

For this exercise students prepare a class party for 30 students.

1. Students form four groups. Each group is set a particular task. Instructions for each group are as follows.

Group 1 is responsible for food and drinks for the party, for decorations, for buying serviettes, paper plates and plastic glasses. Plan what food will be prepared or bought, and estimate the costs to find out how much it will cost per person.

Group 2 provides information regarding the venue of the party, date and time. Draw a map (or photocopy a page from a street directory) and suggest the quickest route to the venue from north, south, east and west. Be prepared to give information regarding buses and trains to the venue or likely taxi fares from particular points.

Group 3 chooses the music, plans party games and the general programme for the party, for example, the schedule of particular activities (like a competition, entertainment, speeches, etc.).

Group 4 consists of absentees (those not in class when the party was planned) and troublemakers. Absentees plan questions to find out details about the party: venue, time, date, costing per person, etc. The troublemakers identify possible problems, complain about something or try to put the organisers on the spot.

2. Students from **Groups 1-3** form new groups, each with a member from one of the original three groups. They exchange information so that each member of the group knows about each aspect of the party.
3. Students from **Group 4** take turns asking questions about the party or criticising decisions made and suggesting changes. They direct their questions to specific students in the new groups formed from **Groups 1-3** so that each student gets an opportunity to answer a question or justify a decision made.