

SILABUS

I. IDENTITAS MATA KULIAH

Program Studi	: Diploma 1
Jurusan	: BAR
Mata Kuliah	: BAR Knowledge
Kode	:
Semester	: 1 (Ganjil)
Sks/Js	: 2/2
Prasyarat	: --
Dosen Pengampu	:

II. CAPAIAN PEMBELAJARAN (CP) MATA KULIAH

A. Capaian Pembelajaran (CP) Sikap

1. Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius.
2. Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika.
3. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila.
4. Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa.
5. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain.
6. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan.
7. Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara.

8. Menginternalisasi nilai, norma, dan etika akademik.
9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.
10. Mempunyai ketulusan, komitmen, dan kesungguhan hati untuk mengembangkan sikap, nilai dan kemampuan peserta didik.
11. Menunjukkan perilaku berdasarkan nilai moral luhur, bersikap empatik dan menghargai perbedaan, dan menjunjung tinggi nilai kemanusiaan melalui pembentukan kepribadian dan interaksi sosial yang humanis.
12. Menunjukkan sikap dan perilaku yang bertanggung jawab, beretika serta menghargai pendapat dan temuan orisinal orang lain.
13. Memiliki kepribadian dan interaksi sosial yang berempatik dan humanis.
14. Menunjukkan sikap mental profesi dan perilaku taat hukum yang bertanggungjawab atas pekerjaan di bidang keahliannya dengan selalu mengutamakan peningkatan mutu kehidupan bermasyarakat dan berbangsa.

B. Capaian Pembelajaran (CP) Pengetahuan:

1. Menguasai konsep dasar teoretik dan memiliki kemampuan profesional dalam bidang Bar .
2. Menguasai beberapa prinsip dasar pada bidang Bar.
3. Memiliki kemampuan untuk melaksanakan dan menilai proses yang inspiratif, inovatif, menyenangkan di bidang Bar.
4. Mampu menyelaraskan dan mengksi fenomena atau permasalahan yang terjadi di area hotel terutama yang berkaitan dengan department Bar secara teoritis maupun empiris.
5. Mampu melakukan riset tingkat menengah di bidang Bar dengan menggunakan logika berpikir ilmiah untuk memberikan alternatif penyelesaian masalah.
6. Mampu menerapkan pemikiran dan perilaku sistematis, kreatif, inovatif, dan bertanggung jawab dalam penerapan pengetahuan di bidang Bar baik secara teori maupun praktek.

C. Capaian Pembelajaran (CP) Keterampilan Umum

- 1 Mampu merencanakan kariernya sendiri (*career and personal development*) di bidang Bar baik dalam tataran pendidikan formal maupun nonformal.
- 2 Mampu menjalin hubungan profesional dan interpersonal secara konstruktif dan bertanggung jawab untuk membantu menyelesaikan persoalan pembelajaran Bar.
- 3 Mampu menjalin jaringan kerja dengan teman sejawat, dosen, pembimbing, baik di lingkungan Apollonia Hotel School maupun universitas lain di dalam dan luar negeri dengan memanfaatkan teknologi informasi.
- 4 Mampu menggunakan ilmu pengetahuan tentang Bar dalam komunikasi lisan dan tulisan sesuai dengan tuntutan konteks komunikasi dan menciptakan komunikasi interpersonal dan professional yang efektif dan produktif.

D. Capaian Pembelajaran (CP) Keterampilan Khusus

1. Mampu berkomunikasi secara lisan dan tertulis tentang Bar, serta membangun hubungan interpersonal yang produktif.
2. Mampu melaksanakan, dan mengevaluasi pembelajaran Bar yang inspiratif, kreatif, inovatif, menantang, dan menyenangkan.
3. Mampu mengkaji, menganalisa, dan memecahkan masalah-masalah dalam pembelajaran bahasa Inggris dalam rangka meningkatkan kualitas proses pembelajaran tentang Bar.
4. Mampu memanfaatkan dan mengembangkan perangkat teknologi informasi dan komunikasi untuk mendukung pembelajaran tentang Bar.

III. DESKRIPSI MATA KULIAH

The bar is a place for guests to buy and enjoy drinks with concoction officers. The bar also serves as a complementary facility for visiting guests, who are sometimes operated together with restaurants, the bar is also a significant supplier of income and profits for the Hotel. There are eight aspects which consist in this department as follows; (1) Bar Knowledge, (2) Bar Organization Chart and Duties of key position, (3) Type of Beverage , (4) Method of Making Drink, (5) Method of Making Mix Drink, (6) Bar Equipment (7) Bar supplies, (8) Handling complaint at bar,

(9) Asking, Accepting and Refusing Request at bar, (10) Explaining the menu of bar, (11) Greeting and welcoming the guest at the bar, (12) Slang Language.

IV. GARIS BESAR RENCANA PEMBELAJARAN

No	Capaian Pembelajaran	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Bahan Kajian/Materi Pokok
(1)	(2)	(3)	(4)
1	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa mampu memahami dan menjelaskan konsep dan teori umum kajian Bar.	Bar Knowledge
2	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa mampu memahami struktur Organisasi dari departemen Bar. tugas-tugas dari setiap posisi di departemen Bar.	Bar Organization Chart and Duties of key position
3	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa mampu menjelaskan dan mempraktekan tentang jenis jenis beverage dan tata cara membuat berbagai jenis beverage. Mahasiswa memahami dan menerapkan konsep dan teori dari peralatan dan perlengkapan dalam Bar departement	Type of Beverage
4	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa memahami dan menerapkan metode mencampur dan meramu berbagai bahan minuman.	Method of Making Drink

5	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa memahami dan menerapkan metode mencampur dan meramu berbagai bahan minuman. Mahasiswa mampu memahami dan menjelaskan cocktail recipes.	Method of Making Mix Drink
UTS	UTS	UTS	UTS
6	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa memahami dan menerapkan konsep dan teori dari peralatan dan perlengkapan dalam Bar departement	Bar Equipment
7	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa mampu memahami dan menjelaskan tentang persediaan bahan bahan minuman dan alur pengirimannya.	Bar supplies
8	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa mampu memahami dan berbicara dengan menggunakan bahasa yang sesuai saat menangani keluhan dari pengunjung.	Handling complaint at bar
9	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa mampu memahami dan menjelaskan tata cara bertanya, menerima dan menolak pesanan dari pengunjung bar.	Asking, Accepting and Refusing Request at bar
10	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa mampu memahami dan menjelaskan tentang setiap menu yang di tawarkan pada pengunjung bar	Explaining the menu of bar
11	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4	Mahasiswa mampu memahami dan menjelaskan tentang tata cara menyapa pengunjung bar	Greeting and welcoming the guest at the bar

	D 1,2,3,4		
12	A1 – A14 B 1,2,3,4,5,6 C 1,2,3,4 D 1,2,3,4	Mahasiswa mampu memahami dan menjelaskan tentang kosa “slang” yang sering terdengar di bar.	Slang Language
13	UAS		

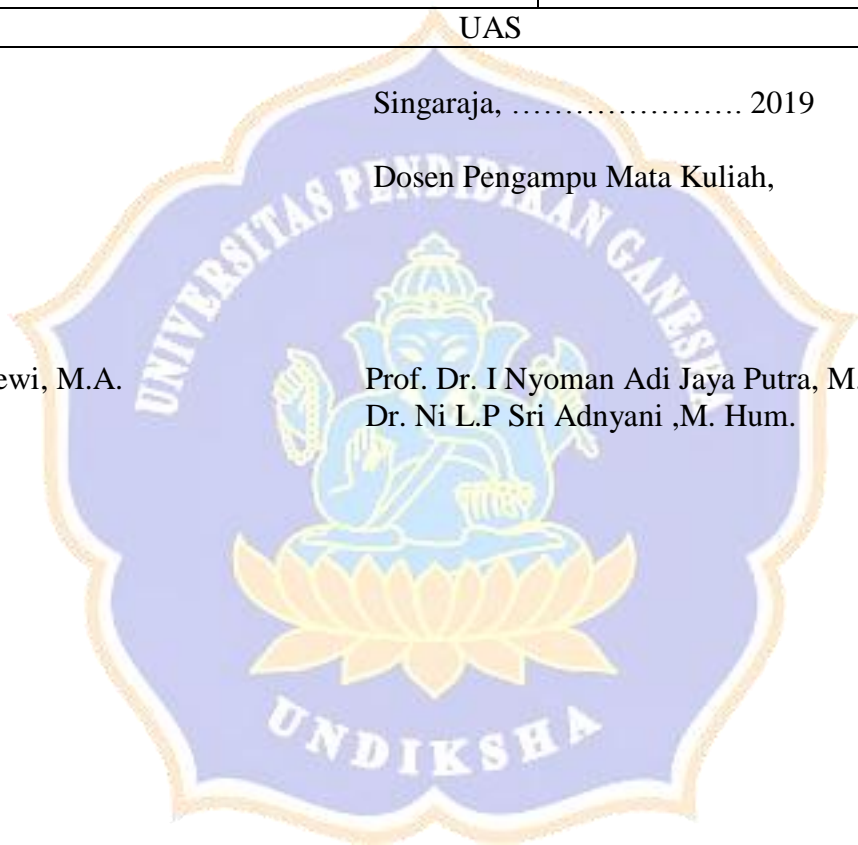
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Mengetahui :
Ketua Program Studi

Dosen Pengampu Mata Kuliah,

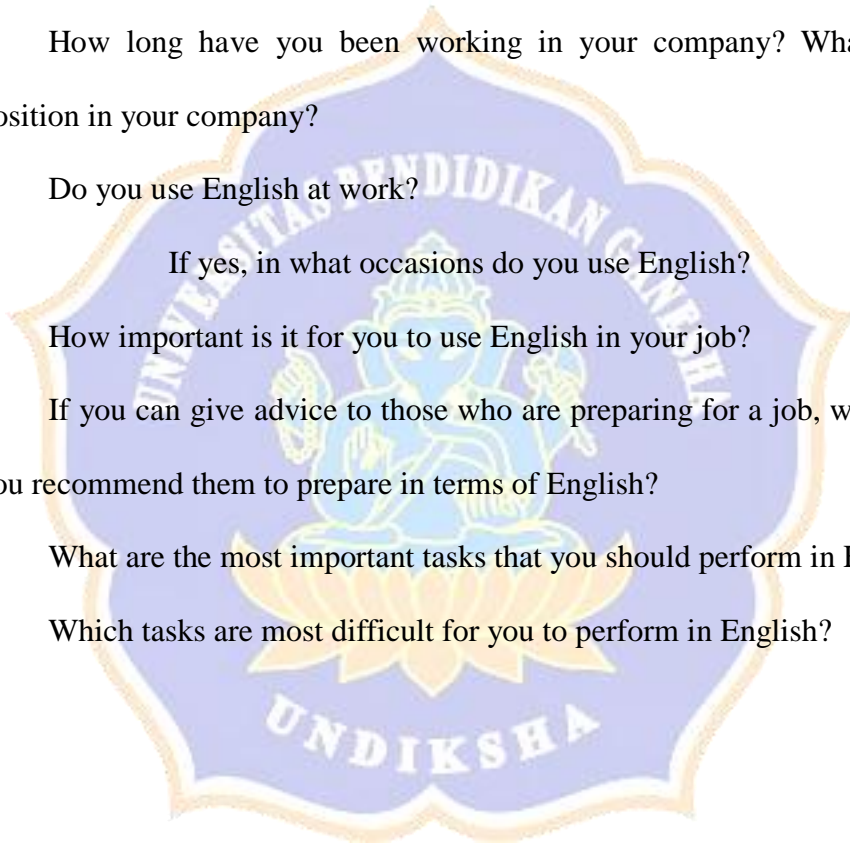
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**Appendix 4e. The Interview Guide for the Stakeholder of Apollonia Hotel School
Denpasar**

1. How old are you?
2. What is your company's name? Please describe your company!
3. Which department or team do you belong to? What kind of work do you do in the department or team?
4. How long have you been working in your company? What is your position in your company?
5. Do you use English at work?
6. If yes, in what occasions do you use English?
7. How important is it for you to use English in your job?
8. If you can give advice to those who are preparing for a job, what would you recommend them to prepare in terms of English?
9. What are the most important tasks that you should perform in English?
10. Which tasks are most difficult for you to perform in English?



Appendix 4f. The Result of Interview Guide for the Stakeholder of Apollonia Hotel School Denpasar

Researcher : Could we start, sir?

Stakeholder : Yes, Please

Researcher : So, the first question, may I know how old are you sir ?

Stakeholder : I'm 38 years old.

Researcher : What is the name of your company sir? And Please describe your company!

Stakeholder : so, is it means about background of my job? Do we start from my first background of from my training?

Researcher : you can start from your training.

Stakeholder : I had my first training at Sanur Beach Hotel for 3 months and then I worked at Bali Massari. I've been there for a year. In 2002 I've joined the cruise laneat MBC cruises it was about 6 years and I was as Restaurant Supervisor, and then in 2008 I decided to stop from that and I moved to Grand Bali Institute I was as Operation Manager until 2012. Since 2012 I worked at Home Sweet Home Villa as a Villa

Manager and then since 2014 until now I am at Apollonia Hotel School as Operation Director but, in the agency division I am as Recruiting Manager until now.

Researcher :Hmm so, you are handling the agency division too.

Stakeholder :We have agencies first from foundation and the agency is PT Pyramid. There are 2 companies in a building.

Researcher : It was the question about the department, kind of company and how long you have working or experiences. Now, the question is, do you use/speak English while you are working?

Stakeholder :it depends on the situation, when we talk about the agency of course I speak English because I am at the recruiting my job is to interview with English. if I am in the institution, if I am needed to teach in the classroom I will combine Bahasa and English to get the students used to where the students are able to comprehend what English is because They are in hospitality.

Researcher :How important is using English in your job?

Stakeholder :It is very important. Now we are in hospitality we talk about main destination Bali is tourism destination without English it might be very difficult we get a proper job that is appropriate with our field and study. If we talk about hospitality absolutely it is very important but, if

we talk about the others those are important in this millennial era almost everything need English included social media and so on. It's about 5 years later English will not only as a requirement to find a job anymore but English can be the same as gadget. 10 years ago gadget was something amazing become capable to operate it but, the childrens are capabale to do it.

Researcher :Ok, if you can give advice to the people who are preparing themselves to work. What do you want to recommend to them for preparing their English?

Stakeholder :well, actually if we talk about English, the important thing is practice because, sometimes most of them based on their knowledge, They understand about English how the correspondent is but, when they are facing the real situation they have a lot of difficulties when they are practicing so that is why in my opinion practice is important. A lot of the people are frightening when they speak English. Everyone knows that English is not our mother tongue. Mungkin semua orang tau yaa English is not our mother tounge. If we want to speak English correctly we have to pass the process first it means of course we must make mistakes.

Researcher :What is your most important assignment in applying English?

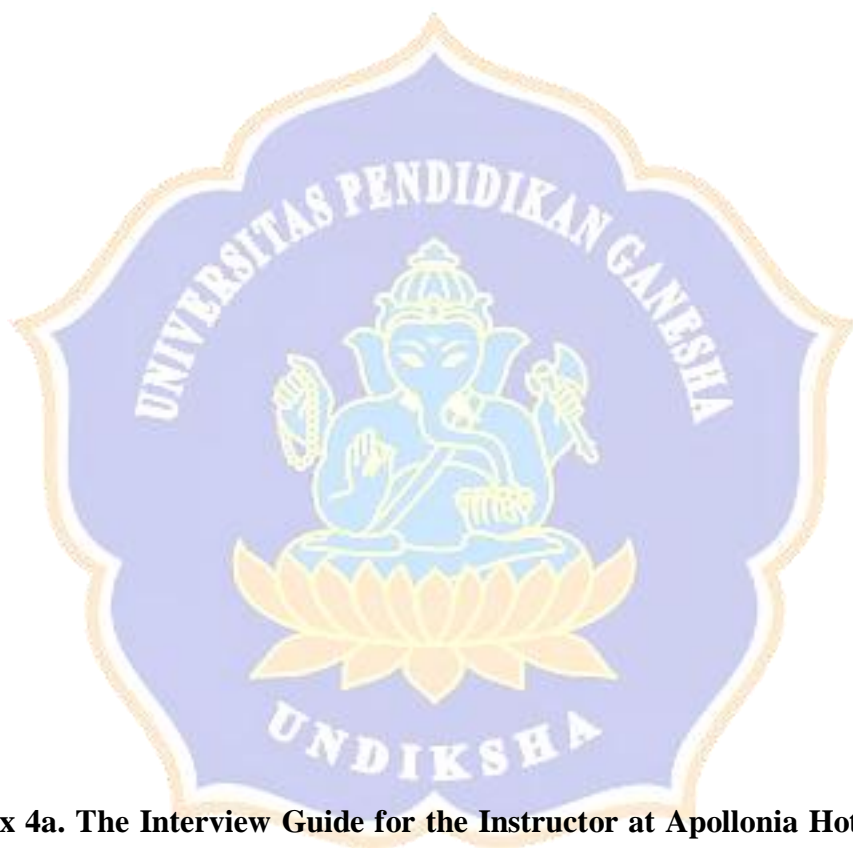
Stakeholder :The most important assignment is how we prepare them to become a professional crew. Competence is the main requirement. They can work at cruise lane they have to be able to speak English although I don't push them to be as good as the native speakers but of course for joining they have to understand the English. because the standard used is that English is used for daily activity, before they leave they will provide training based on their jobdesc that they will do when they work on the ship

Researcher :This is the last question

Stakeholder :Okay

Researcher :Jadi tugas apa yang paling sulit untuk bapak dalam melakukan bahasa inggris?

Stakeholder : the most difficult task is to get rid of their fear of speech sometimes they understand what we are saying but say it they are difficult to build their confidence may be difficult in my opinion. This is what needs to be improved and improved by practicing more often speaking; I believe that in such a way they will be more fluent in speaking even if they are not experts.



Appendix 4a. The Interview Guide for the Instructor at Apollonia Hotel School

Denpasar

1. How many years have you been teaching?
2. What grade or department do you currently teach and how many students?
3. What is your goal in teaching ESP at Apollonia Hotel School?

4. What are ESP materials that your students need in Bar Department?
5. What are activities that you want to conduct in your ESP lesson to help your students learn more effectively?
6. What difficulties did you encounter in your teaching?
7. What difficulties did your students encounter when you were teaching?
8. Does the institution provide ESP e media?
9. Do you need English for Bar e media?
10. Can you describe what kind of English for Bar e media do you and your students need?

Appendix 4b. The Result of Interview Guide for the Instructor at Apollonia Hotel School Denpasar

Researcher :Maybe the first one before entering the question, I want to ask about educational background or father's experience in this field

Instructor :I was here as a bar instructor before I was at the Lier hotel with a long time in the bartender around 12 or 15 years in the world bar then I was in the restaurant as a bartender for 2 years after moving to the night club about 2.5 years after moving to the villa as a bar Captain is around 1.5 years after that I moved to Holiday Inn Baruna Bali as a bar captain at the villa as well as the Bar Captain after moving to Boyang Tree Resort, it was around 2 and a half years after moving to

Discovery Kartika Plaza as a bartender for 5 years. after that I join in the cruiseline. Can you help other backgrounds? Well, I have been at the bar for quite a long time and have also participated in several competitions, including the bottle throwing flaring bartender, but that's still handsome, huh. It was for Bali, for Indonesian open I joined the mixologist competition, astungkara, I got gold, I also opened the Indonesian traditional tea creep of tea and cocktail and mocktail to make drinks with my own recipe and the mixologist method mixed and mixed we have to make this traditional Indonesian drink with ham and the spicy to enter it to become a creep drink. That was to open the whole of Indonesia, but also got the gold. In 2006, it didn't go wrong

Researcher :Now go to the question, sir, for the first time, how long have you been teaching?

Instructor :For coincidence I taught at the Apollonian Pyramid from 2007 since the Pyramid and Apollonian stood around 10 years ago, so I have taught practitioners and knowledge at the bar

Researcher :For the second question, what department are you teaching now and how many? For the department, it's clear at the bar, maybe for the students.

Insructor :2007 to 2009 there were not too many of the 60 people but in 2010 until now there were quite a lot for this year we have 160 students

Researcher :That's the total number, how much for each class?

Instructor :For each class an average of 20 to 30 people, and for the class for the knowledge bar and practitioner bar in the lab at the bar

Researcher :Do you teach ESP?

Instructor :I'm not teaching, but we just have a bartender and the waiter and waitress bar, so it's not just about making products, but also about service where we also serve guests if they want to sit at the bar counter or in the bar. When we serve guests, of course we have to use English, so for English we do not teach only a little offensive just to bar, not for others like at FO or Restaurant.

Researcher :For further questions, what difficulties have you encountered in teaching?

Instructor :The difficulty is that there are students whose dating basic is not SMK because the kit here accepts from various circles. Suppose they are from mechanical engineering but enter tourism, sometimes there are those from agriculture that are from care so there are many that come from fields that are not tourism

Researcher :What difficulties do students face in the learning process?

Instructor :This is a reciprocation, because they just entered the world of tourism so they are new to the world of tourism, there are many who still do

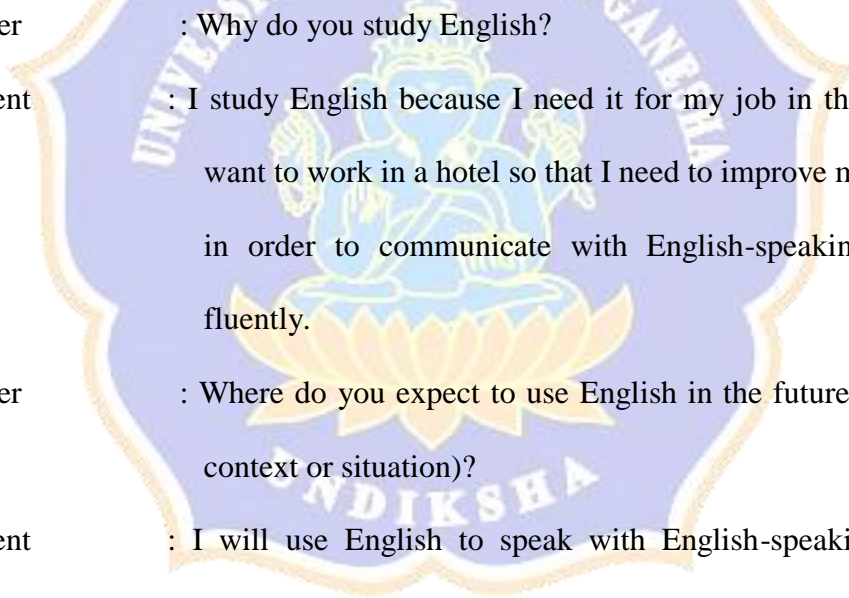
not know about bars about drinks, even about tourism, there are still many who do not understand there, we have a bit of excitement. this person's level of ability is different but at least they can be equal. Yes, that's the difficulty we encountered in the teaching process

Appendix 4c. The Interview Guide for the Bar Students at Apollonia Hotel School Denpasar

1. Why do you study English?
2. Where do you expect to use English in the future (ex. what context or situation)?
3. Order the following language skills from 1 (important) to 6 (unimportant)!
4. What percentage (%) of class time do you think should be spent on each skill?
5. What do you expect to learn from this class?
6. What are your language strengths and weaknesses?
7. Do you prefer to learn individually, in pairs or in a group?
8. Do you like using a textbook? Why or why not?
9. Do you need English for Bar e media?

10. What do you expect from the developed material?

Appendix 4c. The Result of Interview Guide for the Bar Students at Apollonia Hotel School Denpasar



Researcher : Why do you study English?

Bar Student : I study English because I need it for my job in the future. I want to work in a hotel so that I need to improve my English in order to communicate with English-speaking tourists fluently.

Researcher : Where do you expect to use English in the future (ex. what context or situation)?

Bar Student : I will use English to speak with English-speaking tourist when entering greet and welcome the guest, explain menu, asking, accepting and refusing request, handling guests' complaint.

Researcher : Order the following language skills from 1 (important) to 6 (unimportant)!

- Bar Student : The first is speaking, the second is listening, the third is vocabulary, the fourth is grammar, and the next are reading and writing.
- Researcher : What percentage (%) of class time do you think should be spent on each skill?
- Bar Student : For reading, it is 70% and then, 90% for listening, 75% for vocabulary, 60% for writing, 100% for speaking and 85% for grammar.
- Researcher : What do you expect to learn from this class?
- Bar Student : I expect to be able to speak English fluently and listen carefully and improve my English grammar and enrich my vocabulary.
- Researcher : What are your language strengths and weaknesses?
- Bar Student : My strength is I can understand the meaning on English reading passages but I have difficulties in speaking.
- Researcher : Do you prefer to learn individually, in pairs or in a group?
- Bar Student : I prefer to study individually because I will more concentrate to study rather than in a group. The other students in a group may not work cooperatively.
- Researcher : Do you like using a e media? Why or why not?
- Bar Student : yes I do, usually I learn English from Internet.
- Researcher : Do you need English for Bar e media?
- Bar Student : Yes, I do need it to my future job.

Researcher : What do you expect from the developed material?

Bar Student : I expect the developed material will provide some pictures to give the students clearer understanding because it's easy to remember. It's full color to attract the students to read. I also hope that the vocabulary used is not really complicated so that it's easy to be understood.



Appendix 5a. The Product Evaluation Checklist for Expert Judges

Instruction: Please give response to the statements below by putting a tick (√) in the responses column. There are five levels of quality:

5 – Excellent

4 – Good

3 – Average

2 – Below Average

1 – Poor

Dimension	No.	Item	5	4	3	2	1	Comments/ Suggestions
Layout and Design	1.	The e media includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.						
	2.	The layout and design are appropriate and clear.						
	3.	The e media is organized effectively.						
	4.	The e media provides a vocabulary list.						
	5.	The e media provides review section.						
	6.	The e media provides clear objectives.						
Activities	7.	The e media provides a balance of activities.						
	8.	The activities encourage sufficient communicative and meaningful practice.						

	9.	The activities incorporate an individual, pairs and group work.						
	10.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.						
	11.	The activities promote creative, original and independent responses.						
Skill	12.	The materials include and focus on the skills that students need to practice.						
	13.	The materials provide an appropriate balance of the four language skills.						
	14.	The e media pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.						
	15.	The practice of individual skill is integrated into practice of other skills.						
Language Type	16.	The language used in the e media is authentic, that is, like real-life English.						
	17.	The language used is at the right level for students' current English ability.						
	18.	The progression of grammar points and						

		vocabulary items is appropriate.						
	19.	The grammar points are presented with brief and easy examples and explanations.						
	20.	The language functions exemplify English that I/my students will be likely to use in the future.						
Subject and Content	21.	The subject and contents of the textbook are relevant to students' needs as an English language learner(s),						
	22.	The subject and contents of the textbook are generally realistic.						
	23.	The subject and contents of the textbook are interesting, challenging and motivating.						
	24.	There are sufficient varieties in the subject and content of the textbook.						
	25.	The materials are not culturally biased and they do not portray any negative Stereotypes.						

Expert Judges,



The Draft of Product

Unit	Basic Competencies	Indicators of Achievement	Material Design Framework			
			Input	Content Focus	Language Focus	Task
Unit 1. Bar Knowledge	Adequate understanding of Bar Knowledge of Definition and types of bar	1. Adequate knowledge of what bar is. 2. Adequate knowledge of types of bar	Brainstorming questions provided with a picture of types of bar	Reading passage of types of bar.	Language expressions of bar	1. complete the dialogue. 2. Role-play activity 3. True/False activity
Unit 2. Bar Organization Chart and Duties of key position	Adequate understanding of Bar Organization Chart and Duties of key position	1. Adequate knowledge of the meaning of the chart in bar organization 2. Adequate knowledge of job description of the duties of key position	Brainstorming questions provided with a picture of introducing Bar organization chart	Reading passage about bar organization chart.	Language expressions of Bar organization chart	1. complete the dialogue. 2. Role-play activity 3. True/False activity
Unit 3. Type of Beverage	Adequate understanding of many types	1. Adequate knowledge of recipes of	Brainstorming questions provided with some pictures	Reading passage of types of	Procedure text	1. complete the dialogue. 2. Role-play activity

	of beverage	beverage.	of some beverages	beverages		3. True/False activity
Unit 4. Method of Making Mixed Ingredients	Adequate understanding of the concept of Method of Making Mixed Ingredients	1. Adequate knowledge of methods and recipes of some drinks 2. Adequate ability to make some drinks.	Brainstorming questions provided with a picture of some drinks	Reading passage of some drinks	Procedure text	1. complete the dialogue. 2. Role-play activity 3. True/False activity
Unit 5. Method of Making Mix Drink	Adequate understanding of the concept of Method of Making Mixed Drink	1. Adequate knowledge of some ingredients 2. Adequate ability to make some drinks with mixed ingredients	Brainstorming questions provided with some pictures of drinks and the ingredients	Reading passage of some drinks	Procedure and explanation text	1. complete the dialogue. 2. Role-play activity 3. True/False activity
Unit 6. Bar Equipment	Adequate understanding of the concept of bar	1. Adequate knowledge of the equipment that need to be installed	Brainstorming questions provided with a picture of some bar	Reading passage of standard operation of the bar	Language procedure and explanation text	1. complete the dialogue. 2. Role-play activity 3. True/False

	equipment	2. Adequate ability to installed the equipment	equipment	equipment installation		activity
Unit 7. Bar supplies	Adequate understanding of the concept of Bar supplies	1. Adequate knowledge of the supplies that need to be completed. 2. Adequate ability to manage and deliver the supplies.	Brainstorming questions provided with a picture of bar supplies cycle	Reading passage of Important verbs and prepositions when giving directions	Language expressions used in asking and giving direction.	1. complete the dialogue. 2. Role-play activity 3. True/False activity
Unit 8. Handling complaint at bar	Adequate understanding of the concept of Handling complaint	1. Adequate knowledge of how to apologize to the guest 2. Adequate ability to speak politely and clearly about apology.	Brainstorming questions provided with a picture of a guest is complaining to the bartender	Reading passage of how to give directions	Language expressions of giving direction.	1. complete the dialogue. 2. Role-play activity 3. True/False activity
Unit 9. Asking, Accepting and Refusing Request at bar	Adequate understanding of the concept of Asking, Accepting and Refusing Request at bar	1. Adequate knowledge of Asking, accepting and refusing a request from the	Brainstorming questions provided with some pictures of	Reading passage of arguing	Language expressions of telephone language	1. complete the dialogue. 2. Role-play activity 3. True/False

		<p>guest</p> <p>2. Adequate knowledge of language expressions of Asking, accepting and refusing a request from the guest</p> <p>3. Adequate ability to tell the language expressions of Asking, accepting and refusing a request from the guest</p>	<p>Asking, accepting and refusing a request from the guest</p>			<p>activity</p>
<p>Unit 10.</p> <p>Explaining the menu of bar</p>	<p>Adequate understanding of the concept explaining menu</p>	<p>1. Adequate knowledge of Explaining the menu of bar</p> <p>Adequate knowledge of language expressions of Explaining the</p>	<p>Brainstorming questions provided with a picture of a bartender who is explainin a drink</p>	<p>Reading passage of Explaining the menu of bar</p>	<p>Language expressions of Explaining the menu of bar</p>	<p>1. complete the dialogue.</p> <p>2. Role-play activity</p> <p>3. True/False activity</p>

		<p>menu of bar</p> <p>2. Adequate ability to tell the language expressions of Explaining the menu of bar</p>				
<p>Unit 11.</p> <p>Greeting and welcoming the guest at the bar</p>	<p>Adequate understanding of the concept of Greeting and welcoming the guest at the bar</p>	<p>1. Adequate knowledge of Greeting and welcoming the guest at the bar Adequate knowledge of language expressions of Greeting and welcoming the guest at the bar</p> <p>2. Adequate ability to Greeting and welcoming the guest at the bar</p>	<p>Brainstorming questions provided with a picture of someone is greeting and welcoming the guest at the bar</p>	<p>Reading passage of quick tips for Greeting and welcoming the guest at the bar</p>	<p>Structures of a Greeting and welcoming the guest at the bar</p>	<p>1. complete the dialogue.</p> <p>2. Role-play activity</p> <p>3. True/False activity</p>
<p>Unit 12.</p> <p>Slang Language</p>	<p>Slang Language</p>	<p>1. Adequate knowledge of concept of Slang</p>	<p>Brainstorming questions provided with a picture of a</p>	<p>Reading passage of the Slang Language</p>	<p>Language vocabularies or glossaries of Slang Language</p>	<p>1. complete the dialogue.</p> <p>2. Role-play activity</p>

		<p>Language</p> <p>2. Adequate knowledge of Slang Language</p> <p>3. Adequate ability to communicate with Slang Language</p>	<p>group of people is discussing.</p>			<p>3. True/False activity</p>
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