<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
<th>Time Estimation</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source/Media</th>
</tr>
</thead>
</table>
| OPENING       | ① The lecturer asks the students what they expect in to study in the course and what they expect to learn from the course.  
② The lecturer also asks the students to recall what functions they have learnt in speaking 1. | 15’             | Lecturing Question and answer Discussion |         |                       |
| MAIN ACTIVITY | ① The lecturer presents the syllabus of the course, describes the activities students will do during the lessons, explains how to pass and acquire grades.  
② The lecturer also presents the rules of the class concerning absence, tasks and other assignments, individual performance, and assessment components.  
③ The lecturer and the students agree on the assessment components and the percentage for each component. | 60’             | Lecturing Question and answer Discussion | Handouts | The Syllabus of the course |
| CLOSING       | The lecturer asks the students to have the materials for the class and a copy of the syllabus. Lecturer also asks students to provide themselves with an Indonesian-English dictionary (either printed or digital) to help them with vocabularies during the class practice. | 20’             | Lecturing Question and answer         |         |                       |
| FOLLOW UP     | The lecturer asks students to check the syllabus to know                     | 5’              |                                      |         |                       |
9. Evaluation : No evaluation, first meeting

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001

1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory 1 Credit semester  Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
   □ Express degrees of certainty
   □ Enquire about degrees of certainty
6. Indicators :
   □ Express certainty with various expressions
   □ Ask whether someone is sure about something or not using the appropriate expressions

exactly what function to study in the next meeting.
7. Core Materials (gambits) :
- I’m sure that....
- I’m quite sure....
- I’m not sure...
- Are you sure....?

8. Class Activity : Lc: Lecturer, Ss: Students

<table>
<thead>
<tr>
<th>Steps</th>
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<th>Time Estimation</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source/Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>① The lecturer asks how students express certainty in Bahasa Indonesia.</td>
<td>9’</td>
<td>Lecturing Question and answer Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>② She asks the ss whether they know how to express certainty in English.</td>
<td></td>
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<tr>
<td></td>
<td>③ Ss discuss what expressions they can use to express certainty.</td>
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</tr>
<tr>
<td>MAIN ACTIVITY</td>
<td>④ The lecturer asks students to read the book and read the part that talks about how to express and enquire certainty.</td>
<td>80’</td>
<td>Lecturing Question and answer Discussion Pair work</td>
<td>Textbook</td>
<td>Blundell, J., et al. (p. 21-28)</td>
</tr>
<tr>
<td></td>
<td>⑤ Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation.</td>
<td></td>
<td></td>
<td></td>
<td>Hadfield’s Advanced Communication Games No 4 (The Gossip Game)</td>
</tr>
<tr>
<td></td>
<td>⑥ Lc and ss discuss the different uses of the expressions suited to the formality level.</td>
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<tr>
<td></td>
<td>⑦ Ls asks ss to work in pairs, gives different kinds of situation.</td>
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<tr>
<td></td>
<td>⑧ Ss practice the functions based on the situation given. Lc moves around the class to check students accuracy and fluency.</td>
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<tr>
<td></td>
<td>⑨ Lc introduces the language games, explains how to play the game, distributes role cards.</td>
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<tr>
<td></td>
<td>⑩ Ss study their card, stand up, find a partner to talk to, change partner, and talk based on the role card.</td>
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<tr>
<td></td>
<td>⑪ Lc moves around the class listens to students talking to</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.

- Lc stops the game asks ss to go back to their seat.
- Lc distributes the questionnaire and house cards of the game, asks ss to answer the questionnaire based on the talks they just had with the classmates.
- Lc and ss discuss the answer of the questionnaire and house cards.

**CLOSING**

- Lc gives feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.
- Lc asks if ss have questions or other difficulties.
- Ss summarize the lesson.

**FOLLOW UP**

The lecturer asks students to read about the next function to for the next lesson.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire and house cards (of the game)</td>
<td>ce</td>
</tr>
<tr>
<td>10’ Lecture Question and answer Discussion</td>
<td></td>
</tr>
<tr>
<td>The lecturer asks students to read about the next function to for the next lesson.</td>
<td>1’</td>
</tr>
</tbody>
</table>

9. **Evaluation**

Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001
1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
   - Express that someone is or isn’t permitted, or permissible
   - Grant permission
   - Withhold permission
6. Indicators :
   - Ask for a permission to do something
   - Grant a permission
   - Withhold a permission
   - State whether someone is permitted to do something or not using various expressions
7. Core Materials (gambits) :
   - May I…
   - Can I…
   - Is it possible if I….
   - You can/ can’t…
   - You may/may not..
   - You’re (not) allowed to…
   - You’re (not) permitted to…
   - I may/may not..
   - I can/can’t…
8. Class Activity : Lc: Lecturer, Ss: Students
### Steps

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Estimation</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source/Media</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPENING</strong></td>
<td></td>
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</tr>
<tr>
<td>- Lc asks the ss whether they know how to ask, grant, and withhold permission in English.</td>
<td>9'</td>
<td>Lecturing Question and answer Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Lc gives certain everyday situation and ask students how they ask permission for that situation</td>
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<tr>
<td>- Ss discuss what expressions they can use to express certainty.</td>
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<tr>
<td><strong>MAIN ACTIVITY</strong></td>
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</tr>
<tr>
<td>- The lecturer asks students to read the book and read the part that talks about how to ask, grant, and withhold permission.</td>
<td>80'</td>
<td>Lecturing Question and answer Discussion, Pair work</td>
<td>Textbook</td>
<td>Blundell, J., et al. (p. 118-121)</td>
</tr>
<tr>
<td>- Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation.</td>
<td></td>
<td></td>
<td></td>
<td>Hadfield’s Advanced Communication Games No 26 (The Better World)</td>
</tr>
<tr>
<td>- Lc and ss discuss the different uses of the expressions suited to the formality level.</td>
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<tr>
<td>- Ls asks ss to work in 4 groups, gives a problem sheet to each group, explains the rules of the games and the expected results.</td>
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<tr>
<td>- Ss discuss in the group the problem sheet and do the language game.</td>
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<tr>
<td>- Lc moves around the class to check students accuracy and fluency.</td>
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</tr>
<tr>
<td>- Lc moves around the class listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.</td>
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</tr>
<tr>
<td>- Lc stops the game asks ss to go back to their seat.</td>
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</tbody>
</table>
### CLOSING
- Lc gives feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.
- Lc asks if ss have questions or other difficulties.
- Ss summarize the lesson.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>10’</td>
<td>Lecturing Question and answer Discussion</td>
</tr>
</tbody>
</table>

### FOLLOW UP
The lecturer asks students to read about the next function to for the next lesson.

1’

9. Evaluation: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001

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1. Faculty / Study Program: Languages and Arts/English Education
2. Course & Code: Speaking II / ING 206
3. Total Credit: Theory 1 Credit semester Practice: 1 Credit semester
4. Semester/Time: 2/100 minutes
5. Basic Competence:
   - Express hopes and wishes
6. Indicators:
   - Define the different uses of the expression to express hopes and wishes
   - Express hopes and wishes
   - Enquire about hopes and wishes
7. Core Materials (gambits):
   - I wish…
   - I hope…
   - I really wish…
   - I do hope…
   - What do you wish for?
   - What are your hopes ….?
8. Class Activity: Lc: Lecturer, Ss: Students
<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
<th>Time Estimation</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source/Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>① Lc asks what ss know about the words hopes and wishes and how to express hopes and wishes. ⑦ Lc asks ss to give examples of hopes and wishes.</td>
<td>7'</td>
<td>Lecturing Question and answer Discussion</td>
<td></td>
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</tr>
<tr>
<td>MAIN ACTIVITY</td>
<td>① Lc shows the power point slide on the grammatical patterns of expressing hopes and wishes. ③ Each student makes one sentence to express hope and another one to express wish. ⑤ The lecturer asks students to read the book and read the part that talks about expressing and enquiring hopes and wishes. ⑦ Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation. ⑨ Lc and ss discuss the different uses of the expressions suited to the formality level. ⑩ Lc asks ss to do a chain-expression activity. Ss take turn to express 1 hope or wish then ask the student sitting next to him/her what he/she hope/wish for. ⑪ Lc gives out the wish tree handout, asks s to move around the class to ask what their classmates wish for and write the wishes at the wish tree. ⑰ Lc and ss discuss the wishes. ② Lc introduces the language games, explains how to play the game, distributes problem cards. ③ Ss study their card, work on difficult vocabularies, prepare themselves, and understand the</td>
<td>85'</td>
<td>Lecturing Question and answer Discussion Pair work</td>
<td>Ppt slides</td>
<td>Blundell, J., et al. (p. 35)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Textbook</td>
<td>Maggs &amp; Hird’s Times Saver Activities p. 37 (The Wish Tree)</td>
</tr>
<tr>
<td></td>
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<td>The wish tree worksheet</td>
<td>Hadfield’s Advanced Communication Games No 21 (A Cinderella Game)</td>
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<td></td>
<td>Problem cards</td>
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<tr>
<td>Activity</td>
<td>Description</td>
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</tbody>
</table>
| CLOSING | ① Lc gives feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.  
② Lc asks if ss have questions or other difficulties.  
③ Ss summarize the lesson. |
| FOLLOW UP | The lecturer asks students to read about the next function to for the next lesson. |
| 9. Evaluation | Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose. |

Lecturer,

B. Yuniar Diyanti, M.Hum.  
NIP 19790626 200501 2 001
1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
   - Express interest, lack of interest
   - Enquire interest, lack of interest
6. Indicators :
   - Express interest
   - Express lack of interest
   - Ask one’s interest
7. Core Materials (gambits) :
   - I’m interested in…
   - I have an interest in….
   - I love…
   - I like…
   - I’m keen on…
   - I’m not very keen on…
   - I don’t really like…
8. Class Activity : Lc: Lecturer, Ss: Students

<table>
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<th>Media</th>
<th>Learning Source/Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Lc asks what the students love to do in the spare times. Lc also ask what their hobbies are.</td>
<td>9’</td>
<td>Lecturing</td>
<td>Textbook</td>
<td>Blundell, J., et al. (p. 85-88)</td>
</tr>
<tr>
<td>MAIN ACTIVITY</td>
<td>Lc explains that they will learn how to express interest, lack of interest, and ask other’s interests.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Lc asks students to read the book and read the part that talks about how to express interest, lack of interest, and enquire about interest.</td>
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</tr>
<tr>
<td></td>
<td>Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation.</td>
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</tr>
<tr>
<td></td>
<td>Lc and ss discuss the different uses of the expressions suited</td>
<td>80’</td>
<td>Lecturing</td>
<td></td>
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</tr>
</tbody>
</table>
to the formality level.

1. Ss do the tasks in the book. Ss answer the tasks orally.
2. Lc moves around the class to check students accuracy and fluency.
3. Lc gives out the survey worksheet. Ss do a survey game using the functions that have been studied.
4. Lc moves around the class listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.
5. Lc stops the game asks ss to go back to their seat.
6. Lc asks the result of the game. Lc and ss discuss the results.

CLOSING

7. Lc gives feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.
8. Lc asks if ss have questions or other difficulties.
9. Ss summarize the lesson.

FOLLOW UP

The lecturer asks students to read about the next function to for the next lesson.

9. Evaluation

Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001
2. Course & Code: Speaking II / ING 206

3. Total Credit: Theory 1 Credit semester  
Practice : 1 Credit semester

4. Semester/Time: 2/100 minutes

5. Basic Competence:
- Express likes, dislikes, preferences
- Enquire likes, dislikes, preferences

6. Indicators:
- Express likes/dislikes
- Ask what one likes/dislikes
- Express preferences in various expressions

7. Core Materials (gambits):
- I like....
- I don’t like....
- I prefer....
- I’d better....
- I like ....better than.....

8. Class Activity: Lc: Lecturer, Ss: Students

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</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>① The lecturer shows some pictures (of famous singers/artists/other celebrities/other non-living things ) and ask ss which pictures they like. Lc also ask ss to compare the pictures then tell the class which picture they prefer to have/enjoy.</td>
<td>9'</td>
<td>Lecturing, Question and answer, observing picture, Discussion</td>
<td>Pictures / set of pictures</td>
<td></td>
</tr>
</tbody>
</table>
| MAIN ACTIVITY       | ① The lecturer asks ss whether they know the language function they are going to learn.  
⑦ Lc asks students to read the book and read the part that talks about how to express likes/dislikes/preferences  
④ Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation.  
⑥ Ss do the tasks in the book then practice pronouncing the expressions. Lc and ss discuss the different uses of the expressions suited to the formality level. | 80'             | Lecturing Question and answer Discussion Pair work | Textbook                                   | Blundell, J., et al. (p. 60-66)  
Hadfield’s Advanced Communication Games No 34 (Christmas Shopping) |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>①</td>
<td>Lc introduces the language games, explains how to play the game, distributes role cards.</td>
</tr>
<tr>
<td>②</td>
<td>Ss study their card, write the vocabularies needed, stand up, find a partner to talk to, change partner, and talk based on the role card.</td>
</tr>
<tr>
<td>③</td>
<td>Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.</td>
</tr>
<tr>
<td>④</td>
<td>Lc stops the game asks ss to go back to their seat.</td>
</tr>
<tr>
<td>⑤</td>
<td>Ss and Lc discuss the result of the activity.</td>
</tr>
<tr>
<td>CLOSING</td>
<td>Lc gives feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.</td>
</tr>
<tr>
<td>10’</td>
<td>Lecturing Question and answer Discussion</td>
</tr>
<tr>
<td>FOLLOW UP</td>
<td>The lecturer asks students to read about the next function to for the next lesson.</td>
</tr>
<tr>
<td>1’</td>
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</tr>
</tbody>
</table>

9. Evaluation: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001
1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
   - Invite, accept an offer or invitation, decline an offer or invitation,
   - Enquire whether an offer or invitation is accepted or not
6. Indicators :
   - Offer an invitation
   - Accept an invitation
   - Decline an invitation
   - Ask whether an invitation is accepted or declined
7. Core Materials (gambits) :
   - Would you….?
   - Shall we….?
   - What do you think if we….?
   - What about….?
   - Sure/Great/I’d love to.
   - Sorry.
   - I’d love to, but…
8. Class Activity : Lc: Lecturer, Ss: Students

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>☐ Lc asks whether ss ever been invited to a certain activity or ever invited a friend(s) to do something or to an activity they hold.</td>
<td>9’</td>
<td>Lecturing Question and answer Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Lc asks how students responded to the invitation and how they invited someone to do something.</td>
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</tr>
<tr>
<td>MAIN ACTIVITY</td>
<td>☐ Lc explains the purpose today’s class.</td>
<td>80’</td>
<td>Lecturing Question and answer Discussion</td>
<td>Textbook</td>
<td>Hadfield’s Advanced Communication Games No 16 (The Excuses Game)</td>
</tr>
<tr>
<td></td>
<td>☐ Lc asks students to read the book and read the part that talks about how to invite and respond to an invitation.</td>
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<tr>
<td></td>
<td>☐ Lc helps ss practicing the functions in the book and asks ss to carefully select the expressions they are going to use which depend so much on who the person they are talking</td>
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</tr>
</tbody>
</table>
to. Lc helps learners with the pronunciation accuracy and intonation.

1. Ss do the tasks in the book then practice pronouncing the expressions.
2. Lc introduces the excuses games, explains how to play the game, distributes the excuses and the invitation cards.
3. Ss study their card, write the vocabularies needed, stand up, talk to friends based on the cards.
4. Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.
5. Lc stops the game asks ss to go back to their seat.
6. Ss and Lc discuss the result of the activity.

**CLOSING**

- Lc gives feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.
- Lc asks if ss have questions or other difficulties.
- Ss summarize the lesson.

**FOLLOW UP**

The lecturer asks students to read about the next function to for the next lesson.

| 9. Evaluation | Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose. |

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001
1. Faculty / Study Program : Languages and Arts/English Education  
2. Course & Code : Speaking II / ING 206  
3. Total Credit : Theory: 1 Credit semester  
4. Semester/Time : Practice: 1 Credit semester  
5. Basic Competence :  
   - Express obligation  
   - Enquire obligation  
6. Indicators :  
   - State obligation using have to/must/should/ought to  
   - Differ the use of have to/must/should  
   - Ask one’s obligation  
7. Core Materials (gambits) :  
   - I/you (don’t) have to….  
   - I/you must (not)….  
   - I/you should (not)….  
   - Do you have to…?  
   - Must you…?  
   - Should you….?  
8. Class Activity : Lc: Lecturer, Ss: Students

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
<th>Time Estimation</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source/Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Lc asks what tasks they have to do at home as their parents’ child and what obligations they have to as students.</td>
<td>5’</td>
<td>Lecturing Question and answer Discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| MAIN ACTIVITY  | Lc explains the purpose today’s class.  
Lc gives out the handout, asks ss to study the handout and do the tasks in the handout.  
Lc explains the different use of have to, must, and should. Lc asks ss to make one sentence for each.  
For extra reading lc asks students to read the book and read the part that talks about how to express and enquire obligation.  
Lc helps ss practicing the functions in the book. | 80’               | Lecturing Question and answer Discussion | Handout   | Blundell, J., et al. (p. 123-130)  
Maggs & Hird’s Times Saver Activities p. 47 (Agonyaunt.com) | Textbook          |
Lc and ss discuss the use of different expressions, ss do the tasks then practice the expressions.

Lc gives out a worksheet and ss work in pairs to interview each other.

Ss report the result of the interview.

Lc asks ss to work in groups of 6, explains how to do the activity, gives out the problem cards.

Ss talks in small groups based on the problem cards.

Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.

Lc stops the activity.

Ss and Lc discuss the result of the activity.

CLOSING

Lc gives feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.

Lc asks if ss have questions or other difficulties.

Ss summarize the lesson.

FOLLOW UP

The lecturer asks students to read about the next function for the next lesson.

9. Evaluation

Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001
1. Faculty / Study Program: Languages and Arts/English Education
2. Course & Code: Speaking II / ING 206
3. Total Credit: Theory: 1 Credit semester  Practice: 1 Credit semester
4. Semester/Time: 2/100 minutes
5. Basic Competence:
   - Express intention
   - Enquire intentions
6. Indicators:
   - State intention/plan using will and going to
   - Differ the use of will and going to
   - Ask one’s intention/future plans
7. Core Materials (gambits):
   - I plan to…
   - I will/I’ll…
   - I’m going to…
   - What do you plan to do?
   - What will you do?
   - What are you going to do?
8. Class Activity: Lc: Lecturer, Ss: Students

<table>
<thead>
<tr>
<th>Steps</th>
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<th>Method</th>
<th>Media</th>
<th>Learning Source/Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>1️⃣ Lc gives out a worksheet, ss match the pictures with the expressions containing will and going to.</td>
<td>7’</td>
<td>Lecturing Question and answer Discussion</td>
<td>worksheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2️⃣ Ss work in pairs to do the worksheet.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MAIN ACTIVITY</td>
<td>1️⃣ Lc explains the different use of will and going to and the sentence pattern containing will and going to.</td>
<td>82’</td>
<td>Lecturing Question and answer Discussion</td>
<td>Whiteboard, board marker</td>
<td>Blundell, J., et al. (p. 110-111) Hadfield’s Intermediate Communication Games No 13 (Good Intentions)</td>
</tr>
<tr>
<td></td>
<td>2️⃣ Lc asks students to read the book and read the part that talks about how to express and enquire intention.</td>
<td></td>
<td></td>
<td>Textbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3️⃣ Lc helps ss practicing the functions in the book.</td>
<td></td>
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<tr>
<td></td>
<td>4️⃣ Lc and ss discuss the use of different expressions, ss do the tasks then practice the expressions.</td>
<td></td>
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</tr>
<tr>
<td>Activity</td>
<td>Worksheet</td>
<td>Rubric of spoken performance</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Lc gives out a worksheet, ss will have to interview two classmates.</td>
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<tr>
<td>Ss report the result of the interview.</td>
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<tr>
<td>Lc introduces the Good Intention language game, explains the procedure, gives out the worksheet.</td>
<td></td>
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<tr>
<td>Ss prepare themselves by filling in the worksheet with future plans.</td>
<td></td>
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</tr>
<tr>
<td>Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.</td>
<td></td>
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<tr>
<td>Ss stand up, talk to friends.</td>
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<tr>
<td>Lc stops the activity, asks ss to go back to their seat.</td>
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</tr>
<tr>
<td>Ss and Lc discuss the result of the activity.</td>
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</tr>
<tr>
<td>CLOSING</td>
<td>10’</td>
<td>Lecturing Question and answer Discussion</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lc gives feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lc asks if ss have questions or other difficulties.</td>
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<tr>
<td>Ss summarize the lesson.</td>
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<tr>
<td>FOLLOW UP</td>
<td>1’</td>
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</tr>
<tr>
<td>The lecturer asks students to read about the next function for the next lesson.</td>
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9. Evaluation: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001
1. Faculty / Study Program : Languages and Arts/English Education  
2. Course & Code : Speaking II / ING 206  
3. Total Credit : Theory: 1 Credit semester    Practice : 1 Credit semester  
4. Semester/Time : 2/100 minutes  
5. Basic Competence :  
   □ Express satisfaction, dissatisfaction  
   □ Enquire satisfaction, dissatisfaction  
6. Indicators :  
   □ Express satisfaction (of a service/facilities/food/drinks/others)  
   □ Express dissatisfaction (of a service/facilities/food/drinks/others)  
   □ Ask whether someone is happy/satisfied/dissatisfied with a service / facilities / food / drinks / others  
7. Core Materials (gambits) :  
   □ I’m (not) happy  
   □ I’m (not) pleased  
   □ I (do not) enjoy…  
   □ I’m (not) satisfied with…  
   □ The…(doesn’t/don’t) satisfies/y me.  
   □ The …is (not) satisfying.  
8. Class Activity : Lc: Lecturer, Ss: Students

<table>
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<tbody>
<tr>
<td>OPENING</td>
<td>① Lc asks ss experience concerning a certain service or facility.</td>
<td>5’</td>
<td>Lecturing Question and answer</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>② Lc asks whether ss will express their feeling concerning that service or facility and how they do that.</td>
<td></td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIN ACTIVITY</td>
<td>① Lc gives out the worksheet containing several dialogue samples that.</td>
<td>84’</td>
<td>Lecturing Question and answer</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>② Lc asks ss to work in pairs.</td>
<td></td>
<td>Discussion</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>⑦ Lc asks several students to act out the dialogue samples. Lc asks ss to underline the satisfaction and dissatisfaction expressions.</td>
<td></td>
<td>Pair work</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>⑦ Lc and ss discuss the expressions of satisfaction and</td>
<td></td>
<td>Workshee t</td>
<td>Van Ek, J.A., &amp; Trim, J.L.M. (p.36 )</td>
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<tr>
<td><strong>dissatisfaction they find in the dialogues.</strong></td>
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</tr>
<tr>
<td>1.</td>
<td>Lc uses a powerpoint slide to show some more satisfaction and dissatisfaction expressions.</td>
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<tr>
<td>2.</td>
<td>Ss do the tasks in the worksheet: completing dialogues with the appropriate expressions.</td>
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<tr>
<td>3.</td>
<td>Ss work in pairs, are given role play situation.</td>
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<tr>
<td>4.</td>
<td>Ss compose a dialogue suited to the role play situation. Lc moves around the class helping ss with the script and with the pronunciation accuracy during practice.</td>
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<tr>
<td>5.</td>
<td>Ss perform the mini drama in class.</td>
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<tr>
<td>6.</td>
<td>While two ss are performing, other ss and lc listen to and watch the drama being performed.</td>
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<tr>
<td>7.</td>
<td>After the performance, lc and ss discuss the performance. Ss give feedback to friends’ performance.</td>
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</tbody>
</table>

**CLOSING**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Lc gives classical feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.</td>
</tr>
<tr>
<td>2.</td>
<td>Lc asks if ss have questions or other difficulties.</td>
</tr>
<tr>
<td>3.</td>
<td>Ss summarize the lesson.</td>
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**FOLLOW UP**

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<tbody>
<tr>
<td>The lecturer asks students to read about the next function for the next lesson.</td>
<td></td>
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<p>| | |</p>
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<tbody>
<tr>
<td>9. Evaluation</td>
<td></td>
</tr>
<tr>
<td>: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.</td>
<td></td>
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Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001
1. Faculty / Study Program : Languages and Arts / English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory: 1 Credit semester Practice: 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
   - Apologize
   - Express regrets and sympathy
6. Indicators :
   - Use various expressions to show apology
   - Express regrets and sympathy in various expressions
   - Use appropriate modifier to show the degree of regrets and sympathy
   - Respond to regrets
   - Respond to sympathy
7. Core Materials (gambits) :
   - I’m sorry…
   - I’m really/terribly/very…I’m (not) happy
   - I feel sorry for you.
   - My deepest condolences.
   - I apologize.
   - I do apologize.
   - Please accept my apology.
   - I beg for your forgiveness.
   - Please forgive me.
   - My mistakes, sorry.
   - Sorry.
   - If only…I wish.
8. Class Activity : Lc: Lecturer, Ss: Students

<table>
<thead>
<tr>
<th>Steps</th>
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<th>Time Estimation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>📚 Lc asks ss whether they have ever experienced certain things that they regret. Lc asks ss to describe that experience.</td>
<td>5’</td>
<td>Lecturing Question and answer Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIN ACTIVITY</td>
<td>📚 Lc asks ss to open Survival English, Lc also displays the intended pages with LCD</td>
<td>89’</td>
<td>Lecturing Question and answer Discussion</td>
<td>LCD projector</td>
<td>Blundell, J., et al. (p. 199-203) de Freitas, J.F</td>
</tr>
</tbody>
</table>
### CLOSING
- Lc gives classical feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.
- Lc asks if ss have questions or other difficulties.
- Ss summarize the lesson.

### FOLLOW UP
The lecturer asks students to read about the next function for the next lesson.

<table>
<thead>
<tr>
<th>Projector</th>
<th>Pair work</th>
<th>(p. 20, 92, 108)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing</td>
<td>Question and answer Discussion</td>
<td>5’</td>
</tr>
<tr>
<td>Discussion</td>
<td>Rubric of spoken performance</td>
<td>1’</td>
</tr>
</tbody>
</table>
9. Evaluation

: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar diyanti, M.Hum.
NIP 19790626 200501 2 001

---

1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory: 1 Credit semester Practice: 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
   - Complimenting, congratulating, and responding to compliments and congratulations
6. Indicators :
   - Use the appropriate expression to give compliment, and congratulate and to respond to compliments or congratulations.
7. Core Materials (gambits) :
   - What a nice/pretty/great...
   - That’s a very nice...you’re wearing.
   - You’re looking good!
   - Congratulations!
   - Well done!
   - Terrific!
   - I must congratulate you on...
   - Thank you.
   - Thanks.
   - That’s very nice of you to say so.
8. Class Activity : Lc: Lecturer, Ss: Students

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<tr>
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</tr>
</thead>
</table>
| OPENING        | ✷ Lc compliments some ss (clothes, accessories, shoes, appearance).  
                 | ✷ Ss respond the compliments.                  | 3'              | Lecturing Question and answer Discussion |       |                  |
| MAIN ACTIVITY  | ✷ Lc and ss discuss the ss’ respond to the compliments.  
<pre><code>             | ✷ Lc introduces ss to the topic and asks ss to open their book. | 89’             | Lecturing Question and answer Discussion | The textbook | Blundell, J., et al. (p. 194-199) |
</code></pre>
<table>
<thead>
<tr>
<th>Label</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
</table>
| Pair work | 1. Lc and ss discuss the different expressions to compliment, congratulate, and the responds.  
2. Ss study the use of the various kinds of expressions suited to the situations.  
3. Ss practice saying the expressions and do the tasks in the book.  
4. Lc asks ss to work in pairs. Lc gives role card and situation to each pair.  
5. Each pair of student practices to compliment, congratulate, and respond the compliments and congratulations before the class.  
6. Lc and other ss give feedback.  
7. Lc gives other role cards and explains that they are going to play as guests at a party. Ss have to compliments and congratulate other guests depending on what the role card says.  
8. Ss stand up, talk to friends.  
9. Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.  
10. Lc stops the activity, asks ss to go back to their seat.  
11. Ss and Lc discuss the result of the activity. | 25’ |
| Role cards | 1. Role cards and role play situation  
2. Rubric of spoken performance |       |
| Rubric of spoken performance | 5’ | Lecturing Question and answer Discussion |
| CLOSING | 1. Lc gives classical feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.  
2. Lc asks if ss have questions or other difficulties.  
3. Ss summarize the lesson. |       |
| FOLLOW UP | The lecturer asks students to read about the next functions for the next lesson. | 1’ |
9. Evaluation: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001

1. Faculty / Study Program: Languages and Arts/English Education
2. Course & Code: Speaking II / ING 206
3. Total Credit: Theory: 1 Credit semester Practice: 1 Credit semester
4. Semester/Time: 2/100 minutes
5. Basic Competence:
   - Asking someone for something (information/things/helps/etc)
6. Indicators:
   - Use various expressions to ask someone to do/give/for something.
   - Include politeness aspect by choosing the appropriate expressions.
7. Core Materials (gambits):
   - Could/Can you…
   - Would you…
   - Are you…
   - Would you be so kind as to…
   - Kindly…
   - Sure.
   - Yes.
   - Definitely.
8. Class Activity: Lc: Lecturer, Ss: Students
**UNIVERSITAS NEGERI YOGYAKARTA**
**FAKULTAS BAHASA DAN SENI**
**SATUAN ACARA PERKULIAHAN (SAP)**
**MATA KULIAH : SPEAKING II**
**FRM/FBS/18-00**
**Revisi : 00**
**31 Juli 2008**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>respond to the requests.</td>
<td>and answer Discussion Pair work</td>
</tr>
<tr>
<td>① Lc and students brainstorm the expressions that ss can use to ask for something to someone.</td>
<td>)</td>
</tr>
<tr>
<td>② Lc and ss also discuss the range politeness and formality aspects tied to the situations.</td>
<td>Ppt Slides</td>
</tr>
<tr>
<td>③ Lc writes the lists of the expressions on a ppt slide, gives time to ss to copy the expressions to their book.</td>
<td>Role cards</td>
</tr>
<tr>
<td>④ Lc asks each student to ask a friend in class to do/ for something. Ss can choose anyone in class.</td>
<td>role cards and role play situation</td>
</tr>
<tr>
<td>⑤ Lc gives feedback to ss.</td>
<td>Rubric of spoken performance</td>
</tr>
<tr>
<td>⑥ Lc asks ss to work in small groups (of 3-4 ss).</td>
<td></td>
</tr>
<tr>
<td>⑦ Lc gives out the role play situation (dinner table, tourists and native people, customers and shop assistant, friends, tourists and travel agent, etc)</td>
<td></td>
</tr>
<tr>
<td>⑧ Ss prepare the mini drama by scripting the dialogue lines and the story plot.</td>
<td></td>
</tr>
<tr>
<td>⑨ Ss practice their lines.</td>
<td></td>
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<tr>
<td>⑩ Ss perform the mini drama before the class.</td>
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<tr>
<td>⑪ While one group is performing, other ss and lc watch carefully then give feedback.</td>
<td></td>
</tr>
</tbody>
</table>

**CLOSING**
① Lc gives classical feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered. 5’
② Lc asks if ss have questions or other difficulties. 5’
③ Ss summarize the lesson. 5’

**FOLLOW UP**
The lecturer asks students to read about the next functions for the next lesson. 1’

9. Evaluation: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.
1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory: 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
   − Asking whether you are heard and understood
   − Signaling that you are hearing and understanding
6. Indicators :
   − Ask whether one’s understood or heard
   − Signal that one’s hearing and understanding
7. Core Materials (gambits) :
   − Do you understand?
   − Is it clear?
   − Do you know/understand what I mean?
   − Am I making myself clear?
   − I understand clearly.
   − Yes/sure
   − I don’t understand/get what you mean.
8. Class Activity : Lc: Lecturer, Ss: Students

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<tbody>
<tr>
<td>OPENING</td>
<td>① Ss play the queue game. Two students play as the organizer who control the queue.</td>
<td>10'</td>
<td>Whole class activity</td>
<td>The Queue game’s procedure</td>
<td>Hadfield’s Intermediate Communication Game no 28 (The queue)</td>
</tr>
<tr>
<td>MAIN ACTIVITY</td>
<td>① Lc asks the ss to open the textbook.</td>
<td>82'</td>
<td>Lecturing Question and answer Discussion Pair work</td>
<td>The textbook</td>
<td>Blundell, J., et al. (p. 211-219) Van Ek, J.A., &amp; Trim, J.L.M. (p. 45)</td>
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<tr>
<td>Activity</td>
<td>Description</td>
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<td>Lc gives out the role cards and situations (the king’s message bearers, the senior ss give information to freshmen, a headmaster in a flag ceremony, a class teacher gives information on an upcoming trip, a shop manager announcing discounted items, a police officer before an angry labors, etc.).</td>
<td>Ss work in pairs and be the informants. Other ss play as the information takers.</td>
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<td>Ss prepare the information speech.</td>
<td>Each pair performs before the other ss. Other ss respond to the information takers.</td>
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<tr>
<td>Lc gives feedback to the ss.</td>
<td>Rubric of spoken performance</td>
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**CLOSING**

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<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Lc gives classical feedback on ss’ performance, discusses the awkward expressions and difficulties ss encountered.</td>
<td>Lc asks if ss have questions or other difficulties.</td>
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<td>Ss summarize the lesson.</td>
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**FOLLOW UP**

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<tr>
<th>Activity</th>
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<tr>
<td>The lecturer informs ss of the review session the next week, therefore ss need to equip themselves with their own notes of the useful expression.</td>
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</table>

**Evaluation**

Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
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