

Buku Ajar

# SPEAKING FOR EVERYDAY COMMUNICATION

COMMUNICATION  
LISTENING  
PEOPLE  
MEDIA

**SPEAKING  
FOR EVERYDAY  
COMMUNICATION**



Jumrah, M.Pd

**SPEAKING  
FOR EVERYDAY  
COMMUNICATION**

  
**Sanabil**

Speaking For Everyday Communication

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## THE DEAN PREFACE

*Alhamdulillah*, all praises belong only to Allah SWT. Hopefully salawat and salam will always be delivered to the great Prophet Muhammad SAW, along with His family, friends and followers until the day of the resurrection. Thanks to the grace and guidance of Allah SWT, the textbook and reference writing program has been completed.

The obligation of lecturers to write and produce books, both textbooks and reference books, has actually been regulated in Law Number 12 of 2012 concerning tertiary institutions and Law Number 14 of 2005 concerning Teachers and Lecturers and some other regulations. Article 12 of Law No.12 of 2012 clearly states that lecturers individually or in groups are required to write textbooks or textbooks published by tertiary institutions as a learning resource.

The textbook and reference book writing competition (KOBAR) 2020 held by Faculty of Tarbiyah and Teacher Training (FTK) is an effort to contribute to the implementation of the law above, which quantitatively, the research charts and publications of PTKI lecturers still have to be improved. Another goal is to improve the quality of learning by creating a conducive academic atmosphere and an effective, efficient learning process with easy access to learning resources for lecturers and students. This publication is also expected to support the advancement of lecturers' careers in the context of advancement of lecturer functional positions, which in turn will have an impact on the increasing of the university and study program accreditation status.

Gradually, the Faculty continues to strive to increase the quantity and quality of the published book. There were 10 books in 2019 and increased quite significantly in 2020 into 100 that consisted of 50 textbooks and 50 reference books. The efforts of the faculty do not stop at the publication level, but continue with the registration of Intellectual Property Rights (HKI) of the books at the Directorate General of Intellectual Property (DJKI) of the Ministry of Law and Human Rights of the Republic of Indonesia, would result 100 HKI for lecturers in 2020.

The 2020 textbook and reference competition is oriented towards the interconnection-integration between religion and science, with the spirit of UIN Mataram Horizon Ilmu with inter-multi-transdisciplinary science that discusses methods in conventional Islamic studies with deductive-normative-theological characteristics with contemporary humanities studies methods such as sociology, anthropology, psychology, economics, hermeneutics, phenomenology and also the natural sciences which have an inductive-rational character. Among the 100 books, there were 10 thematic titles that answer the epistemological problems of Islamic education, especially those related to the mission of the Indonesian Ministry of Religion such as Islamic moderation (Islam wasathiyah), inclusive education, anti-corruption education, character education, multicultural education, ethno-pedagogic, and online learning, education & gender issues, various Islamic boarding schools (coastal, entrepreneurial), and the most current themes, namely independent learning and independent campuses (Kampus Merdeka).

Representing the Faculty, I am grateful for the policies and support of the Rector of UIN Mataram Prof. Dr. H Mutawali, M.Ag and his staff, to 100 writers who contributed in the 2020 book competition, and the unforgettable editors from lecturers in the same field as well as publishers without a touch of *zauq*, the books will not be as attractive as these. There is no ivory that is not cracked; indeed there is still a shortage, both in substance and in technical writing. Through this «space», we expect critical suggestions from the readers. Hopefully this agenda will become an amal Jariyah and bring blessings to the academic community of UIN Mataram and the ummah in general.

Mataram, 29 October 2020 M  
12 Rabi'ul Awal 1442 H

Dean



**Dr. Hj. Lubna, M.Pd.**  
NIP. 196812311993032008

## AUTHOR PREFACE

Praise my gratitude to God Almighty who has bestowed guidance, health, fortitude and patience on me so that the writing of this Speaking for Everyday Communication textbook has been completed. This book was prepared with the aim of providing teaching materials for the speaking for everyday communication course. Learning materials and assignments are developed with the principle of a communicative approach to develop students' competencies in the four language skills, namely listening, speaking, reading, and writing. The learning materials and tasks in this book are organized into two learning cycles, namely the oral cycle and the written cycle. While the oral cycle emphasizes the development of listening and speaking skills, the writing cycle develops reading and writing skills. In accordance with the principle of integration in language learning, the two cycles develop the four language skills in an integrated manner. In addition, for enrichment and evaluation purposes, each chapter is equipped with structured assignments in the form of exercises and evaluations.

The learning materials and activities in this book are further developed to encourage learning in students. Learning activities are developed to make students individually, in pairs and small groups actively learn English through activities to understand and use English to naturally express ideas and feelings. Lecturers act more as facilitators, give feedback, and encourage students to dare to express themselves. With such learning activities and the role of the teacher, students are guided and get facilitation in practicing expressing themselves so that they are gradually able to communicate well.

In connection with the completion of the writing of this book, the authors would like to thank various parties who have provided their support during the compilation process. Especially to the Rector of State Islamic University of Mataram, the Dean of Faculty of Education and Teacher Trainer, as well as the committee and the organizing team for the FTK textbook and reference book competition who have facilitated the author in publishing this book.

We recognize that this book still has flaws. We hope that input from various parties, especially fellow English lecturers and students who using this teaching material, is for improvement. Hopefully this book will be of benefit to English learning.

Mataram, 30 September 2020

Author



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**RENCANA PEMBELAJARAN SEMESTER (RPS)**

(Berdasarkan Permen Ristekdikti Nomor 44 Tahun 2015 Pasal 12)

Xii:

No. Dokumen :	No. Revisi:		Tanggal Penyusunan:
Matakuliah : <i>Speaking For Everyday Communication</i>	Semester : I	Bobot (Sks) : 2 SKS	Kode MK : TBI0202
Program Studi : Tadris Bahasa Inggris			
Dosen Pengampu : Jumrah, M.Pd			
Capaian Pembelajaran Lulusan (CPL)			
1. Possess the knowledge on English speaking in daily communication (PK5) 2. Be able to speak English in daily communication (KK16)			

...

<p><b>Capaian Pembelajaran Matakuliah (CPMK)</b></p>	<ol style="list-style-type: none"> <li>1. Students are able to comprehend English phrases in everyday communication</li> <li>2. Students are able to perform daily conversation in formal and informal situation in their real life based on various topics and activities in basic communication competence</li> </ol>
<p><b>Deskripsi Mata Kuliah</b></p>	<p>This course aims to develop students' abilities in using English in their daily communication in orally and writing. The materials taught are <i>Greeting, Introducing oneself and others; expression opinion, like and dislike; describing people places, and things; making appointment; want and need; offer and request; certain and uncertain; Getting information; expressing agree and disagree; expressing thanks; making invitation.</i> Learning is carried out by the lecture method, discussion, and direct practice by students. Assessment is carried out at every single meeting (students' performance), middle test, and final test.</p>

<b>(1) Minggu Ke-</b>	<b>(2) Kemampuan Akhir Tiap Tahap Pembelajaran (Kompetensi Dasar)</b>	<b>(3) Bahan Kajian (Materi)</b>	<b>(4) Metode Pembelajar an</b>	<b>(5) Alokasi Waktu</b>	<b>(6) Pengalaman Belajar Siswa (Deskripsi Tugas)</b>	<b>(7) Kriteria Penilaian (Indikator)</b>
1	Students are able to comprehend the learning goals of this course	Introduction to the course	Lecture and Discussion	2 x 50 menit	-	-
2	Students are able to greet, introduce oneself and others	Greeting, introducing oneself and others	Lecture, Discussion, and Demonstration	2 x 50 menit	1) Students complete the dialogue with correct expressions 2) Students make the dialogue (conversation) based on the clue given 3) Students interview	Students are able to: 1) Greet to the other 2) Say preclosing of the conversation 3) Say closing of the conversation 4) Introduce their self and other people 5) Make and act

3	Students are able to express opinions, like and dislike	Ekspresi ng opinions, like and dislike	Lecture, Discussion, and Demonstration	2 x 50 menit	some of their classmates about some of information given by lecturer	conversation of greeting and introducing self
4	Students are able to describe people, places, and things	Describing people, places, and things	Lecture, Discussion, and Demonstration	2 x 50 menit	Students answer remarks with the opposite description	Students are able to: 1) Describe people 2) Describe places 3) Describe things 4) Make and act conversation of like and dislike

---



5	Students are able to make appointments	Making appointment	Lecture, Discussion, and Demonstration	2 x 50 ment	3) Students describe about picture of people, places, and things 1) Students read and fill the spaces in conversation 2) Students match the question and responses about making appointment 3) Students make and practice their conversation 4) Students ask about available time to meet (making appointment) to the others, by mingle to the class	describing people, places, and things
					Students are able to: 1) Make appointments 2) Respond appointments 3) Cancel appointments 4) Make and act conversation of making appointments	
6	Students are able to express wants and needs	Expressing needs and	Lecture, Discussion, and	2 x 50 ment	1) Students identify their needs and wants 2) Students are asked to	Students are able to: 1) Express wants 2) Express needs

7	Students are able to make offers and requests	wants	Demonstration	2 x 50 min	decide whether sentences consist of their needs or their wants 3) Class interview: students are asked to mingle in the classroom and interview some of their classmate about some items on the personal inventory sheet 4) Group presentation	3) Differentiate between wants and needs 4) Make and act of conversation expressing wants and needs
		Making offer and request	Lecture, Discussion, and Demonstration		1) Students work with partner in making offers and requests and accepting and rejecting them 2) Students complete conversation by words given and then practice it with their partner 3) Roleplay	Students are able to: 1. Make offers 2. Accept offers 3. Reject offers 4. Make requests 5. Accept requests 6. Reject requests 7. Make and act conversation of making offers and

							requests
8					Middle Test		
9	Students are able to express certainty and uncertainty	Expressing certainty and uncertainty	Lecture, Discussion, and Demonstration	2 x 50 minit	Students classify word/expression that indicate certainty and uncertainty Groups of students make role play based on the given clue and act it out	Students are able to: 1) Ask certainty and uncertainty 2) Express certainty 3) Express uncertainty 4) Respond uncertainty Make and act conversation of certainty and uncertainty	
10	Students are able to get information	Getting information	Lecture, Discussion, and Demonstration	2 x 50 minit	Students make telephoning Students make maps with their group Students make role play about asking direction	Students are able to: 1). Get information by telephone 2) Ask direction 3) Know the phrases in asking direction 4) make and act the conversation of getting information	

11	Students are able to express agree and disagree	Expressing agree and disagree	Lecture, Discussion, and Demonstration	2 x 50 min	Students watch short movie and then give comment of it (whether they agree or disagree) Class debating	Students are able to: 1) Know the phrases of express agree and disagree 2) Express agree 3) Express disagree
12	Students are able to thank people and reply to thanks	Thanking people and replying to thank	Lecture, Discussion, and Demonstration	2 x 50 min	Students complete the short dialogue by using appropriate thanking expression Students make role play about thanking people and reply to thanks	Students are able to: 1) Recognized common situations when to thanks 2) Thanks in different situation 3) Know the phrases of express thanks and it response 4) Make and act the conversation of thanking people and replying thanks
13	Students are able to make and accept	Making and accepting	Lecture, Discussion, and	2 x 50 min	Students make the conversation based on the situation given	Students are able to: 1) Know the form of apologize

	apologize	apology	Demonstration	Students make role play about making and accepting apologize	<ol style="list-style-type: none"> <li>2) Make apologize</li> <li>3) Know the other uses of "I'm sorry"</li> <li>4) Accept apologize</li> <li>5) Know the phrases of apologize and it's response</li> <li>6) Make and act the conversation about make and accept apologize</li> </ol>
14	Students are able to make invitation	Making invitation	Lecture, Discussion, and Demonstration	<ol style="list-style-type: none"> <li>1) Students make simple invitation card and then mingle with class to invite friends</li> <li>2) Students make role play about making invitation</li> </ol>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1) Make the invitation</li> <li>2) Accept the invitation</li> <li>3) Refuse the invitation</li> <li>4) Know non-Invitations phrase</li> <li>5) Know the phrases of making invitation</li> <li>6) Make and act the</li> </ol>

15	Students are able to comprehend all materials	Review	Discussion		Students with their own group make short role play based on the topic that they take randomly	conversation about making invitation Students are able to use appropriate expression in their roleplay
16	<b>Final Test</b>					

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# CHAPTER 1

## GREETING, INTRODUCING ONESELF AND OTHERS

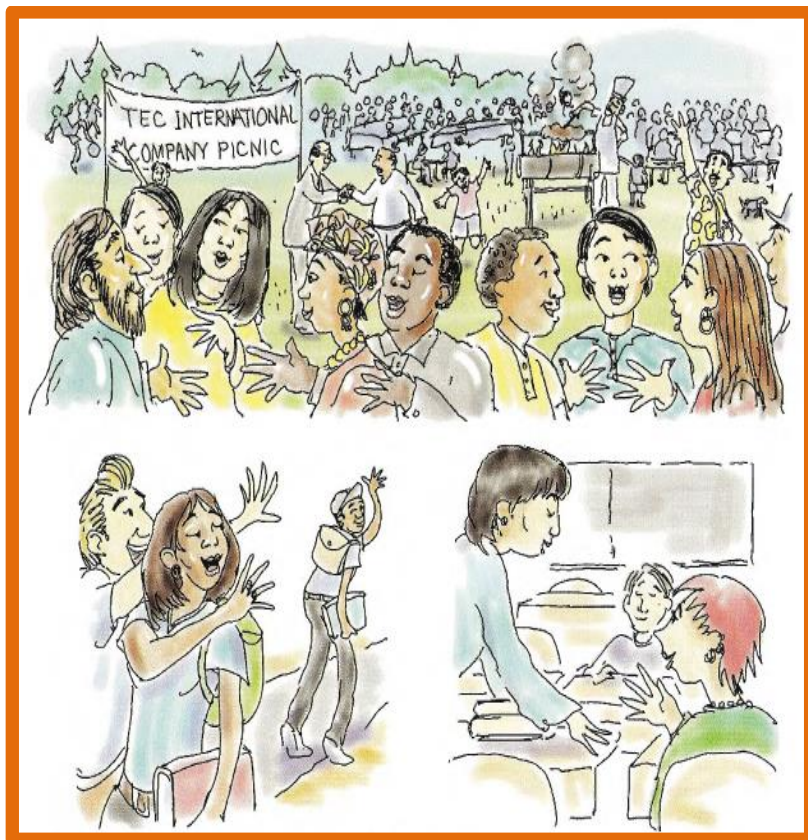


Figure 1. Greeting, Introducing Oneself and Others<sup>1</sup>

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<sup>1</sup> Richard Spears, Betty Birner and Steven Kleinedler, *Conversation American English*, (USA: The McGraw-Companies,2011), p. 33.



## A. INTRODUCTION

In learning English, the earliest material to learn is about greetings and introducing oneself and others. In this chapter students will be dealing with some expressions of greeting, preclosing, closing and introducing oneself and others with different levels of formality. In this chapter, students will learn how to:

1. Produce transactional and interpersonal dialogues about greeting, preclosing, and closing.
2. Give respond to transactional and interpersonal dialogues about greeting, preclosing, and closing.
3. Create transactional and interpersonal dialogues about introducing oneself and others .

This chapter will be divided into some parts that will discuss further materials of greeting, preclosing, closing, and introducing oneself and others. It also will provide students the example of several conversations of greeting and introducing oneself and others. Students will be able to understand the material and the exercises in these learning activities easily if students practice the following things:

1. Read and practice over and over again the common expression that often expressed when you greet someone and introduce yourself or others
2. Take a look of various sources to increase your knowledge of other expressions that are often used for expressed greeting and introducing yourself or others.
3. Do the task and the evaluation on the last part of this chapter.

## B. MATERIAL DESCRIPTION

### 1. GREETING

Greetings in all languages have the same purpose: to establish contact with another person, to recognize his or her existence, and to show friendliness. The formulas for greeting are very

specific and usually do not carry any literal meaning. People say "Good morning" even if it is a miserable day and may reply to "How are you?" with "Fine, thanks," even if they aren't feeling well.

The greeting is always returned, often in the same form but with different stress.

A: How *are* you?

B: Fine, thanks. How are *you*?

*or*

A: How are you?

B: Fine, thanks, and you?

A: Fine. (Thanks.)

People who are together every day greet one another the first time they meet each day. They do not shake hands.

When people have not seen each other for a long time, the greeting is often enthusiastic and is usually accompanied by shaking hands among men, hugging among both men and women, and sometimes a kiss on the cheek among women.

	Greetings	Responses
More formal ↓	Good morning	Good morning
	Good afternoon	Good afternoon
	Good evening	Good evening
	How nice to see you! What a pleasant surprise!	Yes, it's been quite a while
	Hello, Udin.	Hello, Lia

Less formal	How are you?	Fine, thanks. And you?
	Hi, Inges.	Hi, Rifqy
	How've you been?	Pretty good
	What's happening?	Not much
	What's new?	Nothing
	How are you doing?	Ok
	How you doing?	Not bad
Long time, no see.	Yeah! <sup>2</sup>	

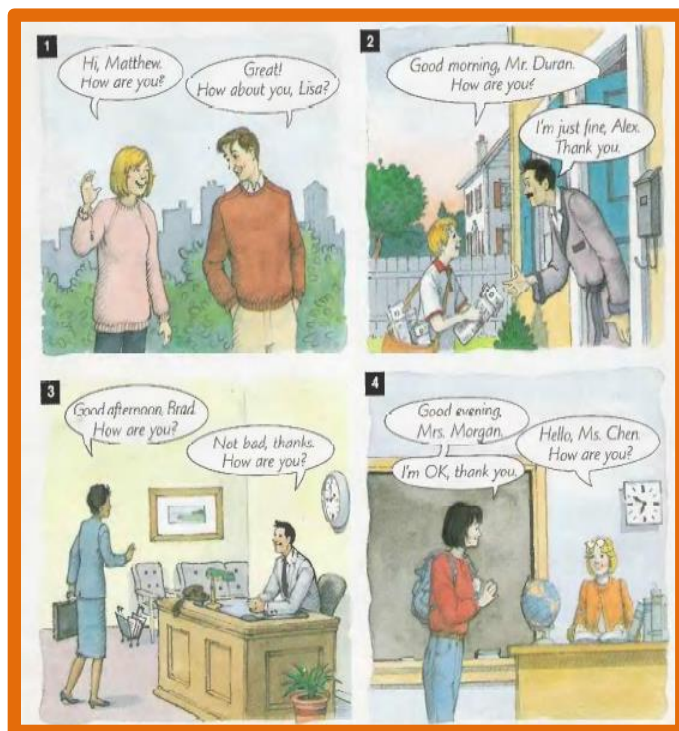


Figure 2. Greeting<sup>3</sup>

<sup>2</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 10.

## 2. PRECLOSING

Usually people do not suddenly quit talking, say good-bye, and leave each other abruptly; ending a conversation normally takes sometimes. This involves two kinds of interactions: preclosings and closings. Preclosings are phrases that signal the end of a conversation; closings are phrases that explicitly.

	Preclosing	Responses
More formal	<b>Well, I'm afraid I have to be going. (I've got to get up early tomorrow)</b>	<b>Thank you for coming</b> <b>Yes, I've enjoyed it</b>
↓	<b>It's been a pleasure</b>	<b>My pleasure</b>
	<b>Thank you for the advice</b>	
	<b>I really must go now (stronge)</b>	<b>It was good to see you</b> <b>Maybe we can talk again</b>
	<b>It was nice to see you</b>	
	<b>Well, it's getting late</b>	
	<b>I know you're busy...</b>	
	<b>Nice to see you again</b>	<b>Nice to see you</b>
	<b>Thanks for coming</b>	<b>It was fun</b>
	<b>Maybe we could get together sometime</b>	<b>Sounds good</b>
	Less formal	<b>Greet seeing you</b>
	<b>I've really got to go</b>	<b>Ok, see you</b>
	<b>Got to go now</b>	<b>See you again</b> <sup>4</sup>

<sup>3</sup> Jack Richard, *Interchange 4<sup>th</sup> Edition*, (UK:Cambridge University Press, 2009), p. 55.

<sup>4</sup> *Ibid*, Speaking Naturally... p. 38.

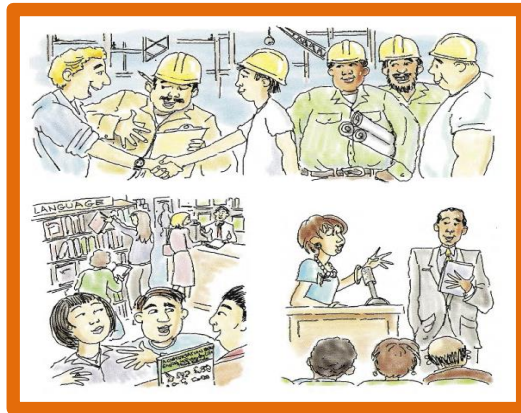


Figure 3. Preclosing<sup>5</sup>

### 3. CLOSING

Closings, like greetings, are commonly used exchanges with no literal meaning. People who are together every day say good-bye at the end of the day or week (and wish each other a nice weekend). When leaving a party, guests always find the host or hostess to say thank you and good-bye. People who are leaving each other permanently or for a long time shake hands or embrace, depending on the relationship. If you are in an unfamiliar situation and wonder what to do, watch other people or ask.

More formal	Closing	Responses
	Until the next time...	Good-bye
	Good night, Bill	Good night, Jean
	Good-bye, Harry	Good-bye, Lisa
		You, too
	Have a nice	

<sup>5</sup> Ibid, *Conversation American...*, p.21.

Less formal

(weekend)

Bye, take it easy

Talk to you later

So long, take care

See you later

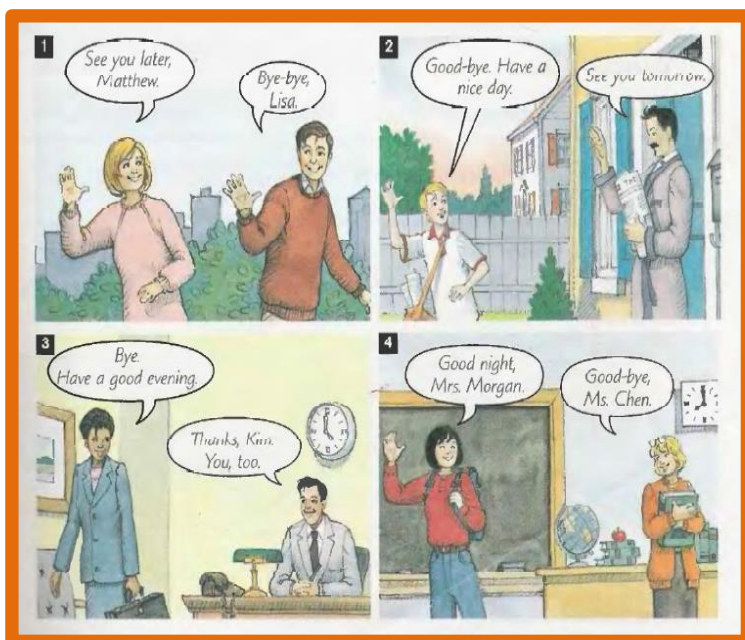


Figure 4. Closing<sup>6</sup>

#### 4. INTRODUCING YOUR SELF AND OTHER PEOPLE

A formal introduction consists of two parts: giving the names and, if not provided by the context, some information about the people being introduced so they will have some common ground to begin a conversation. This information may include the relationship to the introducer. In any language or culture, as well as in English, people who

<sup>6</sup> Ibid, *Conversation American...*, p.35.

do not know each other well or who differ in status use formal address: Title + family (last) name, for example, Dr. Johnson. Meanwhile, people who know each other well use first names in both formal and informal situations. However, this may not be always true in all situation.

Introducing your self	Introducing people
<ul style="list-style-type: none"> <li>• I'd like to introduce myself.</li> <li>• May I introduce myself?</li> <li>• Let me introduce myself!</li> <li>• I want to introduce myself</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to meet ... (name)</li> <li>• This is my friend/boss/etc...(name)</li> <li>• Have you met...(name)?</li> <li>• May I introduce you to ...(name/occupation)</li> <li>• Let me introduce you to ....</li> <li>• I want to introduce you to ....</li> </ul>



**Figure 5. Introducing Your Self and Other People<sup>7</sup>**

<sup>7</sup> Ibid., *Interchange 4<sup>th</sup> Edition...*, p. 27.

## How To Introduce People (In Formal Situations)

### Introducing yourself

I just wanted to introduce myself,  
I don't believe we've met before,  
I don't think we've actually met  
formally yet,

my name is...  
I'm...

### Introducing someone else

I'd like to introduce you to...  
There's someone I'd like you to meet, this is...  
Have you met...?

## 5. CONVERSATION

### Conversation A

Mike: Say, Grace, how you doing?

Grace: Mike! Hey, how are you?

Mike: Not bad. Where you going?

Grace: Over to Jerry's. How about you?

Mike: Oh, I just got off work. Boy, I'm so hungry I could eat a horse!

Grace: Where are you working now?

Mike: J & L Steel. It's a real pain. But I guess I shouldn't complain. Lots of guys are out of work these days.

Grace: Yeah, that's the truth. Well, I better let you go get some supper.

Mike: Yeah. It was great seeing you again. Maybe we could get together sometime.

Grace: Sounds good. I'll give you a call.

Mike: OK. Great. Well, I'll be seeing you.

Grace: OK, Mike. Enjoy your meal.



Mike: Thanks. Bye.

Grace: Bye

### **Conversation B**

*(The telephone rings.)*

Dean Schubert : Hello. This is Virginia Schubert.

Fred Marshall : Hello, Dean Schubert. My name is Fred  
Marshall. I'm a reporter from the *Times*.

Dean Schubert : Yes?

Fred Marshall : I heard about a strange animal at your  
house. Could I come and talk to you about  
it?

Dean Schubert : Yes, it certainly would make an amusing  
story! Can you come this afternoon at three  
o'clock?

Fred Marshall : Yes, that would be fine. Thank you very  
much. I'll see you then.

Dean Schubert : You're welcome. Good-bye.

### **Conversation C**

Jack : Oh, my gosh, that's Susie Johnson!

Mike : What?

Jack : Over by the bananas. Come on, let's go say hello.  
*(They go over to Susie.)* Hey, Susie!

Susie : What?... Jack?!

Jack : Hey, how are you? Gee, we haven't seen each  
other in... it must be close to three years!

Susie : Well, how have you been?

Jack : OK.

Susie : Still working at Lamstons?

Jack : Let's not go into that. Oh, Susie, this is Mike,  
one of My buddies at work.

Susie : Hi, Mike.

Mike : Hi, how are you?

- Jack : Gee, we ought to go somewhere to talk. How about Peter's Pub?
- Susie : Sounds good. Just give me a minute to pick up a few things for dinner tonight.
- Jack : OK. See you at the check-out stand<sup>8</sup>.



Figure 6. Conversation with Old Friend<sup>9</sup>

### C. SUMMARY

A Greeting someone is what you do when you first see them, basically saying 'Hello'. There are many different ways people greet each other in English. Some being formal or appropriate for every situation and others being informal and something you should say only to close friends or family. In the United States, the most common way to greet someone with words. In formal situations or when you meet someone for the first time you shake hands. Some

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<sup>8</sup> <http://www.freedownloadcenter.com/Se/Speaking-Naturally-Audio-Full/>, diakses tanggal 20 November 2019

<sup>9</sup> Ibid., *Interchange 4<sup>th</sup> Edition...*, p. 30.

people wave at one another. In informal situations with people you know (family or good friends) you may hug one another. In addition, after saying greeting and having some talk, of course you have to say goodbye and how you say good-bye in English depends on who you are talking to. There are formal, informal and very informal ways to say good-bye. Similar to greetings, some people shake hands, wave, and hug but this varies from situation to situation. It is best to follow what other people are doing or to do what makes you comfortable. Besides that, when you meet someone for the first time you need to introduce yourself, which means telling them who you are. When you are introducing yourself or someone else you can also share a little more information. For example: your job title, how you know the host, or something else about yourself.

## D. TASK

### 1. Cued dialogues

*Directions:* After looking at each situation carefully, discuss with your partner(s) the relationship among the speakers and the appropriate level of formality. Then practice, using any words or expressions appropriate to express the functions given. Your teacher will ask you to perform the dialogue for the class.<sup>10</sup>

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<sup>10</sup> Cary, S. *Going Graphic: Comics at Work in the Multilingual Classroom*. Portsmouth: Heinemann, 2004), p.20.

### Situation 1 (Example)

A and B are old friends. They see each other again after four years. A has an important meeting and can't talk long. (You can use your real names or made-up names for practicing these situations.)

- | A   | B   |
|---|---|
| 1. greets B, expresses surprise<br><i>Hi, Betty! Haven't seen you in ages!</i>                                  | 1. returns greeting and gestures<br><i>Oh, hi! It <u>has</u> been a long while!</i>   |
| 2. asks about B's family<br><i>How's your family?</i>   | 2. answers questions, asks about A's job<br><i>John's fine and the kids are doing well in school. I hear you're working for a lawyer.</i> |
| 3. replies to B's question, precloses<br><i>Yes, I really like it a lot. In fact, I have to go to work now.</i> | 3. replies to preclosing, gives closing<br><i>It was great seeing you. Bye!</i>   |
| 4. replies to closing<br><i>Bye!</i>  |   |

### Situation 2

A and B are students at the university. They see each other between classes.

- | A  | B                               |
|--|---------------------------------|
| 1. greets B                                    | 1. greets A, asks about weekend |
| 2. talks about weekend, asks about B's weekend | 2. answers question             |
| 3. gives preclosing                            | 3. replies to preclosing        |
| 4. closes                                      | 4. replies                      |

### Situation 3

B is A's boss. A needs to leave work early today to see the doctor and approaches B, who is working at his or her desk.

- | A   | B                                |
|---|----------------------------------|
| 1. coughs to get B's attention, greets B                  | 1. returns greeting, offers help |
| 2. explains situation, requests permission to leave early | 2. asks for reason               |
| 3. gives reason   | 3. gives permission              |
| 4. thanks B, gives preclosing                             | 4. replies to preclosing         |
| 5. closes   | 5. replies                       |

## 2. Role play: follow these steps below one by one

**Step 1:** Each student writes his full name on a piece of paper.

All the papers are collected and redistributed so that everyone receives the name of a person he does not know.

**Step 2:** Everyone walks around the room and tries to find the person whose name he holds. Simple questions can be asked, e.g. 'Is your name . . .?'  
'Are you . . .?'

**Step 3:** When everyone has found his partner, he asks him a few questions about his family, background, hobbies, etc.

**Step 4:** When everyone has found his partner, he introduces him to the group. When he introduces him to the group, he has to mention all information about his partner as well.

## E. EVALUATION

### 1. Complete the dialogues below with correct expressions.

- 1) Arnys : ...  
Ruben : Very well, thank you.
- 2) Ayu : Good evening.  
Denias : ...
- 3) Andi : How are you doing?  
Retno : ...
- 4) Adib : See you tomorrow.  
Virga : ...
- 5) Anita : Hi!  
Marcell : ...

**2. Directions:** For each situation that follows, read the cues given, then discuss the relationship among the speakers and the level of formality. Using this information, complete the dialogues orally with phrases above or with any other appropriate response. Example:

A: It was nice seeing you again.

B: Yes, let's do it again.

A: Bye.

B: Bye

*Situation 1*

A: Hi, Jack. How are you?.

B:

A: Not bad. What's up?

B:

*Situation 2*

A:

B: Good morning, Dr. Anthony

A:

B:

*Situation 3*

A: ...Well, that's very interesting but I'm afraid I must

B: All right. I'll be talking to you again later, maybe?

A:

B:

## Key Answer

### Part I

- 1) How are you?
- 2) Good evening
- 3) I'm fine, thank you. And you?
- 4) Hi!

### Part II

#### Situation 1

A: Hi, Jack. How are you?

B: *I'm fine, thank you. And you?*

A: Not bad. What's up?

B: *Not much.*

#### Situation 2

A: *Good Morning.*

B: Good morning, Dr. Anthony

A: *How are you?*

B: *I'm great, thank you.*

#### Situation 3

*Situation 3*

A: ...Well, that's very interesting but I'm afraid I must

B: All right. I'll be talking to you again later, maybe?

A: *That would be great, then see you next time!*

B: *See you!*

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## G. READING SOURCES RECOMMENDATION

- Novitasari, Eli, et.al. *New Let's Talk Grade VII*. (Bandung: Pakar Raya, 2007)
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## CHAPTER 2

### EXPRESSING OPINIONS, LIKE AND DISLIKE

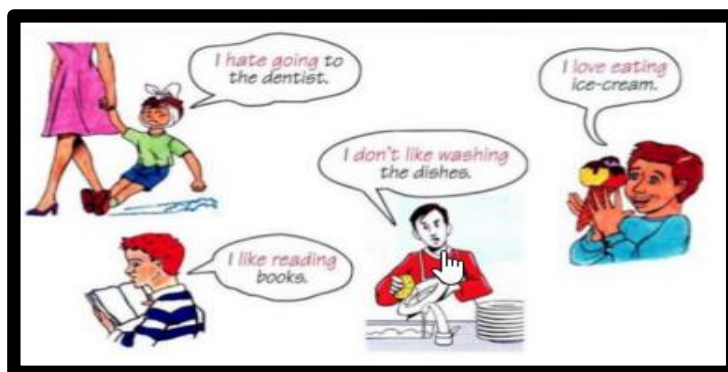


Figure 7. Expressing Opinions, Like and Dislike<sup>11</sup>

<sup>11</sup>Novitasari, Eli, et.al. *New Let's Talk Grade VII*. (Bandung: Pakar Raya, 2007), p. 50

## A. INTRODUCTION

Before we know what is expressing opinion, like and dislike, we must know what opinion is first. Opinion is phrase or sentence consisting of argument, reason or opinion from personal or general opinion.

In this chapter students will learn how to:

1. Create a personal and general opinion about something.
2. Agreeing and disagreeing an opinion from others.
3. Produce transactional and interpersonal dialogues about expressing likes or dislikes.
4. Use some phrases to expressing an opinion, likes and dislikes.

This chapter 2 will be divided into four parts that will provide the further explanation about expressing opinions, expressing likes and dislikes, various phrases to expressing opinions, likes and dislikes, and some conversations about expressing opinions, likes and dislikes.

## B. MATERIAL DESCRIPTION

### 1. EXPRESSING OPINIONS

**When we give our opinion, we say what we think, feel or believe about something or somebody.** For example, what do you think of the new boss? What do you think is the best way to improve your English? Some people are very opinionated, which means they are certain about what they think and believe and express their ideas and opinions strongly and frequently. They love and can't stop themselves expressing their opinions, even when they know nothing about the topic. I'm sure you know this type of person. Other people are more cautious and careful when asked to give their opinions. They prefer not to be so certain about their own ideas and opinions and try to keep an open mind. Or they distance themselves from the opinions they express. And of

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course, we are often more confident about giving our opinions when we are with people we know well or we are discussing a topic we are familiar with.

So, when we express our opinion, we have to decide how we would like to express it. We have to think carefully before expressing our opinion because if we express our opinion too strongly or directly, we can cause offence. However, if we are too cautious about expressing our opinions in certain situations, people may think we are indecisive and even weak. For example, if you are in a position of responsibility, you will probably be expected to have a strong or firm opinion.

There are at least 4 conditions to give an opinion. Sometimes, we have to give our personal opinion, and in another situation we have to give the general opinion. In talking some topic with the others, we are not always agree with the topic that we are talking about but sometimes we disagree.

#### a. Personal opinion

**In personal opinion, we can express our personal opinion. It's based on our experience or our believe, it is not an objective opinion.** These are some words and phrases to express a personal opinion:

- ✓ In my experience...
- ✓ In my opinion...
- ✓ Personally, I think...

#### ***Example:***

Lisa : Sifa, do you think that English is difficult chapter?

Sifa : **I don't think so.** I think there is no difficult chapter

Lisa : pardon?

Sifa : yes, **I think** if we learn seriously, there is no difficult chapter. It's depend on our seriously.

## b. General Opinon

In general opinion, we can express an objective opinion, based on research or what we have heard or read. In this way, we distance ourselves from the opinion to show that maybe it's not what we personally believe. We use these words and phrases to express opinion that is generally thought by people:

- ✓ It is thought that...
- ✓ **It's obvious to me**
- ✓ Some people say that...
- ✓ It is considered...
- ✓ It is generally accepted that...

### *Example:*

Raman : Fifi, do you know what are the ways to improve English competence?

Fifi : yup, **It's obvious to me** *that the best way to improve your English is to buy a grammar book and learn all of the rule, and live in an English-speaking country such as the UK.*

## c. Agreeing with an opinion

These are some of words and phrases to agree with someone else's opinion:

- ✓ You're absolutely right.
- ✓ Yes, I agree.
- ✓ I think so too.
- ✓ I'm with you
- ✓ I'd go along with that.



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✓ Of course.

**Example:**

Rose : It was cool to know he was chosen as leader in our class!

Marion : **I'm with you.** He is so smart, polite and of course he is kind to everyone

Rose : But I really wonder, can he solve the problems in our Class? As you know, many teachers gave up to handle it. So sad!

Marion: I'm sure he can. Trust me!

Rose : Hope so

**d. Disagreeing with an opinion**

Some of the words and phrases that can be used to express disagree with someone else's opinion are:

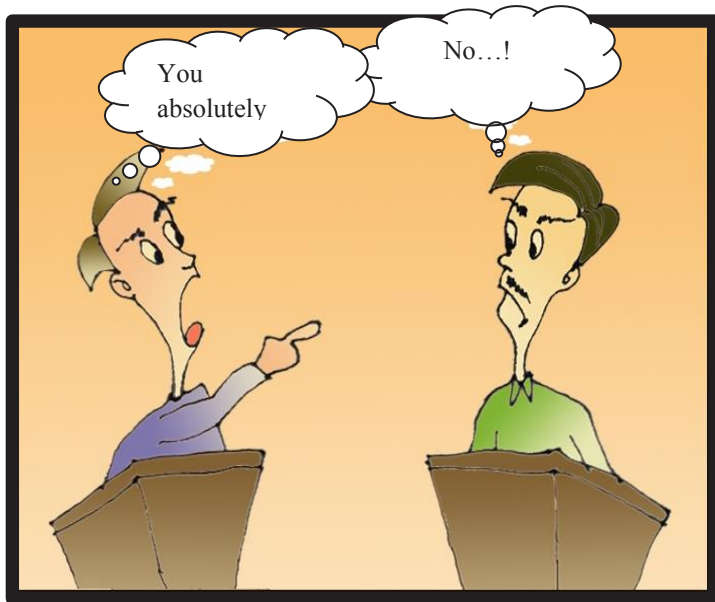
- ✓ That's different.
- ✓ I don't agree with you.
- ✓ However...
- ✓ That's not entirely true.
- ✓ On the contrary...
- ✓ I'm sorry to disagree with you, but...
- ✓ Yes, but don't you think...
- ✓ That's not the same thing at all.
- ✓ I'm afraid I have to disagree.
- ✓ I'm not so sure about that.
- ✓ I must take issue with you on that.
- ✓ It's unjustifiable to say that...

**Example:**

Kayla : What do you think about our drawing class?

Ajedah : Actually, it is bored class ever. I dislike drawing so much and moreover our teacher does not give any guide at all.

Kayla : **I'm sorry to disagree with you, but** I think it is really interesting class because I like drawing and I can explore what picture that I can and give them nice colors.



**Figure 8. Bad Way of Expressing Disagreeing Opinion<sup>12</sup>**

## **2. EXPRESSING LIKES AND DISLIKE**

Many a times, you are asked by your friends and new acquaintances about your likes and dislikes. Instead of narrating your royal preferences blandly, you can use the power of English phrases to state your choices with sophistication. The way you answer questions about choice makes way for interesting conversations.

### **a. Expressing Like**

There are some words or phrases that can be used to express like, some of them are:

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<sup>12</sup> <http://www.dtinews.vn>) accessed on 12 February 2019, at 08.20 PM.

- ✓ I like ...
- ✓ I enjoy ...
- ✓ I am really keen on ...
- ✓ I am really fond of ...

**Example:**

Rafa : Aliyah, what is the most interesting activity that you do in the weekend?

Aliyah : I like to spend all my day just staying home together with my mom and dad.

**b. Expressing Dislike**

There are some words or phrases that can be used to express dislike, some of them are:

- ✓ I don't like ...
- ✓ I am not really keen on ...
- ✓ I dislike ...
- ✓ I am not fond of ...
- ✓ I detest...
- ✓ I loathe...



Example:

Rida : I really enjoyed the wedding party last night because all of the food are delicious, they are Italian food.

But, I didn't see you eat anything.

Riska : Yup, that's right. **I am not fond of** Italian food

**c. Asking like and Dislike**

- ✓ Do you like ...?
- ✓ Do you enjoy ...?
- ✓ What .. (Noun) .. do you like?
- ✓ What do you think of ...?



- ✓ How do you like ...?
- ✓ Are you keen on ...?

**Example:**

Dewi : Hi Firda. **What food do you like?**  
 Firda : I like bread, steak and salad. And you?  
 Dewi : I like rice, rendang, and soto.  
 Firda : **Do you like fruit?**  
 Dewi : Yes, I like durians, oranges and bananas  
 Firda : I don't like durians, but I like apples  
 Dewi : **What drink do you like?**  
 Firda : I like tea and coffee. And you?  
 Dewi : I like tea too. But I don't like coffee

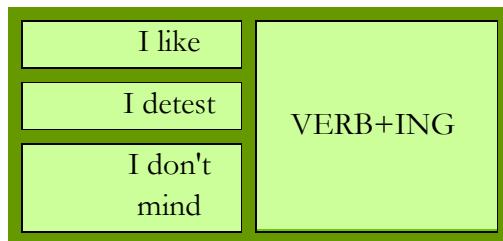
**d. Things to remember about likes and dislikes**

- 1) When these expressions are followed by a verb, the latter is put in the -ing form.

Examples:

"I like listening to music."

"I hate



wearing sunglasses."



- 2) Note that " **very much**" & " **a lot**" always come after the things you like.

*Examples:*

"I like basketball **very much/a lot**. NOT" ~~I like very much/a lot basketball.~~"

- 3) Be careful when you use "I don't mind..."

Examples:

"Do you mind playing football?"

"No, I don't mind." (Although it's in a negative form, it means that it's ok for me. I neither love it nor hate it.)



Figure 9. Expressing Like and Dislikes<sup>13</sup>

<sup>13</sup> <http://www.slideshare.net> accessed on July 20, 2019 at 01.20 AM

### 3. PHRASES

#### a. Phrases for expressing opinion<sup>14</sup>

I think....	I believe....
I feel....	I suppose....
I guess....	According to me....
In my view....	In my opinion....
In my eyes....	It seems to me that....
From my perspective....	From my point of view....
From my view point....	As far as I'm concerned....
Personally, I think....	I'd like to point out that....
What I mean is....	Generally it is thought that....
Some people say that....	Well, it is considered that....
It is generally accepted that....	My impression is that....
It goes without saying that....	I hold the view that....
I'm of the opinion that....	

#### b. Phrases for expressing agreement

I agree....	I totally agree....
Definitely....	I couldn't agree more....
Absolutely....	Precisely....
I see your point....	I see what you are getting at....
I'd go along with that view to a point...	Sure, that's one way of looking at it....
I have to side with you on this one....	I suppose so....
I think so too....	I'd go along with that....
That's a good point....	I see exactly what you mean....
You're right, that's a good point....	Actually, I think you're right....
That's true....	Well, I agree with you here....
You have my full agreement....	I second that....
Ok, that's convincing....	I take your word on it....
You took the words right out of my mouth...	

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<sup>14</sup> Abbs, Brian et al. *Take Off!: Student Book 2*, (London: Pearson Education Limited, 2002), p. 43

### c. Phrases for expressing disagreement

I see your point, but...	I see what you are getting at, but...
That's one way of looking at it, however....	I completely disagree....
Well, I see things rather differently....	Umm, I'm not sure about that....
I'm not sure I go along with that view....	I don't really agree with that idea....
I agree up to a point, but....	You could say that, however....
I wouldn't quite put it that way myself....	I still have my doubts....
I can't/ couldn't go along with that....	That's out of question....
You've got to be kidding....	Well, I don't quite agree with you....
I find that very difficult to accept....	We don't seem to agree here....
Not necessarily....	That's not always true....
There is no way I could agree with that....	I don't think so....
No, I'm not sure about that because....	I'm afraid, I disagree....
We don't seem to be in complete agreement....	

### d. Phrases for expressing interruption

Sorry to interrupt, but....	Can I add something here....
Is it ok if I jump in for a moment....	If I might add something....
If I may interrupt....	Can I throw my two cents in....
Do you mind if I add something....	Umm, well not really....
Excuse me, but in my opinion....	Are you telling that....
Excuse me for a second, but....	Sorry, but I'm not done yet....
Let me finish what I have to say first....	May I say something here....
Excuse me for interrupting, but....	Sorry to cut you off, but....
Well, that reminds me that....	So, you're telling me....
I don't mean to intrude, but....	Well, if that is the case....
Sorry, but can you let me finish....	Wait a minute....
Before you go on, I'd like to say something....	
Before you move on, I'd like to say something....	
Just a moment, I like to add something here....	

## 4. CONVERSATIONS

### Conversation A

#### *Formal situation*

Rani: The city council is going to build a new parking site under the park over there.

Andry : Oh no, why are they going to do that? It's terrible.

Rani: You think so? I think it's a very good idea, actually.

Andry : On the contrary, I think it's a disaster.

Rani : A disaster? I think we need more parking sites.

Andry : Well, I agree with that, but not under the park.

Rani : Why not? It's the best place.

Andry : Do you think so? I totally disagree. Why the park?

Rani : Well, you need a big open space for that.

Andry : I see your point, but don't you think trees are more important than cars?

Rani : Of course I agree, but we all have cars, and we need a place to park them.

Andry : Yes, that's right. But they can do it near the station.

Rani : Oh no, that's too far away, we need a parking site in this area.

Andry : Well, that's true, but maybe walking a bit wouldn't hurt anyone.

Rani : A bit? The station is at least 10 minutes away. Just imagine, on a rainy day...

Andry : You could be right, but I still think trees are more important than cars.

Rani : You've got a point there, but maybe they can plant trees near the station instead.

Andry : Oh, that sounds very good, but we're talking about very old and big trees.

Rani : Yes, but we have to choose, don't we? We can't have everything.  
Andry : Yeah, I suppose you're right, but still, I think it's a very bad idea.

### **Conversation B**

#### ***Informal situation***

Rani : Man, did you hear that? They're gonna build a parking site under the park over there.  
Andry : Are you serious? But that's crazy, why do they want to do that?  
Rani : Why? Well, because there are too many cars in the area. We need more parking space.  
Andry : Nonsense! What we need is more trees. Cars should disappear.  
Rani : You can't be serious.  
Andry : Yes, I am. They pollute and are too noisy and...  
Rani : Come on, man, that's all B.S. Do you think you could live without a car today?  
Andry : Of course I could.  
Rani : Oh, come on, where's your logic? How would you go to work?  
Andry : Obviously, I would work near home, and not an hour away. Or I could take the bus.  
Rani : Yeah, I know what you mean, but we use the car for so many things.  
Andry : That's very true, but we could always find other alternatives.  
Rani : Such as...?  
Andry : Such as coaches, trains, etc.  
Rani : You must be kidding, right? We don't even have

- a train here, and coaches don't go everywhere.
- Andry : Yes, you have a point there, but if we didn't have cars, we would have more and better public transport.
- Rani : Yes, I agree. But still, having a car is so comfortable.
- Andry : Of course it is, I know. But we can't have everything, can we?
- Rani : Exactly. That's what I think. We can't have everything, so I prefer having a car.
- Andry : Oh man, you're impossible.
- Rani : I know :)

### Conversation C <sup>15</sup>

Boy: Do you like folk music, Tina?  
 Girl: No, I don't like it very much, do you?  
 Boy: Yes, I love it. Kumar Basnet is my favourite singer. What kind of music do you like?  
 Girl: Well, I like pop music a lot.  
 Boy: Really? Who's your favourite singer?  
 Girl: Sugam Pokhrel. How about you? Do you like him?  
 Boy: He's OK. But I'm fond of Nima Rumba.

— — — — —

Girl: Do you like playing cricket, Max?  
 Boy: Yes, I love it. What about you?  
 Girl: Well, I don't like playing cricket but I love watching it on TV.  
 Boy: That's interesting. So, besides that, what do you like doing in your free time?  
 Girl: Well, I'm fond of meeting new people. I also enjoy gardening and cooking.  
 Boy: Cooking? I can't stand it.

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<sup>15</sup> Jurianz, Clyde, Karen Johnson, and Michele McCoville. *Getting Started with English*. Carlton, (VIC: Curriculum Corporation, 2002), p.80.

## Conversation D

**Rizal:** Hi.... You must be Lia. I can **tell** from your picture. I'm Lauren. **Finally** we meet! **So** were going to be **roomies** this semester!

**Lia :** Yes, I recognize you from your photo, too! I'm so glad to meet you in person—and I see from your T-shirt that you **like** baseball. I'm a **big fan**, too!

**Rizal:** Well, the T-shirt was a **going-away present** from my brother, who's a baseball player. Look on the back—it has a photo of all the players on his team. They **actually** won the city championship this summer.

**Lia :** That's **awesome**. I **tell you**, I'm not very athletic, but I **love** to watch baseball, **even if** it's a **Little League** game. You **could say** I'm a professional spectator. What about you, do you play a sport?

**Rizal:** Yes, I play tennis. **As a matter of fact**, I have a **scholarship**, and I'm going to play for the university Now tell me, what else do you **like to do**?

**Lia:** Well—what I **like** to do best is dance. I'm studying classical ballet, but I also **like to** dance to popular music.

**Rizal:** **Cool**. We have a lot **in common**. I **like** to dance, too. Think you'll be **up for** checking out the local clubs this weekend?

**Lia :** Oh, **yeah**. And the restaurants, too. **Speaking of which**—are you hungry? I'd **love** to **grab a bite** before it gets too late. I'm starving!

**Rizal:** **Are you kidding me?** I'm always **up for** going out! How about trying the place up the street? I'm kind of hungry for a good hamburger.

**Later:**

**Lia :** Lauren, **what do you think of** our room?

**Rizal:** **To be honest with you**, I really **can't stand** that dark color on the walls. It's, **like**, really **depressing**. I prefer light colors.

**Plus**, I'd **like** to change the rug and the bedspreads. Do you **like** them?

**Lia:** No, I agree with you. They're **horrible**. With a couple of coats of paint and a few small changes, we'll make this room comfortable and cozy. Everybody will want to **hang out** here.

**Rizal:** **Man**, I'm so relieved! I think we're really going to **get along**. I'm going to call my mom right now and tell her how **cool** my new **roomie** is<sup>16</sup>.

## C. SUMMARY

Generally, there are two kinds of opinion that we always express Personal opinion and general opinion. **In personal opinion, we can express our personal opinion. It's based on our experience or our belief, it is not an objective opinion.** These are some words and phrases to express a personal opinion: *In my experience; In my opinion; Personally, I think.* **In general opinion, we can express an objective opinion, based on research or what we have heard or read. In this way, we distance ourselves from the opinion to show that maybe it's not what we personally believe.** We use these words and phrases to express opinion that is generally thought by people: *It is thought that...; It's obvious to me; Some people say that...; It is considered...; It is generally accepted that...*

If we are person who has to give respond to the other opinion, sometimes we agree with an opinion and probably in another time we disagree with the opinion. These are some of words and phrases to agree with someone else's opinion: *You're absolutely right; Yes, I agree; I think so too; I'm with you; I'd go along with that; Of course.* And some of the words and phrases that can be used to express disagree with someone else's opinion are: *That's different; I don't agree with you; However...; That's not entirely true; On the contrary...; I'm sorry to*

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<sup>16</sup> 2020 <http://www.naturalreaders.com/index.html>, diakses tanggal 20 November 2015



*disagree with you, but...; Yes, but don't you think...; That's not the same thing at all.*

Beside expressing opinion, we also cannot avoid to express like or dislike about something or someone. There are some words or phrases that can be used to express like, some of them are: *I like ...; I enjoy ...; I am really keen on ...; I am really fond of ...*. And some phrases that can be used to express dislike, some of them are: *I don't like ...; I am not really keen on ...; I dislike ... ; I am not fond of ...; I detest...; I loathe...*

## D. TASK

### 1. Class Survey

Survey members of the class and find out if they agree or disagree with the following items. To get more information, ask why they feel that way.

No.	Arguments	Name	Agree	Disagree
1	Concurs with capital punishment	1		
2	Believes in corporal punishment	2		
3	Believes most politicians are honest and hard working	4		
4	Thinks the Noah is the greatest band ever	5		
5	Dangdut music is just for non-educational person	6		
6	Thinks asparagus is a great tasting vegetable	7		
7	Believes that college	8		

	prepares students for the demands of the world of work			
8	Thinks that testing in school is an unfair assessment of student ability and knowledge	9		
9	Believes that women should be just a housewife	10		
10	Thinks that cell phones are the bane of western civilization	11		
11	Believes that prisons should be an institute for rehabilitation	12		

## 2. Class Interview

Please find a piece of paper and you have to mingle in the class and find at least 3 (three) friends to be asked these following question, write important things of your friends' answer and then report the result of your interview in front of the class orally.

- a. What do you like to do when you hang out with your friends?
- b. What kind of restaurants do you like?
- c. Are you usually up for going to your favorite restaurant, even if you're tired?
- d. Where do you usually go to grab a bite to eat?
- e. Is there anything you can't stand? Why?

## E. EVALUATION

1. Write appropriate remark or question for each of the following responses. Ask an English-speaking friend to check your answers.

a. \_\_\_\_\_

That's awesome.

b. \_\_\_\_\_

Speaking of which, I played in the Little League.

c. \_\_\_\_\_

I tell you, it's depressing.

d. \_\_\_\_\_

I'm not in the mood for that.

e. \_\_\_\_\_

As a matter of fact, I am.

f. \_\_\_\_\_

You might say it's a little difficult.

g. \_\_\_\_\_

Don't tell me you can't go!

h. \_\_\_\_\_

Finally!

### **Key Answer**

a. *You know what? I got A on my speaking test!*

b. *Tomorrow Me and Jhon is going to watch the Little League.*

c. *How's your first day in your new school?*

d. *Let's go to the gym this afternoon.*

e. *Do you think you can finish all of these foods by yourself?*

f. *Was it that bad?*

g. *I'm sorry, but I have another plan this afternoon.*

h. *Yeah, I'll go with you.*

## F. REFERENCES

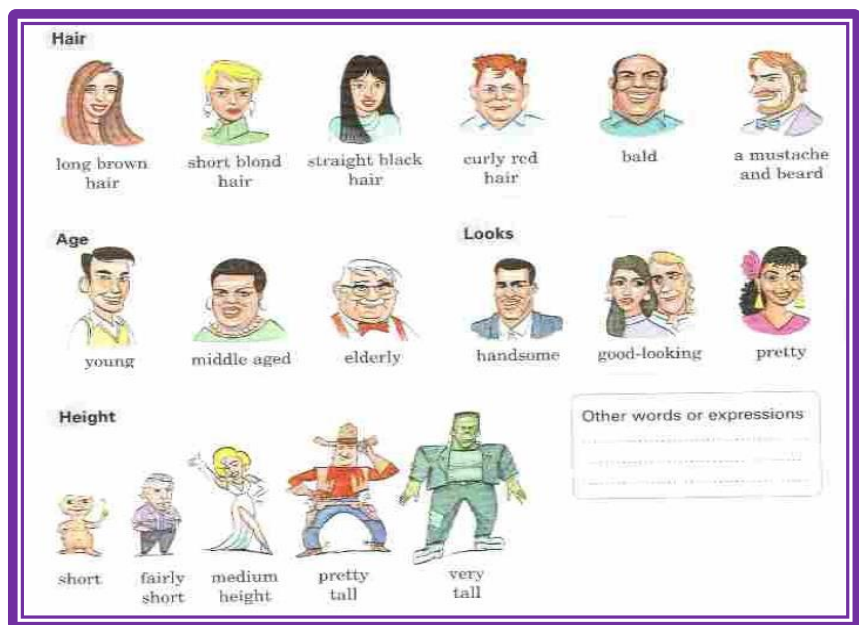
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## CHAPTER 3

### DESCRIBING PEOPLE, PLACES, AND THINGS



**Figure 10. Peoples' Physical Appearance<sup>17</sup>**

#### A. INTRODUCTION

This chapter containing the material of description text such as describing people, places, and things. In describing people, it is about to describe the characteristics of a certain person through the mention of the characteristics that exist in a person such as face shape, hair, nose, body size and character / character. While in

<sup>17</sup> Richard Spears, Betty Birner and Steven Kleinedler, *Conversation American English*, (USA: The McGraw-Companies,2011), p. 47.

describing places try to imagine what the atmosphere, shape, and characteristics of each place student's visit will be. Is it beautiful, comfortable, or lively? The situation we mentioned earlier is a description of a place or in English it is called Describing Places. Students need to mention several characteristics on that place or things such as their types, locations, positions, size, colors, or their special characteristics.

In this chapter students will learn how to:

1. Describing people based on their characteristics such as their general appearance or personality.
2. Describing places more specifically.
3. Describing things more details in terms of their colors, smells, tastes, sizes etc.

## B. MATERIAL DESCRIPTION

### 1. DESCRIBING PEOPLE



She's got **straight** and she's **thin-faced** (or she's got a **thin face**).



She's got **long, wavy** hair and she's **round-faced** (or she's got a **round face**).



hair She's got **curly hair** and is **dark-skinned** (or she's got



He's **bald** and has freckles.

He's got a **beard** and **moustache** and has a **chubby**

He's got **receding** hair and a

He used to have **black** hair but now it's gone

### a. Height and Build



a rather **plump** or **stout** man



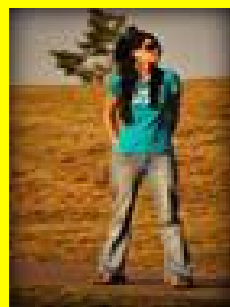
a **slim** woman  
(Positive)



an **obese** couple  
(negative, very fat)

**Fat** may sound impolite. Instead, we often say **a bit overweight**. If someone is broad and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. If someone is terribly thin and refuses to eat, they may be **anorexic**.

b. General Appearance (Physical Appearance and Personality)



I am **small**, but I am **strong**! Sometimes I am **shy** around people I do not know. With my friends and family, I am very **outgoing**. My mom says I have a **pretty** smile. Do you agree? She also likes my **long, curly brown** hair. My **favorite** color is blue, and I am always **optimistic**. I am **youthful**, but I am an **old sold**.

Claudia? Oh, she is **special**! I like her **pontaneous** nature. She is **young, exuberant, and lively**; she is **slim** and **active**. She often wears **colorful** clothes. Do you see her picture? She wears a **green** shirt and her **favorite** jeans! She has a **creative** mind: students love her **passionate** outlook on life.

I am **nearsighted**, so I wear glasses. I am **well built**; I have a **dark** complexion and **black, wavy** hair. I am **focused** and **driven**. I am not **lazy**! I am very **patient**. I work **long** hours, but I am never **bored** at my job. It is so **interesting**! I do not want a **boring** life. I am **energetic** and I want to be **successful**.



## 2. DESCRIBING PLACES<sup>18</sup>

Places: adjectives	Places: nouns		Places: type
amazing	abbeycastle	lighthouse	capital city
ancient	cathedral	watchtower	cathedral city / town
beautiful	church	countryside	university city / town
boring	monastery/monks	lake	port
colourful	mosque	waterfall	market town
crowded	pagoda	forest	coastal town
damp	parish	walking routes	industrial town
deserted		pathway	cosmopolitan city
dry	amusement park	bay	historic city
exciting	gallery	beach	seaside town
historical	museum	bird sanctuary	agricultural town
interesting	old city/old quarter	wildlife	suburb
modern	open-air market	stone circles	country village
noisy	railway station	standing stones	mountain village
peaceful	shopping centre	a settlement	fishing village
picturesque	skyscrapers	burial site	touristy area
pleasant	square	graves	
quiet	tourist attractions		
remarkable	town		
stressful	town hall		
stunning	village		
terrific			
traditional	youth hostel.		
ugly			
unique			
wild			

Location and geographical position	
	in a valley
	at the mouth of the river (name)
in the north / south / east / west of...	
	on a plain
in the centre of	
	in the mountains
on the coast	
	near a forest / desert
by the sea	
	near the border
on the river (name)	
on / near lake (name)	

<sup>18</sup> Rohmah, Z. 2012. *Teaching English Joyfully*. Malang: Bintang Sejahtera.

### Some Desert Adjectives

**Desert:** *harsh, dry, arid, sparse, severe, hot*

**Rock:** *sharp, rough, jagged, angular*

**Grasses:** *windblown, bent, dry, pale green, brown*

**Sand:** *coarse, fine, glittering, shifting, rippling, sifting, white, golden*

**Sky:** *pale, intense, cloudless, azure, purple, crimson*

**Cactus:** *tall, short, squatty, spiny, prickly, thorny*

**Date palm:** *tall, bent, leather (leaves), frayed (leaves)*

### Some City Adjectives

**City:** *active, bustling, noisy, busy, clean, dirty, windy*

**Traffic:** *loud, congested, snarled*

**Buildings:** *old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat*

**Buildings (walls):** *brick, stone, marble, glass, steel, graffiti-covered*

**Monuments, statues:** *stone, copper, carved, ancient, moss-covered, faded, green, bronze*

**Sidewalk:** *concrete, cement, slick, cracked, tidy, littered, swept*

**Paint:** *fresh, weathered, peeling*

**Signs:** *neon, weathered, worn, bright, welcoming, flashing*

**Buses, cars, taxis:** *belching, crawling, speeding, honking, waiting, screeching*

**People:** *hurried, bundled, smiling, frowning, eager, rushed*

A list of useful words for describing cities, towns and countries.

**ancient** - a place that has a long history. Words with similar meanings: historic

**Example sentence:** Athens is an **ancient** city, which was established thousands of years ago.

**beautiful** - very pleasing on the eye. Words with similar meanings: attractive, lovely.

**Example sentence:** Paris is very **beautiful** in the spring.

**boring** - dull and not very interesting. Words with similar meanings: uninteresting.

**Example sentence:** Widnes is a **boring** place to live.

**bustling** - a crowded, busy place. Words and phrases with similar meanings: lively, fast-paced, hectic.

**Example sentence:** New York is a busy, **bustling** city. One of its nicknames is "The City That Never Sleeps".

**charming** - nice, very pleasing. Words and phrases with similar meanings: delightful, quaint.

**Example sentence:** Oxford is a **charming** English city, which is steeped in history.

**contemporary** - modern, very up to date.

**Example sentence:** Manchester is a northern city with a very **contemporary**, modern feel.

**compact** - not very big, contained within a small area. Words with similar meanings: small

**Example sentence:** Durham is a fairly **compact** city. You don't need transport to get around.

**cosmopolitan** - somewhere with a rich and varied mix of cultures and languages.

**Example sentence:** Liverpool is a **cosmopolitan** and culturally diverse city.

**crowded** - very full of people. Words and phrases with similar meanings: busy, bustling.

**Example sentence:** London can get really **crowded** during the summer months.

**exciting** - fun, thrilling, with lots of enjoyable things to do. Words with similar meanings: lively

**Example sentence:** The seaside town of Blackpool offers plenty of **exciting** activities for kids!

**expensive** - costing a lot of money. Words with similar meanings: pricey, costly.

**Example sentence:** Tokyo is a very **expensive** place to live.

**famous** - very well known, celebrated, notable.

**Example sentence:** Paris is one of the world's most **famous** romantic destinations.

**fantastic** - wonderful.

Words with similar meanings: amazing, awesome, fabulous, great, marvellous.

**Example sentence:** Barcelona is a **fantastic** city! It's a must to visit if you go to northern Spain.

**fascinating** - very interesting. Words with similar meanings: captivating, intriguing.

**Example sentence:** Tunis is a **fascinating** place to visit, with a wonderfully rich culture and history.

**polluted** - dirty, contaminated.

**Example sentence:** Bilbao's formerly **polluted** river has been cleaned up and transformed.

**touristy** - visited by lots of tourists.

Words and expressions with similar meanings: 'tourist trap', touristic (*rarely used by native speakers*).

**Example sentence:** Chester can be a bit **touristy** and crowded during summer.

**huge** - very big. Words with similar meanings: big, enormous, giant, large, sprawling, vast.

**Example sentence:** Istanbul is a **huge** city, with over thirteen million inhabitants.

**lively** - somewhere with lots of things going on. Words with similar meanings: vibrant

**Example sentence:** Newcastle is a **lively** city, with lots of things to do and see.

**inexpensive** - not costing very much. Words with similar meanings: cheap.

**Example sentence:** Egypt, Mexico and Thailand are **inexpensive** travel destinations.

**popular** - liked by a lot of people.

**Example sentence:** York is a historic British town which is very **popular** with tourists.

**picturesque** - charming or interesting in a unique or unusual way.

Words with similar meanings: quaint, charming.

**Example sentence:** Looe and Polperro are **picturesque** English seaside towns.



Figure 11. Famous Places in The World<sup>19</sup>

### 3. DESCRIBING THINGS

#### a. Describe things in terms of their size

**By** : Used for giving the size of an area, object, or space by stating its length, width, height etc

**Disproportionate** : if something is disproportionate, it is bigger or smaller than it should be in comparison to something else

**Double** : Large enough for two people or things

**Full-size** : full-size object is the normal size for that object, not smaller

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<sup>19</sup> <http://www.slideshare.net> accessed 29 Juny, 2019 at 03.25 PM.

**Isometric** : Equal in size or measurement

**Three-quarter** : Used for describing something that is three-quarters of the normal length or size of something

*b. Describe things in terms of their color*

**ablaze** ADJECTIVE  
LITERARY bright and full of light or color

**bleached** ADJECTIVE  
made very pale by chemicals or strong sunlight

**bold** ADJECTIVE  
very bright, clear, or strong in color and therefore easy to notice

**brash** ADJECTIVE  
big, bright, or colorful in a way that is not attractive

**bright** ADJECTIVE  
bright colors are strong but not dark

**chintzy** ADJECTIVE  
too colorful and in poor taste

**clean** ADJECTIVE  
clean smells, tastes, and colors are light and fresh

**cold** ADJECTIVE  
cold colors are colors such as white, blue, and gray that make you think of things that are cold

**color-coded** ADJECTIVE  
using colors to make different things easy to recognize

**dark** ADJECTIVE  
strong and not pale in color

**darkly** ADVERB  
in a dark color

**deep** ADJECTIVE  
a deep color is dark and strong

**delicate** ADJECTIVE  
a delicate taste, smell, or color is pleasant and not too strong

**delicately** ADVERB  
in a way that is pleasant and not too strong in flavor, smell, or color

**discolored** ADJECTIVE  
something that is discolored has changed in color and no longer looks new, clean, or healthy

**discoloured**  
the British spelling of discolored

**dusty** ADJECTIVE  
used for describing a color that is not bright because it has some gray in it

**fast** ADJECTIVE  
colors that are fast will not become paler when clothes are washed

**harmonious** ADJECTIVE

harmonious colors or parts combine well with each other

**harsh** ADJECTIVE

harsh colors or lights are not pleasant because they are very bright

**in** ADJECTIVE

used for saying what color decorations, clothes, etc. are

**iridescent** ADJECTIVE

showing changing colors in different types of light

**jazzy** ADJECTIVE

INFORMAL bright, colorful, and attractive

**light** ADJECTIVE

pale in color, not dark

**loud** ADJECTIVE

very bright in a way that does not show good taste

**matching** ADJECTIVE

with the same color, pattern, or design

**medium** ADJECTIVE

neither light nor dark in color

**mellow** ADJECTIVE

soft and warm in color

**monochrome** ADJECTIVE

able to show or produce only black, white, and gray

**monochrome** ADJECTIVE

not brightly colored and usually gray in color

**monotone** ADJECTIVE

a monotone color is all the same shade of that color

**multicolored**

consisting of many different colors

**multicoloured**

the British spelling of multicolored

**muted** ADJECTIVE

not as bright or colorful as usual

**neutral** ADJECTIVE

neutral colors are not very strong or bright

**neutral** NOUN

a neutral color

**opalescent** ADJECTIVE

something that is opalescent seems always to be changing color slightly

**colored** ADJECTIVE  
red, green, blue, etc. rather than transparent or black or white

**colorful** ADJECTIVE  
something that is colorful has bright colors or a lot of different colors

**colorless** ADJECTIVE  
something that is colorless has no color

**coloured**  
the British spelling of colored

**colourful**  
the British spelling of colorful

**colourless**  
the British spelling of colorless

**cool** ADJECTIVE  
cool colors, such as white and blue, give an idea of cold instead of heat

**dappled** ADJECTIVE  
covered with or forming areas of lighter and darker color or light and shadow

**festive** ADJECTIVE  
bright and colorful in a way that makes you think of a celebration

**fiery** ADJECTIVE  
MAINLY LITERARY very bright in color, especially bright red, orange, or yellow

**flamboyant** ADJECTIVE  
brightly colored or decorated

**flaming** ADJECTIVE  
brightly colored red, orange, or yellow

**fluorescent** ADJECTIVE  
a fluorescent color is very bright and seems to reflect light

**fresh** ADJECTIVE  
used about colors

**gaily** ADVERB  
with bright attractive colors

**gay** ADJECTIVE  
OLD-FASHIONED brightly-colored or attractive

**glowing** ADJECTIVE  
glowing colors are bright and look warm



**pastel** NOUN  
a pale soft color

**psychedelic** ADJECTIVE  
psychedelic clothes, designs, etc. are very brightly colored and have big unusual patterns

**pure** ADJECTIVE  
a pure sound, color, light, etc. is very clear and beautiful

**restrained** ADJECTIVE  
not too bright in color, or not decorated too much

**rich** ADJECTIVE  
a rich color, sound, or smell is strong in a pleasant way

**sepia** ADJECTIVE  
sepia photographs are old and are a red-brown color

**showy** ADJECTIVE  
brightly colored and attractive

**sickly** ADJECTIVE  
a sickly color is so pale that it looks unpleasant

**sober** ADJECTIVE  
plain and not brightly colored

**soft** ADJECTIVE  
a soft light or color is pale, gentle and pleasant to look at

*c. Describe things in terms of their smell, sound, taste, and touch*

**Smell (Olfactory)**

- |                 |            |
|-----------------|------------|
| ✓ Acidic        | ✓ nasty    |
| ✓ Acrid         | ✓ noxious  |
| ✓ Aromatic      | ✓ perfumed |
| ✓ Camphoric     | ✓ piney    |
| ✓ fetid flowery | ✓ pungent  |
| ✓ foul          | ✓ rancid   |
| ✓ fragrant      | ✓ savory   |
| ✓ fresh         | ✓ sharp    |
| ✓ funky         | ✓ smelly   |
| ✓ heady         | ✓ stinky   |
| ✓ musky         | ✓ stuffy   |
| ✓ musty         | ✓ sweet    |

**Sound (Aural)**

- |             |           |
|-------------|-----------|
| ✓ bang      | ✓ plop    |
| ✓ blare     | ✓ prattle |
| ✓ bleat     | ✓ rap     |
| ✓ bray      | ✓ rasp    |
| ✓ brogue    | ✓ rattle  |
| ✓ caterwaul | ✓ roar    |
| ✓ chime     | ✓ rumble  |
| ✓ chirp     | ✓ rustle  |
| ✓ chortle   | ✓ sizzle  |
| ✓ chuckle   | ✓ slam    |
| ✓ clash     | ✓ slap    |
| ✓ croak     | ✓ slurp   |
| ✓ croon     | ✓ snarl   |
| ✓ crunch    | ✓ strum   |

- |          |           |
|----------|-----------|
| ✓ drone  | ✓ tap     |
| ✓ fizz   | ✓ thud    |
| ✓ grind  | ✓ thunk   |
| ✓ groan  | ✓ tinkle  |
| ✓ gulp   | ✓ trill   |
| ✓ gurgle | ✓ twang   |
| ✓ hoot   | ✓ warble  |
| ✓ howl   | ✓ whack   |
| ✓ jangle | ✓ whine   |
| ✓ jingle | ✓ whistle |
| ✓ knock  | ✓ yodel   |
| ✓ ping   |           |

### Taste (Gustatory)

- |               |             |
|---------------|-------------|
| ✓ sweet       | ✓ peppery   |
| ✓ acidic      | ✓ rank      |
| ✓ biting      | ✓ rich      |
| ✓ bitter      | ✓ sharp     |
| ✓ brackish    | ✓ sour      |
| ✓ briny       | ✓ succulent |
| ✓ dry         | ✓ sugary    |
| ✓ flavorful   | ✓ sweet     |
| ✓ fruity      | ✓ syrupy    |
| ✓ full-bodied | ✓ tangy     |
| ✓ gamy        | ✓ tart      |
| ✓ gross       | ✓ zesty     |
| ✓ juicy       | ✓ zingy     |

## Touch (Tactile)

- |                 |            |
|-----------------|------------|
| ✓ tough bristly | ✓ leathery |
| ✓ burning       | ✓ limp     |
| ✓ cold          | ✓ lumpy    |
| ✓ cottony       | ✓ oily     |
| ✓ damp          | ✓ puffy    |
| ✓ dry           | ✓ ribbed   |
| ✓ feathery      | ✓ rough    |
| ✓ frosty        | ✓ rubbery  |
| ✓ furry         | ✓ sandy    |
| ✓ fuzzy         | ✓ sharp    |
| ✓ gnarled       | ✓ slimy    |
| ✓ hairy         | ✓ smooth   |
| ✓ hot           | ✓ sticky   |
| ✓ knobbed       | ✓ velvety  |
| ✓ knotted       | ✓ wet      |



Figure 12. Describing Things<sup>20</sup>

#### 4. CONVERSATION

##### Conversation A

##### *Describing People*

- Tracy : Excuse me, are you Ms. Davis?  
 Shannon : No, I am not Ms. Davis but I know who she is.  
 Tracy : Great! Can you tell me where to find her?  
 Shannon : I am not sure where she is in the building now.  
           I do know what she looks like though.  
 Tracy : Can you describe her, please?

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<sup>20</sup> <http://priceandwilloughby.com> accessed on January 12, 2020 at 04.00 PM

Shannon : She is a tall woman, with dark brown hair and light brown eyes.  
Tracy : Do you know what she is wearing?  
Shannon : Yes. She is wearing a white dress shirt and black blazer and skirt.  
Tracy : Thank you so much.  
Shannon : You're welcome. I hope you find her.

## **Conversation B**

### *Describing Place*

Ben: Good morning. Welcome to NATR. What's your name?  
Nim: My name's Nim. It's nice to meet you.  
Ben: It's nice to meet you too, Nim. Where are you from?  
Nim: I'm from Hamburi. It's a small village near the sea.  
Ben: I've never heard of it. Can you describe Hamburi?  
Nim: Yes I can. It's a Muslim village located between Ranong and Kapoe.  
Ben: Did you say it's small?  
Nim: Yes, it's very small. Smaller than Kuraburi! Only about 70 people live there.  
Ben: OK. What else can you tell me about Hamburi?  
Nim: It's a beautiful place. It has a long sandy beach and there's a tall mountain nearby.  
It also has a deep, narrow river. It has an old mosque and a market.  
Ben: What do people do in Hamburi?  
Nim: Most people are fishermen. Some people make handicrafts.  
Ben: Wow! I'd like to visit Hamburi.  
Nim: You're welcome anytime.  
Ben: Thanks!

## Conversation C

### *Describing Thing*

Ferdi : Guys! Guys! Listen up! I have great news to tell you!

Yopi : Oh, really? I hope you are not coming with another lie  
anymore

Erlita : Wow, you look so serious. What kind of news is that?

Ferdi : Oh, please... I'm telling real news right now. Last  
night, I saw a mysterious flying object on the night sky.  
You may be familiar by calling it UFO

Yopi : See... here you go with your lies again

Erlita : UFO? Do you mean it's like an alien's spacecraft?

Ferdi : Yes...! Yes...! Oh, come on! I am not joking around,  
Yopi. It's real. I saw it clearly with both of my eyes.

Erlita : Well, what did it look like?

Ferdi : Just like you've ever seen in movies, it looked like a  
spacecraft. It floated around the sky. There were many  
colorful lights on it.

Erlita : Did it move so fast? How could you see it with your  
bare eyes?

Ferdi : No, it didn't move so fast. Therefore, I could see it  
clearly with my both eyes.

Erlita : Was it huge?

Ferdi : I am not really sure. But, I think it was a little bigger  
than a helicopter.

Erlita : Did it emit sound?

Ferdi : No, I guess. It was so silent.

Yopi : You could have been mistaken. Maybe it was an  
airplane. Did you use any tool to see it? Like telescope  
or binocular?

Ferdi : I am extremely sure that it wasn't an airplane. I know  
exactly how an airplane looks like. It was really a  
different one. No, I didn't use my binocular. It was

clear enough to see with bare eyes.

Yopi : Did you take a photo of that flying object?

Ferdi : Unfortunately, when I was going to grab my digital camera, it disappeared.

Yopi : Well, with no strong proof I cannot fully believe in your story

Ferdi : Oh, come on, Yopi.

Erlita : I don't know if it was a real UFO or not but you are lucky to see it, Ferdi.

Ferdi : Thank, Erlita. I wish I could see it again someday<sup>21</sup>.

### C. SUMMARY

Talking about describing people, places, and things, means we talk about adjective because it is mostly words that we use to explain those three words. When we describe people, one most important thing that should be explained is their physical appearance. These are adjectives that be used to explain about physical appearance of somebody: (1) **Hair**: straight hair, long wavy hair, curly hair, receding hair, black hair. **Face**: Thin-faced, round-faced, chubby face, oval face. **Skin and complexion**: white skin, dark skin, brown skin: (2) **height and build**: plump or stout, slim, obese, fat, a bit overweight, stocky, well-built or muscular. (3) **Personality**: spontaneous, exuberant, passionate, nearsighted, focused, driven, energetic, successful, interesting, creative, bored.

In describing places, some words that commonly used are **Adjectives**: amazing, colorful, crowded, interesting, historical, ancient, modern, terrific, ugly, and noisy. **Nouns**: abbey castle, amusement park, railway station, shopping centre, skyscraper, square, town hall, and village **Type**: capital city, port, seaside town, suburb,

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<sup>21</sup> <http://www.naturalreaders.com/index.html>, diakses tanggal 20 November 2015



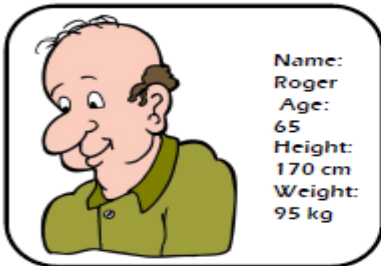
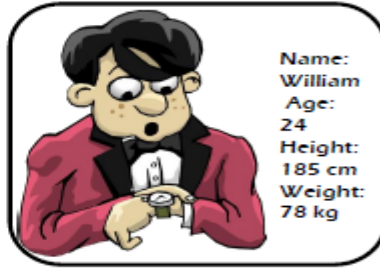
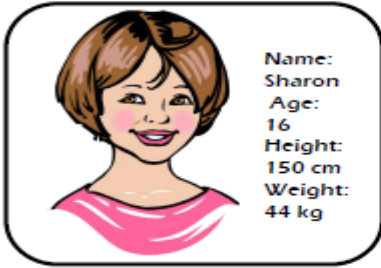
touristy area, and fishing village. **Location and geographical position:** in the north / south / east / west of..., at the mouth of the river (name), on the coast, in the centre of..., and near the border. **Some desert adjectives:** rock, grasses, sand, sky, cactus, and date palm. **Some city adjectives:** buildings (walls), monuments, statues, sidewalk, paint, and signs.

Four main things that we always use to describe things are size, color, form, and taste. The words about **size:** By, disproportionate, double, full-size, isometric, and three-quarter. **Color:** Black, white, pink, red, purple, blue, green, gray, bleached, bold, brash, color-coded, colorful, colorless, dappled, and dark. **Form:** Square, diagonal, round, and triangle. **Taste:** sweet, salty, sour, and spicy.

#### D. TASK

1. **Please choose one of your classmates to be your pair and then describe each of these people, giving information about their hair and face, their height and build and general appearance.**
  - a) you yourself
  - b) your best friend
  - c) a Neighbor
  - d) your ideal of a handsome man  
/ a beautiful woman

2. Describe the people, places and things you see in the picture below.







## E. EVALUATION

### 1. Answer these remarks with the opposite description.

#### EXAMPLE

A: I thought you said he was the short, chubby one.

B: No, no, no, not at all, *he's the tall, thin-faced one.*

- a) A: Was that his brother, the dark-skinned, wavy-haired one?  
B: No, completely the opposite, his brother's ...
- b) A: She's always quite well-dressed, so I've heard.  
B: What! Who told you that? Every time I see her, she's ...
- c) A: So Charlene's that rather plump, fair-haired woman, is she?  
B: No, you're looking at the wrong one. Charlene's ...
- d) A: So, tell us about the new boss; good looking?  
B: No, I'm afraid not; rather ...
- e) A: I don't know why, but I expected the tour-guide to be middle-aged or elderly.  
B: No, apparently she's only ...

#### **Key Answer:**

- a) *A light-skinned and straight haired.*  
b) *A messy-dressed*  
c) *A slim and brown-haired*  
d) *A stout man*  
e) *17 years old*

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**CHAPTER 4**  
**MAKING APPOINTMENTS**



**Figure 13. Making Appointments<sup>22</sup>**

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<sup>22</sup> <https://www.youtube.com/watch?v=EiQmI9mvB-Q> accessed on August 19, 2019 at 03.49 PM

## A. INTRODUCTION

In your daily life, surely you often make appointments to meet someone. Before you can meet people, you will usually need to set a date and time. While making appointments, you should opt for a time convenient for both of you. Making appointments is typical in everyday English. In this chapter, students will learn how to:

1. Make an appointment in a formal and informal way.
2. Respond an appointment in a formal and informal way.
3. Cancel an appointment in a formal and informal way.

In making appointment there are three steps that can be done by the students, making appointment, responding appointment and canceling appointment. This chapter will explain further explanation about those three steps including how to agreeing the appointment, reschedule the appointment and apologizing for canceling the appointment.

## B. MATERIAL DESCRIPTION

### 1. MAKING APPOINTMENT

Making appointments is much easier when you are talking to the person directly and can look at a calendar to decide on a good time to meet. However, we usually schedule appointments on the phone and this type of conversation can be stressful when you are still learning English. We often use special expressions to make plans and schedule appointments, so you need to be able to understand what people are saying to you<sup>23</sup>

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<sup>23</sup> Richard Spears, Betty Birner and Steven Kleinedler, *Conversation American English*, (USA: The McGraw-Companies,2011), p. 33



Asking for an appointment

Formal situations:

- ✓ I would like to arrange an appointment to discuss....
- ✓ Please would you indicate a suitable time and place to meet?

Neutral:

- ✓ Would it be possible to meet on (date) at your / our offices to discuss...?

Informal:

- ✓ Can we meet (up) to talk about...?
- ✓ "Are you available on the 17th?"
- ✓ "Can we meet on the 16th?"
- ✓ "How does the 3rd sound to you?"
- ✓ "Are you free next week?"
- ✓ "Would Friday suit you?"
- ✓ "Is next Tuesday convenient for you?"
- ✓ "What about sometime next week?"

Suggesting time for an appointment

Formal:

- ✓ Would Tuesday suit you?
- ✓ Would you be available on Tuesday?

Informal:

- ✓ What about...?

- ✓ Let's say...
- ✓ "What sort of time would suit you?"
- ✓ "Is 3pm a good time for you?"
- ✓ "If possible, I'd like to meet in the morning."
- ✓ "How does 2pm sound to you?"

## 2. RESPONDING APPOINTMENT

There are three common steps in making appointment in English. They are asking appointment, responding appointment, and cancelling appointment (this last step is usually taken when we are already *okay* with the time and place but before the day we suddenly got problem that make us cannot follow the appointment). After somebody asking or offering the suitable time to meet, somebody else will give respond automatically. There are two kinds of responding, they are accepting and rejecting (refusing). Accepting is using when the offering time is suitable, and somebody address rejecting (refusing) when the offering time is not suitable. Below are some phrases that usually come to be used in giving respond of asking/offering appointment:

### **Agreeing to an appointment**

Formal

- ✓ Thank you for your email. I would be available to discuss.... on (date) at (time and place)

Informal

- ✓ Tuesday sounds fine. Shall we

	<p>say around (time) at (place)?</p> <ul style="list-style-type: none"> <li>✓ Yes, Thursday is fine</li> <li>✓ Thursday suits me</li> <li>✓ Thursday would be perfect</li> </ul>
<p><b>Saying a time is not convenient</b></p>	<p>Formal</p> <ul style="list-style-type: none"> <li>✓ Unfortunately, I will be away on business during the week of July 6 – 11, so I will be unable to meet you then. However, if you were available in the following week, I would be glad to arrange a meeting with you.</li> <li>✓ I will be out of the office on Wednesday and Thursday, but I will be available on Friday afternoon.</li> </ul>
<p><b>Suggesting a different date</b></p>	<ul style="list-style-type: none"> <li>✓ I'm afraid I can't on the 3rd. What about the 6th?</li> <li>✓ I'm sorry; I won't be able to make it on Monday. Could we meet on Tuesday instead?</li> <li>✓ Ah, Wednesday is going to be a little difficult. I'd much prefer Friday, if that's alright with you.</li> <li>✓ I really don't think I can on the 17th. Can we meet up on the 19th?</li> </ul>

### 3. CANCELLING APPOINTMENT

In our daily life, we sometimes meet the unpredictable thing. Even though we have already arranged the good appointment and we are convenient with the time and place, sometimes we have to cancel because of that unpredictable things come suddenly, moreover it is important things for our life. In this condition, we have to cancel our appointment that we had made and suggest another time to our interlocutors. One thing that you have to do and it is a must is saying apologize and being polite. These are some phrases in cancelling an appointment:

<b>Cancelling an appointment</b>	Formal
	<ul style="list-style-type: none"><li>✓ Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.</li><li>✓ Would it be possible to arrange another time later in the week?</li></ul>
	Informal
	<ul style="list-style-type: none"><li>✓ I'm afraid that I have to cancel our meeting on Wednesday, as something unexpected has come up.</li><li>✓ Would you be free to meet early next week?</li></ul>
<b>Changing the arrangement</b>	<ul style="list-style-type: none"><li>✓ You know we were going to meet next Friday? Well, I'm</li></ul>

very sorry, but something  
urgent has come up

- ✓ I'm afraid that I'm not going to be able to meet you after all. Can we fix another time?
- ✓ Something has just cropped up and I won't be able to meet you this afternoon. Can we make another time?

### Apologizing

- ✓ I apologies for any inconvenience.  
I'm sorry about cancelling.  
(informal)

## 4. CONVERSATION

### 1. Making an appointment for meeting<sup>24</sup>

**Sam** : Good morning Jane. This is Sam from Morgan International.

**Jane** : Good morning. What can I do for you?

**Sam** : I want to meet you about the requirement of a air-conditioning in your office.

**Jane** : Oh yes! We want a new air-conditioning plant. Did my assistant Sarah tell you about it?

**Sam** : Yes, she called us. Can I meet you this Friday morning?

**Jane** : I am afraid, I am tied up in the morning, but any time after lunch is fine.

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<sup>24</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 15.

**Sam** : Good. How about 2.30?  
**Jane** : 2.30 sound fine. You can visit my office.  
**Sam** : Thank you. I will be there. See you on Friday,  
2.30.  
**Jane** : Sure Sam! Bye

## 2. Rescheduling the appointment

**Jane** : Hello, this is Jane from Apex Tech.  
**Sam** : Hello Jane. How are you?  
**Jane** : I'm fine. I am calling about our Friday  
appointment. I am sorry but I have to cancel the  
meeting as something urgent has come up.  
**Sams** : Okay. When is it convenient to meet you then?  
**Jane** : Well, I am free Monday morning. Will that be  
ok?  
**Sam** : That's fine.  
**Jane** : Great! Then we can meet on Monday at 10.30.  
Sorry for the change!  
**Sam** : No problem. I can understand.

## 3. Making appointment with a friend

**Jane** : I wanted to know if you fancy playing tennis  
this weekend.  
**Lucy** : Yea, it will be perfect. Which day?  
**Jane** : I was thinking of Saturday. Is that good for you?  
**Lucy** : I am little busy on Saturday. Are you available  
on Sunday?  
**Jane** : Yes, Sunday is fine too.  
**Lucy** : Great. What's better for you? Is it in the  
Morning or afternoon?  
**Jane** : Late morning will be perfect.  
**Lucy** : Okay. I will see you at the club at 11 on Sunday  
then.

**Jane** : Great. I will look forward to it.

#### 4. Appointment with professor

**Jane** : Professor, I need to talk to you about my Project. I need some help with it.

**Professor** : Well, you can visit me after college today in my office.

**Jane** : Would you be in after 5 PM?

**Professor** : Well, not after 5. You can see me around 4 PM if you want.

**Jane** : Actually I have to go somewhere and I will be back only in the evening. What about tomorrow morning at 10?

**Professor** : Hmm... 10 tomorrow morning is fine. You can come to my office.

**Jane** : Thank you professor. I will see you at 10.

**Professor** : Sure<sup>25</sup>.

### C. SUMMARY

Making appointment is one of typical in everyday English, where we set a date and time before meeting people. In this case, we should opt for a time convenient for both of us. We often use special expressions to make plans and schedule appointments, so you need to be able to understand what people are saying to you.

There are some steps in making appointment in English that we can adopt. The first is asking appointment. In this step,

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<sup>25</sup> <http://www.naturalreaders.com/index.html>, diakses tanggal 20 November 2019

person can ask about available time and place to another who he speaks. For example: *Please would you indicate a suitable time and place to meet? (formal); Would it be possible to meet on (date) at your / our offices to discuss...? (neutral); Are you available on the 17<sup>th</sup>? (informal)*. Besides giving question directly, another way in starting appointment is by suggesting time for an appointment. For example: *Would you be available on Tuesday? (formal) ; how does 2pm sound to you? (informal)*.

After asking and suggesting an appointment, the other people will give respond about it. Kinds of responding can be accepting or rejecting. You usually accept the appointment if the time that is suggested is okay on you. For example: *Thank you for your email. I would be available to discuss... on (date) at (time and place) (formal); Thursday suits me (informal)*. Rejecting appointment usually said if the time that is offered is not convenient for you. These are the phrases that can be said: *Unfortunately, I will be away on business during the week of July 6 – 11, so I will be unable to meet you then. However, if you were available in the following week, I would be glad to arrange a meeting with you (formal); Ah, Wednesday is going to be a little difficult. I'd much prefer Friday, if that's alright with you (informal)*.

Sometimes, unpredictable thing will happen to our life. Relate to the making appointment, sometimes we have already arrange the good appointment and we are convenient with the time and place but before the day we have to cancel it because something unpredictable things come suddenly. Phrases that can be used in this case are *Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon (formal); I'm afraid that I have to cancel our meeting on Wednesday, as something unexpected has come up (informal)*.



## D. TASK

### 1. Role Play Work with a partner.

Your partner wants to arrange a meeting next week.

However, you're very busy!

Think of three reasons why you are busy.

1)

2)

#### **Role-play the conversations with your partner:**

- ✓ Your partner will suggest a time. Say you are busy, and use one of the above reasons.
- ✓ Your partner will then suggest a different time. Accept the second time.

### 2. Ask these questions below to some of your classmates and write their answers you have to report the answers in front of class orally!

- a. Are you busy nowadays?
- b. What are you doing tonight?
- c. Where are you having lunch tomorrow?
- d. What plans do you have over the next seven days?
- e. Your Ideas!

### 3. Complete the Conversation below by using the word in the box

#### *Calling the Receptionist*

*Susan Chen is phoning to make an appointment with the doctor. Read the telephone conversation and make suggestions. Write or say the best thing to answer the receptionist. If you want you can choose answers from the box below.*

Receptionist: *'Good morning, Dr Sutherland's surgery. How can I help you?'*

Susan Chen: '\_\_\_\_\_.'

Receptionist: *'OK. Dr Sutherland's next free appointment is on Thursday the 3rd at 4pm. Can you come in then?'*

Susan Chen: '\_\_\_\_\_.'

Receptionist: *'Can you tell me your name, please?'*

Susan Chen: '\_\_\_\_\_.'

Receptionist: *'Can you spell your family name for me?'*

Susan Chen: '\_\_\_\_\_.'

Receptionist: *'And your phone number?'*

Susan Chen: '\_\_\_\_\_.'

Receptionist: *'Have you been here before?'*

Susan Chen: '\_\_\_\_\_, \_\_\_\_\_.'

Receptionist: *'Right, thanks. We'll see you on the 3rd at 4 o'clock, Ms Chen'*

Susan Chen: '\_\_\_\_\_.'

C-h-e-n	Ok. See you then	Yes, I have	
Yes, that's fine	439 5619	I'd like to make an Appointment to see Dr Sutherland	Yes, it's Susan Chen

## E. EVALUATION

### 1. Conversation Read and fill in the spaces

Scene: Pam and Bob work in different departments of ABC incorporated. Bob is calling Pam

- ✓ are you free
- ✓ fine
- ✓ speaking
- ✓ I'll see you
- ✓ I'm calling about
- ✓ visiting

**Pam:** Hello - Pam Robertson .....

**Bob:** Oh hello, Pam, it's Bob here.

**Pam:** Hello Bob. How can I help you?

**Bob:** ..... the new advertising budget meeting..... on Tuesday afternoon?

**Pam:** Let me see. Sorry I'm ..... the new factory all day on Tuesday. How about Wednesday at two p.m.?

**Bob:** Yes - I'm meeting a customer in the morning, but The afternoon is .....

**Pam:** Good. So ..... on Wednesday, then. Good bye.

### 2. Match the questions and responses.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| ___1. What' s the problem?      | a. Since Friday                 |
| ___2. How long have you had it? | b. How about tomorrow at 03.00? |
| ___3. Is Friday at 2:00 okay?   | c. I have a bad headache        |

- \_\_\_4. When did it start? d. Yes, That's fine  
\_\_\_5. Is there something else available? e. Last week

## **Key Answer**

### Part I

- ✓ *Speaking*
- ✓ *I'm calling you about*
- ✓ *Are you free*
- ✓ *Visiting*
- ✓ *I'll see you*

### Part II

1. *I have a bad headache (c)*
2. *Since Friday (a)*
3. *How about tomorrow at 03.00? (b)*
4. *Last week (e)*
5. *Yes, That's fine (d)*

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## CHAPTER 5

### EXPRESSING WANTS AND NEEDS

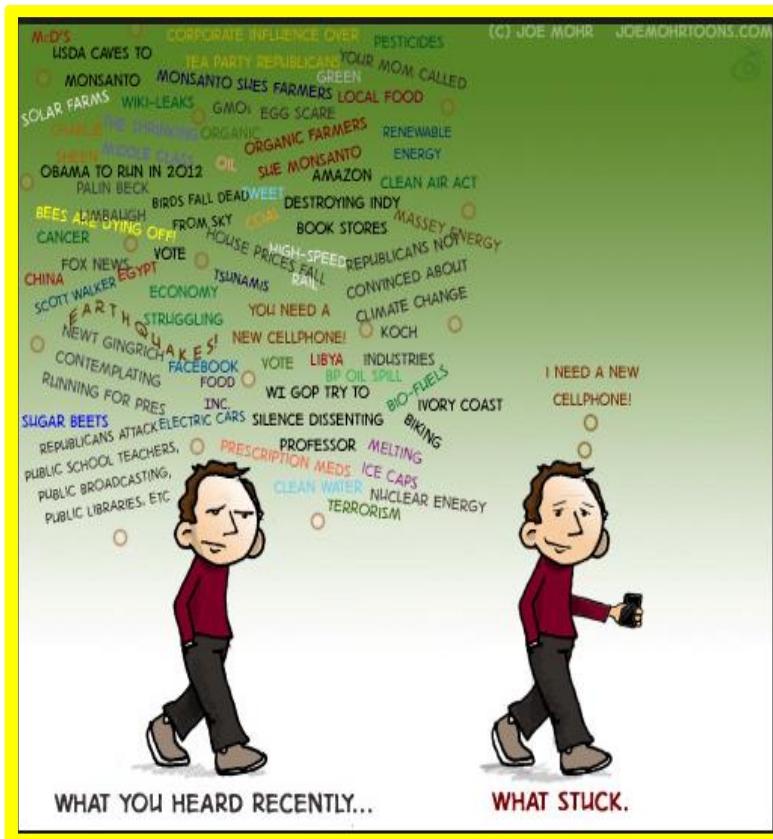


Figure 14. Expressing Wants and Needs<sup>26</sup>

<sup>26</sup><https://www.youtube.com/watch?v=XTFfWJbbawk> accessed on 29 March, 2020 at 05.58 PM.

## A. INTRODUCTION

When it comes to owning things or wanting to get something, people often randomly use the words "need" or "want". Because they are often used randomly, many people end up misinterpreting these words. People believe that the two words have the same meaning even though in reality they are not. Therefore, this chapter will discuss the use of "need" and "want". In this chapter, students will learn how to:

1. Manage themselves to differentiate the priority and desire.
2. Put their needs in the priority first then put the others (wants)

At the end of this chapter, we will provide some conversations about wants and needs to help the students more understand the difference between both of them.

## B. MATERIAL DESCRIPTION

### 1. WANTS

Want is something that a person desires, either immediately or in the future. Wants are those that differ from one person to another. For example, one person may want to own a car, while another may want to travel to an exotic country. Each person has his or her own list of wants, each with a varying level of importance. Furthermore, wants can change over a period of time. This is in contrast to needs, which remain constant throughout the lifetime of the person.

Example:

I want a new car.

We **want** to move to a better neighborhood. (We're saving our money.)

She **wants** to go to college. (She is trying to make good grades in high school.)

He **wants** an ice-cream cone. (He is going to the ice-cream store/ordering ice cream.)

### **Conversation about wants**

Kayla : What do you want to do tonight ?

Najdah: Let's go to the movies.

Kayla : What sort of movie do you want to see ?

Najdah: I want to see a horror movie with lots of ghosts.

Kayla : But ghosts are scary.

Najdah: No, I think it is fun to watch movies with ghosts.

## **2. NEEDS**

A need is generally referred to, in economics, as something that is extremely necessary for a person to survive. If a need is not met, it would lead to the onset of disease, the inability to function effectively and efficiently in society, and even death. Needs are categorized into two groups. There are the [objective](#) or physical needs, and the subjective needs. Objective needs are those that are met through tangible things, or things that could be measured. Examples of these include food, water, shelter and even air. On the other hand, subjective needs are those that are often seen to ensure our mental health. Examples of these are self-esteem, a sense of security and approval. A political professor, named Ian Gough, enumerated eleven distinct needs that must be met by each and every human being in order to function well in society, and to survive. The inability of meeting these needs can lead to a person suffering from illness (either physically or mentally), or even death.



Example:

I **need** a doctor. I'm really dizzy.

We **need** to rest. We've been working for six hours.

Flowers **need** water.

**Need** can also indicate a requirement dictated by someone else.

Example:

I **need** six more credits in order to graduate.

The children **need** to bring pencils and erasers to class.

To be a taxi driver, you **need** to have a special driver's license.

### **Conversation about Need**

Eric : Why are you wearing that old jacket ?

James : I love this jacket, I have had it for five years.

Eric : Look, there is a button missing.

James : Yes, I know; and the sleeve is torn.

Eric : So, you need to throw the jacket in the rubbish bin.

James : This jacket is like a old friend.

Eric : You need a new friend. We can go shopping together.

James : OK, I suppose I have to buy a new jacket.

### 3. THE DIFFERENCE BETWEEN WANTS AND NEEDS

Questions	Answers
What are the differences between needs and wants?	Survival Needs are things we must have to survive; Daily Needs are not needed to survive, but are things we need to live productive and “normal” lives. Wants are things that we would like to have.
What are some things that could be both a want and a need?	Shoes, jackets, water, and food are all things we need but can become “wants” when we go from using sufficient amounts of these items to excessive amounts.
Do you think different people have different opinions about what they need and want? What do you think creates those differences of opinion?	Yes  personal experience, peers, parents, advertising
Where do the original raw materials for making everything we use, come from?	Everything we use comes from something originally found in nature.
So, if we keep buying—without limit—the things we want, and not just the things we need, what effect will that have on nature	Deforestation , habitat destruction, increased pollution, global warming, resource depletion

How?	When we log for wood, drill for oil and mine for metals, we harm forests, oceans and other natural ecosystems that are habitat to many plants and animals. The equipment used to do these things also creates air pollution, as does the manufacturing and transportation of these goods. This pollution in turn makes global warming happen <sup>27</sup> .
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#### 4. CONVERSATION

RECEPTIONIST	: Good morning! How can I help you?
TED	: <b>I'd like</b> to rent an apartment <b>in</b> this neighborhood and wonder if you can help me.
RECEPTIONIST	: You <b>need</b> to talk to Shirley—she's our <b>go-to</b> agent for apartment rentals. Here, I'll take you to her office.
SHIRLEY	: Hello, I'm Shirley. Have a seat and tell me what kind of apartment you're looking for. Is it just for you?
TED	: Well, that depends on what's available. I'd really rather live alone, but if I don't see anything that works, I could share a bigger place with a friend of mine.
SHIRLEY	: OK. First, tell me what you <b>have in mind</b> .

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<sup>27</sup> Friederike Klippel, *Keep Talking*, (USA: Cambridge University Press, 1985), p. 63

TED	: The most important thing is the location. I want to be in the city, <b>preferably</b> in this neighborhood, so I can walk to the university and to the metro station. I don't have a car.
SHIRLEY	: OK, then you <b>don't mind</b> if there's no parking space.
TED	: Exactly. But I want a secure building. I also want it to have a living room, a dining room, one bedroom and of course, a modern kitchen and bathroom. I don't really <b>need all the bells and whistles</b> , but I would like to have a balcony.
SHIRLEY	: And what is your budget? I mean, what monthly rent are you thinking about, including <b>utilities?</b>
TED	: I'm hoping to find something for about \$700 a month.
SHIRLEY	: Look, I can tell you right now <b>there are no</b> decent apartments in this area under \$1,200 a month—and <b>none</b> of them <b>have</b> dining rooms or balconies. There are modern, secure buildings that are actually near the metro—but they're at least six miles outside of the city.
TED	: There's no way I'm going to live way out there. Do you think you could find a two-bedroom place closer in for <b>say</b> , \$1,400 a month? Something I could share with my friend?

SHIRLEY

: Let me do a little research this morning and see what I can find. I'm not going to tell you that it's impossible, but I can't promise anything, either. Give me a couple of hours to see what's **out there**. If I find anything **worthwhile**, we can go **have a look** this afternoon. **In the meantime**, I **need** you to fill out this form so I have your contact information. As a matter of fact, both you and your friend will have to fill out an application in order to be approved as tenants. I'm assuming you want a one-year lease. Is that right? Oh, **one more thing**: you don't have a pet, do you?

TED

: Yes, I'm willing to sign a one-year lease, and no, I don't have a pet. And I'll make sure my friend **gets rid of** his dog. He can leave it with his family—they have a place in the **country**. I'd better go give him a **heads-up** right now

SHIRLEY

: Good. Be sure both of you bring our financial and credit information with you.

TED

: Right. We'll see you at noon, then. Thank you very much.

SHIRLEY

: See you later<sup>28</sup>

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<sup>28</sup> <http://www.naturalreaders.com/index.html>, accessed on 20 November 2019

## C. SUMMARY

Want is something that a person desires, either immediately or in the future. Wants are those that differ from one person to another. Both of them may have different wants. For example: *she wants the most update iphone, even though she has already had old mobile phone; they want biggest led TV to make mini theater in their house.*

A need is something that is extremely necessary for a person to survive. You have to complete it soon to avoid some risks happen. Example: *She already got cancer since 1 (one) years ago, she need to see the doctor; they didn't have some meals in their house, so they need to go out to looking for the restaurant to eat.*

The difference between wants and needs are Survival Needs are things we must have to survive; Daily Needs are not needed to survive, but are things we need to live productive and “normal” lives. Wants are things that we would like to have. Even though we don't satisfy our want, there are not risks that will we get.

## D. TASK

1. You will be identifying needs and wants that will require you to make personal finance decisions.

First, list those things that you need:

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Now, list those things you want:

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2. Divide students into pairs and give them each a Personal Inventory sheet. Ask students to check off the items that they are wearing and carrying with them that day. Then ask students to estimate how many of each item they own in total, and note it on the sheet. They should also estimate the total amount of money spent on each type of item



## Personal Inventory Sheet



ITEM	Do you have today?	How many do you own?	Cost?	Natural resource used?	Want or need? Why?
Pair of Shoes					
T-shirt					
Belt					
Sweatshirt					
Plastic Water Bottle					
Watch					
Jeans					
Hat					
Backpack					
CD Player/iPOD					
Cell phone					
Lipstick					
Book					
Gum					

3. **Group presentation:** each group has to decide one thing that they really want and still cannot be fulfilled until now, and one thing that they need and it is really urgent to be completed. Both of those things have to be described clearly, and followed by the reasons why they want and need those things.



## E. EVALUATION

1. Read each scenario and tell whether each purchase is a need or a want. Write the word ***need or want*** on each sentence.
  - a. Your father's birthday is coming up. You buy him tickets to a football game to give him as a gift. \_\_\_\_\_
  - b. You buy paper and markers so you can make your grandmother a special card for Mother's Day. \_\_\_\_\_
  - c. You go to the store and buy eggs, butter, milk, and a loaf of bread. \_\_\_\_\_
  - d. Your mother takes your sister to the eye doctor and buys her a pair of glasses. \_\_\_\_\_
  - e. Your family has a brand new swimming pool put in the backyard. \_\_\_\_\_
  - f. Your father stops at the gas station and puts 10 gallons of gasoline in his car. \_\_\_\_\_

### Answer Key

- a. *Want*
- b. *Want*
- c. *Need*
- d. *Need*
- e. *Want*
- f. *Need*

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<https://www.youtube.com/watch?v=XTFfWJbbawk>

**CHAPTER 6**  
**MAKING OFFERS AND REQUESTS**



**Figure 15. Making Offers and Requests<sup>29</sup>**

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<sup>29</sup> Richard Spears, Betty Birner and Steven Kleinedler, *Conversation American English*, (USA: The McGraw-Companies,2011), p. 37.

## A. INTRODUCTION

When you want something or want to give something to someone else, of course you need an expression or sentence for that matter. Well, in English there is a term that describes the use of a sentence in this activity, namely the expression of asking for and offering something. The meaning of this term is an expression used when we want to ask or make a request and offer something to others. So, this chapter will explain more about the types and ways of using the expression of requesting for and offering something. In this chapter, students will learn how to:

1. Making offers and accepting offers in a formal and informal way.
2. Rejecting offers in an appropriate way.
3. Making request and accepting request in a formal and informal way.
4. Rejecting request in an appropriate way.

## B. MATERIAL DESCRIPTION

### 1. MAKING OFFERS

According to Oxford Learner's Dictionary, *request* means the act or an instance of asking for something. And *offer* is the act of offering help (something) to the others. It is common that English speakers make **offers and requests** in conversations in order to be polite and helpful. When they do so they use these expressions:

#### Offering: formal

Would you like . . . [*me*] *to calculate the costs for the project?*

Shall I . . . *ask them to come in?*

May I . . . *get you another coffee?*

I'd like to offer (some help with)...

Would you like me to clean the board?

### Offering: informal

How about . . . *getting together after the meeting?*

Do you want . . . *another opinion?*

If you like, I can... (for you)

If you need..., just/please...

Shall I...(for you)?

Can I . . . *get you some more coffee?*

## 2. ACCEPTING OFFERS

Responding of making offers when we are agree with that offering is by accepting it. We will normally say *yes* to respond it. These are some of phrases that can be used to accept offers:

<b>Yes, please. I'd like to</b>	<b>Please! (less formal)</b>
<b>Yes, that's kind of you</b>	
<b>That would be very kind of you</b>	<b>You bet! (less formal)</b>
<b>Thanks you, that would be great</b>	
<b>Yes, that would be very nice</b>	<b>That sounds great! (less formal)</b>

### 3. REJECTING OFFERS

Normally, we are not always accepting all offers which comes to us. Sometimes we reject some offers if it is not suit to us. Below are some of phrases that can be used to reject offers:

No, thank you.	I'm fine, thank you.
That's very kind, but no, thank you	No thank you, I'm fine.
It's OK, I can do it my self	Don't worry, I'll do it

### 4. MAKING REQUEST

To make a request, speaker has to use a polite or question form of statement and also add a deadline to the request to make sure the thing can be done efficiently. A request may be made face-to-face, in emails/letters or on the phone. The concepts and rules apply to all. These are some phrases that can be used to express request in formal and informal way.

#### Requesting: formal

May I . . .

Would you mind if . . .

Would it be possible . . .

Have you got a/an/any...that I could borrow?

I'd really appreciate it if you could.....?

Would it be possible for you to.....?

Do you think you could possibly.....?

## Requesting: informal

Can I . . .

Would you . . .

Are you good at...?

I'd like to request...

I don't suppose you could....?

Lend me ten pounds until Friday, will you?

## 5. ACCEPTING REQUESTS

In English, people use many different ways to respond affirmatively (to say “yes”). In fact, “yes” is very “direct”, and isn't commonly used after someone makes a request. Say these responses out loud. Note the intonation and the facial expressions. Then try saying each one out loud.

**Of course!**

**Certainly.**

**Yes, that's no problem at all.**

**No problem! (informal)**

**Sure!**

**Anytime!**

## 6. REJECTING REQUESTS

After someone making request, the responses are not always positive. Sometimes, it is negatively (to say “no”) and “no” is considered very direct and isn't commonly used after someone makes a request. If you need to refuse a request, make it polite and try to offer some other solutions. Say these responses out loud. Note the intonation and the facial expressions. Then try saying each one out loud.

I'm sorry, that's not possible.	I'm afraid not.
I'm sorry, I can't.	I wish I could
Would you mind asking someone else?	I'm sorry, I'm busy

### Asking others to do things – making requests

Asking	Accepting	Refusing
Can you...?	Yes, sure.	Well, I'm afraid + reason
Could you...? Is it all right if you...? Do you think you could...? Will you...? Would you...?	Yes, of course. Certainly.	Well, the problem is Sorry, but...
Do you mind -ing...? Would you mind -ing...?	No, not at all. Of course not.	

## 7. CONVERSATION

### Conversation A

A: Hey Sue, when is our visitor from Japan arriving at Suvarnabhumi?

B: At 11.30am I think.

A: Good. Would you like me to meet her at the airport?



B: That would be great.

A: Do you want me to bring her in a taxi?

B: I think that would be the best thing to do.

Could you do one more thing for me?

A: Sure. What do you want?

B: Do mind taking her to a restaurant for me on  
the way to the school?

A: I can do that. No problem. But is it possible for you to  
take my 3pm class while I'm at the restaurant?

B: I'm afraid I can't. But I will get someone else to take it.

A: Thanks. That's perfect.

## **Conversation B**

### ***Conversation 1***

A: I'm going to the 7-11. Would you like me to buy you  
anything?

B: Yes please. Can you get me some milk?

A: Of course I can.

### ***Conversation 2***

A: I can't go to the meeting.

B: Do you need me to take notes for you?

A: No, that's okay.

### ***Conversation 3***

A: I feel sick. I need to go home. Is it possible for you  
to take my 2pm class?

B: I'm afraid not. But I can ask Miss Baron for you if you want.

A: That would be great.

### ***Conversation 4***

A: Do you mind giving me a lift to the conference?

I have problems with my car.

B: I'm sorry but I'm not going. John is though. Would you like me to ask him?

A: Sure, that's kind of you.

### **Conversation C**

#### *Helping a classmate*

Jim : Hey, buddy, can I ask you a favor?

Ali : Sure—what can I do for you?

Jim : I wonder if you'd be willing to lend me your biology notes. I missed a couple of classes when I was sick, and now I'm totally lost.

Ali : OK. Why don't we go to the library and copy my notebook and then go to your place and go over the chapters. I'm acing biology this semester, so I'm sure I can get you back on track.

#### **Later**

Jim : Oh, man, that will be a load off my shoulders. I can't thank you enough.

Ali : Glad to help. As a matter of fact, I have a favor to ask of you.

Jim : Oh yeah? Don't tell me you need more advice about your girlfriend!

Ali : Well, not exactly. It's that her sister is coming up for the weekend, and I need to find her a date. Any chance you'd go out with her on Saturday night? We'd all four go to the theater and then out to eat.

- Jim : Look, I already agreed to go to the movies with Ben. But how about if I invite her to go to the movies with us instead? Of course, afterward we'd grab a bite to eat, but it won't be anything fancy.
- Ali : That sounds great to me. Let me see what Jessica thinks about it, and I'll get back to you ASAP.
- Jim : Good. And by the way, thanks again for the help with biology. I think I'm on top of it now.
- Ali : No problem. Don't hesitate to call me if you have any questions.
- Jim : thanks buddy, see you later<sup>30</sup>.

### C. SUMMARY

*Offer* is the act of offering help (something) to the others. And *request* means the act or an instance of asking for something. In making offers, people can use formal or informal style. It is depend on the person who they speak with. We use formal style when we speak to our relation in business in formal presentation, the waiters in restaurant, teacher and students in the class, etc. In other side, we usually use informal style when we speak to our close friend, somebody who we already know him well, and the situation is not formal. Phrases of formal offering that we can use are *Would you like . . . [me] to calculate the costs for the project?*; *May I . . . get you another coffee?*; *Would you like me to clean the board?*. And phrases of informal offering are *How about . . . getting together after the meeting?*; *If you like, I can... (for you)*; *Do you want . . . another opinion*. There are two kinds of responding of making offers, they are accepting and rejecting offers. In accepting offers, we can say *Thanks you, that would be great*; *Yes, please I'd like to*; *You bet!*. If we want to reject the

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<sup>30</sup> <http://www.naturalreaders.com/index.html>, diakses tanggal 20 November 2019

offers, some phrases that can be used are *It's OK, I can do it my self; No thank you, I'm fine; That's very kind, but no, thank you.* In making a request, speaker has to use a polite or question form of statement and also add a deadline to the request to make sure the thing can be done efficiently. A request may be made face-to-face, in emails/letters or on the phone. The concepts and rules apply to all. These are some phrases that can be used to express request in formal and informal way. The formal requests are *Have you got a/an/any...that I could borrow?; I'd really appreciate it if you could.....?; Do you think you could possibly.....?; I'd really appreciate it if you could.....?.* The informal requests are *I'd like to request.....; Are you good at...?; I don't suppose you could.....?; Would you . . .* As like offering, responding of requests can be accepting and rejecting too. We can accept some requests by saying *Yes, that's no problem at all; No problem!; Certainly; Of course!.* We can also reject requests by saying *I'm sorry, that's not possible; I'm afraid not; I wish I could.*

#### D. TASK

- Using the table below, work with a partner making offers and requests and accepting and rejecting them. Change roles and take the other side of the issue. Be sure to give a short reason why when you reject offers or requests. Accept and reject each offer and request.

<p><b>Request:</b> Would you please help me calculate the costs for this new product?</p>	<p><b>Request:</b> Can you meet me in the conference room in about five minutes?</p>
<p><b>Request:</b> Would mind if I used the corporate jet for the trip to Miami?</p>	<p><b>Request:</b> May I take Saturday off?</p>

<p><b>Offer:</b> Can I help you with the Johnson account?</p>	<p><b>Offer:</b> May I get you the financial reports that go with that?</p>
<p><b>Offer:</b> Would you like me to help you with that?</p>	<p><b>Offer:</b> How about another donut?</p>

5. Now work with a partner making offers and requests that would be Common where you work. Move around the classroom and talk to several students.

6. Roleplay

Students in the class are divided into two roles. Half is as a costumer and the rest are as waiters. The costumers are asked to go out of the class for a moment while waiters are preparing the restaurant's setting in the class. After the setting is ready, the costumers are calling back to the class and role play is starting between the costumers and the waiters.

**E. EVALUATION**

1. In pairs, read the two dialogues and fill in the blanks using the words in the box. Then practice the conversations together.

Problem	Course	May	Could	Not Sure
Alright	Could	Course	Sure	Giving

a) Jane : Mark? *Would you mind* \_\_\_\_\_ me those e-mail attachments again?

Mark : Of \_\_\_\_\_ not. Ben, are you Busy?

Ben : Not at the moment.

Mark : \_\_\_\_\_ *you* help me? I can't find  
the attachments I need to send to Jane.

Ben : \_\_\_\_\_, no problem . Here they are.

Mark : Thanks.

b) Nicole : Hi Mrs. Black. Do you have a moment?

Mrs. Black : Hi Nicole. Yes. What can I do for you?

Nicole : *Is it* \_\_\_\_\_ *if* I take tomorrow  
afternoon off?

Mrs. Black : I'm \_\_\_\_\_, because tomorrow  
might be really busy.

Nicole : What about Friday afternoon?

Mrs. Black : Friday? That's fine. \_\_\_\_\_ you  
send me an e-mail as a reminder?

Nicole : Yes, of \_\_\_\_\_.

Mrs. Black : Is there anything else I can do for you?

Nicole : Yes, \_\_\_\_\_ *I* use the company  
car to make the deliveries this afternoon?

Mrs. Black : Not a \_\_\_\_\_ Just make sure you  
lock the car when you return it.

**2. Complete the following sentences using the verbs  
below. Make sure to use the correct verb form.**

**Help**

**Send**

**Call**

**Take**

**Use**

**Work**

1) Do you think you could work this Sunday?

2) Can you \_\_\_\_\_ me tomorrow?

3) Could I \_\_\_\_\_ your computer this afternoon?

Mine's not working.

- 4) Would you mind \_\_\_\_\_ me an e-mail about that?
- 5) Is it OK if I \_\_\_\_\_ Friday off?
- 6) Would you mind \_\_\_\_\_ me with this report?

**3. Match the requests (1 to 6) in the previous exercise to the following responses.**

- 1) I'm sorry, but we really need you that day. \_\_\_\_\_
- 2) I'm sorry, but I need it. What's wrong with yours?  
\_\_\_\_\_
- 3) Sure. What time should I call you? \_\_\_\_\_
- 4) I'm afraid I can't just now. Maybe Joe can help you.  
\_\_\_\_\_
- 5) Of course not. \_\_\_\_\_
- 6) Yes, of course. Should I come in at ten o'clock?  
\_\_\_\_\_

**Key Answer:**

PART 1

- a) *Giving-Course-Could-Sure*
- b) *Alright-Not sure-Could-Course-May-Problem*

PART II

- 1) *Work*
- 2) *Call*
- 3) *Use*
- 4) *Send*
- 5) *Take*
- 6) *Help*

## PART III

- 1) 5
- 2) 3
- 3) 2
- 4) 6
- 5) 4
- 6) 1

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CHAPTER 7  
EXPRESSING CERTAINTY AND UNCERTAINTY

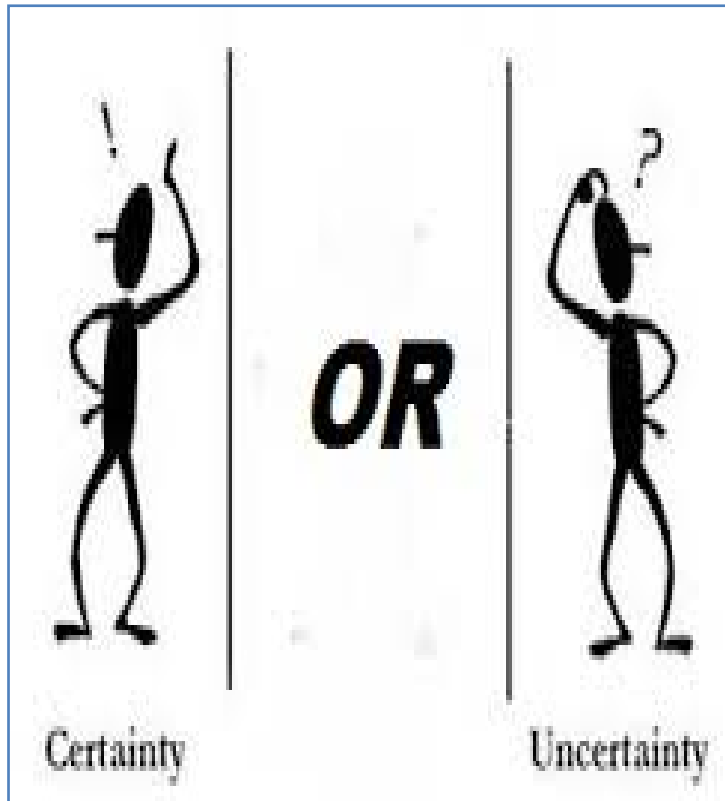


Figure 16. Expressing Certainty and Uncertainty<sup>31</sup>

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<sup>31</sup> Lia, “*Expressing Certainty and Uncertainty*”, <https://www.liayurbi10.blogspot.com> accessed on 30 May 2020, at 03.39 PM

## D. INTRODUCTION

Sometimes in our life we make confident statements, while at other times we want to express some uncertainty. In this chapter we will explore more the expression of certainty and uncertainty. In this chapter, students will learn how to:

1. Asking certainty and uncertainty to others.
2. Expressing the certainty and uncertainty.
3. Responding uncertainty.

This chapter contain various example of how to expressing the certainty and uncertainty and how to respond to it. To make students more understand, there are some examples of conversation talking about the certainty and uncertainty. On the last part of this chapter, there are also several task and the evaluation for the students.

## E. MATERIAL DESCRIPTION

### 1. ASKING CERTAINTY AND UNCERTANINTY

Asking certainty is used by somebody to ask the other whether they are certain or uncertain about something. These are some of questioning phrases to ask certainty:

- Are you quite sure?
- Are you absolutely sure?
- Are you sure that he's her brother?
- Are you absolutely certain it was Mary?
- Do you think so?
- Do you believe that he did it?
- Do you think he'll come?
- Do you suppose that he's right?
- How do you know?

- So you're quite sure, are you?
- You couldn't have been mistaken, could you?
- Was it, really?
- How sure are you?

## 2. EXPRESSING CERTAINTY

Expressing certainty is used when we are sure that something will or will not happen in the future, these are common phrases in expressing certainty:

- I'm sure she's right.
- I'm sure of it.
- I'm sure.
- I'm certain about that.
- I'm convinced of it.
- I certainly believe that he was in the wrong way.
- I have no doubt about it.
- I'm convinced we are not to trust him.
- I'm sure she's done the right thing.
- I'm absolutely sure that he is from the United States.
- I know what she's going to do.
- I'm certain that she's the one who did it.
- I'm quite sure that they had met earlier.
- I don't doubt that he wanted to help her.
- I feel quite sure that it was John.
- Obviously...
- There's no doubt about...
- There's no doubt about it in my mind.
- There's no doubt that she comes from a royal family.
- He'll come, I'm sure of it.

- He doesn't stand a chance of winning.
- She'll be here in time, I'm sure.
- She's innocent.
- She will only start tomorrow, I'm certain about that.
- Without doubt, he's one of the best singers we have.
- It's quite certain she was trying to fool you.
- They must have left by now.
- It's clear that she knows him.
- Obviously, she is against this proposal.
- We were at fault.
- It's impossible that he could have seen her there.

***For example to the question:***

"Will John pass the exam?"

You may respond as follows:

Yes, I'm	absolutely sure quite sure certain positive	he will.
	definitely. certainly. of course.	

or

No, I'm	absolutely sure quite sure certain positive	he won't.
	definitely not. certainly not. of course not.	

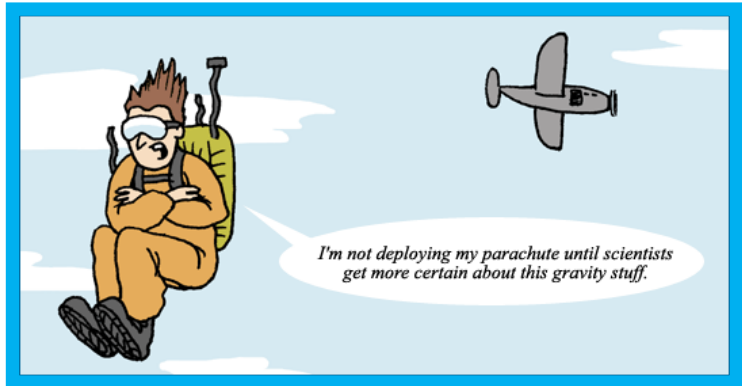


Figure 17. Expressing Uncertainty<sup>32</sup>

### 3. EXPRESSING UNCERTAINTY

Uncertainty is a phrase that states something that is less convincing than opinion or doubt sometimes no answers were deemed not sure he thinks. When you are not sure whether something or someone will or will no happen, use the following phrases:

- I don't think so.
- I can't make up my mind.
- I can't decide if I should invite them.
- I don't think you're right.
- I haven't a clue.
- I'm not sure about it.
- I'm in two minds whether or not to do it.
- I'm not sure.
- I'm not sure what to do next.
- I'm just not sure.
- I'm in two minds about doing it.

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<sup>32</sup> <https://www.evolution.berkeley.edu> accessed on 28 May 2020 at 04.12 PM

- I'm in two minds whether to accept it or not.
- I'm not sure whether he knows it.
- I'm a bit uncertain about this.
- I don't believe this is true.
- I don't know what to tell them
- I don't know whether to accept it or not.
- I don't know whether to do it or not.
- I don't believe that he can do it.
- I don't believe him.
- I can't believe it, I really can't.
- I can't decide whether to take it back or not.
- I can't decide what to do.
- I can't decide whether to invite him or not.
- I'll possibly be able to do it.
- I must say I find that very odd.
- Yes, I suppose so.
- May be I'll buy it, may be I won't.
- Well, of course.
- It's up to you.
- He's possibly one of our best workers.
- Do you think I should call him?
- Perhaps the answer is to leave it to chance.
- Oh, I feel in such a muddle.
- He can't have known about it.
- He can't do it, I think.
- If only I knew what to do.
- Tell me a way out.
- Well, may be.
- Look, I don't know what to do.

- Oh, I don't know.
- Maybe I shouldn't do it.
- Perhaps I should write to his Secretary first.

For example, to the question:

"Will John follow a career in business?"

You may respond as follows:<sup>33</sup>

Well,	it's possible, it's impossible, it might be, it might not be, it could happen,	I suppose,	but	I wouldn't like to say for certain. I'm not sure I doubt it. I have my own doubts. it's doubtful. It's highly / very unlikely.
you never know of course, no one can know for certain. I can't tell you for sure.				

#### 4. RESPONDING UNCERTAINTY

When your friend tells you his/her doubt, you can use the following expressions for the responses.

- Don't worry.
- Take it easy.
- Don't take things so seriously.
- There's no need to be doubted.
- Doubt isn't going to do anything.
- Just feel sure of yourself.

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<sup>33</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 22.

- You don't need to be doubtful.
- You can be sure about ....
- I've no doubt about.....
- It's quite certain ....
- I don't think there can be any doubt about ....
- I'm fairly sure ....
- Everything will be fine.
- It's all going to be okay.
- Don't be worried too much. Next time will be better.

Example:

Roni : I hope your brother will pass the National Exam.

Rini : I hope so, but *I doubt it*. He was absent from school for more than a month because of his illness.

Roni : *Take it easy*. I think teachers can consider it wisely, because he is a diligent student.

## 5. CONVERSATION

### Conversation A<sup>34</sup>

Amis : Hi, Kin! Good morning!

Kinn : Hello, Mis! Good morning!

Amis : What do you think if we decorate our class?

Kinn : That's good idea, make a wall magazine I think.

Amis : **Are you sure?**

Kinn : **Yes, certainly.** Our class look nice if there is a wall magazine.

Amis : Well it is possible I suppose it but **I doubt it**.

Kinn : So, what do you think?

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<sup>34</sup> Richard Spears, Betty Birner and Steven Kleinedler, *Conversation American English*, (USA: The McGraw-Companies,2011), p. 25.



Amis : Why don't we buy flowers for our class?  
 Kinn : Oh, **I don't think so**. It is expensive.  
 Amis : You are right, but we can collect money.  
 Kinn : **I doubt it**. I'm broke now. I don't think can get enough money.  
 Amis : Yeah, come on. I can lend you the money if you want.  
 Kinn : **Really?**  
 Amis : **Of course**.  
 Kinn : Thank you very much.  
 Amis : Don't mention it.

### **Conversation B**

Bob : Hi, leo. How are you?  
 Leo : Fine, and you?  
 Bob : So do I, thank you. By the way could I borrow your MP3 player? I want to hear play the music that I just download, I do not have the MP3 player.  
 Leo : Sure, there is the MP3 player on the table next to the tape and do you know how to use it?  
 Bob : Yes, I do.  
 Leo : **Are you sure that you can function it?** If not I will tell you how to use it.  
 Bob : Yes, I am definitely sure I have ever use it at my friend's and thank for your help!  
 Leo : And how about the flash disk? **Are you sure that the flash disk is Ok?**  
 Bob : I am not sure, but at least there is a MP3 player to try it?  
 Leo :OK. Then, you may bring the MP3 and enjoy your time!  
 Bob : Thank, Leo for lending the MP3 player.

Leo : Don't mention it.

### Conversation C

#### *Advice to a friend*

Pat : Hi, Katie—I'm calling you to cry on your shoulder. Do you mind if I come over? I really need to talk to you.

Katie : Of course I don't mind; come over. I'll make a pot of tea. Pat, what's the matter?

Pat : It's just that everything is wrong with my life. In the first place, there are so many problems at work. My boss is really out to get me. He's on my case for every little thing. Lately I can't do anything that pleases him. Plus, he makes me so nervous that I'm beginning to make unnecessary mistakes.

Katie : So, what's the reason for all that?

Pat : It's probably because he has problems at home. But that doesn't give him the right to take it all out on me, does it?

Katie : It's just the opposite. It's at work where he ought to seek a little peace so he can work out his personal problems at home. At least that's what I think.

Pat : I have the impression that nobody is really happy. The situation at my house doesn't exactly cheer me up either. You know what? Those two guys I share the house with don't have a clue about how to keep it clean. They don't lift a finger to help me. Last night I spent two hours cleaning the kitchen while they pigged out **on pizza and watched TV. I'm sick and tired of their behavior.** But that's not the worst! As if that weren't enough, Brad refuses to talk to me. Like out of the blue he's

decided he wants his space. I really feel like throwing in the towel.

Katie : Calm down, Pat, and let's look at one thing at a time. I don't think things are as bad as they seem right now. For a start, why don't we make a list of the positive things in your life? That way, you'll realize what your strengths are. Then we'll make a plan to begin changing the things that aren't working for you. You shouldn't let yourself get depressed.

Pat : Thanks, Katie. You know, I already feel much better. You really know how to cheer me up.

Katie : I care about you. After all, you are my best friend—and have been from the get-go. I know I can count on you for good advice from time to time<sup>35</sup>.

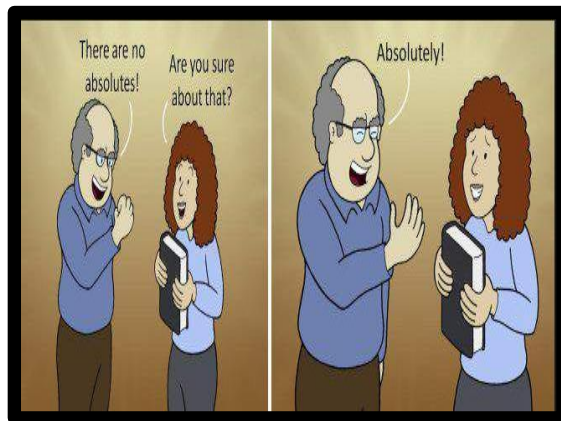


Figure 18. Asking, Expressing Certain and Uncertainty<sup>36</sup>

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<sup>35</sup> <http://www.naturalreaders.com/index.html>, accessed on 20 November 2019 at 05.38 PM.

<sup>36</sup> Lia, "Expressing...",

## F. SUMMARY

Asking certainty is used by somebody to ask the other whether they are certain or uncertain about something. These are some of questioning phrases to ask certainty; *are you absolutely certain it was Mary?*, *Do you think so?*, *Do you believe that he did it?*, *Do you think he'll come?*.

Expressing certainty is used when we are sure that something will or will not happen in the future, these are common phrases in expressing certainty: *I'm sure she's right*, *I'm sure of it*, *I'm sure*, *I'm certain about that*, *I'm certain that she's the one who did it*, *I'm quite sure that they had met earlier*.

Uncertainty is a phrase that states something that is less convincing than opinion or doubt sometimes no answers were deemed not sure he thinks. When you are not sure whether something or someone will or will not happen, use these phrases: *I'm in two minds about doing it*, *I'm in two minds whether to accept it or not*, *I'm not sure whether he knows it*, *I'm a bit uncertain about this*.

When your friend tells you his/her doubt, you can use the following expressions for the responses: *You don't need to be doubtful*; *You can be sure about ....*; *I've no doubt about.....*; *It's quite certain ....*; *I don't think there can be any doubt about ....*

## G. TASK

### 1. Work in groups consist of 3 persons and choose one of the situations provided below.

1. You get information that Reni will hold a birthday party in a restaurant. Then, you ask Aldo whether she is sure about the information or not. Aldo says that he is not sure about it and he asks Vina. Vina says that reni has told her about it.

2. Tino gives information to Nina that she gets ten in Speaking test. Then, Nina asks Tino whether he is certain about the information or not. Tino states that he only gets the information from their friends. Then they decide to ask to their speaking teacher whether the information is true or not.
3. Rony hasn't come yet to the class meeting. Dony is not certain that Rony will come, so he asks very whether he is certain that Rony will come. Fery is not certain about it, so that they call Rony and he says that he is still on the way to school.

## E. EVALUATION

### 1. Separated the list of adverbs below into certainty and uncertainty category

Absolutely	Positively
Actually	Possibly
Allegedly	Presumably
Apparently	Probably
Certainly	Purportedly
Clearly	Reportedly
Definitely	Seemingly
Doubtfully	Supposedly
Evidently	Surely
Hopefully	Theoretically
Hypothetically	Undeniably
Invariably	Undoubtedly
Obviously	Unmistakably
Perhaps	Unquestionably

**2. Look at the following pairs of predictions and decide which in each pair is the most certain**

---

1. A: I guess we will have to do things differently in the future.

B: It'll probably be another year before they have broadband in rural areas

---

2. A: We might well recruit forty new people in the New Year.

B: I suppose we'll have to refund them if we don't get the order to them on time

---

3. A: It looks probable that the company will offer him a promotion.

B: There could be a problem with that

---

4. A: We may have to move people to other departments.

B: I'll be back by then

---

5. A: It's highly unlikely that the flight will be cancelled because of fog.

B: Sales could increase over the holiday period.

---

6. A: Some renewable fuels may even be doing more harm to the environment than oil and gas.

B: Companies will need to take a more multicultural approach to business.

---

## Key Answer

### PART I

<b><i>CERTAINTY</i></b>	<b><i>UNCERTAINTY</i></b>
<i>Absolutely</i>	<i>Allegedly</i>
<i>Actually</i>	<i>Apparently</i>
<i>Certainly</i>	<i>Doubtfully</i>
<i>Clearly</i>	<i>Hopefully</i>
<i>Definitely</i>	<i>Hypothetically</i>
<i>Evidently</i>	<i>Perhaps</i>
<i>Invariably</i>	<i>Possibly</i>
<i>Obviously</i>	<i>Presumably</i>
<i>Positively</i>	<i>Probably</i>
<i>Surely</i>	<i>Purportedly</i>
<i>Undeniably</i>	<i>Seemingly</i>
<i>Undoubtedly</i>	<i>Reportedly</i>
<i>Unmistakably</i>	<i>Supposedly</i>
<i>Unquestionably</i>	<i>Theoretically</i>

### PART II

*Conversation number 5*

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CHAPTER 8  
GETTING INFORMATION



Figure 19. Getting Information<sup>37</sup>

<sup>37</sup> Jack Richard, *Interchange 4<sup>th</sup> Edition*, (UK:Cambridge University Press, 2009), p. 46.

## A. INTRODUCTION

In everyday life, there are so many things that we don't know in this world and it is our duty to find out, namely by studying them or asking questions. As humans who like others, who always want to know, and who always want to develop, it is normal to submit or convey information to someone. It's just that we have to know how to distinguish who we are talking to. Like when we want to talk to older people or to people we just know, then we have to use formal or more polite language. Meanwhile, when we want to talk to our peers or to people who are younger than us, we can use informal or simpler language.

Now, the term expressions for asking someone for information is called Asking Information and, meanwhile, Giving Information are expressions used to express or convey information. In this chapter, students will learn how to:

1. Asking and giving information in a formal and informal way through a telephone.
2. Asking and giving direction in a formal and informal way.

## B. MATERIAL DESCRIPTION

### 1. TELEPHONING

Useful telephone vocabulary and phrases in English.

- Making contact :**
- Hello / Good morning / Good afternoon ...
  - This is John Brown speaking
  - Could I speak to ..... please?
  - I'd like to speak to ..... ..

- I'm trying to contact .....
- Giving more information:**
- I'm calling from Tokyo / Paris / New York / Sydney ...
  - I'm calling on behalf of Mr. X ...
- Taking a call :**
- X speaking.
  - Can I help you?
- Asking for a name / information :**
- Who's calling please?
  - Who's speaking?
  - Where are you calling from?
  - Are you sure you have the right number / name?
- Asking the caller to wait :**
- Hold the line please.
  - Could you hold on please?
  - Just a moment please.
- Connecting :**
- Thank you for holding.
  - The line's free now ... I'll put you through.
  - I'll connect you now / I'm connecting you now.

**Giving negative information :**

- I'm afraid the line's engaged. Could you call back later?
- I'm afraid he's in a meeting at the moment.
- I'm sorry. He's out of the office today. / He isn't in at the moment.
- I'm afraid we don't have a Mr./Mrs./Ms/Miss. ... here
- I'm sorry. There's nobody here by that name.
- Sorry. I think you've dialled the wrong number./  
I'm afraid you've got the wrong number.

**Telephone problems :**

- The line is very bad ... Could you speak up please?
- Could you repeat that please?
- I'm afraid I can't hear you.
- Sorry. I didn't catch that. Could you say it again please?

**Leaving / Taking a message :**

- Can I leave / take a message?
- Would you like to leave a message?
- Could you give him/her a message?
- Could you ask him/her to call me back?
- Could you give me your name please?
- Could you spell that please?
- What's your number please?

## 2. ASKING DIRECTION



Figure 20. Road Marking<sup>38</sup>

On the street people often ask strangers for directions; for information about public transportation, buses, and taxis; and for the time. A crowded bus stop is a good place to ask for directions, because someone is likely to know and the rules for overhearing a conversation apply.

If you're in a new town or city and you want to know where a place or building is, these are useful phrases to ask for (and get) directions.

### How you can ask

#### FACE-TO-FACE

*More*            Excuse me. Could you (please) tell me the

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<sup>38</sup> <https://www.mataramkota.go.id> accessed on 30 October 2019 at 08.01 PM

way to...?

*formal*

Pardon me. Could you please tell me how to  
get to... ?



Could you tell me where (the nearest rest room)  
is?

*(Note the inverted word order.)*

Can you tell me where (the library) is?

(Excuse me.) How do I get to...?

*Less*

Is this the way to... ?

*formal*

Do you know where (the post office) is?

### **Giving directions**

The person who helps you often says how near or far the  
place is:

"It's about five minutes from here."

"It's about a ten-minute walk."

"It's easier if I can show you on the map..."

### **Specific instructions**

Here are some useful words and phrases for giving street  
instructions.

"Turn left / right."

"Go straight on at the lights / when you come to the crossroads."

(Lights = traffic lights; crossroads = where two roads cross)

"Go across the roundabout." (Roundabout = where all the cars go round a circle in the middle of the road)

"Take the first turning / road / street on your left / right."  
(Turning = road that goes left or right)

"You'll see / You'll come to a (bank). Then ..."

"Don't take the first road."

"Go on for about (2 minutes / 100 metres)."

### **Landmarks**

We often make reference to landmarks when we give directions to help the other person. These can be places in a town, such as cinema, bank, bus stop, etc. They can also be parts of the road system. Here are some common terms:

**Taxi rank** = a place where taxis queue for passengers

**Level crossing** = where the road and railway meet. There are barriers that go up and down to signal when a train is coming

**Underpass** = a walkway that goes under a busy road so pedestrians can get to the other side safely

**Overpass / flyover** = a road that goes over another road (or railway)

**Zebra crossing** = black and white markings in the road for pedestrians to cross the road (the markings look like a zebra's stripes)

**Pedestrian crossing** = a place in the road where pedestrians can cross. Often there are traffic lights.

**Tunnel** = a road under (or through) mountains

**Crossroads** = where two roads cross each other

**Junction** = where one road meets another, and you can either go left or right

**Fork in the road** = where the road divides, and you decide to go left or right

**Turning** = a road off to your left or right

**Main road** = a big road where there is lots of traffic

**Lane** = a small road, or a part of a road (the left-hand lane / the right-hand lane; the bus lane)

### Use Prepositions Of Direction

**Go past** = continue past something so that it is now behind you

**Go across** = cross something, like a road or crossroads

**Go along** = continue down a road

**Go straight on** = don't turn left or right

**Go up** = walk / drive up a hill

**Go down** = walk or drive down a hill or a road

**Go through** = pass through something, such as a tunnel or a town

**Go out of** = exit (i.e. a railway station)

It's **in front of** you = you can see it facing you

It's **opposite** the bank = it faces the bank



It's **on the corner** = it's where two roads meet at a 90° angle

### 3. CONVERSATION

#### Conversation A

*(The telephone rings.)*

Box Office : Warner Theater.

Jennifer : Yes, what are you showing this week?

Box Office : Well, starting today we have *Cold Feet* and *The Lost Soul*.

Jennifer : *Cold Feet and the Lost Soul*? I've never heard of that movie. Who's in it?

Box Office : I'm sorry, but you misunderstood. Those are two movies. *Cold Feet* is the first one, and then

*The Lost Soul* is after that.

Jennifer : Oh, I didn't realize it was a double feature.

Box Office : Yes, we always have a double feature during the week.

Jennifer : Could you tell me when the first one starts?

Box Office : Seven-fifteen

Jennifer : OK, thanks a lot. Bye

Box Office : You're welcome. Bye<sup>39</sup>



**Figure 21. Giving Information by Phone<sup>40</sup>**

### **Conversation B**

Frank Keaton: Excuse me, ma'am. Could you tell me how to get to Carnegie Library from here?

Mrs. McAllister : Of course. It's on Tenth Street, just across from the Armory

Frank Keaton: On Tenth?

Mrs. McAllister: That's right. You know where that is?

Frank Keaton: I'm afraid I don't. I'm new in town

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<sup>39</sup> Omaggio, A. 1976. 'Real communication: Speaking a living language.' *Foreign Language Annals* Vol. 9 No. 2, pp. 131-133.

<sup>40</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 15.

Mrs. McAllister: Well, do you know where the old Post Office is?

Frank Keaton: No, I don't. But I do know where Sears is

Mrs. McAllister : I'm not sure that's going to help us. Let me see... Why don't you follow this street, Paddington Way, until you get to the stop light. Take a right there, that's Elm Street, and go up about two or three blocks, until you get to Tenth. Then turn left. The library is on your right about three blocks down.

Frank Keaton: Let me get this straight... Go up to Elm, take a right, go three blocks...

Mrs. McAllister : That's right, two or three.

Frank Keaton : ... turn left on Tenth, and the library is on the right- hand side, three blocks down.

Mrs. McAllister : That's right.

Frank Keaton : Well, thank you very much, ma'am. You've been very helpful!

Mrs. McAllister : That's quite all right.

### **Conversation C**

You : Can you tell me how to get to South Side Hospital?

Stranger : Go two blocks down (*gestures*) and turn right. You can't miss it.

You : Thanks.

You : Do all the buses go downtown?

Stranger 1: I don't know. I'm new here. Sorry.

Stranger 2: All the ones with a red sticker in the window go downtown.

You : Thanks.

Stranger : Do you have the time?

You : (*looking at your watch*) Three-fifteen.

Stranger : Thanks

Or

Stranger : Do you have the time?

You : (*holding up your empty wrist*) Sorry.

Stranger : Thanks anyway<sup>41</sup>.



Figure 22. Getting Information in Bus Stop<sup>42</sup>

### C. SUMMARY

Every day we are confronted with situations that require us to obtain information from strangers. We need to find out where an unfamiliar street or office is, for example, or we need more information on plane schedules or car prices before we can make a decision. Talking about asking and getting generally, we can do it by direct and indirect ways. One of the ways of getting information indirectly is by telephoning. There are some common situations usually used in English telephoning, they are making contact (*Could I*

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<sup>41</sup> <http://www.freedownloadcenter.com/Se/Speaking-Naturally-Audio-Full/>, accessed on 20 November 2019

<sup>42</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 17

*...please?*), giving more information (*I'm calling from Melbourne*), taking a call (*X speaking...Can I help you?*), asking for a name/information (*Are you sure you have the right number / name?*), asking the caller to wait (*could you hold on please?*), connecting (*the line's free now...I'll put you through*), giving negative information (*I'm afraid the line's engaged. Could you call back later?*), telephone problems (*the line is very bad...could you speak up*), and leaving / taking message (*would you like to leave a message*). We can see the direct way of asking and giving information in asking and giving directions. In this case, people often ask strangers for direction; for information about public transportation, buses, and taxis; and for the time. The useful phrases to ask for (and get) directions are *Excuse me, Could you (please) tell me the way to...?, Pardon me. Could you please tell me how to get to... ?*. And the phrases to give direction are by using specific instructions like *Turn left / right; Go straight on at the lights / when you come to the crossroads; Go across the roundabout; Go on for about (2 minutes / 100 metres)*.

## D. TASK

### 2. Cued Dialogues

*Directions:* After looking at each situation carefully, discuss with your partner the relationship among the speakers and the appropriate level of formality. Then practice, using any words or expressions appropriate to express the functions given. Your teacher will ask you to perform the dialogue for the class.

#### ***Situation 1***

A is new in the country and is trying to find the consulate. A sees a police officer across the street.

A	POLICE OFFICER
<ul style="list-style-type: none"> <li>• gets police officer's attention</li> </ul>	<ul style="list-style-type: none"> <li>• responds</li> </ul>
<ul style="list-style-type: none"> <li>• explains situation, asks where consulate is</li> </ul>	<ul style="list-style-type: none"> <li>• gives directions</li> </ul>
<ul style="list-style-type: none"> <li>• asks for clarification</li> </ul>	<ul style="list-style-type: none"> <li>• explains again</li> </ul>
<ul style="list-style-type: none"> <li>• repeats directions</li> </ul>	<ul style="list-style-type: none"> <li>• confirms directions</li> </ul>
<ul style="list-style-type: none"> <li>• thanks police officer</li> </ul>	<ul style="list-style-type: none"> <li>• replies to thanks</li> </ul>

### 3. House Role Play

Discuss the situation with your partner(s) and decide on the proper level of formality. You can use the suggested expressions if you want to. Then practice. When you are ready, perform for the class and discuss your performance with your teacher and classmates.

### Roleplay 1

A and B, two good friends from the university, are in Miami for a conference. After checking on hotel prices, they have decided to share a room for the week, to save some money. Now they are about to check in at the Sheraton Hotel.

#### Useful expressions

FRONT DESK CLERK

May I help you?  
double rooms  
13th floor  
name?  
to register fill out this card

A

staying six nights  
twin beds  
use my Visa charge

B

room for two  
how much?  
room with a view

### Roleplay 2

A has an interview for a job as a dental technician. Dr. B is interviewing A for the job. (Remember to use opening and closing formulas.)

#### Useful expressions

B

make yourself comfortable  
your background in medicine  
graduate school  
any experience?  
when available?

A

appreciate your seeing me  
medical school 2 years  
two-year technical program  
summer work for Dr. Peters

## E. EVALUATION

### 1. Complete these short dialogues below

*Directions:* For each situation that follows, read the cues given, then discuss the relationship among the speakers and the level of formality. Using this information, complete the dialogues orally with phrases from Section 3 or any other appropriate response. **Example:**

A: Good morning. May I help you?

B: I'd like a room for two, please

A: What kind of room would you like?

B: One on the beach side

A: How long will you be with us?  
B: We plan to be here just two nights.  
A: How about a double on the front?  
B: That will be fine  
A: Good. Sign here, please

***Situation 1***

A:  
B: You mean St. Luke's Hospital?  
A:  
B: That's easy. Just...  
A:  
B: Don't mention it.

***Situation 2***

A: Good afternoon. Reed Hardware.  
B:  
A: We're open from... to...  
B: What about Saturdays?  
A:  
B:  
A: You're welcome

**Key Answer**

Situation 1.

- A. Excuse me, can you please tell me how to get to the nearest hospital around here?*
- B. You mean St. Luke's Hospital?
- A. Yes.*
- B. That's easy. Just...



A. *Thank you so much.*

B. Don't mention it.

Situation 2.

A. Good afternoon. Reed Hardware.

B. *Good afternoon. When is your operational hours?*

A. We're open from... to...

B. What about Saturdays?

A. *I'm sorry but we are close on the weekend.*

B. *Okay, thank you for the information.*

A: You're welcome.

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CHAPTER 9  
EXPRESSING AGREE AND DISAGREE



Figure 23. Expressing Agree and Disagree<sup>43</sup>

<sup>43</sup> <https://www.teachufr.org> accessed on 30 July 2020 at 08.19 PM  
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## A. INTRODUCTION

Everyone must have their own brilliant opinions and ideas, because each head has his own thoughts, whether it's the same or different from other people. Therefore, when we have an idea or opinion, we need to discuss it with others. Whether they agree with us or not. In this Chapter, students will learn how to:

1. Expressing agree and disagree to someone's statement
2. Using some phrases to expressing agree and disagree.

## B. MATERIAL DESCRIPTION

### 1. AGREEING

It is easy to agree with someone, on any level of formality: "I agree completely with what you said in your lecture" or "Yeah, that's right, Dave." The only way to get into trouble is by being insincere and only pretending to agree. A person who always agrees with someone else and never has an individual opinion is not respected. This is especially true in employer—employee relationships. If the employee always agrees with the boss, the employee is called a "Yes-man." It is OK to disagree with superiors, as long as it is done in an acceptable way.



Figure 24. Agree Illustration<sup>44</sup>

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<sup>44</sup> <https://www.usabilitylab.walkme.com> accessed on 30 July 2020 at 08.35 PM

## 2. DISAGREEING

There are two ways to disagree with someone: directly and indirectly.

### Direct

Mary : The show finishes at ten o'clock.  
Chuck : No, it doesn't. They told me eleven.

When you disagree directly you should be sure of your facts, because being wrong will require an apology. Notice the appeal to "higher authority" ("*They* told me...").

### Indirect

Mary : The show finishes at ten o'clock.  
Chuck : Oh, really? That's strange. They told me it would be around eleven.

First Chuck expresses surprise ("Oh, really?"), then doubt ("That's strange"), then gives the facts. As long as it is factual information that is in dispute, either form of disagreeing is acceptable, although indirect disagreement often sounds more polite.

If you are questioning someone's opinion or judgment, it is better to use indirect techniques, such as:

1. turning a statement into a question: "Are you sure ... ?"
2. agreeing with part of the other person's idea: "I agree that X, but Y."
3. using introductory remarks: "I could be wrong, but..."



Figure 25. Disagreeing Illustration<sup>45</sup>

### 3. PHRASES

*More formal*  
↓  
*Less formal*

I agree completely. .  
That's just what I think, of course.  
In my opinion, you are correct.  
I couldn't agree more.  
You're right.  
Sure.

#### TENTATIVE AGREEMENT

I suppose you're right.  
Well, maybe. . .

#### INDIRECT DISAGREEMENT

I'm not sure I can agree.  
I wonder if there's a mistake.  
In my opinion, . . .  
Are you absolutely sure?  
That really surprises me.  
I may be wrong, but . . .  
But I thought. . .  
Really?  
Oh, I don't know.  
Yes, but . . .

#### DIRECT DISAGREEMENT

*More formal*  
↑

I'm sorry, but I have to disagree.  
I couldn't agree less.  
I couldn't disagree more.  
I refuse to believe that. . . \*  
No, that's wrong.\*

## 4. CONVERSATION

### Conversation A

Ned : ... you know, I think this country's problems all come from inflation. *That's* the main cause of our troubles right now. And what's causing the inflation? It's the reckless spending of the Democrats! Every year, they spend more and more money, and that money has to come from somewhere. So we pay it in the form of higher taxes and higher prices on the goods we buy.

Barbara: Well, I'm not sure that I agree with you. It seems to me that inflation is only one of our problems. What about unemployment? If people don't have jobs because the government cuts spending too much, they can't buy things; and then you have a vicious circle of more unemployment and fewer taxpayers to share the burden.

Ellen :You know, I think Barb may have something there. Unemployment *is* a big problem, especially in the big industrial cities. The auto industry is fighting for its life right now, and the government isn't doing very much to help it.

Ned : Well, it's true that the auto industry *is* in a mess, but I don't think the answer is in government regulation or protection. I believe in the free market system let the system work without a lot of government interference, and everything will be OK.

Ellen : So the strong will win, and the weak will be defeated. Is that what you mean?

Ned : Well, that's the way it goes. The survival of the fittest.

Barbara : And too bad about the weak, the poor, the unprotected ..

Ned : Now you're getting emotional. You have to remain objective about these things. Let me give you an example of what I'm talking about...

### Conversation B

Jean :... so she said they're moving to Corvallis in the fall, because Jeffrey got a job at the university.

Dotty : Oh, where's that? Isn't that in California, or someplace?

Lisa : No, that's in Idaho, a little north of Boise, I think. I have a cousin there.

Jean : But I thought it was in Oregon. At least, that was the impression I got from Nancy. She said it wouldn't be far to Portland.

Lisa : Oh, you're right. I guess I was thinking of something else. Forget what I said.

### Conversation C

David :..... and *he* said he bought his new car for five thousand!

Mary Alice: What kind is it?

David : A BMW — I'm not sure what model.

Mary Alice: Are you sure? A BMW for five thousand?

Sounds pretty cheap to me!

David : Well, I think that's what he said.

Mary Alice: But they don't make a model for less than eight or nine thousand!



David : Well, you'll have to ask him. Come to think of it, it *does* sound awful cheap...<sup>46</sup>



Figure 26. Disagreeing Expression<sup>47</sup>

### C. SUMMARY

In talking about almost anything, and especially when discussing certain topics, such as religion, sports, the economy, or politics, you hear many opinions expressed. You will probably agree with some and disagree with others. Specifically, the responds can be divided into 4 (four) conditions. First is **complete agreement**, where you totally agree with the discussing topics. Some phrases that can be used are *I agree completely....*, *That's just what I think, of course*. Second is **tentative agreement**, in this condition you don't totally agree about the topics that you discuss. The phrases that are commonly used are *I suppose you're right...*, *well, may be....* Third condition is **indirect disagreement**, in this condition you

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<sup>46</sup> <http://www.freedownloadcenter.com/Se/Speaking-Naturally-Audio-Full/>, diakses tanggal 20 November 2019

<sup>47</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 17.

express your disagreement but in the indirect ways. Some phrases for this conditions are *I'm not sure I can agree..; I may be wrong, but....; But I thought...* And the last condition is **direct disagreement**, where you state your disagreement directly. Phrases for this condition are *I'm sorry, but I have to disagree; I couldn't disagree more; You're dead wrong.*

## D. TASK

### 1. Cued Dialogues

*Directions:* After looking at each situation carefully, discuss with your partner the relationship among the speakers and the appropriate level of formality. Then practice, using any words or expressions appropriate to express the functions given. Your teacher will ask you to perform the dialogue for the class.

#### *Situation I*

A and B are both graduate students in the same class. A is sitting in the cafeteria one day and seen B carrying a tray...

A	B
1. greets B	1. greets A
2. asks B how the test went yesterday	2. answers question, asks A the same question
3. tells B his or her test score, asks how B studies	3. describes his or her study corner
4. asks for more details	4. gives more information
5. disagrees with B's method, gives own method	5. disagrees with A's method, asks what is the most important thing for studying
6. gives opinion	6. expresses doubt, gives own

	opinion
7. gives tentative agreement, gives preclosing	7. replies to preclosing
8. says good-bye	8. says good-bye

### ***Situation 2***

A and B are neighbors. They meet on the street and begin to talk about nuclear energy.

<b>A</b>	<b>B</b>
<ul style="list-style-type: none"> <li>• greets B</li> </ul>	<ul style="list-style-type: none"> <li>• greets A, asks about A's family</li> </ul>
<ul style="list-style-type: none"> <li>• says son, Randy, is working in a nuclear plant</li> </ul>	<ul style="list-style-type: none"> <li>• asks what he will be doing</li> </ul>
<ul style="list-style-type: none"> <li>• describes Randy's position</li> </ul>	<ul style="list-style-type: none"> <li>• expresses surprise, introduces the subject of nuclear energy and its dangers</li> </ul>
<ul style="list-style-type: none"> <li>• agrees that it is a problem, suggests a solution</li> </ul>	<ul style="list-style-type: none"> <li>• disagrees politely with A's opinion, gives own opinion</li> </ul>
<ul style="list-style-type: none"> <li>• expresses doubt, asks for more information/explanation</li> </ul>	<ul style="list-style-type: none"> <li>• gives further explanation/more information</li> </ul>
<ul style="list-style-type: none"> <li>• gives tentative agreement</li> </ul>	<ul style="list-style-type: none"> <li>• gives preclosing</li> </ul>
<ul style="list-style-type: none"> <li>• replies to preclosing</li> </ul>	<ul style="list-style-type: none"> <li>• says good-bye</li> </ul>
<ul style="list-style-type: none"> <li>• says good-bye</li> </ul>	

## 2. Mini Roleplays

*Directions:* Discuss the situation with your partner(s) and decide on the proper level of formality. You can use the suggested expressions if you want to. Then practice. When you are ready, perform for the class and discuss your performance with your teacher and classmates.

### *Roleplay 1<sup>48</sup>*

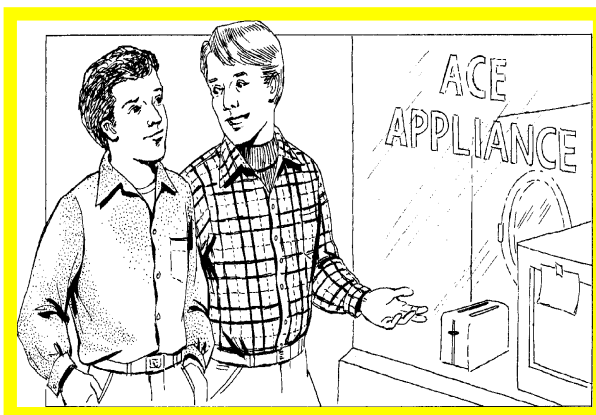
*A* and *B* are roommates at school, and they are interested in buying a washing machine for their apartment. *A* wants to buy a new washer, so they'll be sure to have no problems with the machine. *B*, on the other hand, thinks it would be better to buy a used machine, since they only need it for a year or so.

### **Useful expressions**

<i>A</i>	<i>B</i>
be sure not to get a lemon	short-term investment
service calls	economical
new washer has warranty	second-hand

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<sup>48</sup> Dubin, F. and M. Margol *It's Time to Talk: Communication activities for learning English as a new language*. (Englewood Cliffs, New Jersey: Prentice-Hall, 1977), p.111-112.



**Figure 27. Expression of Asking  
Agree or Disagree**

*Roleplay 2*

A, B, and C, all psychology students, are discussing the best way to raise children. A is in favor of a strict, authoritarian upbringing, whereas C favors a permissive, relaxed method. B prefers to combine both perspectives, depending on the situation.

**Useful expressions**

A	B	C
firm discipline	firm but kind guidance	child's rights
spare the rod and spoil the child	teach self-control	can't confuse the child by acting unpredictably
must be consistent	balance is needed	

*Roleplay 3*

A has been invited by B to a dinner party this weekend. A accepted the invitation, although A doesn't know B very well. Now another friend, C, wants A to come to a party at C's house. A prefers the second invitation. A is talking to another friend, D, about deciding to go to C's party. D, however, disagrees strongly with A's decision, saying that A must go to B's party, since A had already accepted that invitation.

**Useful expressions**

A	D
meet more people	the right thing to do
B won't even know	how would <i>you</i> feel

## E. EVALUATION

### 1. Using what you've learned

*Directions:* For each situation that follows, read the cues given, then discuss the relationship \_\_\_\_\_ among the speakers and the level of formality. Using this information, complete the dialogues orally with phrases from Section 3 or with any other appropriate response. \_\_\_\_\_

#### **Example:**

A: .. so then my cousins moved to Milwaukee.

B: Oh, that's in Minnesota, isn't it?

A: *No, It's in Wisconsin*

B: Oh, Sorry

#### ***Situation 1***

A

B I wonder if you heard that wrong. Did he really say that?

A:

B:

A: Well, all I know is what he said to me.

#### ***Situation 2***

A: Did you know that

B: Are you sure?

A

B: Well, maybe I'm wrong, but

### ***Situation 3***

A: Well, in my opinion, \_\_\_\_\_

B: Why do you say that?

A: That's an interesting thought, but \_\_\_\_\_

B:

### ***Situation 4***

A: What did you think of (the movie)?

B:

A: Oh, I don't know. \_\_\_\_\_

B:

A:

### **Key Answer**

#### Situation 1

*A. I heard that you broke up with your girlfriend?*

*B. I wonder if you heard that wrong. Did he really say that?*

*A. Yes, he did.*

*B. No, I didn't break up with my girlfriend.*

*A. Well, all I know is what he said to me*

#### Situation 2

*A. Did you know that Jimmy was absent today because he got a fever?*

*B. Are you sure?*

*A. Yeah, he told me on the phone.*

*B. Well, maybe I'm wrong, but I feel like I saw him this morning on the market.*

### Situation 3

- A. Well, in my opinion, *Online classes is ineffective*
- B. Why do you say that?
- A. That's an interesting thought, but *other people said that this alternative is more practice and comfortable in this pandemic condition.*
- B. *Yes, I do agree with that.*

### Situation 4

- C. What do you think of *'The Prison Playbook'*?
- D. *That movie was so funny yet so heartwarming and succeed made me cry all day long.*
- C. Oh, I don't know that movie have a sad scene.
- D. *Yes, it has a sad scene on the last minute of the movie.*

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- Dubin, F. and M. Margol, 1977, *It's Time to Talk: Communication activities for learning English as a new language*. Englewood Cliffs, New Jersey: Prentice-Hall
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## G. READING SOURCES RECOMMENDATION

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CHAPTER 10  
THANKING PEOPLE AND REPLYING TO  
THANKS



Figure 10.1. Thanking People and Replying to Thanks<sup>49</sup>

<sup>49</sup> <http://www.dtinews.vn> accessed on 30 July 2020 at 10.35 PM

## A. INTRODUCTION

Expressing gratitude is something very important, because it shows an appreciation or appreciation to other people who have done something for us or helped us. As you know, there are many different situations that call for an expression of thanks. As in the case of invitations, it is sometimes appropriate to send formal, *written* thank-you letters and cards. In this chapter, however, we will be concerned only with spoken language. In this Chapter students will learn how to:

1. Thank to someone or people in many occasions such as for a gift, favor, an offer of help, compliment, etc.
2. Replying to thanks from people in an appropriate way.
3. Use various phrases to thank someone from the highest level of formality to the informal way.

## B. MATERIAL DESCRIPTION

### 1. WHEN TO THANK

The following list contains the most common situations that require thanks. You may be able to think of other ones as well. In general, people thank someone:

1. for a gift;
2. for a favor;
3. for an offer of help;
4. for a compliment and a wish of success;
5. when asked about their health;
6. for an invitation;
7. when leaving a party or social gathering;
8. for services, such as being waited on in a store or restaurant.

## 2. THANKING IN DIFFERENT SITUATIONS

### a. Thanking for Gifts

There is a specific form for this type of thank-you. The person receiving the gift usually says three things:

- 1) An expression of thanks
- 2) A compliment on the gift itself, showing that the recipient likes the gift
- 3) A question relating to the gift (its origin, use, maker, etc.) to show interest in the gift. It is optional in informal circumstances.

#### Two examples of thanking are:

- 1) Janice : Oh, thank you! I just love roses!  
Are they from Your garden?

Jack : It's beautiful! Thank you very much. I've always wanted a picture from Japan. Did you get it in Osaka?

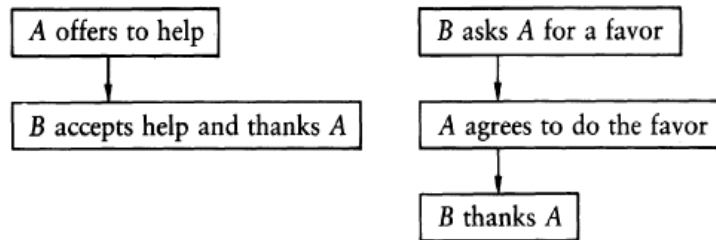
- 2) Another way of thanking for a gift is to use an expression of thanks and then to state that a gift was not necessary or expected:

Mike: Oh, thank you. But you really didn't have to.

### b. Thanking for favors

A "favor" is doing something for another person that the doer had no obligation to do, for example, going to the store for a friend or mailing some letters so that a sick friend wouldn't have to go out in the rain. Since a favor involves doing something *extra*, it requires an expression of thanks.

**Two ways of offering a favor and asking for a favor are:**



It is appropriate to thank the person again after the favor has been done. For "bigger" favors, that is, ones involving more time or effort, the beneficiary (*B*, above) may also give a gift to the doer of the favor (*A*, above). For small things, such as holding open a door, a person simply says "Thanks" and the response is usually the nasal sound "Mm-hmm."

**c. Thanking for offers of help**

Always thank someone who offers to help you, whether you accept their help or refuse it politely. When refusing an offer of help, you may want to say something like:

No, thank you.

No, but thank you for offering.

Thank you, but I'll manage OK by myself.

Nick : Do you need help moving this weekend?

Joe : Thanks, I've already got four other guys! But thanks for offering.

#### d. Thanking for compliments and wishes of success

When you *receive* a compliment, whether on your work, your clothing, your family, or anything else, it is appropriate to say thank you, and to make a comment about the thing being complimented.

- Nancy : That's a nice shirt!  
Rolando : Oh, thanks. I just got it at Sears.  
David : You're a good driver.  
Liz : Thanks. I had a good teacher.

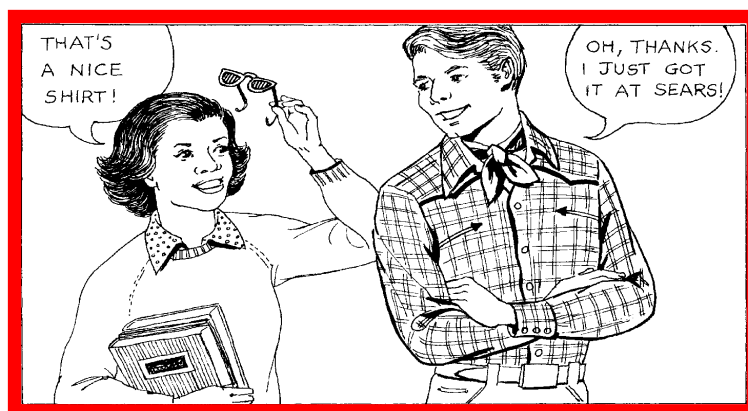


Figure 29. Thanking Expression<sup>50</sup>

#### e. Thanking for interest in your health

"Thank you" is also used in reply to questions about your health, or that of a relative.

- Mark : How's your husband these days?  
Ellen : Oh, he's pretty good, thanks.

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<sup>50</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 19.

#### **f. Thanking for invitations**

Thanking for invitations is polite to thank the other person for the invitation, whether or not you accept it.

Peggy : Can you come over for lunch on Saturday?

Molly : Oh, I'd love to, but I've got a dentist's appointment at eleven thirty. Thanks anyway for the invitation

#### **g. Thanking when leaving a party**

Expressions of thanks are always made when the guests take leave of the host. At this time, the host may reply by thanking the guests for coming, saying that it was nice to have had them over.

Mrs. Downes : Thank you so much for the lovely evening, Charlotte. Frank and I had such a good time.

Mrs. Hill : You're quite welcome, Mildred. Thank you for coming. We'd been looking forward to seeing you for a long time.

#### **h. Thanking for other services**

Americans often thank each other at other times, too. A student may thank a professor who has just written comments on one of the student's papers or who had taken the time to see the student, in spite of a very full schedule. **Patients will also thank doctors for their services.**

Doctor : ... so the best thing now is to go home  
and take these pills, and if  
you don't feel better in a couple of days,  
let me know.

Patient : Thank you very much, Doctor.

Doctor : That's quite all right. Good-bye.

**In a store, the clerk thanks the customer for making the purchase and the customer thanks the clerk for helping.**

Clerk : There you are. Thank you.

Customer : *(taking the package)* Thank you.

**In a restaurant, the waiter or waitress thanks the customer when the order is taken, and the customer sometimes thanks the waiter or waitress as each course is placed on the table.**

Waiter : Are you ready to order?

Customer : Yes, I'll have...

Waiter : Thank you.

*(Waiter puts down the drinks.)*

Customer : Thank you.



### 3. PHRASES<sup>51</sup>

<p><i>More formal</i></p> <p>↑</p> <p>↓</p> <p><i>Less formal</i></p>	<p><b>EXPRESSING THANKS</b></p> <p>I'm very grateful for...</p> <p>I'm very grateful for...</p> <p>I'm so grateful for ...</p> <p>Thank you very much for ...</p> <p>Thank you so much for...</p> <p>Thank you for ...</p> <p>That was nice of you. Thank you.</p> <p>That was nice of you.</p> <p>Thank you. But you really shouldn't have.</p> <p>They're beautiful! But you didn't need to (give me anything).</p> <p>Thanks a lot for ...</p> <p>I really appreciate (the invitation).</p> <p>Thanks!</p> <p>Thanks a million!</p> <p>Thanks a million!</p>	<p><b>RESPONSE</b></p> <p>You're very welcome.</p> <p>You're quite welcome.</p> <p>You're entirely welcome.</p> <p>Don't mention it.</p> <p>You're welcome.</p> <p>It was my pleasure.</p> <p>Don't mention it.</p> <p>You're welcome.</p> <p>Well, I just wanted to show my appreciation for ...</p> <p>But I wanted to.</p> <p>You're welcome.</p> <p>Sure.</p> <p>It was nothing. What are friends for?</p> <p>Don't worry about it.</p> <p>Forget it.</p>
<p><i>More formal</i></p> <p>↑</p> <p>↓</p> <p><i>Less formal</i></p>	<p><b>EXPRESSING THANKS FOR A FAILED ATTEMPT</b></p> <p>Thank you for trying.</p> <p>I appreciate your help, anyway.</p> <p>Thank you very much for your efforts.</p> <p>Thanks, anyway.</p> <p>Thanks a lot for trying, at least</p>	<p><b>RESPONSE</b></p> <p>I'm sorry it didn't work out.</p> <p>Perhaps you'll have better luck next time.</p> <p>Sorry it didn't work out. Sure.</p> <p>Too bad it didn't work</p>

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<sup>51</sup> Moskowitz, G. *Caring and Sharing in the Foreign Language Class: A Sourcebook on Humanistic Techniques*. (Rowley, Mass.: Newbury House, 1978)

## 4. CONVERSATIONS

### Conversation A

- Harry Carpenter : (*Crossing the room to where Mrs. King is standing talking to another guest*) Excuse me, Marilyn? It's getting late, so I'm afraid we'll have to be leaving.
- Marilyn King : Oh, so early?
- Louise Carpenter : Well, Harry's got to get up and drive to the airport for an eight o'clock plane tomorrow.
- Harry : We've really had a wonderful time, Marilyn. Thank you very much for inviting us.
- Marilyn : Say, Louise, why don't we meet downtown for lunch someday next week?
- Louise : I'd love to!
- Marilyn : I've heard Harold's has delicious salads.
- Louise : Oh! That sounds wonderful.
- Marilyn : I'll give you a call later on and we can decide the time.
- Harry : Honey?
- Louise : All right, dear. Well, it's been a delightful evening. Thank you very much.
- Marilyn : Not at all.
- Louise : I'll look forward to your phone call.
- Harry : Thanks again. Good night.
- Marilyn : Good night.
- Louise : Good night.



Figure 30. Thanking for Gift<sup>52</sup>

### **Conversation B**

*(The doorbell rings.)*

- Linda : Oh, hi, welcome back! Have a nice trip?  
Janet : Oh, it was fantastic! Fresh air and sunshine every day. We were really lucky with the weather.  
Linda : Come on in. I've got the coffeepot on.  
Janet : Thanks, but I've got a ton of laundry to do. I just stopped by with this — it's for you.  
Linda : Oh, thank you! It's beautiful! I don't have any plants like this. But you shouldn't have.  
Janet : Well, Jim and I just wanted to show you how much we appreciated your looking after the house and watering the plants while we were away.

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<sup>52</sup> Bruce Tillitt and Mary Bruder, *Speaking...*, p.23.

Linda : Well, what are friends for? By the way, I tried to buy you those towels you wanted on sale, but they only had these really ugly ones left. Sorry.

Janet : Oh, that's OK. Thanks for trying.

Linda : You're welcome<sup>53</sup>.

### C. SUMMARY

Saying thanks to the people is good habit that always done by people after getting some goodness from the others. There are some common situations that require thanks, namely; (1) for gift, (2) for a favor, (3) for an offer of help, (4) for a compliment and a wish of success, (5) when asked about their health, (6) for an invitation, (7) when leaving a party or social gathering, (8) for services, such as being waited on in a store or restaurant. In thanking people **for gift**, the people who receive the gift usually says three things. They are saying an expression of thanks, saying a compliment on the gift itself, and saying a question relating to the gift to show interest in the gift. Circumstance that is chosen for this condition is informal. Example; *Oh, My GOD, Thanks! How beautiful it is, I just love roses. Are they from your garden?* Another way of thanking for gift is to use an expression of thanks and then to state that a gift was not necessary or expected. Example; *Thanks a bunch. But you really didn't have to.* **Favor** is doing something extra for another person even though that is no obligation, there are two ways of offering a favor and asking for favor; firstly if someone offers to help so the others accept help and saying thanks to the person who offer to help. For example; *A: Would you like me to bring a cup of hot chocolate for you? B: Oh, thanks for your kindness.* Secondly, if one person asks another for

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<sup>53</sup> <http://www.freedomdownloadcenter.com/Se/Speaking-Naturally-Audio-Full/>, accessed on 20 November 2019 at 10.43 PM.

a favor, and then the second person agree to do the favor, and the last the first person say thanks for favor. For example; *A: Could you bring me to the most complete market in this area? B: Sure, A: Thanks anyway.* The third situation of saying thank is **thanking for offers of help**, whether you accept or refuse help from somebody, you have to still say thanks to person who offers help to you. For example; *A: Do you need help moving this weekend? B: Thanks, I've already got four other guys! But thanks for offering.* The fourth situation of thanking people is **thanking for compliments and wishes of success**. When you receive a complement, it is appropriate to say thanks and to make a comment about the thing being complimented. For example; *A: Wow, You have nice glasses. B: Oh, thanks my mom just give me.* The fifth situation of thanking people is **thanking for interest in your health**, for example; *A: are you getting better today, B: Yup, much better today, thanks.* The sixth situation is **thanking for invitation**, by saying thanks of the invitation is polite to thank the other person for the invitation, whether or not you accept it. For example; *A: are you free on Sunday morning. B: Oh, I have schedule on exercise at that time. But thanks anyway for the invitation.* The seventh situation is **thanking when leaving a party**, after being served by the host, guest has to say thanks for serving. For example; *A: it is really wonderful party, thanks for the services. B: You're welcome, thanks for coming.* And the last situation is **thanking for other services**, it is reported to the general condition in daily life we faced.

## D. TASK

### 1. Cued dialogues

*Directions:* After looking at each situation carefully, discuss with your partner the relationship among the speakers and the appropriate level of formality. Then practice, using any words or expressions appropriate to express the functions

given. Your teacher will ask you to perform the dialogue for the class.

### **Situation**

A has just recently gotten married to B's former roommate. A sees B at the bookstore and goes over to thank B for the wedding gift.

<i>A</i>	<i>B</i>
1. greets B	1. greets A
2. thanks B for the present, compliments B on the gift	2. replies to thanks
3. asks for more information about the gift	3. replies to question
4. repeats thanks, compliments present again	4. replies to compliment
5. gives preclosing	5. replies to preclosing
6. says good-bye	6. says good-bye

## **2. Mini-roleplays**

*Directions:* Discuss the situation with your partner and decide on the proper level of formality. You can use the suggested expressions if you want to. Then practice. When you are ready, perform for the class and discuss your performance with your teacher and classmates.

### **Roleplay 1**

X needs someone to babysit while he or she goes to a doctor's appointment. X calls friend Y and asks Y to do this favor. Y either agrees to do it or refuses to and gives the reason. After arrangements are made, they say good-bye and hang up.

## Useful expressions

X

doctor's appointment at \_\_\_\_\_ o'clock  
really would appreciate the favor  
shouldn't take more than \_\_\_\_\_ minutes

Y

what can I do for you?  
always glad to be of help  
what are friends for?  
sorry, but I've got to . . .



**Figure 31. Thanking for Help by Phone**

### Roleplay 2

X just got an exam back and got a poor grade on it. X is very worried and asks the professor for an appointment to talk about it. The professor has a very busy schedule but manages to find a time to meet. After making arrangements, X says good-bye.

## Useful expressions

*X*

really worried about my test  
don't understand these problems  
make an appointment to talk  
whenever it's convenient for you  
thank you

*PROFESSOR Z*

you do need some help  
I'm glad you're taking this seriously  
my schedule is rather full just now  
what about (day and time)  
you're welcome

## Roleplay 3

*A*, *B*'s boss, wants to invite *B* to a formal dinner party. *B* wants to go but isn't sure how to get there or what to wear.

## Useful expressions

*A*

dinner party at my house  
just a few business associates  
wear a dark suit and tie  
I'll draw you a map

*B*

I would be delighted to  
rather formal?  
I've never been to your house . . .  
thank you  
looking forward to (meeting your wife)

## E. EVALUATION

1. *Directions:* For each situation that follows, read the cues given, then discuss the relationship among the speakers and the level of formality. Using this information, complete the dialogues orally with phrases above or with any other appropriate response. Example:



A: Thanks a lot. The flowers are beautiful. You're welcome.

**Situation 1**

A: I would like to take this opportunity to thank you for \_\_\_\_\_.

B:

A:

**Situation 2**

A:

B: \_\_\_\_\_, but you really shouldn't have.

A:

B:

**Situation 3**

A: I'm very grateful to you for \_\_\_\_\_.

B:

A:

B:

**Situation 4**

A: Thanks a lot for \_\_\_\_\_.

B:

I;am glad you like them.

**Key Answer**

*Situation 1*

- *Coming to our wedding*
- *You are very welcome*

*Situation 2*

- *I brought the flowers special for you*
- *Oh! how lovely, thank you so much*
- *You are welcome sweetheart, do you like it?*

- *Of course I am! This is so beautiful.*

### *Situation 3*

- *Having me as your bridesmaid!*
- *That's nothing, you are my best friend.*
- *Thankyou!*
- *You are welcome*

### *Situation 4*

- *Driving me home*
- *Don't mention it.*

## **F. REFERENCES**

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CHAPTER 11  
MAKING AND ACCEPTING APOLOGIZE

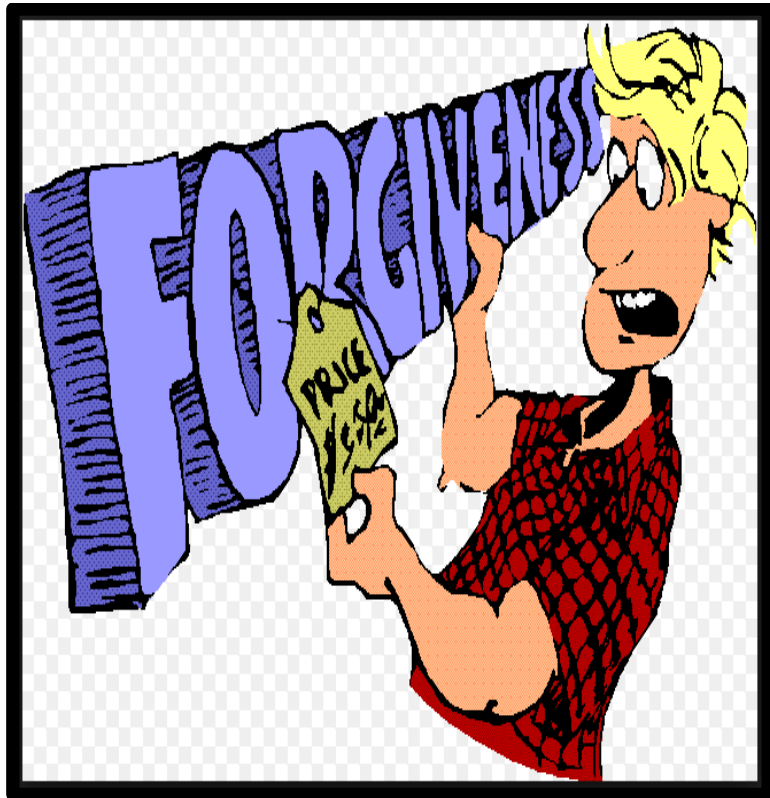


Figure 32. Making and Accepting Apologize<sup>54</sup>

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<sup>54</sup> <http://www.slideshare.net> accessed on 28 March 2020 at 03.20

## A. INTRODUCTION

Everyone makes mistakes, and everyone needs to know what to do and say after making a mistake. This unit focuses on apologies, and the aim is to help you know both *what* to say and *when* to say it. Usually, you apologize if you have violated a social rule or have done something that hurts or inconveniences another person. The function of the apology is to show regret for the wrong doing and to offer an explanation or a remedy. In this chapter, students will learn how to:

1. Apologize to someone or people when they are making a mistake in a formal and informal way.
2. Accept someone's apologize when they are making a mistake in a proper way.
3. Use common phrases to apologizing or accepting an apologize.

## B. MATERIAL DESCRIPTION

### 1. THE FORM OF APOLOGIZE

Apologies vary, depending on the formality of the situation, the relationship between the two people, and, most important, the seriousness of the mistake. Stepping on someone's toe accidentally would not require the same type of apology as running over someone's dog in the street. In general, the more serious the error, the more elaborate the apology should be. There are five possible parts to an apology:

1. Formal expression of regret. This may be explicit, as in "I'm sorry," or implied, as in "I didn't mean to."
2. Explanation (excuse), which shows why the mistake occurred.
3. Offer to remedy the situation, if some damage has been done,

or a remedy is possible.

4. Assurance that the mistake will not be repeated (for example, subordinate to superior).
5. Admission of guilt, which shows that the person apologizing accepts the blame

The first part, the formal expression of regret, is almost always included in the apology. The other parts (2-5) can be combined with 1 in various ways, as the following examples indicate. Note, however, that the more serious the infraction, the more of these parts (2-5) will be included:

A: I'm sorry I was late to class, Dr. Paulston, but I overslept.

B: Well, it's OK this time, but you know it's disturbing for the rest of the class.

A: Yes, I know. You're right. I won't let it happen again.

A: Oh, sorry. I didn't know you were sitting here. Let me move my stuff to another table.

B: No, it's OK. I can sit over here just as easily.

A: While you were out I borrowed your coffee cup and I'm afraid I broke it.



**Figure 33. The Form of Apologize<sup>55</sup>**

## **2. MAKING APOLOGIZE**

There are many different situations that require an apology, but they all have something in common: something undesirable or uncomfortable has happened. Almost always, it is the person who has made the mistake who apologizes. Americans apologize for: hurting someone's feelings or causing a misunderstanding; being late for or missing a meeting, class, appointment, etc.; interrupting a conversation or meeting, taking someone else's property by mistake; being impolite; damaging another person's property; telling a secret

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<sup>55</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 7.

accidentally ("letting the cat out of the bag"); calling someone early in the morning or late at night; dialing a wrong number on the telephone; invading someone's personal space by bumping or hitting them accidentally. In addition, Americans also apologize when some person or animal for whom they have responsibility (their children, guests, relatives, or pets) makes a social error.



Figure 34. Making Apologize<sup>56</sup>

### 3. OTHER USES OF "I'M SORRY"

The words "I'm sorry" do not always indicate an apology. These words are also used to express sympathy, as in "I'm sorry to tell you that you'll have to re-type this report. Mr. Lockhart can't stand spelling errors." There are still other situations in which people say "I'm sorry" or "Excuse me" but are not really apologizing. You can use these two expressions if you walk between two people talking in the hallway, or if you

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<sup>56</sup> <https://www.pinterest.com> accessed on 31 July 2020 at 11.47 PM

cough, burp, sneeze, hiccup, or yawn. You can also say "Pardon me" in a more formal situation. Example:

A: Well, I'm really sorry that your report got coffee spilled on it, but I haven't even been *near* your desk this morning. Can't you write a note to the boss and explain what happened?



**Figure 35. I'm Sorry Illustration**


#### **4. ACCEPTING APOLOGIZE**

When someone has done something wrong and has apologized to you for the inconvenience or hurt, you can accept the apology by saying something like: "That's OK" or "It couldn't be helped." When you accept an apology in this manner, you are showing that everything is all right and that you have no hard feelings toward that person. In certain cases, a person will continue to be angry even though the other person has apologized, or may even refuse to accept the



apology by saying that there was "no excuse" for the behavior of the other person. This, however, is not the usual way to react to an apology.

## 5. PHRASES

	APOLOGY	RESPONSE	
<i>More formal</i>	Forgive me. I'm terribly sorry about...	That's quite all right.	
	Forgive me. I'm terribly sorry about...	I understand completely.	
	Please accept my apologies for...	You really don't have anything to apologize for.	
	Please excuse (my dog). I would like to apologize for...	You don't need to apologize. I wouldn't worry about it if I were you.	
	I apologize for...	Oh that's all right. It can happen to anyone.	
	I apologize for...	It's not your fault.	
	I apologize for...	Oh, well, that's life.	
	I'm sorry. I didn't mean to...	Don't worry about it.	
	I'm sorry. I didn't mean to...	It's OK.	
	I'm sorry. I didn't mean to...	That's OK.	
	Oh no! Did I do that? I'm sorry.	It's OK.	
	Oh! Sorry!	No problem.	
	Sorry about that.	Forget it.	
	<i>Less formal</i>	Oops.	

## 6. CONVERSATIONS

### Conversations A<sup>57</sup>

*(The telephone rings.)*

Russell: Hello?

Sandy: Hi, Russ? It's me. Look, we're having a bit of trouble with the car, so it looks like we won't be able to make it tonight. I'm really sorry.

Russell: Oh really? What is it?

Sandy: Well, it's the carburetor again. We just had it fixed last week, but it must be clogged up again somehow.

Russell: Well, I'm sorry to hear that. Want me to come get you?

Sandy: Well, actually, we're stuck on the freeway and I had to walk a mile to this gas station to get help.

Russell: In this terrible weather?

Sandy: Yeah, I'm pretty wet, I can tell you that!

Russell: Look, why don't I come pick you guys up in my car, once they tow the car to the station. Where are you at?

Sandy: You know that Arco station at the entrance to the freeway?

Russell: Oh, yeah, I know where that is. I'll be right down. We still might be able to catch the late show.

Sandy: OK, great. Sorry about the inconvenience.

Russell: Don't worry about it. See you in a little bit.

Sandy: Thanks. See you.

*freeway*: major highway

*inconvenience*: trouble

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<sup>57</sup> Littlewood, W. *Communicative Language Teaching*.  
(UK:Cambridge University Press, 1981)

## Conversations B

It is extremely crowded in the cafeteria. Sandra, wearing a backpack, has her arms full of library books and is carrying an umbrella over her arm. She sees a free spot at a table on the other side of the room.

Sandra: (*bumping the pack into someone*) I'm sorry. It's so crowded today.

Person 1: Yeah. It's OK.

Sandra: (*stepping on someone's books*) Oops, sorry.

Person 2: No harm done.

Sandra: (*poking someone with the umbrella*) Oh, I'm so sorry.

Person 3: Maybe you should have left that stuff outside.

Sandra: You're right. I'll never try this again. But all the lockers were full.

Person 3: I can see you've got a problem.

Sandra: (*putting her books at the empty place*) Is this place free?

Person 4: As a matter of fact, this guy asked me to save it for him.

Person 5: Yeah, that's my place.

Sandra: Oh, I'm sorry. I didn't see anyone here. (*picks up her books*)

Person 5: No. That's OK. You take it. It'll be easier for *me* to move.

Sandra: You're sure? Thanks a lot.



Figure 36. Saying Apologize<sup>58</sup>

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<sup>58</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally...* p. 8.

## Conversations C

Jeffrey and Paul, roommates at college, are visiting their hometown during spring break. Jeffrey has just told a neighbor, Mrs. Wallace, about Paul's new job after graduation. He also told her how much Paul was going to be earning. . .

Paul: Aw, Jeffrey! What did you have to go and do that for?

Jeffrey: Do what?

Paul: *You* know what I'm talking about. Why did you go tell Mrs. Wallace how much money I'm going to make? Now she'll go and tell the whole world!

Jeffrey: Well, I'm sorry.

Paul: Yeah, but you *know* how she talks to everybody and their brother!

Jeffrey: Well, I apologize. I guess I wasn't thinking. I got all excited.

Paul: Oh well, it's done now. I guess it doesn't matter that much, anyway. They were bound to find out eventually. Everybody in this town's got a big nose!

Jeffrey: You know, it *is* a lot of money for a first job. . .

Paul: You think I'll be able to buy a Porsche?

Jeffrey: Well, I think you'd better wait and see how much is left after Uncle Sam gets *his* share!

Apologizing is usually said if you have violated a social rule or have done something that hurts or inconveniences another person. The importance to say apologize is to show regret for the wrong doing and to offer an explanation or a remedy. The form of apologies are depend on some factors, they are the formality of the situations, the relationship between the two people, and the seriousness of the mistake. There are 5 (five) possible parts to an apology, namely; (1) formal expression of regret, (2) explanation (excuse), offer to remedy the situation,

(4) assurance that the mistake will not be repeated, and (5) admission of guilt. for example: *Forgive me. I'm terribly sorry about my mistake. I already make you wait until half of the day. I promise you to be on time and don't repeat this mistake.* Peoples' responds of asking apologize from somebody can be vary. Some people can forgive the mistake and sometimes people will continue to be angry even though the other person has apologized. When you accept an apology, you can say *That's Okay* OR *You don't have something to be apologized.* It is showing that everything is all right and that you have no hard feeling toward the person. In opposite condition, when people cannot accept the apologizing, they can say *no excuse.* But, it is not usual way to react to an apology.

## C. TASK

### 1. Cued dialogues

*Directions:* After looking at each situation carefully, discuss with your partner the relationship among the speakers and the appropriate level of formality. Then practice, using any words or expressions appropriate to express the functions given. Your

teacher will ask you to perform the dialogue for the class

**Situation 1**

A was supposed to meet B at the country club to play golf. A arrived at ten o'clock, waited 45 minutes, and then left. Now A sees B at the shopping center and goes over to talk with him or her.

- | A                                    | B   |
|--------------------------------------|---|
| 1. greets B                          | 1. greets A                                     |
| 2. asks B for an explanation         | 2. apologizes for not coming, gives explanation |
| 3. replies to B's apology            | 3. reassures A that it won't happen again       |
| 4. asks for a new time               | 4. suggests a time                              |
| 5. disagrees with time               | 5. agrees to A's suggestion                     |
| 6. gives preclosing                  | 6. repeats apology                              |
| 7. replies to apology, says good-bye | 7. says good-bye                                |

**Situation 2**

A has taken a three-year-old daughter to visit an elderly friend, B, who has a house full of antiques. The child has been playing with the pet cat in another room when they hear a crash. A and B rush to the room to find a vase on the floor and the cat and the child on the table.

- | A  | B   |
|--|---|
| 1. expresses shock, scolds child, apologizes | 1. expresses doubt as to whether it was the fault of the cat or the child |
| 2. offers to pay                             | 2. refuses, repeats doubt   |
| 3. repeats apology                           | 3. accepts apology  |
| 4. repeats offer to pay                      | 4. refuses  |

**Situation 3**

B, an actor in a local play, wants to invite A, a friend of a friend, to see the opening-night performance. B calls A at home to see if A can come.

- | A                                  | B  |
|------------------------------------|--|
| 1. answers phone                   | 1. asks to speak with A                                      |
| 2. identifies self                 | 2. identifies self, explains how B got the number, invites A |
| 3. asks for more information       | 3. gives time and theater                                    |
| 4. declines invitation, apologizes | 4. expresses disappointment, tries to persuade A             |
| 5. repeats apology                 | 5. accepts apology, gives preclosing                         |
| 6. says good-bye                   | 6. says good-bye   |

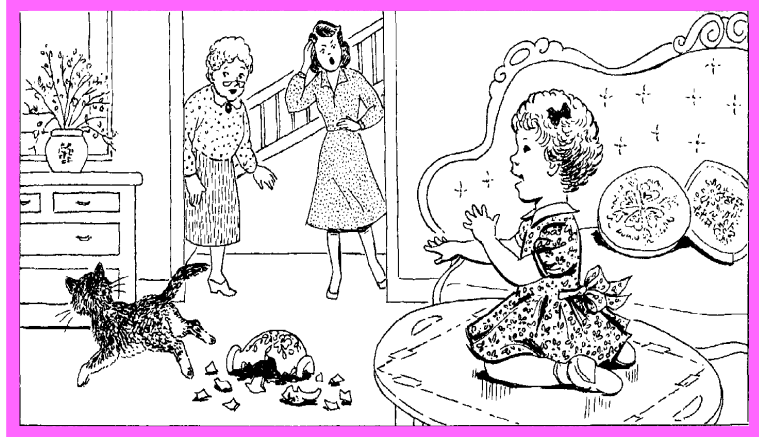


Figure 37. Shocking Expression<sup>59</sup>

**3. Make conversation based on the situations below:**

- a. you had an appointment to meet your girl friend, but you were late because of the traffic jam
- b. you have lost your friend's ticket to a concert
- c. you have let your friend copy your answers to the homework but all the answers were wrong.
- d. you borrowed a book from a friend a few days ago. You promised to give it back today, but you forgot to bring it. Your friend really needs the book because he is going to have a test tomorrow. Apologize him and offer the solution

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<sup>59</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally...* p. 9.

#### 4. Mini Roleplay

*Directions:* Discuss the situation with your partner(s) and decide on the proper level of formality. You can use the suggested expressions if you want to. Then practice. When

##### *Roleplay 1*

A is in a bad mood today because A's favorite football team lost their game last night and will not go to the Super Bowl (a national professional football competition). B enters A's office to ask a question, and A is rather rude with B, but then realizes it and apologizes.

##### **Useful expressions**

A	B
end of the season	too bad
lousy mood	don't follow football

##### *Roleplay 2*

A is a guest at a dinner party that B is giving. The guests have just been served the dessert when A gets a serious attack of the hiccups. A keeps apologizing, but there doesn't seem to be any way to stop them. C, another guest at the party, tries to give A help, as does B. They both have some suggestions for getting rid of the hiccups.

##### **Useful expressions**

A	B	C
this is terrible	drink of water	spoonful of sugar
	breathe in a paper bag	hold your nose and take a drink

you are ready, perform for the class and discuss your performance with your teacher and classmates



### Roleplay 3

Two faculty members, A and B, are standing in the hallway having a discussion when C approaches them. C needs to talk with A very briefly to give A a message.

#### Useful expressions

A	B	C
agenda for the faculty meeting	new position in the department	message about your class cancelled due to bad weather

### Roleplay 4

X has borrowed Y's math textbook over the weekend to study for an exam. Now X is returning the book, but notices that some of the pages are torn out, and X thinks of the 2-year-old child at home.

#### Useful expressions

X	Y
book-eating monster order a new book	4-year-olds are worse – stronger and faster won't use it any more

## E. EVALUATION

1. **Directions:** For each situation that follows, read the cues given, then discuss the relationship among the speakers and the level of formality. Using this information, complete the dialogues orally with phrases above or with any other appropriate response. Example:

A: Professor Jones? I would like to apologize for *being late to class.*

B: *It's OK this time. Please be on time in future.*

A: Oh, yes, I will.

### Key Answer

#### *Situation 1*

##### **Situation 1**

A:

B:

A: That's very nice of you. But at least let me pay for the damage.

##### **Situation 2**

A: Oh! Was that *your* apple?

B:

A:

B:

##### **Situation 3**

A:

B: You really don't need to apologize.

A:

##### **Situation 4**

A: Gosh, I'm sorry.

B:

- *Oh my god! I'm really sorry Anna, I dropped your phone and it cracked!*
- *Ouch! Relax Elsa, that's okay.*

#### *Situation 2*

- *Yes, the one that you ate.*
- *I'm sorry Lyra, I didn't know that was yours. I thought that was mine.*

- *Well, that's okay.. don't worry about it.*

#### *Situation 3*

- *I'm sorry for worrying you*
- *Yeah, but still.. I feel bad for make you worry.*

#### *Situation 4*

- *That's fine*

## F. REFERENCES

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## G. READING SOURCES RECOMMENDATION

Heyworth, F. *The Language of Discussion. Role-play exercises for advanced students*. (London: Hodder & Stoughton, 1978)

Jurianz, Clyde, Karen Johnson, and Michele McCoville. *Getting Started with English*. Carlton, (VIC: Curriculum Corporation, 2001)

## CHAPTER 12 MAKING INVITATION



Figure 38. Making Invitation<sup>60</sup>

<sup>60</sup> <https://www.pinterest.com> accessed on 31 July 2020 at 12.00 PM

## A. INTRODUCTION

An invitation consists of requesting someone's presence, stating the specific event, and setting the time and place. Spoken invitations are fine for most occasions, but for certain special events, such as weddings, anniversaries, and baby showers, formal written invitations are traditionally sent. They should be answered in writing and returned to the RSVP address. (RSVP stands for *repondez, s'il vous plait*, a French expression that means you should respond to the invitation by calling or, preferably, writing the host.)

It is fairly common to send printed "party" invitations for large semi-formal cocktail parties. They may say "Regrets only" and give a telephone number at the bottom, which means you call only if you cannot attend. In this chapter, students will learn how to:

1. Making various kinds of invitation using the suitable choice of words.
2. Accepting and refusing the invitation from formal to informal way.
3. Using suitable phrases to make, accept or refuse the invitation.
4. Considering which is the actual invitation or the non-invitation.

## B. MATERIAL DESCRIPTION

### 1. MAKING THE INVITATION

People usually do not begin a conversation with an invitation, but instead preface the invitation in some way.

Once this type of introduction is made, the inviter (the host) is free to make the invitation, in one of two ways:

1. States what kind of party, excursion, etc., is being planned;  
or
2. Asks if the listener is free at such-and-such a time and then says why.

The first invitation is preferable, because it allows the listener to decide whether to accept or not. The second is likely to get an indecisive response.

Invitations are usually made privately, in person or by phone. That is, only the people being invited hear the invitation. People usually do not feel comfortable inviting you to a party if you are with someone who is not going to be invited.

## 2. **ACCEPTING THE INVITATION**

Accepting invitations is very easy. You thank the person for the invitation or express pleasure at being invited and then get the details of place and time. It is also a good idea to find out just how formally you should dress. Appropriate dress varies according to season and to region.

In many informal cases, you then ask the host or hostess whether you can help by bringing something, such as a bottle of wine. Often the host will thank you for offering but will tell you it isn't necessary. However, guests often bring a gift of wine or flowers, even if the host has turned down an offer at the time of the invitation. A small item from your country would be quite appropriate as such a gift.

If you have children and you have been invited out by an American, you should not bring your children unless they have been specifically invited. In general, evening parties are not appropriate for children, especially if they are small.

Picnics and barbecues, on the other hand, are usually good parties for children.

### 3. REFUSING THE INVITATION

If an invitation must be refused, most people expect a reason. The following sequence would be appropriate: apology, reason for refusal, thanks for the invitation, and perhaps a second apology.



Figure 39. Refusing the Invitation<sup>61</sup>

If someone asks if you are free at a certain time, but doesn't say what the invitation is for, you are not required to commit yourself until you know what the invitation is for. For example, if you say that you're free and the invitation turns out to be something you'd hate to do (a trip to a local sight you've seen ten times), then you will be in a position of having to take back your acceptance or of inventing an excuse later. If this

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<sup>61</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally Book*, (UK:Cambridge University Press, 1985), p. 23.

happens, tell the person who invited you that you have to check and that you'll tell him or her later.

#### 4. NON-INVITATIONS

There are also phrases that sound like invitations but in fact are not. People may say things like: "We'll have to get together sometime" or "You'll have to come over and visit us sometime." You can identify such non-invitations by their generality — there is *no specific time mentioned*, and the word "sometime" is often used. They are often ritual expressions of parting. On these occasions you could respond: "Yes, that would be nice," or "I'd love to," or something similar, and then let the subject drop. If they do not call you, you could always invite them for some occasion.

##### ***Making A Non-Invitation***

You'll have to come over sometime.

We'll have to get together again soon.

If you're ever in Houston, look me up.

If you're ever in Pittsburgh, give me a call.

If you're ever in the area, come and visit



## 5. PHRASES<sup>62</sup>

	MAKING AN INVITATION	ACCEPTING	REFUSING
<i>More formal</i>	I'd like to invite you to dinner this Saturday.	Thank you. I'd love to.	I'm awfully sorry, but I have other plans.
↑	I'd like to invite you to a party next Friday.	That would be wonderful.	I wish I could, but . . .
	I was wondering if you'd like to . . .	Yes, thank you. What time?	I'd really like to, but . . .
	We're going to have a few friends over on Wednesday, and we'd love you to come.		
	Are you free on Saturday? Would you like to . . .	Thanks. I'd love to.	Sorry. I've already made plans for Saturday.
↓	How about dinner?	Sounds great.	Oh darn! Have to . . .
	How about coffee?	OK.	
<i>Less formal</i>	Let's go to our place for a beer.	All right.	
	OFFERING TO BRING SOMETHING	RESPONSE	
<i>More formal</i>	I wonder if I might be able to bring something?	It's enough just to have you come.	
↑	Let me bring something, won't you?	Oh, you don't need to.	
	Is there anything I could bring?	Just bring yourself.	
	What shall I bring?	Well, thanks, if you'd like to.	
↓	Can I bring the wine?	Well, John's bringing salad, so why don't you bring dessert?	
<i>Less formal</i>	What should I bring?		

<sup>62</sup> Jack Richard, *Interchange 4<sup>th</sup> Edition*, (UK:Cambridge University Press, 2009), p. 27.

## 6. CONVERSATION

### Conversation A

- (A knock at the door)
- Gretchen: Good morning, Dr. Hampton. May I come in?
- Dr. Hampton: Good morning, Gretchen. Of course. How can I be of help?
- Gretchen: Well, it's not about school, Dr. Hampton. It's just that Alan and I wanted to have a few people over for a dinner party to celebrate finishing my dissertation, and we'd like to invite you especially, since you're chairman. Would you be able to come the weekend after next, on Saturday?
- Dr. Hampton: I'd be delighted to, Gretchen. Saturday, did you say?
- Gretchen: If that's all right for you and Mrs. Hampton.
- Dr. Hampton: I'll have to check with Elizabeth, but I'm pretty sure it'll be all right.
- Gretchen: Good. If you could come around six-thirty or seven o'clock, that would give us time to chat a while over a glass of wine before dinner.
- Dr. Hampton: That sounds fine. We'll be there around seven.
- Gretchen: That would be great! Oh, I'm so pleased that you and Mrs. Hampton will be able to make it!
- Dr. Hampton: Well, it should be fun. And you deserve it after all that hard work. But, say, Gretchen, will I have to start calling you *Doctor* Schmeltzer now?
- Gretchen: Of course not, Dr. Hampton!
- Dr. Hampton: Well, then can't you reciprocate by calling me Henry?
- Gretchen: Of course, Dr. . . . I mean *Henry* – but it'll take some getting used to.

## Conversation B<sup>63</sup>

(The telephone rings.)

Tom: Hello.

Don: Hello, Tom? This is Don. How are you?

Tom: Oh, hi, Don. Good. How have you been?

Don: Fine. Listen, Jerry and I wanted to go bowling tomorrow night out at the bowling alley on seventy-nine, but we don't have a way to get there. If you drive, we'll pick up the tab for the bowling. How about it?

Tom: Well, it sounds like fun, but actually I've really got a lot of homework to do just now.

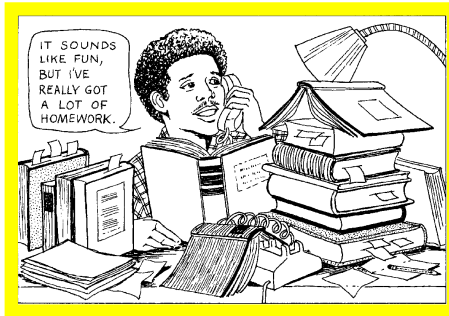
Don: Oh, come on, Tom. It'll be fun. Make you relax. You'll study better!

Tom: I really can't. I've got a chemistry exam on Monday and a book report due on Tuesday in American Lit. that I'm really getting nervous about. I don't think I'd enjoy it much. But thanks a lot for thinking of me. Sorry I can't help you out.

Don: Oh, don't worry about it. Maybe next time. Good luck on your exam.

Tom: Thanks. See you.

Don: Bye.



**Figure 40. Refusing the Invitation by phone**<sup>64</sup>

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<sup>63</sup> Johnson, K. and K. Morrow (eds.) *Communication in the classroom*. (London: Longman, 1981)

<sup>64</sup> Bruce Tillitt and Mary Bruder, *Speaking Naturally...* p. 30.

## Conversation C<sup>65</sup>

(The telephone rings.)

David: Hello?

Cathy: Oh, hello, David. How are you?

David: Just fine, thanks, Cathy.

Cathy: Say, Dick and I were wondering, are you and Shirley free this Friday?

David: Friday? Oh... it seems Shirley mentioned something about having to work late on Friday. Why, what did you have in mind?

Cathy: Oh, we just thought it would be nice to have you over for dinner, but if you're not available...

David: Well, let me check again with Shirley. I'll call you tonight and let you know for sure, OK?

Cathy: All right. I'll be waiting for your call.

David: OK. Till then.

### C. SUMMARY

Making invitation is common activity that people always do in life. People sometimes invite the others to come to their events such as birthday party, wedding party, etc. making invitation can be done by giving the invitation cards, by phone, or face to face speaking. Those ways are based on the people you invite, and also the style of people who have event. Besides that, the styles of languages that used are different in some ways; it can be formal and also informal. It is totally based on the people you invite. In making invitation, people can use just statement (Indirect way) like; *I would like to invite you to the dinner this sutarday, we are going to have friends over next Wednesday and we'd love you to come*, or directly use questions whether the people who invited are available or not. Such as *would you like to come to my birthday party next week? Or Are you free on Friday? I want to invite you to my baby shower*. After making invitation, people who invited will give their respond. The

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<sup>65</sup> Jones, K. *Simulations in Language Teaching*. (Cambridge University Press, 1982), P. 23.

responds can be accepting or refusing. It is really easy to accept the invitation just need to say yes and then say thanks for the invitation, such as; *Yes, that sounds great; Sure, I'd love to; OK. What time?* It will be different when you have to refuse the invitation, most people expect a reason why you refuse it and the following sequence would be appropriate: apology, reason for refusal thanks for the invitation and second asking the apology. The example phrases are *I'm afraid I can't. I have other plans; oh, I'm awfully sorry, but I already have another agenda.*

## D. TASK

### 1. Cued Dialogues

*Directions:* After looking at each situation carefully, discuss with your partner(s) the relationship among the speakers and the appropriate level of formality. Then practice, using any words or expressions appropriate to express the functions given. Each group has to perform their dialogue in front of the class.

#### Situation 1

Harry and Boy are good friends. They work in the same office. Harry has just finished moving into a new house and wants to invite Boy over to celebrate.

- | <b>Harry</b>                    | <b>Boy</b>   |
|---------------------------------|--|
| 1. Greets Boy                   | 1. Returns greeting                                |
| 2. Invites Boy to housewarming  | 2. Accept invitation, ask about time.              |
| 3. Gives time                   | 3. Offers to bring something                       |
| 4. Accepts or rejects the offer | 4. Expresses pleasure, thanks Harry for invitation |

## **Situation 2**

Lim is a professor at a large university where Andi, a foreign student, is a candidate for the Ph.D. degree. Lim and Andi have met each other only once before. Now Lim wants to invite Andi to his or her house for a barbeque.

- | <b>Lim</b>            | <b>Andi</b>                          |
|-----------------------|--------------------------------------|
| 1. Greets Andi        | 1. Greets Lim                        |
| 2. Invites Andi       | 2. Asks about time                   |
| 3.                    | 3. Accepts invitation,<br>Thanks Lim |
| 4. Expresses pleasure |                                      |

## **Situation 3**

Ana works for a large corporation. John is Ana's boss, but the two don't know each other very well. Ana decides to invite the boss (with his wife) to dinner.

- | <b>Ana</b>                                | <b>John</b>   |
|---|---|
| 1. Greets John                            | 1. Greet Ana, ask what Ana wants                            |
| 2. Invite John                            | 2. Ask for more information                                 |
| 3. Gives information                      | 3. Accept invitation or rejects invitation and gives reason |
| 4. Expresses pleasure or expresses regret |   |



**Figure 41. Roleplay Making Invitation**

## 2. Mini-roleplays

*Directions:* Discuss the situation with your partner(s) and decide on the proper level of formality. You can use the suggested expressions if you want to. Then practice. When you are ready, perform for the class and discuss your performance with your teacher and classmates.

### Roleplay 1

A and a friend, B, are standing in the hall talking. C comes up to them and greets them. C wants to invite A to a dinner party, but doesn't want B to come.

### Useful expressions

A	C	B
Nice to see you again we were just talking	What's happening?  Just passing by give me a call, A	Haven't seen you in a long time  I think she's avoiding me

Student A wants to invite professor B to dinner, but B's schedule is very full.

### Useful expression

A	B
Come over for dinner schedule	awfully busy
Love to have you the	reports to write for the president

## E. EVALUATION

3. **Direction:** For each situation that follows, read the cues given and discuss the relationship between the speakers and the level of formality. Using this information, complete the dialogues orally using phrases above or with any other appropriate response. Example:

A : Can you come for dinner Sunday?

B : *I'd love to. What can I bring?*

A : Some bread would be fine.

B : *Ok, see you then. Thanks*

### Situation 1

A : Would you like to come over for dinner tomorrow?

B : \_\_\_\_\_ . What time?



A : \_\_\_\_\_

B : \_\_\_\_\_

**Situation 2**

A :

B : Oh, that would be great! \_\_\_\_\_?

A : Around eight o'clock

B : \_\_\_\_\_

A :

**Key Answer**

*Situation 1*

- *That would be wonderful*
- *At 7 PM*
- *That's great, see you!*

*Situation 2*

- *I was wondering if you'd like to come to the party at my house tonight?*
- *What time?*
- *Okay, that's awesome.*

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## GLOSSARY

### A

**Accept** is an action of giving an affirmative answer to (an offer or proposal); say yes to.

**Acquaintances** is a person's knowledge or experience of something.

**Agenda** is a plan of things to be done or problems to be addressed.

**Appointment** is an arrangement to meet someone at a particular time and place.

**Assurance** is a feeling of certainty about something.

### B

**Bumping** is knock or run into someone or something with a jolt.

### C

**Card** is a rectangular piece of paper sent on a special occasion.

**Certainty** is the quality of being reliably true.

**Circumstances** is a fact or condition connected with or relevant to an event or action.

**Convenient** is fitting in well with a person's needs, activities, and plans.

**Convinced** is completely certain about something.

**Culture** is the arts and other manifestations of human intellectual achievement regarded collectively.

### D

**Deadline** is the latest time or date by which something should be completed.

**Describing** is something that give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.

**Desert** is a place that has arid land.

**Desire** is a strong feeling of wanting to have something or wishing for something to happen.

**Direction** is guidance or supervision of action or conduct

**Doubtful** is a feeling of uncertain about something.

## E

**Efficiently** is a well-organized and competent way.

## F

**Folk music** is a music that originates in traditional popular culture or that is written in such a style.

**Friendliness** is the quality of being friendly; affability.

## G

**Gift** is a present for someone or some people.

**Greeting** is a polite word or sign of welcome or recognition.

## H

**Host** is a person who receives or entertains other people as guests.

## I

**Inflation** is a general increase in prices and fall in the purchasing value of money.

**Information** is a fact provided or learned about something or someone.

## L

**Landmark** is an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.

## M

**Monument** is a statue, building, or other structure erected to commemorate a famous or notable person or event.

## P

**Plump** is someone that having a full rounded shape.

**Pub** is a bar

## R

**Requirement** is a thing that is needed or wanted.

**Rubbish** is a useless waste or rejected matter

**S**

**Sophistication** is the quality of being sophisticated.

**Stranger** is a person whom one does not know or with whom one is not familiar.

**W**

**Waitress** is a woman whose job is to serve customers at their tables in a restaurant.



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## BIBLIOGRAPHY



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# **SPEAKING FOR EVERYDAY COMMUNICATION**

This book was prepared with the aim of providing teaching materials for the speaking for everyday communication course. Learning materials and assignments are developed with the principle of a communicative approach to develop students' competencies in the four language skills, namely listening, speaking, reading, and writing. The learning materials and tasks in this book are organized into two learning cycles, namely the oral cycle and the written cycle. While the oral cycle emphasizes the development of listening and speaking skills, the writing cycle develops reading and writing skills. In accordance with the principle of integration in language learning, the two cycles develop the four language skills in an integrated manner. In addition, for enrichment and evaluation purposes, each chapter is equipped with structured assignments in the form of exercises and evaluations.

The learning materials and activities in this book are further developed to encourage learning in students. Learning activities are developed to make students individually, in pairs and small groups actively learn English through activities to understand and use English to naturally express ideas and feelings. Lecturers act more as facilitators, give feedback, and encourage students to dare to express themselves. With such learning activities and the role of the teacher, students are guided and get facilitation in practicing expressing themselves so that they are gradually able to communicate well.