



Epata Puji Astuti

SPEAKING IS FUN



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Author

Epata Puji Astuti



Sanata Dharma University Press

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a lotus symbolizes glory,

a five-angled leaf: Pancasila.

a flaming torch: living with a fiery passion,

an open book: SDUP is always ready to share knowledge,

brown colour: adult and mature attitude,

the inscription "Ad Majorem Dei Gloriam": for the glory of God

the words "Sanata Dharma University Press" printed in white:

the publisher always attempts to bring light and goodness to the world



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The book you are now reading entitled "*Speaking is Fun*" is one of the winners of the Grant Program of Textbook Writing 2020 organized by Sanata Dharma University Press (SDU Press). The grant program implemented by the SDU Press since 2015 aims to encourage lecturers in Sanata Dharma University to write and publish quality books. Each author was mentored by is an expert in the related science who has experience in writing a textbook. We hope that these books can be a reference not only for Universitas Sanata Dharma civitas academica, but also for the general public. This book was also published in the digital form that can be read using Google Play Books application.

We express our gratitude to the author and the mentor of the book for the hard work done during the limited process of writing. Our thanks

go to the staff of the SDU Press for their work hard to materialize the publication of this book. We hope that this book will be welcomed by the audience from all over the country.

Yoseph Yapi Taum

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PREFACE

Speaking English fluently is the goal of learning English. The ability of speaking is an essential factor in communicating with the foreigner. But, a lot of people get difficulties in learning how to speak English well. The common problem is confidence. People mostly do not feel confident in speaking English. Then, the other problem is people do not know how to practice speaking efficiently. “*Speaking is Fun*” is the best solution for your problem. In this book, we will learn English through fun activities. This book will improve your confidence in speaking English. Speaking is about practice. So, the more you practice speaking, the more you will master it, and the more you will feel confident.

This book provides two kinds of exercises, individual and group exercise. You can practice speaking individually and practice group activities with your friend in the class. The activity consists of fun games, crossword, role-play, fill in the gap, and video project. This book also involves the internet as a learning media. We can learn about how to make videos and upload them in Learning Management System (LMS), such as Schoology. This book consists of thirteen units, which will help you to learn speaking from the basics. You will learn about theory, expressions, and the context of the situation. Studying the context of the situation is needed so that you can speak in an appropriate situation.

Last but not least, we hope this book will help you to improve your speaking and make you feel more confident. We also hope that you can feel fun and enjoy practising speaking English by doing all the activities in this book. Don't give up to practice speaking English. Practice it every day. Happy learning and happy practising!

Epata Puji Astuti

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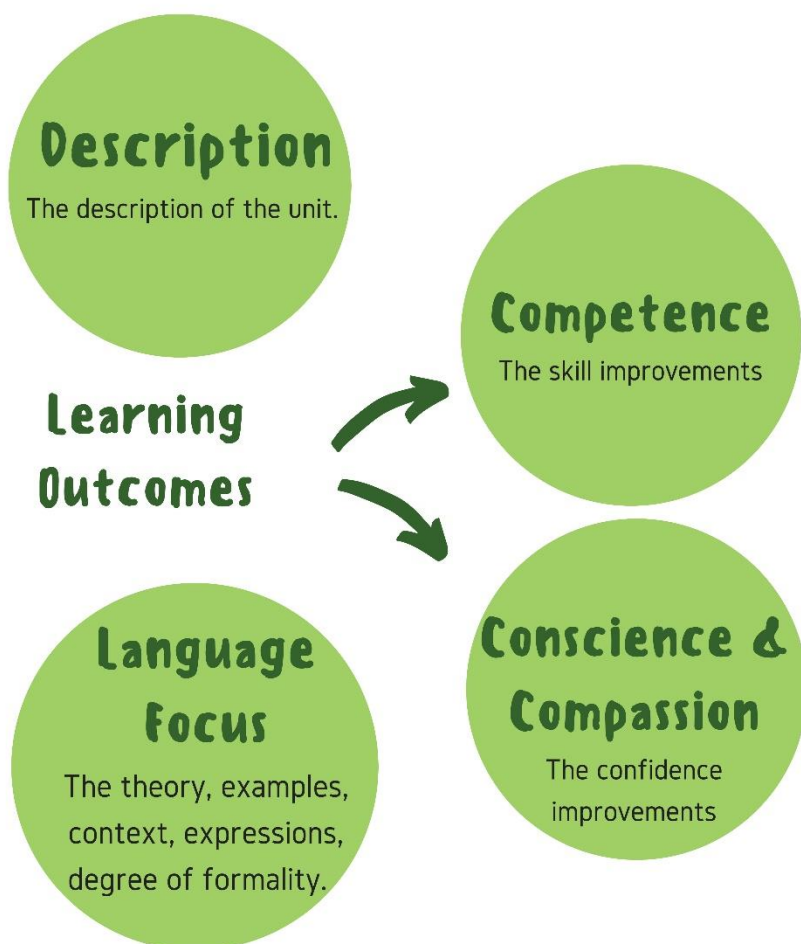
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THE BOOK DESCRIPTION

SPEAKING IS FUN



THE BOOK DESCRIPTION

SPEAKING IS FUN

Fun Facts

Cultural note of the expression.

Individual

Fill in the gap, multiple choice, essay, crosswords, matching, speaking practice.

Exercises

Reflection

Evaluate what we have learned, improved and felt.

Class Activity

Role-play, video project, games, group activity.

UNIT 1




GREETINGS & INTRODUCTIONS

DESCRIPTIONS



In this unit, students will learn the basic thing in conversation that is greeting and introductions. In daily life, greeting and introductions is usually used to start a conversation. The students will learn about using greeting and introductions in formal and informal context. The students will practice it individually and with their friend in the class activity.

LEARNING OUTCOMES

Competence

-  The students are able to learn about formal and informal greetings.
-  The students are able to practice formulaic language used in introductions and greetings.
-  The students are able to introduce themselves as well as others. The students are able to use contractions in spoken language. The students are able to learn how to make effective small talk.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The students are aware of their strengths and weaknesses.

“Good Morning! Good Afternoon! Good Night!
These are not just mere greetings. They are powerful
blessings, setting the best vibration for the day.
Hence, whether it is morning, afternoon or night,
make sure that you say your greeting right!”

- Franco Santoro -

1.1 WARM-UP

- 1) How do you introduce yourself to a new friend at college?

- 2) How do you introduce yourself in front of the class/your lecturer?

- 3) How do you greet your friend when you meet them?

- a) at a shopping center
- b) in a formal meeting
- c) at school

1.2 LANGUAGE FOCUS

Before starting the lecturer, access the following address:

<https://www.youtube.com/watch?v=tZOgdnKJ5Sc&t=17s>



Give your responses below!

- 1) Mention the keywords of the scene!

- 2) How Gustavo introduced himself?

3) Why did Gustavo say sorry to Henry Eddins?

4. What is the first thing you say to someone you've just met?


How to get started?

Do you ever sit on the bus or train and feel confuse about how to start a conversation with the passengers who sit next to you? Sometimes we get difficulties about how to start a conversation with a stranger or a new person. Starting a conversation involves three steps:

- a) greeting;
- b) introducing yourself;
- c) asking after the other person's well-being.

The formulas for these are fixed and usually carry no literal meaning. The purpose of greeting are to establish contact with another person, to recognize his or her existence, and to show friendliness. We say 'Good morning' even if it is miserable day and the answer for 'How are you?' is 'I am fine, thank you,' even if you are not fee ling well. No one, except your close friends, really wants to know about your troubles. These are routine courtesies that are followed. The expression you use will var y according to your relationship.

A. Greetings

More Formal	Greetings	Responses
	Good	Good
	morning/afternoon/evening	morning/afternoon/evening
	How nice to see you!	Yes, it's been quite a while.
	What a pleasant surprise!	
	Hello, James.	Hello, Allison.
	How are you?	Fine, thanks. And you?
	Hi, Jane.	Hi, Nick.
	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.
Less Formal	Long time no see.	Yeah!


B. Introducing oneself and others


❖ Introductions

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.

❖ Addressing systems

In any language or culture, as well as in English, people who 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.

More Formal	Introducing Oneself	Responses
	Hello. I'm Richard Costner.	How do you do? I'm Andy Chen.
	Hello. My name is David Kensington.	Pleased to meet you. I'm Rose Beckert.
	I don't think we've met. I'm Natasha.	Nice to meet you. I'm Sam Dunn.
	Hi. I'm Cathy. What's your name?	Hi. I'm Teddy, but everyone calls me Ted.
	Less Formal	


More Formal	Introducing Others	Response A	Response B
	I'd like to introduce Alice Childress.	How do you do?	How do you do?
	I'd like to introduce Brandon Dylan.	Glad to meet you.	The pleasure is mine.
	I'd like you to meet Mr. Ferguson.	Nice to meet you.	Nice to meet you
	I'd like to introduce Evan Schultz.	Pleased to meet you.	
	I'd like you to meet Samuel Kiev.	Nice to meet you.	I've heard so much about you.
	This is Mrs. Teresa.	Hi..	Hi..
Less Formal			


Making Contact	Response
Excuse me, are you Mrs. Susan?	Yes, that's right.
Hello, you must be Mrs. Catherine?	
You are Mr. Smith, aren't you?	
Have we met?	

❖ Pre-closings and closings

How to quit from a conversation? People usually do not suddenly quit talking, say good-bye, and leave each other abruptly; ending a conversation normally takes some time. This involves two kinds of interactions: pre-closings and closings.

Pre-closings are phrases that signal the end of a conversation; closings are phrases that explicitly end the conversation.

More Formal	Pre-Closings	Responses
	Well, I'm afraid I have to be going.	Thank you for coming.
	It's been a pleasure.	Yes, I've enjoyed it.
	Thank you for the advice.	My pleasure.
	I really must go now.	
	It was nice to see you	It was good to see you.
	Well, it's getting late.	Maybe we can talk again.
	I know you're busy	
	Nice to see you again.	Nice to see you.
	Thanks for coming.	It was fun
	Maybe we could get together sometime.	Sounds good.
	Great seeing you.	Same here.
	I've really got to go now.	OK. See you.
Less Formal	Got to go now.	See you again.

More Formal	Closings	Responses
	Until the next time..	Good bye.
	Good night, Steve.	Good night, Kate.
	Good bye, Sarah.	Good bye, Tim.
	Have a nice (weekend).	You, too.
	Talk to you later.	Bye. Take it easy.
	See you later.	So long. Take care.
Less Formal		

C. Small talk

Small talk can help us to start a conversation with a new people. It is called as 'small' talk because actually it is about something which is not too important. The topic of small talk can be about the weather, food, sport, etc. Small talk helps us to 'break the ice' or break the silence between two people who do not know each other well. Small talk is an effective way to accompany you introducing yourself to other people. The other benefit of small talk is filling the time when you wait a bus, in queue or in doctor's waiting room.

Below are the examples of common topics for small talk.

Weather	Sports
Today, the sun shines bright, doesn't it? It is cool outside.	Did you watch World Cup final last night? What is your favorite sport?
Movies/TV	Food
Did you watch Joker movie? What is the latest movie in Cineplex?	I have some candies, would you like some? The restaurant over there has delicious meal. Have you ever tried it?
Travel	News
Do you know how to get city hall from here? Is Memorial Park far from here?	Have you know about tornado in Japan? What is your opinion about our new president?

Now, tell about your experience!

- a. Have you ever made a small talk with new people? Who was he?

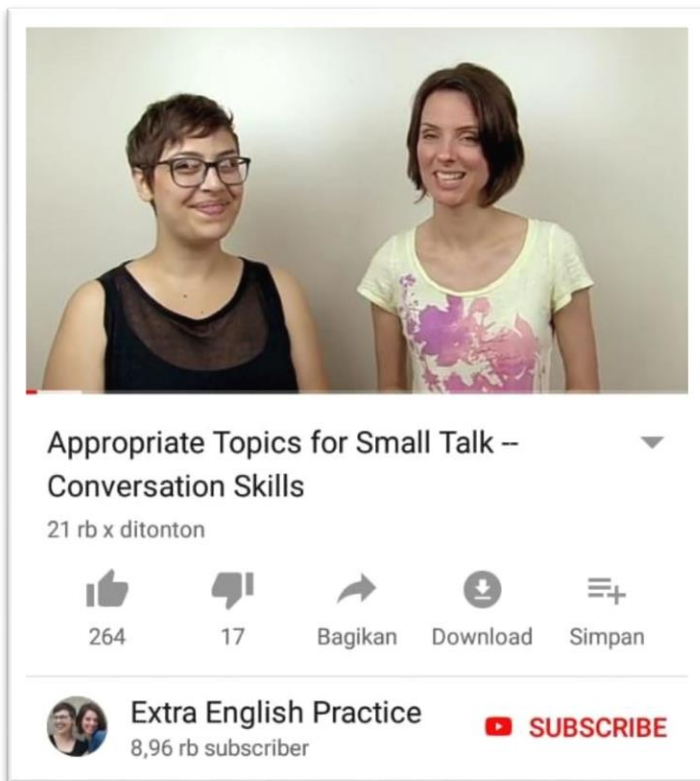
- b. How he respond your small talk?

- c. What is your topic about?

- d. Based on your experience, how effective a small talk helps you in a conversation?

To understand more about small talk, you can access this link

https://www.youtube.com/watch?v=aSZ_eLxuLAs



Fun Fact

- ☼ Appropriate body language is an essential part of communication. Save yourself from embarrassment on your next trip and come prepared for an appropriate greeting.
- ☼ In Thailand, people greet each other by pressing their hands together in a prayer fashion and slightly bowing their heads.
- ☼ In India, never touch someone else's head since the head is considered the seat of the soul and also never point your feet at a person. Feet are considered unclean. If your shoes or feet touch another person, apologize.
- ☼ In Japan and China, people greet each other by bowing. The angle and duration of bowing is depending on the person they are greeting.
- ☼ In Nigeria, young people usually greet each other by snapping their fingers in the process of a handshake. To do this, you actually need a Nigerian to teach you how to snap fingers while shaking hands.
- ☼ In New Zealand, the way to greet other people is known as hongi, a traditional Māori greeting. Hongi is done by pressing your nose and forehead to another person's at the same time. You also need to look at each other's eyes.
- ☼ In Philippines, the way to greet elders is known as "Mano" (which is "hand" in Spanish). Mano is done by taking one of their hands gently and pressing it on your forehead, it is used to show respect.

1.3 EXERCISE**1.3.1 Individual Activity**

A. After studying the expression of greeting and introduction, think of the most suitable reaction to the following phrases.

- a) Hello, I am Cindy.

- b) How do you do?
- c) Sorry, I don't know your name
- d) Have we met before?
- e) Have a safe trip.
- f) Excuse me, are you Mr. Kevin?
- g) You must be George William
- h) I got to go now.
- i) Enjoy the rest of your stay.
- j) I want you to meet my friend, Josh.

B. Complete the following conversations with the most appropriate words or phrases.

1. Tim : Hello, John Victor. Mind if I join you?
 John : Oh, _____ not, Tim Howard.
 Tim : _____ to meet you, John. So how far do you prepare the presentation?
 John : Well, I almost finish it.
 Tim : All right. I ...
2. Vince : Mia! Good to see you again. _____ are things?
 Mia : Hello, Vince. I'm fine. Thank you.
 I'm pretty busy, as always. Oh yeah, I'd like you to meet a colleague of Peter Shelton? Peter, this is Vince Hughes.
 Peter : Nice to meet you, Mr. Hughes.
 Vince : Nice to meet you, too. _____, call me Vince.
 Peter : Then you _____ call me Peter.

3. Mike : Excuse me, _____ Jack Evan?
 Jack : Yes, that's _____.
 Mike : Can I _____ myself? I'm Michael Lewis.
 You can call me Mike. How do you do?
 Jack : _____, Mr Lewis.
4. Catherine : _____, Professor Smith.
 Mr Smith : Good morning.
 Catherine : Let me _____. My name Catherine.
 Mr Smith : Oh hi, Catherine._____.
 Catherine : Nice to meet you too. May I ask some questions
 related with your presentation today?
 Mr Smith : Oh, sure.

C. Categorize these greetings, introductions and good byes based on their level of formality, whether they are formal, semi-formal or informal. Rewrite the sentences on the table provided.

Hi ...	Let me introduce myself. My name is Sarah Smith.	Good afternoon.
How are you doing?	You are Mr. Donald, are you?	I looked forward to seeing you again.
How do you do?	Good to see you.	It's been interesting talking to you.
I got to go now.	How's it going?	It's a pleasure to meet you Mrs. Annie.
Richard, this is Mike. I must be off.	What's up?	Hi! Glad to meet you. I'm Michelle.

Rewrite the sentences on this table.

Formal	Semi-Formal	Informal

D. Practice your introduction in front of the class using the following clues:

Name :

What you do :

Where you study/work :

Where do you live :

What are your hobbies :

What do you like about your studies:

1.3.2 Class Activity

A. Find someone who ...

Are you in a new beginning class of the semester? This activity will help you to get introduced to other members of your class. Your lecturer will ask you to pick up slips of paper from a pool. Move around in the class and find someone who does or likes what's written on the slip.

Find someone whose names begin with D.	Find someone who has little sisters.
Find someone who loves K-Pop.	Find someone who likes doing sports.
Find someone who plays musical instrument.	Find someone who loves photography.
Find someone who likes pizza.	Find someone who has dogs.
Find someone who has a same hometown with you.	Find someone who lives in a boarding house.

B. Introducing your friend to the class

It is a usual thing to introduce yourself to the class in the first day. Today, we will do different activity, you will introduce your friend to the class. To prepare your introduction, write ten questions and ask the questions to a classmate that you don't know very well. The students take it in turns to ask the questions to their partner. Finally, students introduce their partner to the class based on the information of his/her friend.

Write the ten questions you need to ask to your classmate!

1.
2.
3.
4.
5.

6.
7.
8.
9.
10.

C. Small talk

In pairs, make a conversation which is started by small talk. Imagine that you are in the following situation and think about a good topic for small talk.

You are in an elevator	You are in a bus stop	You are in a party
You are in a conference	You are in a queue	You are in airport waiting room

D. Mini-roleplays

Discuss the situation with your partner and decide on the proper level of formality. Then, practice and perform for the class and discuss your performance with your teacher and classmates.

Roleplay 1	Professor A and student B meet in the corridor. Student B wants to apologize to the professor for being late in submitting assignment. Professor A is very friendly and helpful.
Roleplay 2	Today is A's birthday. B has to delay A by talking while another friends finish preparations for A's surprise birthday party. A tries several pre-closings but B try to avoid it.
Roleplay 3	A meets B, his old friend, in a café. At the same time B is having lunch with C, his fiancée. B introduce C to A. Finally, A joins with them.

Roleplay 4	A is a traveler who first time travels in B's city. They meet on the bus. A introduces herself to B and tries to get some information about tourism places there. B is very friendly and helpful.
Roleplay 5	A is a new student in B's school. She is quite. B tries to approach her and introduce his friend, C and D to A. B hopes that A feels comfort with her new friend. C and D are very talkative and funny.
Roleplay 6	You are in hurry since you have an appointment to watch a concert with your friends. But on your way, you meet with your aunt who's very talkative. She asks many questions to you but actually you have no time to answer all of her questions.
Roleplay 7	Your boss introduces you to his friend who is a boss of other company. Your boss promotes you as the best employer in his company. Suddenly, your boss's friend offers you a job with better salary in his company. You try to skip the conversation since you aren't interested with his offering.
Roleplay 8	You have a chance to meet your favorite singer. Since you are a big fan of him, you are speechless when meet him. You try to greet him, introduce yourself and get closer with him by asking some questions.

REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT 2



GIVING PERSONAL INFORMATION & DAILY ROUTINE

DESCRIPTIONS


The focus of this unit is talking about your personal information and what you do in your daily life and what the other people do. The students need to acquire spoken as well as written skill in English to be able to succeed in their career. They ought to acquire the skill of writing and speaking in English to be able to talk about themselves and others.

LEARNING OUTCOMES

Competence

-  The students are able to give their personal information.
-  The students are able to acquire the knowledge of using present to describe daily routine.

Compassion & Conscience

-  The students get encouraged to talk about themselves and talk about others in respect of daily routines.

You will never change your life until you change something you do daily. The secret of your success is found in your daily routine.

- John C. Maxwell-

2.1 WARM-UP

- 1) If you were a librarian, what is the information you need to make a member card?

- 2) What do you do when you have no lecture? Do you ever go to the college library? What do you read there?

- 3) Do your family have a routine agenda in a week/month/year? Explain about it!

- 4) Do you have a pet? Tell about your daily routine activities with your pet!

- 5) What do you usually do in your spare time? Explain about it!

Study these conversations!



2.2 LANGUAGE FOCUS

Before starting the lecturer, access the following address:

https://www.youtube.com/watch?time_continue=163&v=MnIQ2_G8rxM



Give your responses below!

- 1) What is the tenses used to describe daily routine?

2) Give the example of vocabulary that belongs to this group:

a) Activity

b) Connector

c) Time

A. Giving personal information.

Vocabulary

Surname	Residence	Hometown
First name	Gender	Bachelor
Middle name	Marriage	Occupation
Last name	Nationality	Address
Full name	Hobby	Nickname

Asking Personal Informations	Response
What is your name?	My name Allan Carter.
Where do you live?	I live in New York.
How old are you?	I am 30 years old.
When were you born?	I was born on May 11st, 1989
Where were you born?	I was born in Oklahoma.
What is your nationality?	I am American.
What is your hobby?	My hobby is fishing
May I know your phone number?	312-7840-5

Give your first name then surname/family name/second name.

For example: My name Christina Milea.

Christina – first name

Milea -- surname

On a document or form, we use abbreviations before our surname.

Mr – for a man

Miss – for single woman

Mrs – for a married woman

Ms – if we prefer not to show our marital status.

Vocabulary

These are some vocabularies that usually used in describing daily routine.

Wake up	Brush your teeth	Take a shower
Get dressed	Have breakfast	Go to the college
Take the bus to work	Drive to work	Read the newspaper
Check emails	Have lunch	Go home
Go to the gym	Have dinner	Watch TV
Listen to the music	Read the novel	Go to bed

Adverbs of Frequency

In describing daily routine, we use adverbs of frequency to explain how often we do an activity.

Adverbs Of Frequency	Example
Always	You always care of him.
Usually	She usually gets up at 5 a.m.
Generally	A sentence generally has a subject and a verb.
Often	Jim often comes late.
Sometimes	I sometimes watch horror movie.
Occasionally	He occasionally eat vegetable.
Seldom	We seldom go to the gym.
Rarely	He rarely makes a mistake.
Never	Jessica never goes to abroad.

2.3 EXERCISE

2.3.1 Individual Activity

- A. Interview a student, a college student and an employee about their daily routine on weekdays. Then, compare it by fulfilling this table.**

Daily Routine a Student	Daily Routine a College Student	Daily Routine An Employee
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- B. Complete the following conversations with the most appropriate words or phrases.**

- Edward : What _____ you usually _____ on Sunday?

Tom : I _____ go fishing. What _____ you?

Edward : Sometimes I go swimming. What _____ do you go fishing?

Tom : I go _____ around ten.
- Mark : How _____ do you practice English?

Mia : I _____ English almost everyday.

Mark : Do _____ join with English course?

- Mia : Yes, I _____. Twice a week.
- Mark : Oh, that's good.
3. Sean : What _____ do you finish your work?
- Becky : I finish my work at 4 p.m.
- Sean : What _____ you usually _____ after office?
- Becky : I usually hang out with friends.
- Sean : Where _____ you usually go?
- Becky : I usually go to Orange Café.
4. Dave : What _____ she _____ on TV?
- Steve : She watches American Idol.
- Dave : What _____ you? What _____ your favorite TV show?
- Steve : I _____ watching action movie rather than American Idol.
- Dave : How often do _____ watch action movie.
- Steve : I _____ watch it, almost everyday.
5. Alan : _____ do you usually go in the Christmas?
- Karen : I _____ visit Japan.
- Alan : How is Christmas in Japan?
- Karen : It is always wonderful. Everyone gathers in the city hall.
- Alan : Do _____ plan to visit Japan again this year?
- Karen : No, I _____ I _____ visit Auckland this year.

C. Fill in the blanks with the provided answer in the box. Use the correct form of verbs!

Have dinner	Gets on	Go to the cinema
Brushes	Have breakfast	Walk to school.
Go to picnic	Take shower	Feed the dog
Listen the music	Gets dressed	Has lunch

1. Marilyn usually _____ every Sunday. She usually sweeps and mops the floor.
2. Anne always _____ because her school is near her house.
3. Bianca always _____ for 30 minutes in her bathroom every afternoon.
4. Jack _____ in the school canteen everyday. His favorite food is fried rice.
5. Cathy _____ before having breakfast. She wears a T-shirt with a pink short skirt.
6. Tim _____ the school bus at 7.30 every morning.
7. Sam _____ his teeth three times a day.
8. This Saturday, Vince and Carla will _____ to watch their favorite movie.
9. Angela loves _____. Her favorite singer is Celine Dion.
10. Dylan _____ before leaving his house. He loves his pet so much.

D. Ask your friend's personal information and fill in these following forms!

Family name: _____ First name: _____ Other names: _____

Sex (tick box): Male ☐ Female ☐ Age: _____

Address: _____

 Postcode: _____ Telephone: _____

Family name: _____ First name: _____ Other names: _____
 Sex (tick box): Male ☐ Female ☐ Age: _____
 Address: _____

 Postcode: _____ Telephone: _____

Family name: _____ First name: _____ Other names: _____
 Sex (tick box): Male ☐ Female ☐ Age: _____
 Address: _____

 Postcode: _____ Telephone: _____

E. Match the information in column A with the answer in column B based on the identity card below!

Column A	
1	Town
2	Middle name
3	Given name
4	Postcode
5	Street
6	Sex
7	Street Number
8	Surname
9	Age

Column B	
	Cherry street
	Female
	Catherine
	Smith
	Vivian Catherine
	Vivian
	Catherine
	Alabama
	27

10	Address
11	Given names
12	Telephone
13	Family name
14	First name
15	Last name

	132
	5642
	9123-578
	132 Cherry street, Alabama
	First name
	Last name

Family name: Smith First name: Vivian Other names: Catherine

Sex (tick box): Male ☐ Female ☒ Age: 27 years old

Address: 132 Cherry street, Alabama

Postcode: 5642 Telephone: 9123-578

2.3.2 Class Activity

A. Peer-Interview

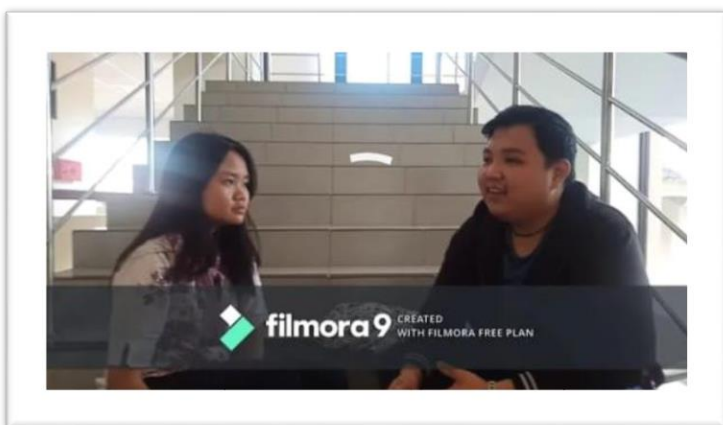
Interview your friend and get the information about his/her daily routine. To prepare your interview, write down your questionnaire and ask them to fill it up. After interviewing your classmates, describe about your classmate's daily routine in front of the class.

Daily Routine	Schedule
Get up in the morning	
Have breakfast	
Go to the college	
Have lunch	
Do homework	

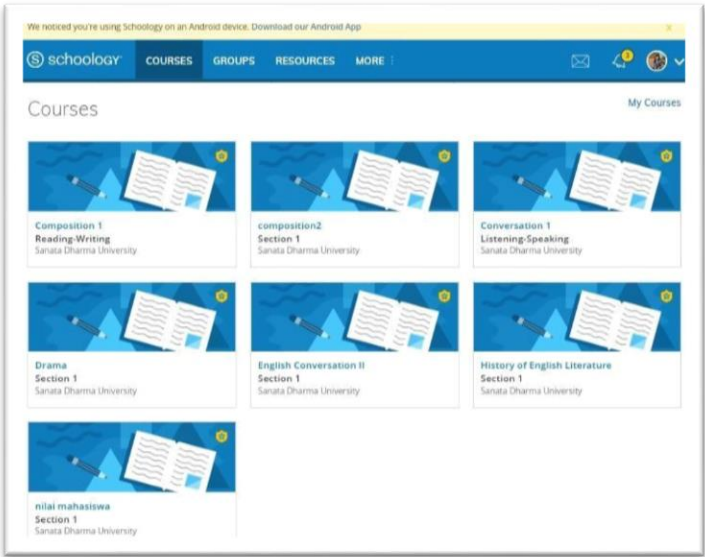
Daily Routine	Schedule
Go to play	
Read a book	
Watch TV	
Have dinner	
Go to bed	

B. Video project

Make a video about your daily activities. The duration of video is about 8-10 minutes. You may work with partners and you can use any application to edit your video.



Submit your video project to the www.schoolology.com.



C. How often ?

Ask your classmate about how often he or she do these following activity. Record your classmate's answers in the chart and ask follow-up questions to gain more information.

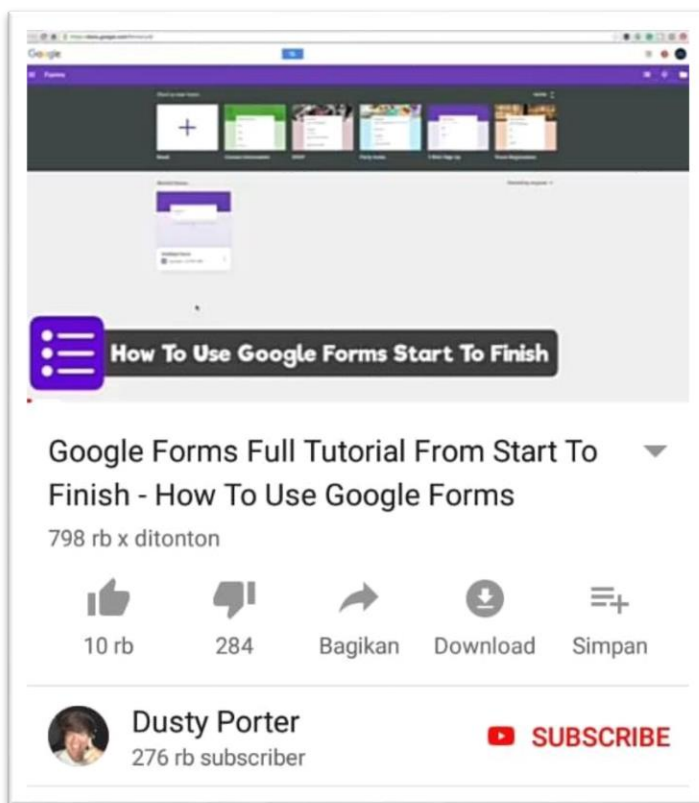
Do you ...	Always	Often	Sometimes	Hardly ever	Never	Extra Information
Get up late						
Watch cartoon movie						
Have noodle for breakfast						
Open social media						
Eat fruit						
Play sport						
Visit old friend						

Go to the cinema						
Do the housework						
Go home Late						

D. Google forms assignment

In this era, Google provides Google forms in order to make any kinds of online forms, online surveys and evaluation forms. In this exercise, you will learn about how to make online registration and evaluation form. But before that, study about how to make an online form by accessing this link:

<https://www.youtube.com/watch?v=LxlfPLPI0wM&t=21s>



After study the tutorial video, now let's practice.

- 1) You are a committee of a Literature Conference. This conference is an International conference with the International & Indonesian participant. There are also presenters from International and Indonesian. By Google form, create the registration form. The details of these conference is:

Important Dates:

Abstract submission deadline: 31 July 2020

Abstract notification: 5 August 2020

Full paper submission deadline: 31 August 2020

Conference dates: 9-10 October 2020

You need to ask some information to the participant, in order to make a certificate and to make you easier to contact them. Gain information as detail as you can. The participant should upload their ID card and the presenters should upload their abstract. You also need to ask whether the participants are vegetarian or not, so that you can provide proper menu for them. The participant and presenter will get a free T-shirt. Ask them about the size. If you have finished send the link to the lecturer (you need to shorten the link).

2. As a committee of Literature Conference, you need to know the feedback from the participant about your conference. Make an evaluation form use Google form.

The feedback is about:

- a. Refreshments (Food & drink provided)
- b. Hospitality staff
- c. Parallel Session
- d. Secretariat
- e. Venue

Make a scale form 1-5 about their satisfaction. Ask also about general feedback from the participant. If you have finished send the link to the lecturer (you need to shorten the link).

REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

NOTES

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UNIT 3


PAST EXPERIENCE

DESCRIPTIONS



In this unit, the students will learn about telling their past experience. They will learn how to use correct verbs to describe past experience and how to tell it in a sequence. The students will practice speaking individually or in group to increase their fluency and confidence

LEARNING OUTCOMES

Competence

-  The students are able to use correct verb forms to describe past experience. The students are able to identify and elaborate the setting of the past experience. The students are able to mention unusual or interesting part of the past experience. The students are able to tell the sequence of the past experience.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking. The students improve their confidence in speaking English in front of audience.
-  The students are aware of their strengths and weaknesses

“The moral of the story is even though that seemed like the end of the world back then, right now I can look back on it and laugh. And if anyone is going through something similar right now just know it will get better.”

-Phil Lester-

3.1 WARM-UP

- 1) Tell about the best day that you ever had! When was it? How did you feel?

- 2) Tell about the bad day that you ever had! When was it? How did you feel?

- 3) Tell about your terrifying nightmare and what did you feel?

- 4) Tell about your first experience speaking in front of public and what did you feel?

- 5) Tell about your unforgettable experience with your parent!

3.2 LANGUAGE FOCUS

A. Simple past tense

We use the Simple Past Tense to talk about:

Function	Examples
Completed actions in the past.	<ul style="list-style-type: none"> We watched the movie yesterday. Mr. Cane went to France two weeks ago. Frank enjoyed the concert last night.
A series of completed actions in the past.	<ul style="list-style-type: none"> Jane woke up, took a bath, got dressed, had breakfast and left home. We visited Eiffel tower, had lunch and bought some handcraft there.
Single period with time expression.	<ul style="list-style-type: none"> Sarah had studied for 4 years in the college. My mother talked on the phone for 10 minutes. We chose to stay at home all day.
Habit in the past.	<ul style="list-style-type: none"> Oliver played the guitar when he was a child. Sam spoke Japanese when he was in Japan.

B. Past continuous

We use Past Continuous to talk about:

Function	Examples
Something that happened before and after a specific time in the past.	<ul style="list-style-type: none"> It was just after six. I was cooking in the kitchen. At injury time we were losing 2–1.

Function	Examples
Something that happened before and after another action in the past.	<ul style="list-style-type: none"> • She called Jim as he was arriving home. • He broke his leg when he was playing football.

C. Past perfect

We use past perfect when we are looking back from a point in the past to something earlier in the past.

Example:

I remembered I had left my wallet in the house.

When he had done his work, he rode his motorcycle home.

We wanted to move to our new house, but the renovation hadn't finished.

3.3 EXERCISE

3.3.1 Individual Activity

- A. In this activity, you will interview your classmates. You will ask them “Have you ever ...?” Write the name of your friend who ever felt the experience. Then fulfil the column below and gain more information about your friend's experience.**

Have you ever	Name	More Information
Go to Europe		
Win a competition		
Get a scholarship		
Complain for a food in restaurant		

Have you ever	Name	More Information
Meet a famous people		
Go skiing		
Fall in love		
Ride a horse		
Touch a wild animal		

B. Change the sentences into simple past tense

1. Jack(go) to Los Angeles with his family.
2. Anita and Cate(not, read) this newspaper.
3. Caren(sing) the song beautifully.
4. The employer(have) a meeting this evening.
5. Kaitlin(work) as a secretary in my brother's office.
6. A car...(hit) a bus last night.
7. I and my family....(swim) in the swimming pool.
8. He.....(drink) too much coffee yesterday.
9.(do) Gaby and Carla buy a new shoes?
10. Jennifer.....(not, write) an application letter yesterday.

C. Past simple & past continuous

Fill in the blanks with the past simple or the past continuous.

1. While my uncle _____ (drive) home, he _____ (not/answer) his mobile phone.
2. Mike _____ (cross) the road when I _____ (call) him.

3. Jordan _____ (fix) the bicycle when his mother (arrive) home.
4. Thomas _____ (fall) asleep while he _____ (watch) TV.
5. When I _____ (shout) at you, you _____ (talk) to your friend.
6. Brenda _____ (not/fall) while she (run) away.
7. Jim _____ (eat) burger when they _____ (knock) the door.
8. When I _____ (see) Dona in a café, she _____ (not/talk) to her friend.
9. When we _____ (visit) our grandmother, she _____ (clean) the house.
10. I _____ (play) the piano, when the electricity _____ (go) out.

3.3.2 Class Activity

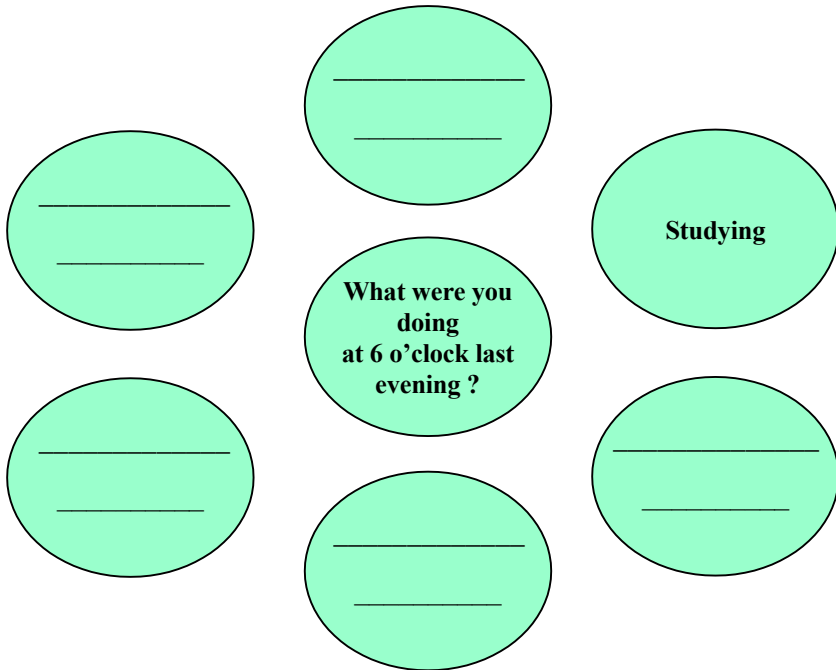
A. What were you doing ...?

Divide the class into the group of five or six, then ask them to sit in a circle. Choose a time in the past and think about what you were doing at that time.

For example: I was studying at 6 o'clock last evening.

The next students should repeat the sentence from the previous students and add about what she was doing by using "while".

For example: While Sean studying, I was playing guitar the front yard. Repeat the sentence and add by using "while" until the last student.



B. Telling past experience

Take a card below, read your topic and tell to the class about your experience based on the topic. If you don't have that experience, you can take again the other card.

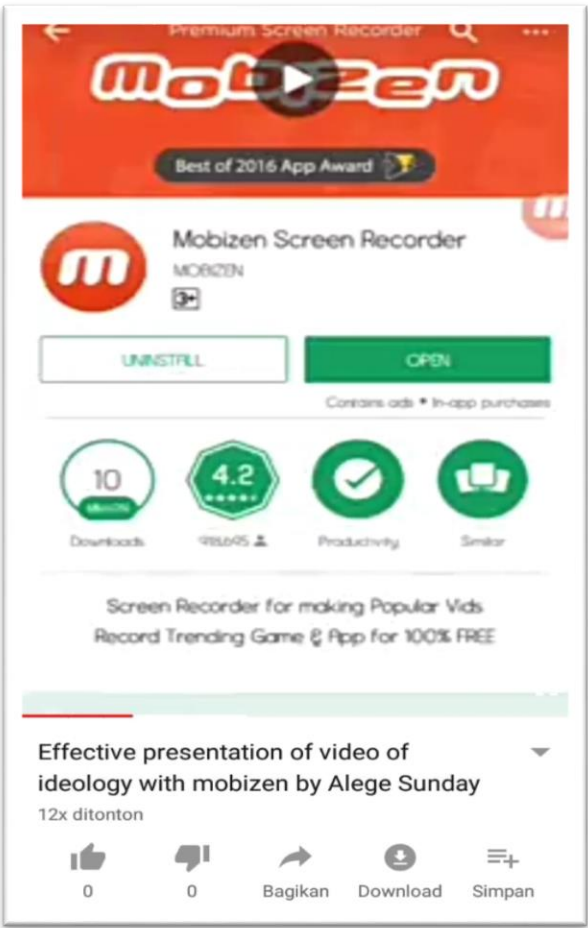
Holiday at the beach	Holiday at the mountain	First birthday party
Attending a conference	Join with a competition	Visiting other college
Go abroad	Lose your wallet	Come late to school
Birthday Surprise	Watching horror movie	Go camping
Talking to native	Have an operation	See a dolphin
Travel alone	Lose your mobile phone	Speak with foreigner

Speak to the public	See a ghost	Fall in love
Got accident	First flight	Meet celebrity

C. Video project

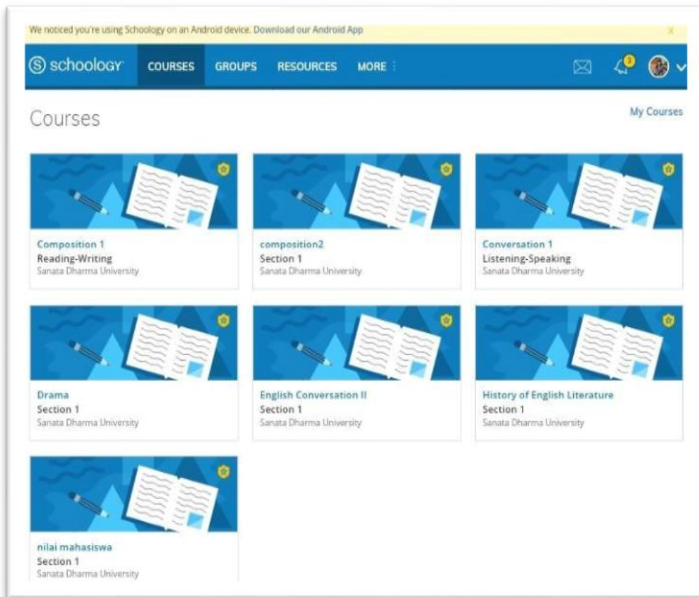
In this activity, student will make a presentation using Mobizen app. Before understanding your task, access this link to learn about Mobizen tutorial.

<https://www.youtube.com/watch?v=2jSSAAWP7dQ>



After understand the tutorial, let's start this assignment. With Mobizen app, record your story about your past experience. Show some photographs from some experiences. Then, tell your past experience and record your voice.

Submit your video to www.schoology.com.



D. Story telling project

Read and understand these following story, then deliver the story in front of the class. You can find out the story from the internet.

A Good Boy

**Ali Baba and
Forty Thieves**

**Swanky
Donkey**

Monkey Story

**A Farmer and
His Wife**

**Scarlo and
Vacation**

**The Clever
Bull**

**The Curse of
The Bullock**

**The Lion and
The Pig**

**The Holy
Snake**

The Ignorant

The Iron Box

To make you understand more about story-telling, please access this link:

<https://www.youtube.com/watch?v=m04lQ5BUAn0>



REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

NOTES

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UNIT 4




INVITATIONS

DESCRIPTIONS



This unit deals with the ability of student to invite someone. Invitations is not just about the writing expression on the card but also spoken language. When we use appropriate expression to invite someone, people will respect us. In this unit, the student will practice speaking individually, in pair and in group

LEARNING OUTCOMES

Competence

-  The students are able to learn about formal and informal invitations.
-  The students are able to learn about how to response an invitation (accepting or refusing).
-  The students are able to refuse an invitation politely.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The students are aware of the importance of politeness in speaking

When autumn darkness falls,
what we will remember are the small acts of kindness:
a cake, a hug, an invitation to talk, and every single
rose. These are all expressions of a nation coming
together and caring about its people.

-Jens Stoltenberg-

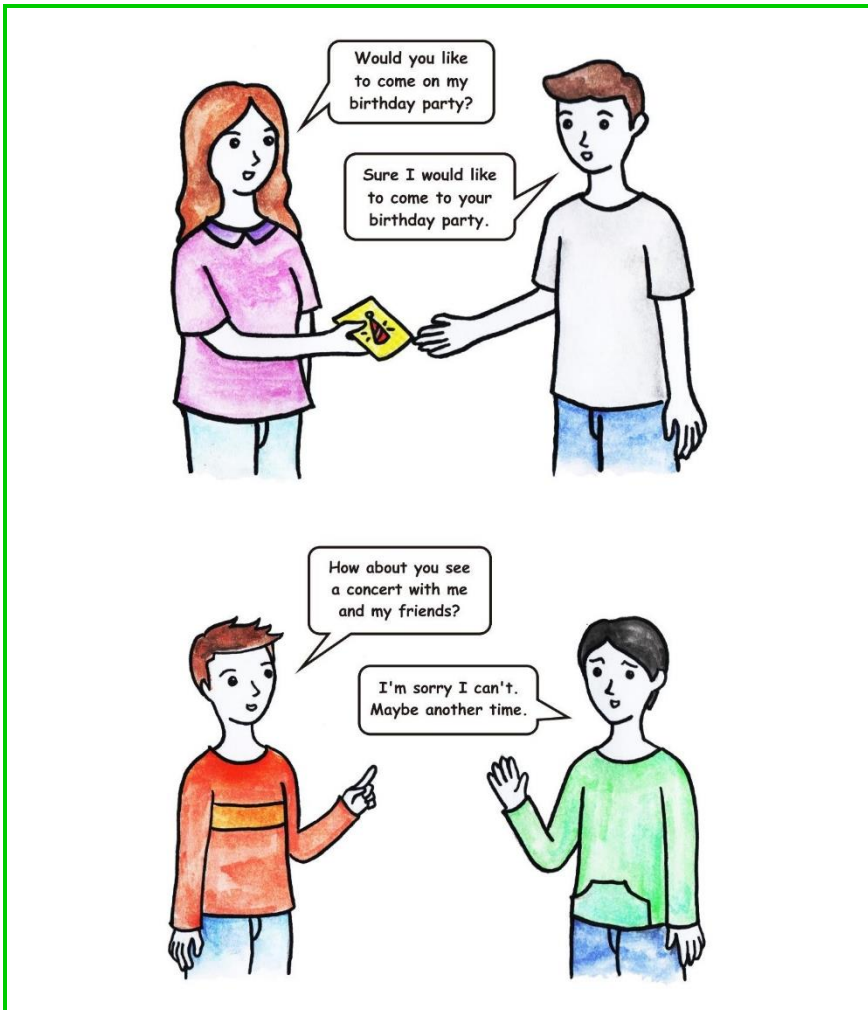
4.1 WARM-UP

- 1) Which one do you choose?

- 2) What is your reason?

- 3) What will you tell each of them?

Study these following conversations!



4.2 LANGUAGE FOCUS

Invitation is not just about how we write a card to invite someone to our event, but it is also a skill in speaking. An invitation consists of requesting someone's presence, stating the specific event, and setting the time and place. Invitations are usually made privately, in person or by phone. That is, only the people being invited hear the invitation.

It is not comfortable inviting someone to a party if he/she is with someone who is not going to be invited.

A. Making invitations.

Inviting Someone (Formal)	Inviting Someone (Informal)
Would you like to	Why don't you come to
I'd very much like you to	Like to come to
We should be pleased/delighted if you could	Shall we come to
Would you care to	You must come to
You will ... won't you?	

B. Accepting invitations

Accepting invitations is usually done by thanking the person for the invitation or express pleasure at being invited and then get the details of place and time.

Formal	Informal
That's very kind of you.	I would/will
We'd very much like to	That would be very nice.
What a delightful idea.	OK!
With the greatest pleasure.	I'd like to love to come.
Thank you very much for inviting me.	All right (then).

C. Declining Invitations

Declining invitations is usually done by apologizing or saying thanks for the invitation, then we can explain the reason since most people expect a reason.

Formal	Informal
I'm very sorry, I don't think I can.	Sorry, I can't.
I'd like to, but	I'd love to, but
I 'm afraid I've already promised	I don't think I can.
Thank you for asking me, but	I wish I could, but
Unfortunately, I can't	Sorry, I can't.

D. Making non-invitations

Be careful, there are also expressions that sound like invitations but in fact are not. For example: "You'll have to come over and visit us sometime." This expression is non-invitations because there is *no specific time mentioned*, and the word "sometime" is often used. This kind of expression is common expressions of parting. The best respond is: "Yes, that would be nice," or "I'd love to".

Non-Invitations Expressions
We'll have to get together again soon.
You'll have to come over sometime.
If you're in Canada, look me up.
If you're ever in London, give me a call.
If you're in the area, come and visit.

4.3 EXERCISE

4.3.1 Individual Activity

A. Fill in the blanks with the correct answer from the box

Think	Would	how	happy
afraid	what	Idea	sorry
to	can't	will	don't

- 1) A : you like to go for a walk?
B : I'd love, but I'm I can't
- 2) A : Why we try that new restaurant in town?
B : That's a great
- 3) A : What ... we do tomorrow? Swimming or watching music concert?
B : I'm I'm very tired, I think I will just stay at home.
- 4) A : about going to the zoo this weekend?
B : I that's a good idea.
- 5) A : We were if you join us to the trip.
B : I am so sorry, I

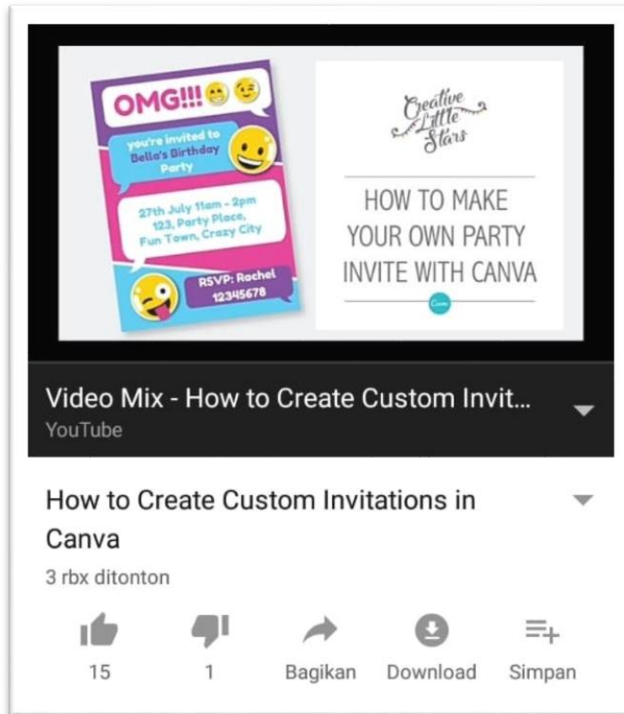
B. Arrange these sentences into a good order

- 1) About – hall –to – going – what – the – city?
- 2) Free – tomorrow – you – on – are – evening?
- 3) But – love – can't – I'd – to – I
- 4) Friday – doing – you – anything – morning – are – on?
- 5) Tommorrow – home – are – at – you?
- 6) With – dinner – go- like – would – you – to – me
- 7) Birthday – come – you – party – can – my – to?
- 8) Having – drink- after – what – work – a - about?
- 9) Swimming – don't - why – for – go- we?
- 10) Let's – the – concert – go – music – to

C. Design an invitation of an event using canva app

To understand more about Canva App, access these address.

https://www.youtube.com/watch?v=IN_-duVVPzY



After understanding how to make an invitation using Canva App, please make an invitation about your event. Use your invitation to invite some of your classmates.

4.3.2 Class Activity

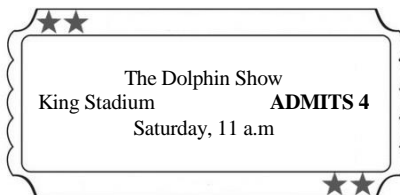
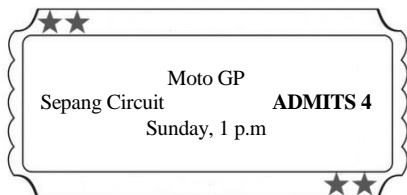
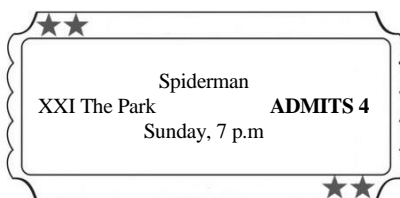
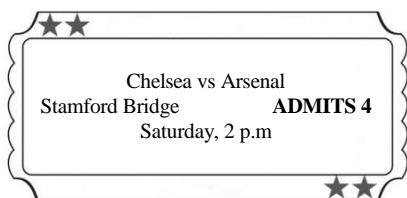
A. Making and Declining an Invitation

This is a pair activity. Each pair is given a set of cards, which they shuffle and place face down in a pile on the table. One student picks up a card and uses the prompt on the card to invite the other student. The other student wins the card by declining the invitation and giving a reason.

Have dinner	Come to farewell party of a friend	Go to cultural festival
Go to the cinema	Watching a music concert	Go shopping
Visit a museum	Make a sandcastle	Go to beach
Go camping	Play video games	Play badminton
Doing homework together	Come to birthday party	Study together
Hang out this weekend	Have lunch	Come to pizza party
Play basketball	Go skiing	Go hiking

B. Inviting friends to an event

The students have a ticket of certain event, they walk around the class and invite other people to go with them to the event on their ticket. Students only accept an invitation if they really want to go and are free. If not, students decline the invitation and give an excuse. After an invitation has been accepted, the two students suggest a time and place to meet.



★★

Jazz Concert
Hollywood Bowl **ADMITS 4**
Saturday, 6 p.m

★★

★★

Comedy Show
Wembley Studio **ADMITS 4**
Sunday, 7 p.m

★★

★★

Westlife Concert
Sentul Stadium **ADMITS 4**
Saturday, 10 a.m

★★

★★

US Open
Arthur Ashe Stadium **ADMITS 4**
Saturday, 1 p.m

★★

C. Board game

Divide the class into small group of three or four students. Prepare the dice and play this board game. Make an invitation based on the situation given.

Throw again	Visit an old friend	Hangout this weekend	Play basketball	Miss a turn	Go to music concert
Birthday party		Go to hiking	Play cards with		Watch a football match
Go to the cinema		Go for a picnic	Visit a museum		Go back 4 steps
Having dinner		Go back to the start	Having lunch together		FINISH!
START		Go to the park	Go shopping	Attend a conference	

REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

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UNIT 5




HOPES & WISHES

DESCRIPTIONS




In this unit, students will identify about the differences of hopes and wishes. The students will also learn about how to express it in daily conversation. The individual exercise and the class activity will train them to use these expressions in appropriate context. To make them more confident, in some activities, they will practice their speaking in front of the class.

LEARNING OUTCOMES

Competence

-  The students are able to identify hopes and wishes.
-  The students are able to employ vocabulary and phrases to express hopes and wishes.
-  The students are able to use the expression in the appropriate situation.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The students improve their confidence in speaking English in front of audience.
-  The students are aware of their strengths and weaknesses.

“Hope is the thing with feathers That perches
in the soul And sings the tune without
the words And never stops at all.”

-Emily Dickinson-

5.1 WARM-UP

- 1) What is your hope for your study? How do you bring your hope into reality?

- 2) What is your hope for your close friend?

- 3) What is your hope for your speaking class?

- 4) What is your hope for our environment?

- 5) What is your hope to the young generation?

5.2 LANGUAGE FOCUS

Hope and wish are two verbs which sometimes is confusing. So understand this basic thing.

We use the verb *hope* when talking something which is still possible.

We use the verb *wish* when talking impossible things or things that are not likely to happen (things that you don't really expect to happen).

A. Hope

To say what you hope about the **past**, you use the **simple past**:

Example:

I *hope* she *wrote* the letter.

I *hope* he *did* his final exam well.

We *hope* she *got* the best score this year.

We *hope* you *found* the wallet that you lost.

I *hope* he *took* the English course.

To say what you hope about the **present**, you use the **present**:

Example:

I *hope* everything's all right.

I *hope* they *likes* the whole story.

I *hope* he *makes* a delicious pizza.

I *hope* she *comes* here.

We *hope* you *gets* the point.

To say what you hope about the future, you use the present:

Example:

I *hope* she has a good moment in Seoul next month.

(I *hope* he'll have a good moment in Seoul next month.)

I hope he comes to visit us when she passes through London.

(I hope she'll come to visit us when she passes through London.)

B. Wish

To say what you wish about the **past**, you use the **past perfect**:

Example:

I *wish* she *had passed* her final test. (She didn't pass.)

I *wish* I *had studied* hard in the Elementary School. (I didn't study hard.)

I wish you *had visited* your grandmother on Christmas. (You didn't visit your grandmother)

I wish he *had taken* that book. (He didn't took the book).

To say what you wish about the **present**, you use the **past**:

Example:

I *wish* I *heard* a good news. (You hear a bad news.)

I *wish* I *took* that job. (You don't took that job.)

I *wish* I *joined* the course. (You don't join the course.)

I *wish* I *could* tell you about the truth. (You can't tell him about the truth.)

I *wish* I *were* there. (You aren't there.)

To say what you wish about the **future**, you use *would*:

Example:

I *wish* she *would do* more to achieve her score.

I *wish* you *would stop* being a night owl.

I wish he would call her.

I wish she would tell the information.

5.3 EXERCISE

5.3.1 Individual Activity

A. Circle the correct verb in the following sentences

- 1) Jessica _____ she had joined the test.
(hopes/wishes)
- 2) Glenn _____ he could speak Japanese.
(hopes/wishes)
- 3) I _____ I graduate this year. (hope/wish)
- 4) Diana _____ she were rich so she could go abroad.
(hopes/wishes)
- 5) He _____ he had a good time there. (hopes/wishes)
- 6) I _____ I had more time. (wish/hope)
- 7) She _____ she is taller. (wishes/hopes)
- 8) I _____ it wasn't raining. (wish/hope)
- 9) My friend forgot my birthday. I _____ he hadn't forgotten.
(wish/hope)
- 10) I didn't study enough when I was young. I _____ I had studied more. (wish/hope)

B. Fill in the blanks with the correct answer

- 1) I wish I better in playing guitar.
a) was
b) am
- 2) I wish I swim.
a) can
b) could

- 3) I wish I Chinese.
- a) can speak
 - b) could speak
- 4) I wish tomorrow Sunday.
- a) is
 - b) was
- 5) I wish you stop annoying.
- a) will
 - b) would
- 6) I there is a strike tomorrow.
- a) wish
 - b) hope
- 7) I hope you your bad situation.
- a) pass
 - b) would pass
- 8) I hope he have a bad day.
- a) doesn't
 - b) wouldn't
- 9) I wish she visit me.
- a) doesn't
 - b) wouldn't
- 10) I hope she get angry.
- a) wouldn't
 - b) doesn't

C. Complete the sentence with the verbs on the box!

- 1) I wish _____ a complaint.
- 2) I wish _____ a deluxe room.
- 3) We wish _____ the students about the task for tomorrow
- 4) I wish _____ a good day in Japan.
- 5) We wish _____ a merry Christmas.
- 6) I don't wish _____ identified.
- 7) Wish _____ luck for my job interview.
- 8) I wish _____ a doctor.
- 9) I wish _____ a happy life.
- 10) I wish _____ my grandmother.

to see	me	you	to be
you	to remind	to reserve	you
to make	to visit	to order	to stay

D. Write a letter of good wishes to a friend on his birthday!

Dear

Your friend,

.....

E. Write an e-mail of good wishes to a friend who joined a competition!

To:@yahoo.com
 Dear

Your friend,

5.3.2 Class Activity

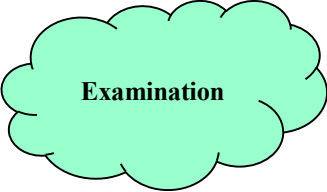
A. Find someone who ...

Every people has hope and wishes for something. Your lecturer will ask you to pick up slips of paper from a pool. Move around in the class and find someone who does or likes what's written on the slip.


Find someone who wishes he/she was in Korea.	Find someone who wishes he/she cares his/her parents well.
Find someone who hopes to learn how to swim.	Find someone who wishes to have a good relationship.
Find someone who wishes he/she was more diligent	Find someone who hopes being able to speak more than three languages.
Find someone who wishes that they could get a best score.	Find someone who hopes to lose the weight.
Find someone who hopes to go abroad.	Find someone who wishes that they become a journalist.

B. Making conversation

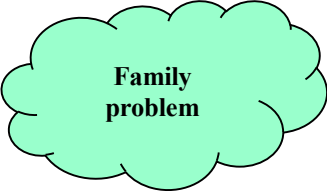
In the group of three, make a conversation about this following topic. Express your hopes and wishes, then practice it in front of the class.



Examination



Got a fever



**Family
problem**




Pollution




**Over
population**




Deforestation



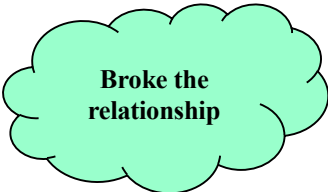
Get an accident



Get a bad day



**Financial
problem**



**Broke the
relationship**

C. Game board

Divide the class into small group of four. Prepare the dice and play this conversation game board. Find out about your dreams and your friend’s dreams and goals. Make sentences using wish or hope and decide what you wish or hope for about the topic you land on. This is the example: You roll the dice and land on ‘*Your family*’. Then make sentences such as:

- I wish my family would go abroad.
- I wish my family renovated our house.
- I hope my family gets a good time in Bali.

Your family	Health care	Clothes in the future	Your studies					FINISH!
Go Ahead 2			Your house					Government
Your Country			Your job					Go Back 6
Your friends			The environment					education
Your english			Go Back 2					Farming
START!			Travel	Your parents	Go Ahead 2			Future spouse

REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

NOTES

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UNIT 6




MAKING PLANS

DESCRIPTIONS




In this unit, the students will learn about making plans. In our daily conversations, we often talk about what we are going to do, then we ask someone to make an arrangement with us. Study this unit is very important for the students. They will learn individually and in group about the correct expressions of making plans and arrangement.

LEARNING OUTCOMES

Competence

-  The students are able to identify specific information about plans.
-  The students are able to express future plans.
-  The students are able to make an arrangement about an event.

Compassion & Conscience

-  The students are aware about the social context and cultural differences in speaking.
-  The students improve their confidence in speaking English in front of audience.
-  The students are aware of their strengths and weaknesses.

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry-

6.1 WARM-UP

- 1) What are you going to do this weekend? Have you made an arrangement with someone?

- 2) What is your plan five years from now? Explain about it!

- 3) Do you have any plan for your parents? What is it?

- 4) What is your plan for your future children education?

- 5) What is your plan for your career?

6.2 LANGUAGE FOCUS

Access these link to answer the questions

https://www.youtube.com/watch?time_continue=90&v=E8FM5igDBDI



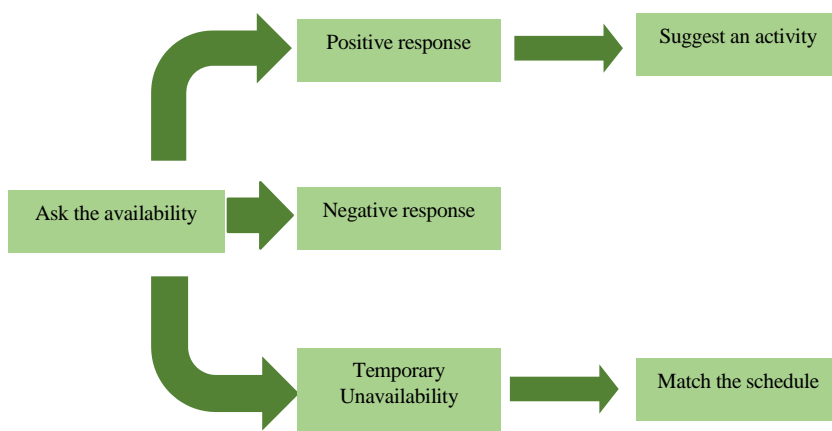
Give your response!

- 1) What's Gemma going to do for Jack's birthday surprise?

- 2) When will they go?

3) Where will they meet?

If we want to make a plan with someone else, it is polite to ask about the other person's time and availability. The flow of the conversation will be like the diagram below.



Ask the availability

What we usually do before making plan is checking someone's availability. To check someone's availability, we can use these following expressions.

Are you free this afternoon?
 Are you busy tonight?
 What are you doing after class?
 Do you have time this Friday?

Positive Response

We can show our positive response by expressing our interest and availability.

I'm free this weekend.

Sure! Do you want to do something?

I don't have anything to do this evening.

I don't have anything scheduled yet.

Negative Response

To make a polite negative response, we can start by expressing our apology then continuing by expressing our unavailability.

I'm sorry, but I'm going to London with my family.

Sorry, I have plans this afternoon.

Unfortunately not. I have something else to do.

I'm sorry but I think, I will be busy tonight.

Temporary unavailability

When we respond someone's question about our availability by expressing our temporary unavailability, it's usually followed by stating the time of our availability.

I have something planned today. How about tomorrow?

I'm not free today, but I do have time this weekend.

I'm busy today. How about some other time?

I'm going to be out of town, but I'll be back the next two days.

Suggest an activity

When someone gives a positive response, then we can suggest an activity and discuss together about the plan.

That's a good idea.

Sounds good.

That would be great.

When/where should we meet?

Possible Respond

That's a good idea.

Sounds good.

That would be great.

When/where should we meet?

In making plans, we usually use “be going to + action” to talk about the future.

Subject + will/be going to + verb

Example:

Tom is going to visit the doctor tonight.

My uncle will attend a meeting this Friday.

You are going to study Chinese.

She is going to graduate by the end of the semester.

6.3 EXERCISE

6.3.1 Individual Activity

A. Complete the dialogue below.

1) Victor : Hi, Nathan.

Nathan : Oh, hi Victor.

Victor : _____ this evening?

Nathan : No, nothing special. Why?

Victor : I'm going to play basketball, _____

- Nathan : That's a good idea. _____?
- Victor : It's at 4 p.m at sport centre.
- Nathan : Ok. How if I pick you up?
- Victor : Ok. _____
- 2) Jim : _____ this summer vacation?
- Nick : _____ visit Singapore.
- Jim : _____ to stay?
- Nick : I'm going to stay with my uncle.
- Jim : _____ to stay?
- Nick : For two weeks.
- Jim : What are you going to do in Singapore?
- Nick : I'm _____ Universal Studio.
- 3) Mark : Let's go to a café together.
- Jill : I'd love to. _____
- Mark : How about tomorrow evening?
- Jill : Oh, _____ I have an appointment with Carla.
- Mark : _____ Saturday?
- Jill : That'd be great.

- Mark : I will pick you up at five.
- 4) Sam : Would you like to go a party with me?
- Cate : _____
- Sam : How about tomorrow?
- Cate : I'm sorry, _____ I have dinner with friends tomorrow.

Sam : _____ Tuesday?

Cate : I think I can.

5. Tim : What _____ you do this weekend?

Jim : I don't _____

Tim : How about go hiking with me?

Jim : That would be _____. I'd _____

6.3.2 Class Activity

A. Making follow-up questions

Based on the diagram above, after knowing someone's availability, we can ask further question to make an arrangement. In pairs, practice your speaking based on given topics.

Are you going to...	Positive/Negative Respond	Follow-Up Questions	Respond
Watch action movie tonight?			
Save money this month?			
Learn something new today?			
Finish your project today?			
Improve your speaking skill?			
Go on holiday this weekend?			
Go to gym twice a week?			
Wake up early tomorrow			
Play badminton this Saturday			

Are you going to...	Positive/Negative Respond	Follow-Up Questions	Respond
Go to a new restaurant tonight?			
Go fishing this Sunday?			
Do some exercise regularly?			
Reply the email this evening?			
Travel to Japan the next month?			
Visiting a friend after class?			

B. Interviewing your classmates

Find your friend who has a plan to do the activities below by interviewing them. If they say “Yes”, ask further information about their plan. Complete these following column.

Find someone who ..	Name	More information
...is going to go shopping this weekend		
....is going to have lunch at home today.		
... is getting haircut this weekend.		
....is going to finish homework tonight.		
.... is going to the cinema after class.		
... is going to go out tonight.		
...is going home by motorcycle after class.		
.. is having dinner at the restaurant tonight.		

Find someone who ..	Name	More information
... is going to bed early tonight.		
...is meeting a friend tomorrow.		

C. Improving my english

As the students, we should make a plan to improve our English.
Now, write the things that you are going to do to improve your English.

Speaking

I'm going to _____

Writing

I'm going to _____

Reading

I'm going to _____

Listening

I'm going to _____

D. Giving clues.

In this activity, prepare a set of cards, which place face down in a pile on the desk. A student will pick up the top card from the pile and give the clue about what they are going to do before they start doing the planned activity on the card. For example: 'I'm going to buy some vegetables.' The other students try to guess what they are going to do next, for example: 'You are going to make salad'. If your friend can't guess, continue by giving another clues.

You are going to swim

You are going to have a
baby

You are going to go to a
wedding party

You are going to have
an exam

You are going to go to
bed

You are going to
jogging

You are going to play
tennis

You are going to go to a
cinema

You are going to go
camping

You are going to have a
job interview

You are going to visit
Europe

You are going to go
hiking

REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

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UNIT 7




ASKING & GIVING ADVICE

DESCRIPTIONS




In our daily life, we always find problems. In solving a problem, sometimes we need to ask for advice from the other people. Sometimes we also give advice to other people. This unit deals with how to ask and give advice. The following exercise will improve the student's ability to give advice based on various problems.

LEARNING OUTCOMES

Competence

-  The students are able to employ vocabulary and phrases for giving advices.
-  The students are able to ask for advice from other people.
-  The students are able to give advices for different issues.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The students improve their confidence in speaking English in front of audience.
-  The students are aware of their strengths and weaknesses.

The true secret of giving advice is,
after you have honestly given it, to be perfectly
indifferent whether it is taken or not, and never persist
in trying to set people right.

-Henry Ward Beecher-

7.1 WARM-UP

- 1) Has someone ever told you that he has been stressed? What is your advice to help him?

- 2) Has someone consulted to you about her relationship problem? What is it about? What is your suggestion?

- 3) Your friend consults her academic problem to you that she has a bad score after taking part-time job. What do you suggest her?

- 4) Your sister comes to you and complains about her weight gain. What do you suggest her?

7.2 LANGUAGE FOCUS

Before starting the class, access this following address and answer the questions below.

https://www.youtube.com/watch?time_continue=9&v=z6zNc7I0bi4



Give your response!

- 1) How to make an advice sounds more diplomatic based on the video? Give the examples!

- 2) Why does that example feel more diplomatic?

- 3) Why does that example feel more diplomatic?

A. Asking for advice

Examples:

What do you think I should do (about...)?

What should I do (about...)?

What would you do (about...)?

What would you suggest I do/I should do about...?

Can/Could you give me some advice (about...)?

B. Giving advice

Should, ought to, and had better are often used to give advice.

The common pattern is:

Subject + Modal Verb/Had Better(Not) + Base Form of Verb

Examples:

I think you should...

Why don't you...?

If I were you, I would...

Maybe you should...I suggest you...

How about (verb+ing...)?

You might try (verb+ing...)

I would advise you to...

My advice would be to...

It might be a good idea to...

7.3 EXERCISE

1.3.1 Individual Activity

A. Fill in the blanks with **should**, **shouldn't** and **must**!

- 1) A : I am not feeling well.
B : You _____ see a doctor.
a) should b) shouldn't c) must
- 2) A : My income is not enough for our daily need.
B : You _____ work harder.
a) should b) shouldn't c) must
- 3) A : I gain more weight.
B : You _____ exercise more.
a) should b) shouldn't c) must
- 4) We _____ do our homework because it's important.
a) should b) shouldn't c) must
- 5) Barry has missed the bus. He _____ be late next time.
a) should b) shouldn't c) must
- 6) In Indonesia many children _____ wear uniforms at school.
a) should b) shouldn't c) must
- 7) Daniel has poor eyesight. He _____ wear glasses.
a) should b) shouldn't c) must

B. Read these following case and give your advice!

- 1) Sarah really loves coffee! She drinks it for breakfast, lunch and dinner.

- 2) Tyson loves TV! He can't stop watching it. Yesterday he watched TV for 12 hours!

- 3) My brother addicted to computer games. He plays it all day and forget to study.

- 4) Dylan always spends all of his money for shopping.

- 5) It's late night .and I haven't done my homework. The deadline of the homework is tomorrow.

- 6) My friends always bullied me since I'm so quiet.

- 7) My parents want me to be a lawyer, but actually I want to be a doctor.

- 8) I don't have enough money to buy a new mobile phone. I need it.

- 9) I lost my ticket. I really want to see the music concert.

- 10) My friend tell me a false news and I had spread the news to others.

- 11) Someone took my books and money. He's big and scary.

- 12) I want to have a trip in Europe but I can't speak English well.

- 13) Robert wants to stop smoking.

- 14) Keisha wants to find a part time job, but her parents don't allow her.

**How to be an
entrepreneur**

**Tips for a happy
relationship**


**Tips for
a healthy life**

**How to get success
in Study**

7.3.2 Class Activity

A. Consulting a problem

Ask each student to write in this column about a problem. Make a chronological story about your problem. Cut the column and give it to your lecturer. The lecturer will give the paper to the other student randomly. The students who get the paper should read and think about the advice. Do this activity in front the class and get the feedback from your friend.



B. Mini dialogue

In the group of three, make a mini dialogue about this following topic. Use the expression of asking and giving opinion. Then practice your mini dialogue in front of the class.

Low GPA

Broken heart

Financial problem

Family problem

Problems with
friend

Difficult
assignment

Changing the job

Got a toothache

Problem with boss

New comer in a
town

C. Guessing game

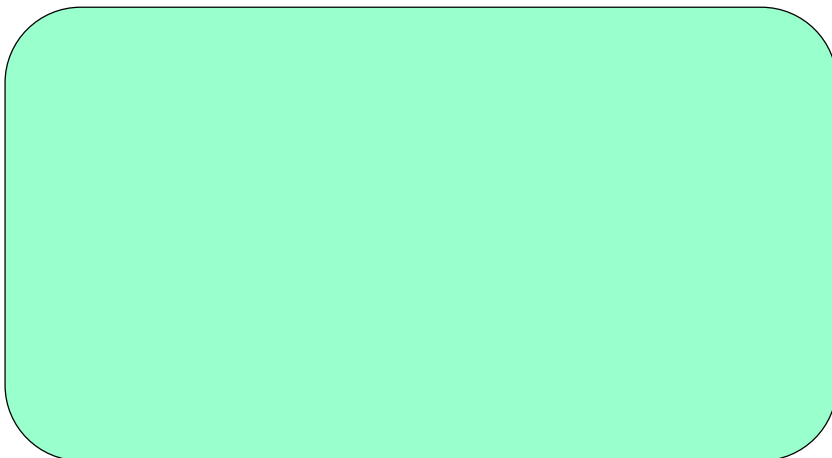
In this activity, ask students to make three advice for a problem. Write the three advice in the box below. Then, read your three advice and ask the class to guess the problem.

Example:

1. Oliver should take a rest.
2. Oliver should go to the doctor.
3. Oliver shouldn't go to school until he is recovered.

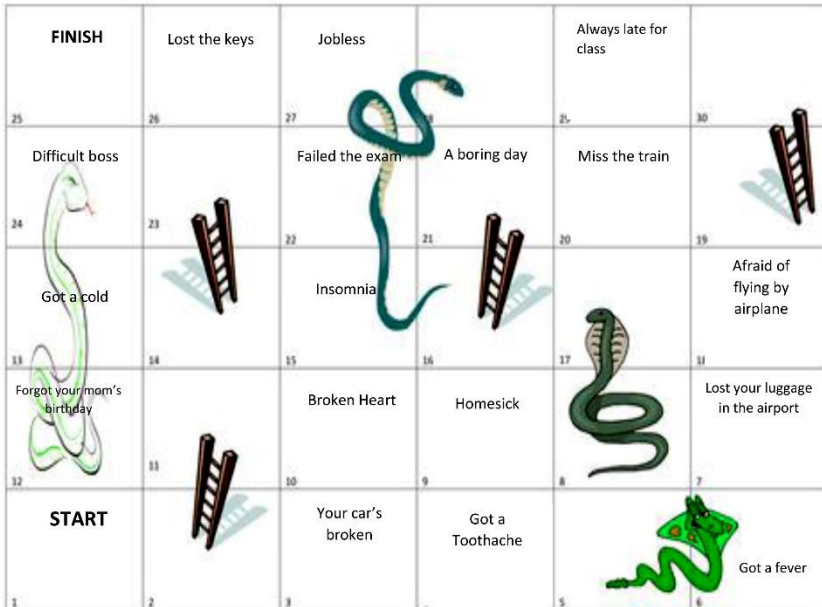
The problem:

Oliver got a sick. Now, write your three advices here.



D. Snake and ladder game

Divide the class into groups of three and play this snake and ladder game. Prepare the dice. In every step, you will find problem and you should give your advice to solve that problem. The students who reach the finish win the game.



E. Careers advice

What's your expectation for your careers in the future? In this activity, give advice for someone about achieving their careers.

Music Director	Chef
You should	You should
You must	You must
You could	You could
It's important to	It's important to
It's a good to	It's a good to

<p>Veterinarian</p> <p>You should</p> <p>You must</p> <p>You could</p> <p>It's important to</p> <p>It's a good to</p>	<p>Accountant</p> <p>You should</p> <p>You must</p> <p>You could</p> <p>It's important to</p> <p>It's a good to</p>
<p>Actor</p> <p>You should</p> <p>You must</p> <p>You could</p> <p>It's important to</p> <p>It's a good to</p>	<p>Mechanic</p> <p>You should</p> <p>You must</p> <p>You could</p> <p>It's important to</p> <p>It's a good to</p>
<p>Vlogger</p> <p>You should</p> <p>You must</p> <p>You could</p> <p>It's important to</p> <p>It's a good to</p>	<p>President</p> <p>You should</p> <p>You must</p> <p>You could</p> <p>It's important to</p> <p>It's a good to</p>
<p>Travel Writer</p> <p>You should</p> <p>You must</p> <p>You could</p> <p>It's important to</p> <p>It's a good to</p>	<p>Pilot</p> <p>You should</p> <p>You must</p> <p>You could</p> <p>It's important to</p> <p>It's a good to</p>

Dentist	Scientist
You should	You should
You must	You must
You could	You could
It's important to	It's important to
It's a good to	It's a good to

REFLECTION

Three things I have learned:

- a.
- b.
- c.

Three things I still need to improve:

- a.
- b.
- c.

My feeling after finish learning this chapter:

☐☐

NOTES

[illegible]

UNIT 8




GIVING OPINION AGREEING & DISAGREEING

DESCRIPTIONS




This chapter focus on how to express agreeing and disagreeing about something, then elaborate it by giving opinion. The students practice to use agreeing and disagreeing expression based on the context of the situation. The degree of formality is also being discussed in this chapter.

LEARNING OUTCOMES

Competence

-  The students are able to employ phrases of agreeing and disagreeing.
-  The students are able to perform dialogues about agreeing and disagreeing.
-  The students are able to give opinion to elaborate their statement.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The students are able to collaborate to improve others' comprehension and responses' quality.
-  The students are able to improve their confidence in speaking.

“Agreeing to disagree' isn't license to hold hateful and condemning beliefs about me as though it doesn't negatively impact our relationship.”

- Jamie Arpin-Ricci-

8.1 WARM-UP

- 1) Let's talk about movie. What movie have you seen recently? What's your opinion, were they good? Will you recommend that movie to your friends?

- 2) Let's talk about the viral news recently. What is it about? What do you think about that issue? Ask your friend's opinion about that issue.

- 3) Do you agree that reducing the use of plastic bag will make our environment better? Why? Give your opinion!

- 4) What do you think about full day school system? Is it good for children? Give your opinion!

- 5) Do you agree with human cloning? Why and why not?

Study this following conversation!



8.2 LANGUAGE FOCUS

In everyday life, we often ask about someone's opinion. They may agree, disagree or have any other idea. These following expressions are common used to express agreeing and disagreeing and also asking and giving opinion. Opinion is the important thing to show your reason about your agreement and disagreement.

Agreeing	You're absolutely right
	Yes, I agree
	Well, I think you're right
	I agree completely (with what you say)
	That's just/exactly what I think/believe
	In my opinion, you are right/correct
	That's my opinion, too
	I couldn't agree more
	There's no doubt about it
	I think so too

Disagreeing	I don't agree with you
	I am not sure about that
	I disagree with what you're saying
	That's not entirely true
	I couldn't agree less
	No, I disagree
	I couldn't disagree more

Asking Opinion	Do you have any idea?
	How about you,?
	What do you think of ...
	Is that right (true) that ...
	Do you have any opinion on ...
	Are there other ideas about this?
	Please give me your opinion.
	What's your opinion?
	What do you think about

Giving Opinion	In my opinion, ...
	I assume/guess
	I personally believe ...
	I personally think ...
	I personally feel
	Not everyone will agree with me, but ...
	To my mind ...
	From my point of view...
	Well, personally ..

	If I had my way I would ...
	What I'm more concerned with is ...
	In my case ..
	Absolutely ...

Interrupting

In certain condition, we should interrupt someone to get a chance delivering our opinion. We should do it politely. Here is the expression of interrupting a discussion.

I am sorry to interrupt, but

Excuse me, but

I'm sorry, but to the best of my understanding

8.3 EXERCISE

8.3.1 Individual Activity

A. Complete the dialog below using the correct expression!

Dialogue 1

Selena : Hi, Anne how are you today?

Anne : Oh, hi. I'm fine, thanks. How about you?

Selena : I'm fine too. Oh yeah, about my new hair?

Anne : Yeah, it looks good on you.

Selena : Sure.

Dialogue 2

Dave : Have you heard about the issue of human cloning?

Mike : Yes, I heard about that issue on TV.

Dave : What of that issue?

Mike : I with human cloning. In my, it's against human rights.

Dave : Well, but I it's a part of the development of the technology.

Mike : Yeah. But from my I can't accept that.

Dialogue 3

Cate : I having a dog as pet is better than a cat.

Bianca : I I a cat is better than a dog.

Cate : What's your?

Bianca : In my cat is more funny than a dog. She is also friendly.

Cate : Well, but I personally that dog can understand us better.

Dialogue 4

Jack : What you which one is better Ironman or Captain America?

Shane : Not both of them. I Captain Marvel is cool.

Jack : Why do..... like that?

Shane : She is a woman superhero and very powerful. Whatyou?

Jack : In my Ironman is still the best.

Shane : Why?

Jack : He doesn't only have power but also strong leadership.

B. Read the topic sentences and suggest suitable supporting details!

- 1) Life in the big city is interesting.

- 2) Studying English prepare us to face globalization.

- 3) The using of plastic bag is not good for our environment.

- 4) Death penalty is the best punishment to the drug dealer.

- 5) Eating vegetable is a good habit for children.

- 6) Being a night owl is not good for our health.

- 7) We don't need to share our personal problems to the social media.

8) Looking after the pet from an early age develops a person’s character.

9) To be an effective leader requires certain characteristics.

10) There are many possible contributing factors to global warming.

8.3.2 Class Activity

A. Agree and Disagree about Something

Divide the class into small group of four or five. Open the flashcard and read the topic. Each student will show their opinion whether they agree or disagree about an issue or topic. The other student may give response to the opinion of the student.

Public transportation is better than private transportation.	Internet brings more harm than good.	Dog is the best pet ever.
Every child should have mobile phone.	University education should be free.	We should ban smoking in public places.
Time is more important than money.	English is easy.	Social media is wasting our time

School uniform is compulsory	Mother should stay at home and look after their children.	Single-sex schools are good for education.
Animals have rights.	Sex education is mandatory in school.	We should ban nuclear weapon.

B. Giving Opinion

If your house is in the case of fire, choose the five most important items to rescue from your house and decide in which order you would rescue them. Then, in front of the class, explain the reason why do you think those items are important. The other students may respond your choice by saying agree or disagree.



C. Controversial Statements

Think about a controversial statement or statement which is debatable. Then, in front of the class, show your statement and ask to the audience about their opinion. They may agree or disagree but the most important thing is they should elaborate their opinion by reason. Choose five or more students to show their opinion. Then, choose which one is the best opinion.

Your Controversial Statement

D. Debate Class

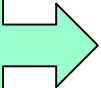
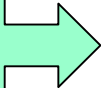
Divide the class into small group of three. Each member of group will be the first, second and third speaker. Choose the opponent team and the topic that will be debated. Each speaker should deliver his opinion in three minutes. He should elaborate his opinion by giving the fact, data or strong argument. The winner is the team which can prove that the arguments are strong and reasonable.

Topic of Debates
Violent video games should be banned
Google, Youtube, and social media plat form should remove content which is deemed as insulting to religion.
Government should control access to the internet.
National examination must be removed.
Formal education is more important than informal education

Topic of Debates
Social media makes a person behave anti-social.
Government should remove religion column in national ID card.
Country Life Is Better Than City Life.
Artificial intelligence is dangerous.
Healthcare should be universal.
Cell phones should be banned in schools.
A college degree is essential for getting a good job.
Companies should be taxed on their carbon emissions and other negative environmental impact.
The legal driving age should be lowered.
It is never acceptable to take another person's life, whatever crime they have committed.

E. Talk Show

Divide the class into small group of four. Then ask them to design a talk show. It must be an interactive talk show that involve the audience. The talk show should discuss about an issue and should contain audience's opinion about the issue. The duration of talk show is 20-25 minutes. To prepare your talk show, fill the preparation table below.

<div style="border: 1px solid black; padding: 10px; width: 150px; text-align: center;"> Name of Talk Show </div>		<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 80px;"> <hr/><hr/><hr/><hr/> </div>
<div style="border: 1px solid black; padding: 10px; width: 150px; text-align: center;"> The Host </div>		<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 80px;"> <hr/><hr/><hr/><hr/> </div>

Speaker 1

Speaker 2

Speaker 3

REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

NOTES

[illegible]

UNIT 9





DISAPPOINTMENT, COMPLAINING, THANKING & APOLOGIZING

DESCRIPTIONS



This unit deals with expressions in disappointment in using a product or service, then we make a complaint. The respond to our complaint can be an apology that followed by the reason or a warranty of the service.

LEARNING OUTCOMES

Competence

-  The students are able to express disappointment.
-  The students are able to express complaints.
-  The students are able to recognize situations demanding apology.
-  The students are able to identify expressions of apology.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The students improve their confidence in speaking English in front of audience.

When you find your path, you must not be afraid.
You need to have sufficient courage to make mistakes.
Disappointment, defeat, and despair are the tools
God uses to show us the way.”

- Paulo Coelho, Borda -

9.1 WARM-UP

- 1) Do you ever feel disappointed of a product or service? Explain what makes you disappointed!

- 2) Do you ever make a complaint to the seller or the one who give the service? How do they respond your complaint? Do you feel satisfy with their respond?

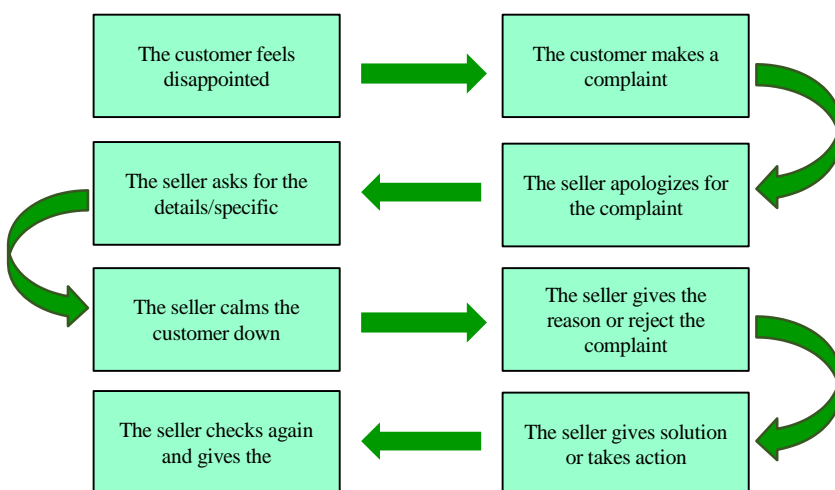
- 3) Imagine that you were an owner of a store. How do you handle a complaint from your customer?

- 4) Have you ever feel very satisfy with a product or service of a store? Do you give appreciation to them?

- 5) What is the wise way to express our disappointment and complain?

9.2 LANGUAGE FOCUS

The Flow Of A Complaint



A. Disappointment

Formal	Informal
I am disappointed.	Oh, no!
That's very disappointing.	It's a real shame.
That's too bad.	Bad luck.
It's a great disappointment.	That's a really pity.

B. Complaining**Making complaint**

I want to complain about...

I'm sorry to say this but...

Excuse me but there is a problem...

I hate to tell you but...

I'm angry about...

I have a complaint to make...

There seems to be a problem with...

Sorry to bother you but...

I'm not satisfied with...

There appears to be something wrong with...

I was expecting... but...

Sorry to bother you but...

I'm afraid I've got a complaint about...

I have to make a complaint about...

I don't understand why...

C Apologizing

I can't tell you how sorry I am.

I'm sorry to hear that.

I'm so sorry, but this will never happen again.

I'm sorry, we promise never to make the same mistake again.

I apologize for the inconvenience ...

D. Rejecting a complaint

Sorry, there is nothing we can do about it.

Sorry but it's not our fault.

Unfortunately, this was unavoidable.

I'm afraid there isn't much we can do about it.

E. Thanking

Thank you.

Thank you very much.

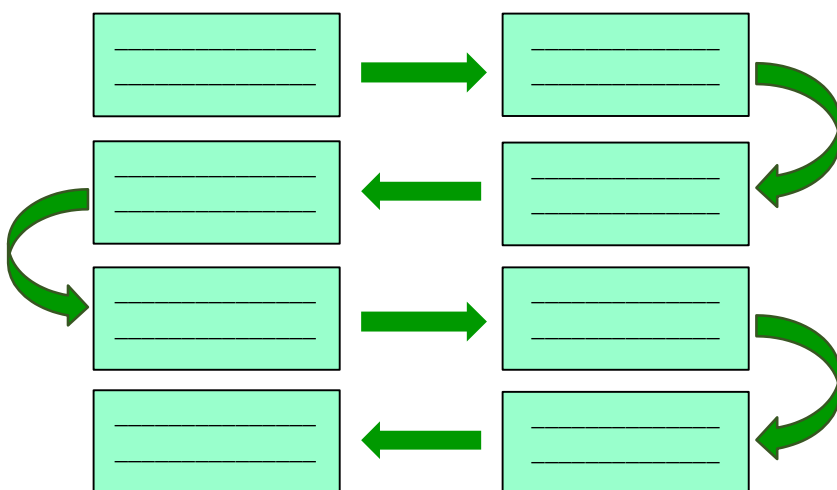
Thanks a lot.

It was very kind of you.

Thanks

9.3 EXERCISE**9.3.1 Individual Activity**

- A. Look at the diagram of the flow of complaint above. Make a dialog based on the diagram above!**



B. Complaint cards

Complaint is a part of our daily life. We usually complain for something that disturbs us or something which does not match with our expectation. A complaint is usually followed by a request. In this activity, ask the student to take a complaint card, then they should have a role-play about what's written in the card. Before that, write your request about the case.

Complaint: music too loud Request: _____	Complaint: drive too fast Request: _____
Complaint: wrong order, tea not coffee Request: _____	Complaint: the room is too dark Request: _____
Complaint: the room smells Request: _____	Complaint: the room is hot Request: _____
Complaint: wrong change Request: _____	Complaint: explain too fast Request: _____
Complaint: the service is slow Request: _____	Complaint: pick us up late Request: _____
Complaint: the new trousers ripped Request: _____	Complaint: The meeting is over time Request: _____

C. Interviewing people

- a. In this activity, you will interview some people about their complaint's experience. Ask them about what makes them disappointed and then respond for the complaints.

Your Father's Complaint Experience	Your Brother's Complaint Experience	Your Friend's Complaint Experience
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

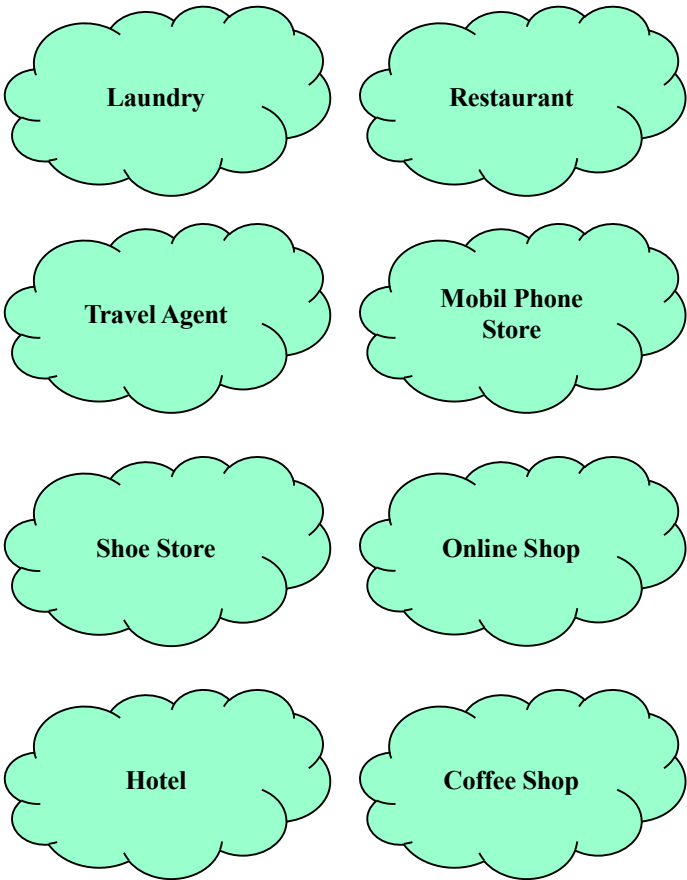
- b. Now, interview three seller or service owner about how do they handle a complaint from a customer, what's their strategy and how far it works.

Strategy to Handle a Complaint	Strategy to Handle a Complaint	Strategy to Handle a Complaint
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

9.3.2 Class Activity

A. Mini role-play

In pair, make a conversation about complaining, showing disappointment, apologizing and thanking. One student takes one of the paper slips below, then make a complaint based on your topic. Practice your role-play in front of the class.



B. Tic-tac-toe game

In pairs, play this tic-tac-toe game board. Start with number 5, then make two other choices to complete your tic-tac-toe board.

1	2	3
You take your clothes from the laundry. Then you find out that the color of one of your clothes faded. Make a complaint!	You are the manager of a restaurant. One day you have a very difficult customer who complaint of the tasteless food. How do you handle him.	You booked a hotel room but when you arrive at the hotel, the room’s type is different from your booking. Make

4	5	6
You are a waiter in a restaurant. Your customer complaint of the seating. He wants to move to the reserved table. How do you handle her.	You are a shoe seller. Your customer complaint about the size of her shoes. She want a refund. But she loses her receipt. How do you handle her.	You order a fish from a restaurant. But the fish is undercooked. Make a complaint and request to the waiter.
7	8	9
Your flight was delayed. It makes you couldn't attend an important meeting. Make a complaint to the airlines.	You buy a baby clothes, but the clothes make your baby's skin irritated. Make a complaint.	You are a shop assistant. Your shop has no refund policy. The customer can exchange items in 24 hours. How do you handle a customer who wants to refund.

REFLECTION

Three things I have learned:

- a.
- b.
- c.

Three things I still need to improve:

- a.
- b.
- c.

My feeling after finish learning this chapter:

☐☐

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT 10





DESCRIBING OBJECT & PLACE

DESCRIPTIONS



This chapter focus on how to describe an object and place. The object can be person or thing. The student will learn about adjectives that used to describe an object. The student also will learn about how to describe a place and give the direction to the place. This is a part of daily conversation, so studying this unit will be very useful.

LEARNING OUTCOMES

Competence

-  The students are able identify forms in describing object.
-  The students are able elaborate physical appearances of the object.
-  The students are able elaborate functions of the objects.
-  The students are able describe places and their location.

Compassion & Conscience

-  The students are aware of their strengths and weaknesses.
-  The students are able to appreciate others' responses.

Try to forget what objects you have before you - a tree, a house, a field, or whatever. Merely think, 'Here is a little square of blue, here an oblong of pink, here a streak of yellow,' and paint it just as it looks to you, the exact color and shape, until it gives you your own impression of the scene before you.

- Claude Monet -

10.1 WARM-UP

- 1) Look at these following pictures. Can you describe this picture in front of the class? What do you see there? Describe it as detail as you can!





- 2) Describe about your college! Where is it located? How is the style of building? Is there any favorite place there?

10.2 LANGUAGE FOCUS

A. Describing people's appearance

In daily conversation, sometimes we should describe about people. We can describe someone from many aspects, the common aspects are appearance and personality.

Vocabulary

Study these following adjectives.

Straight	wavy	curly	bald	long
Short	blonde	beard	moustache	pony tail
glasses	thin	attractive	beautiful	handsome
fat	muscular	flabby	short	tall
good-looking	cute	pretty	spiky	young
middle-aged	old	athletic	hazel	strong
weak	well-built	flat nose	pointed nose	wrinkles
tan	black	brown	slim	overweight
round	oval	square	pale	medium
	freckles	hooked	plump	

Organize the adjectives from the boxes in the following categories.

Age	Height	Body	Eyes	Hair	Face	Nose	Other

B. Describing people’s personality

Study these following adjectives.

charming	polite	friendly	quiet
talkative	lazy	straight-forward	honest
generous	patient	diligent	hard working
rude	sincere	kind	helpful
careless	careful	loyal	faithful
trustworthy	energetic	cheerful	enthusiastic
humorous	easy-going	persistent	passionate
ambitious	discipline	courageous	fearless
funny	nice	open	shy
outgoing	optimistic	active	passive

C. Describing things

In describing things, we often use more than one adjective. The common order of the adjectives is:

Adjective	Examples
Quantity	Some, several, one, two, a
Opinion	Attractive, handsome, amazing
Size	Big, small, tiny
Temperature	Hot, cold
Age	Old, young, new
Shape	Square, round
Color	Brown, black, white
Origin	Swish, Javanese, Chinese
Material	Glass, silver, wooden

Example:

- Yesterday was a **beautiful cold** day.
- The office has **three big round wooden** tables.
- Mr Andy is selling his **flashy 5-year-old American** car.

D. Describing place

We can describe a place from many aspects, such as the location of the place, the shape of the building, the characteristics of the place, the condition of the place, etc.

Vocabulary

Study these following vocabularies.

Inside	outside	at the top	on the left
On the right	in the middle	above	over
at the bottom	to the right (of)	to the left (of)	between
below	beside	at the end of	behind
in front of	near	crowded	peaceful
quiet	empty	dirty	clean
spacious	traditional	modern	

E. Describing process

Describing process is describing series of instruction that when completed create a finished thing. For example: recipe, life cycle, the process of acid rain.

Vocabulary

Study these following vocabularies.

First,	Then,	Finally,	After
Once,	Next,	First of all,	Before

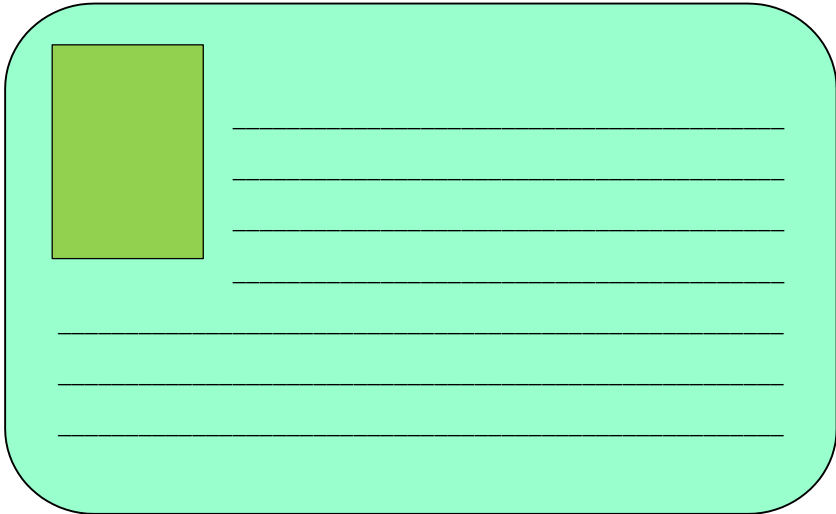
10.3 EXERCISE

10.3.1 Individual Activity

A. Write a profile about these person (choose one) in the provided space and paste his/her picture. Then, present your profile's writing in front of the class!

- Your favorite lecturer
- Your close friend

- c) A sport person you like
- d) Your favorite singer
- e) The people who inspire you



A green rounded rectangle with a yellow square on the left side. To the right of the yellow square are four horizontal lines. Below the yellow square are three more horizontal lines.

B. Describe these following object!

- a. Your mobile phone

Three horizontal lines for writing.

- b. Electric Iron

Three horizontal lines for writing.

- c. Pedicab

Three horizontal lines for writing.

d. Blender

e. Refrigerator

C. Describe these place in detail!

a. Your room

b. Your house

c. Your favorite shopping mall

d. Traditional market near your house

e. Your Senior High School

D. Let's talk about your city

Answer these following questions!

1) Where do you live?

.....

2) How big is your town or city?

.....

3) What is there to do there?

.....

4) When is the best time to visit?

.....

5) Where do you go with your friends?

.....

6) Do you like living there?

.....

E. Word search

Find 15 adjectives from this unit in the word search square below.
Then, make a sentence using the word that you already found.

A	G	F	G	M	O	D	E	R	N
S	D	R	O	U	N	D	G	F	L
D	E	L	I	C	I	O	U	S	A
H	B	B	C	O	L	D	E	T	R

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

Write your sentences here.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)
- 13)
- 14)
- 15)

10.3.2 Class Activity

A. My future invention

In the past, people thought about how people could fly. Until, Wilbur and Orville Wright invented the first airplane. Until now, people never stop dreaming of something. Now, think about your future invention. What kind of tool, machine or thing that you want to invent. Design it and make an advertisement about your invention. Then, describe your invention in front of the class. Here it is the example of the future invention.

Example 1



WWW.ELOROBOT.COM

**MEET ELO!
YOUR RIGHT-HAND
ROBOT**

That can help you with your home-
daily errands and many more!

**TOO BUSY WITH JOB?
THEN, ELO IS PERFECT FOR YOU!**

Some of ELO skills:
Stereoscopic Vision
Speech Recognition System
Speech Synthesis System
Bluetooth & Wifi Connections
Eco- Friendly Charging System

ECO

Grab it now on our website!

The advertisement is a vertical poster with a black background. At the top left is a small white box with the website 'WWW.ELOROBOT.COM'. On the right side is a cartoon robot named ELO, which is white with blue accents and is on roller skates. The text 'MEET ELO! YOUR RIGHT-HAND ROBOT' is written in large, bold, white capital letters. Below this, in smaller white text, it says 'That can help you with your home-daily errands and many more!'. Then, in bold white capital letters, it says 'TOO BUSY WITH JOB? THEN, ELO IS PERFECT FOR YOU!'. Below that, a list of skills is provided in white text: 'Some of ELO skills: Stereoscopic Vision, Speech Recognition System, Speech Synthesis System, Bluetooth & Wifi Connections, Eco- Friendly Charging System'. To the right of this list is a circular logo with the word 'ECO' in green and a leaf icon. At the bottom, it says 'Grab it now on our website!' in white text.

Example 2

#1 outfit picker machine

MIX N' MATCH

only with one tap you've got the perfect match for your outfit

Scan Technology System

25 inch screen

Many outfit choices

Save more time

LIMITED STOCK!!

BROWSE

DRESS ME

Rp. 30.000.000

- 1 Insert all of your clothes and shoes**
 There are two sections, the first one is the biggest part in the left for clothes, pants and skirt. The smaller one in the bottom for shoes.
- 2 Scanning and grouping**
 The Mix n' Match machine will automatically scan all of your clothes and shoes. Then the machine will start grouping your clothes by type and color.
- 3 Choose your outfit**
 You can choose your outfit based on occasion, color code, and which style do you want (formal, casual, bohemian, old fashion, etc)

- Stress doesn't go with my outfit -

My Future Invention

B. Travel brochure

Divide the class into small group of three or four. Ask the student to design a travel brochure about their city. They should take one of these following topics. Then, ask them to present their brochure in front of the class.

FOOD

FESTIVAL

SHOPPING
CENTER

RECOMMENDED
RESTAURA

TOURISM
OBJECT

HOLIDAY
RESORT

CULTURAL
HERITAGE

GARDEN/
PARK

CAFE

PUBLIC
FACILITIES

TRADITION

EDUCATION
FACILITY

C. **Guessing game**

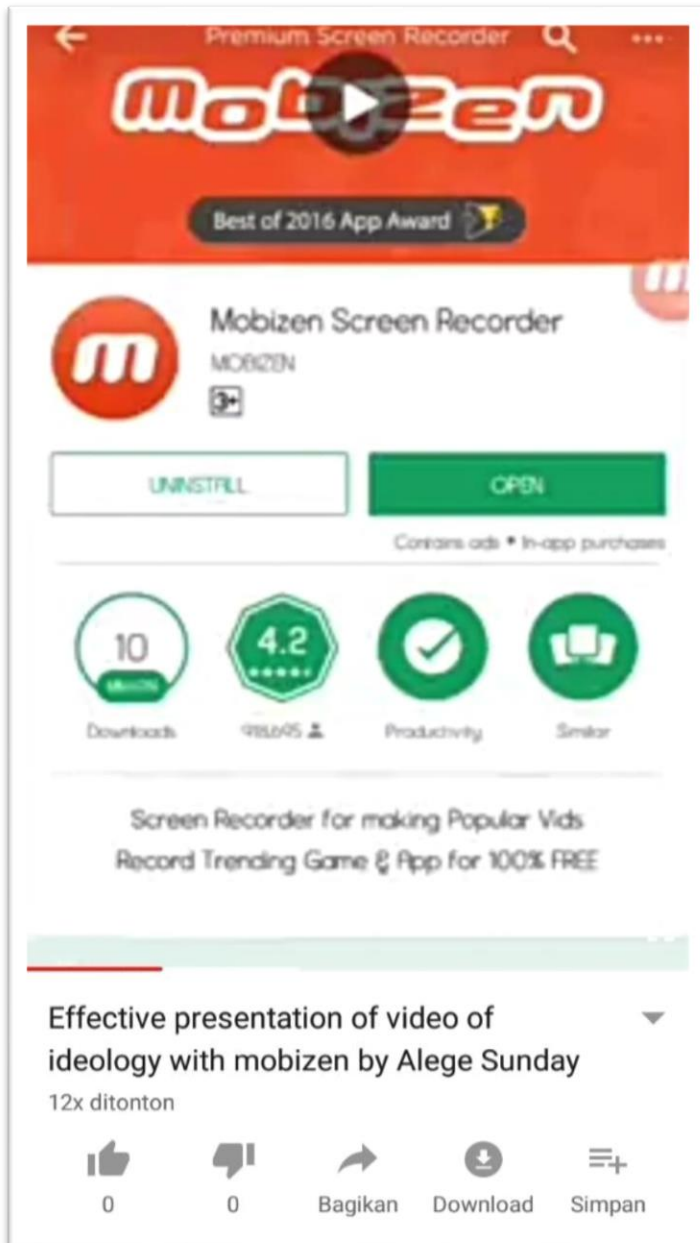
In this activity, students play a guessing game. They will describe an object to each other. The object can be things, people or places. Before starting this activity, ask the student to think about an object and its characteristics. Then, ask them to describe the characteristics of the object in detail, without stating the name of the object. The other students should guess the name of the object. The student who can guess the name of the object will be the next student who will describe the object.

Name of The Object	Description

D. **Family portrait**

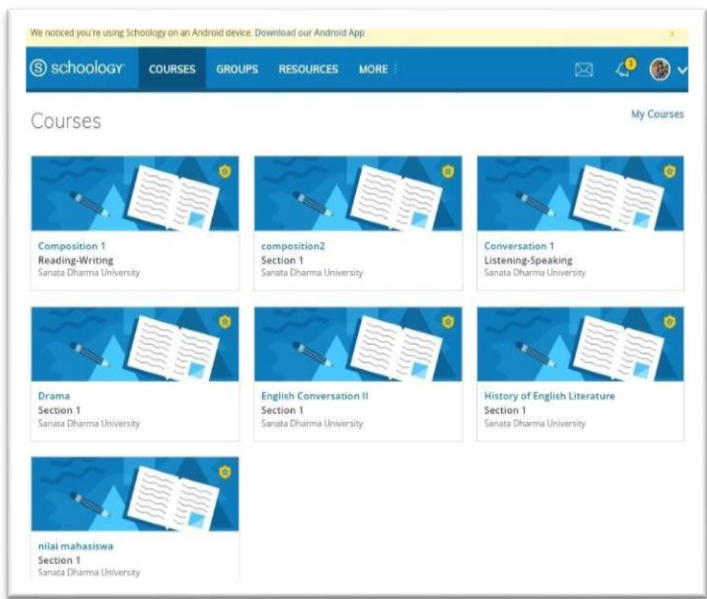
In this activity, student will make a presentation using Mobizen app. Before understanding your task, access this link to learn about Mobizen tutorial.

<https://www.youtube.com/watch?v=2jSSAAWP7dQ>



After understand the tutorial, let's start this assignment. With Mobizen app, record your story about your family. Show your family portrait. Then, describe the appearance and personality of each member

of your family. Don't forget to save your project and send it to www.schoolology.com.



E. Draw the sketch

Draw the sketch of the people mention in the police posters based on the explanation given.

Wanted for Murder

Ken Flemming

Dark brown, height 178 cm

Middle aged

Curly short hair

Round face

Flat nose

Missing

Jessica Schultz

White, height 165 cm

Pony tail hair

Square face

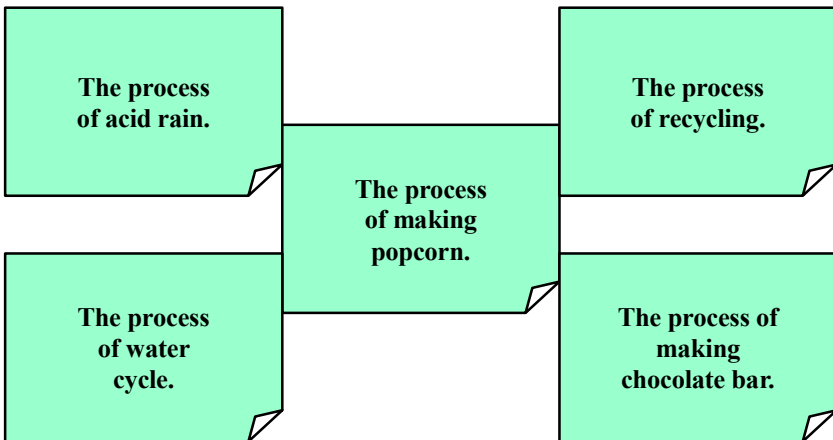
Short and fat

Pointed nose

<p>Wanted for Robbery</p> <div style="border: 1px solid black; height: 100px; width: 100px; margin: 10px auto;"></div> <p>Sam “The Black Cat” Bald, beard & moustache</p> <p>He is about 40 years old Spiky hair Oval face Narrow eyes</p>	<p>Wanted Dead or alive</p> <div style="border: 1px solid black; height: 100px; width: 100px; margin: 10px auto;"></div> <p>Kevin Lee Asian appearance</p> <p>Straight hair Narrow eyes 190 cm tall Hooked nose</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

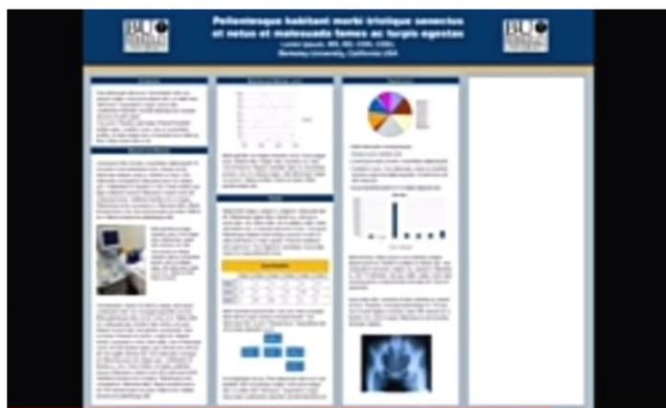
F. Poster presentation

In group, make a poster presentation describing about these following process. Then present it in front of the class.



Study these following tutorial about how to make poster presentation. Access this link:

<https://www.youtube.com/watch?v=m02leV4gxE>



Overview-How to design a poster presentation

381 rb x ditonton



563



97



Bagikan



Download



Simpan



PosterPresentations

747 subscriber



SUBSCRIBE

REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

NOTES

[illegible]

UNIT 11




GIVING INSTRUCTIONS

DESCRIPTIONS




The focus of this unit is to train the students about giving instructions. They will practice to make instruction about how to operate something, how to make something, command, and give the direction. In this unit, the students will learn about imperative sentence and sequencing. They also practice it individually and in group.

LEARNING OUTCOMES

Competence

-  The students are able identify the format of giving instructions
-  The students are able use temporal connectors in giving instructions
-  The students are able express instructions in sequential order

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The student improve their confidence in speaking English in front of audience.
-  The students are aware of their strengths and weaknesses.

Instruction does not prevent wasted time or mistakes;
and mistakes themselves are often
the best teachers of all.

-James Anthony Froude-

11.1 WARM-UP

- 1) Can you explain how to get to the college from your house?
Explain it to your classmates!

- 2) Find any examples of manual book from a product in your house.
It can be television, washing machine, computer or Air
Conditioner. Explain about how to operate the product! Find the
characteristics of the sentences!

- 3) Do you ever give instructions to someone? What is the effective
way to give instructions?

- 4) What makes people confuse with the instructions from someone?

5) Do you ever get lost in a city? What do you do?

11.2 LANGUAGE FOCUS

In our daily life, we usually give the instructions to someone to do something. We use the imperative form to give orders or instructions in English.

The characteristics of imperative sentence:

- They usually don't have a subject – they addressed to the listener, whom the speaker understands to be the subject.
- To make the imperative, use the infinitive of the verb without 'to'.
- Most of them end with an exclamation point (!)

Example:

Open the door, please!

Throw away the rubbish!

Eat your vegetables!

Turn left and go straight on.

Boil the water for 5 minutes!

To make a negative imperative, put “do not” or “don't” before the verb.

Example:

Don't open the window. Do not walk on the grass.

Don't forget to add some sugar.

Study this following instructions!

How to Replace a Light Bulb

Firstly, turn off the electricity.

Secondly, remove the light bulb.

Then, screw in the new light bulb.

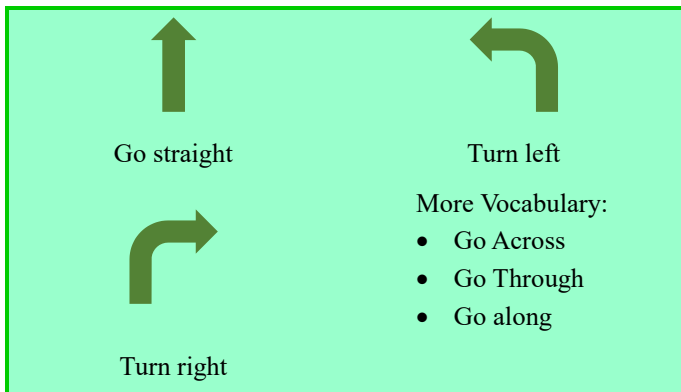
Finally, turn the electricity on and switch on the light.

The words “firstly”, “secondly”, “then” and “finally” are used to show sequence or the steps of the process. Study the vocabularies below.

Giving directions

Sometimes people ask us about how to get to certain place. Then, we give instructions to them by explaining the directions. So, giving direction is also a part of giving instruction.

Study these following vocabularies for giving directions.

Vocabulary**Asking for directions**

If you are lost in certain places, how do you ask for the directions? Study these following expressions.

Could you tell me how to get to?

Excuse me, do you know where the post office ?

Excuse me, how can I go to ...?

Can you tell me the way to...?

Where is?

Could you direct me to?

Which is the best way to

I'm lost. How do I get to ...

Is this the right way for

11.3 EXERCISE

A. Fill in the blanks with the words from the box!

- 1) Don't _____ your cousin now. The phone is out of service.
- 2) The music is very loud. _____ the volume, please.
- 3) I want to watch a carton movie. _____ the television, please.
- 4) _____ the CD out of a case and then load it into the VCD's player.
- 5) _____ the phone number. It's 03-3789256.
- 6) Don't forget to _____ the disk with the color pen.
- 7) _____ the water for about 5 minutes.
- 8) _____ the disk into the disk drive.
- 9) Don't _____ the garbage here.
- 10) _____ your name here.

turn down

turn off

turn up

call

turn on

write

take

dial

label

boil

insert

throw

B. Give the instructions of these following topics!

**How to use
Washing Machine**

**How to make
Fried Noodle**

**How to operate
a Computer**

**How to use
a Blender**

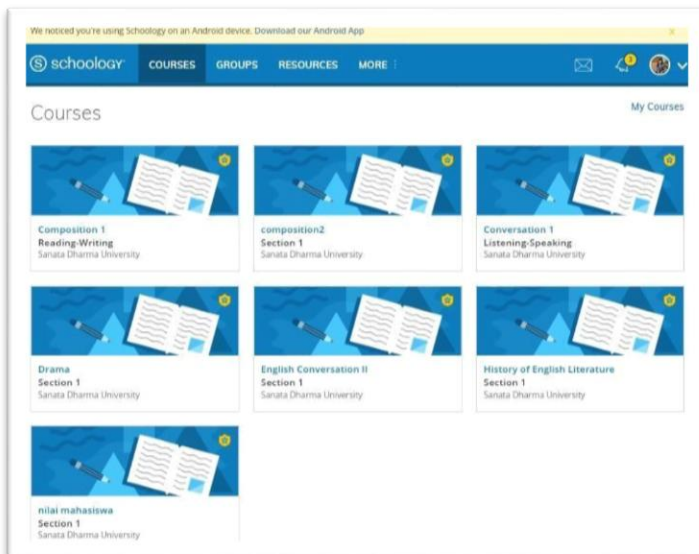
C. Arrange these instructions into a good order!

- a. OK/click on/button
- b. Through/menu/search
- c. Button/on/send/click
- d. Through/option/messages/write/search
- e. Messages/option/select

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

D. Video project

In pairs, make a video about asking for & giving directions. The duration of the video is about 5-7 minutes. Submit your video project in www.schoology.com.



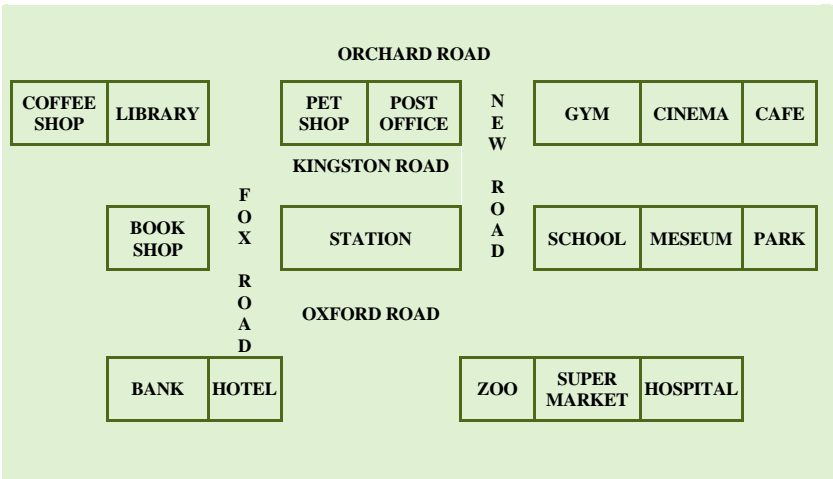
E. Guessing game

In this activity, ask the students to give direction to certain places. Don't tell the other students about the name of the place. Your classmates should guess the name of the place. If your instructions are clear enough, of course your classmates won't get any difficulties to guess the name of the places. You may take a note in the provided box below.

F. Asking for direction

Look at this following maps! In pairs, ask your partner about how to get to certain place. Your friend should give the directions to you. Then, take it in turns to ask for directions to the places shown on their worksheet.

Can you tell me the way	
From	To
School	Cafe
Coffee shop	zoo
Bank	Hospital
Station	Cinema
Pet Shop	Hotel
Post Office	Supermarket
Library	Park
Zoo	Coffee Shop
Hospital	Museum
Café	Bank



G. How to get there?

Remember your college facilities and how to get there. Take the name of college facilities below and give the direction to the place.

LIBRARY

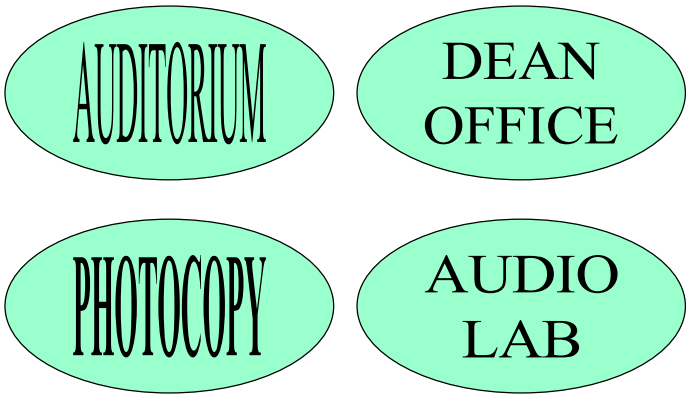
PARKING AREA

STUDENT'S HALL

CANTEEN

TOILET

LECTURER'S ROOM



H. Concise your instructions!

People often confuse with too long instructions. In this exercise, make your instructions more concise and clear. Scrivener (2011) suggests sticking with words that are familiar to your students, trying to write one sentence for each main point, and—if your instructions seem too long—deleting as many words as possible while still keeping the original meaning.

Wordy Instructions	Concise Instructions
If you have finished writing the questions, I would like for you to fold the paper.	
If you pass Ellie’s house, I want you to take some magazines there and give that magazine to Tom.	
For tomorrow assignment, I want you to cut some images from newspaper about nature destruction and bring it to the class after you paste it in a colored paper.	
If you meet Anita, I want you remind her to not forget bring the document that I gave her yesterday. It is an important document.	
If you arrived home, please let me know by calling me. I’m wait for your information.	

REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT 12




BUYING & SELLING

DESCRIPTIONS




In this unit, the students will learn about buying and selling expressions. This expression is a part of our daily conversation especially when we want to make transactions. This unit provides some exercises to the students individually and in group. They will learn about how to ask the price, how to give the change and how to interact with the customer.

LEARNING OUTCOMES

Competence

-  The students are able to identify phrases in buying and selling.
-  The students are able to employ phrases in buying and selling.
-  The students are able to perform role-plays about buying and selling.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The students improve their confidence in speaking English in front of audience.
-  The students are aware of their strengths and weaknesses.

“To pin the future of blockchain on any one currency, let alone the initial one, means limiting blockchain potential; a potential that once scaled promises to have an unequaled impact on our day-to-day lives. And that really is the stuff of stars.”

- Olawale Daniel -

12.1 WARM-UP

- 1) You really want to buy a mobile phone because you really need it. Your previous mobile phone is broken. You go to a mobile phone store and find out that your money isn't enough for a mobile phone that you want. What will you do?

- 2) You only have \$50 and you should buy a lot of items in the market. What's your strategy to get a lot of items?

- 3) You want to sell a cake made by you. What is your strategy to offer it to your friend?

- 4) You want to buy a lovely dress but the price is too expensive. What is your strategy to get that lovely dress?

12.2 LANGUAGE FOCUS

Vocabulary

to buy	fair	free	window shopping
discount	to save	expensive	customer
to cost	cash to	bargain	cheap
to spend money	sales	worthless	to afford something
affordable	second-hand	priceless	to withdraw money
shop assistant	for sale	available	to refund
to sell	to supply	to charge for	to overprice
out of stock	guarantee	exchange	offer

Salesperson, offering help

The transaction of buying and selling is mostly opened by an expression of offering help. The seller or shop assistant greet the customer by asking about what they can do for them.

Here it is the examples:

May I help you?

What can I do for you?

Is there something I can help with you?

Are you looking for something in particular?

Customer, asking something

Do you have any?

Do you sell?

I need

Where can I find?

Do you have any?

I am looking for

Could you tell me where the is/are?

Could I ask you something?

Could you help me?

12.3 EXERCISE**12.3.1 Individual Activity****A. Fill in the blanks with the words from the box!**

- 1) These cheap T-shirts are selling like _____
- 2) She _____ her money because she wants to buy a new car.
- 3) Ask the seller whether she will give us a _____.
- 4) The value of a diamond is _____
- 5) _____ is it? It is 10 dollars.
- 6) It is too _____. My brother just pays 5 dollars for it.
- 7) Is the size 40 _____? No sorry, we're out of stock.
- 8) The necklace is not _____. Everyone can't buy it.
- 9) Don't spend money on jewelry, you can't _____ it.
- 10) She buys a _____ book.

discount	priceless	save	expensive
how much	hot cakes	available	for sale
afford	second-hand	change	offer

B. Complete the dialogue below!

Buying a bus ticket

Ticket seller : Good morning. Can I help you?

Customer : _____

Ticket seller : At 11 a.m

Customer : _____

Ticket seller : At 11.30

Customer : _____

Ticket seller : It's \$ 8 for a single and \$ 7.80 for a return.

Customer : _____

Ticket seller : Sure. How would you like to pay?

Customer : _____

Ticket seller : Ok. That's \$7.80 please.

Customer : _____

Ticket seller : Platform 3.

Customer : _____

Ticket Seller : Thank you.

Buying clothes

Shop assistant : _____

Customer : Yes, I'm looking for a pair of trousers.

Shop assistant : _____

Customer : Red.

Shop assistant : _____

Customer : I'm not sure. Can you measure me?

Shop assistant : You're 34 inch waist. How about these?

Customer : _____

Shop assistant : Cotton.

Customer : _____

Shop assistant : Of course. The fitting room is over there.

Customer : They're a little short. Do you have anything longer?

Shop assistant : _____

Customer : I'll take them.

Buying electrical goods

Seller : Good afternoon, _____

Customer : I am looking for _____

Seller : Samsung LED TV is on special offer this week.

Customer : _____

Seller : Only \$120.50

Customer : _____ Do you have a cheaper one?

Seller : Yes. That one is only \$110.

Customer : _____

Seller : It's a Toshiba.

Customer : _____

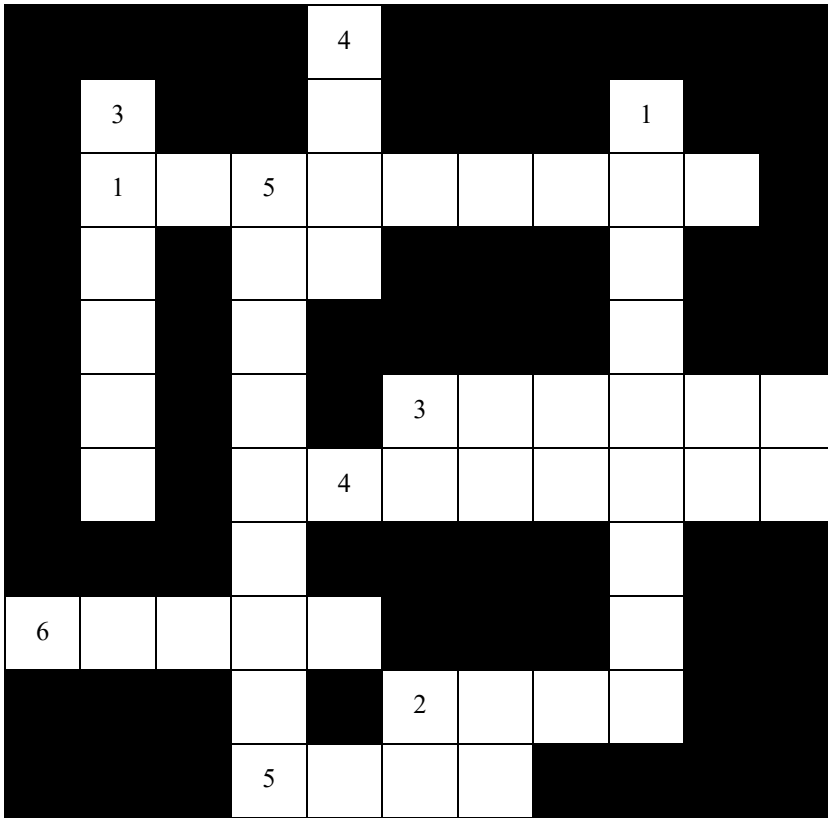
Seller : Yes, it is 20% off.

Customer : Ok, I'll take it. Do you accept credit cards?

Seller : _____

C. Match the statement with the correct answer

- | | |
|------------------------------------------------------------|------------------|
| 1) Look at the _____ !. It's so expensive. | a. refund |
| 2) I can't complaint to this shoes because I lose my _____ | b. size |
| 3) I will try this drees in the _____ | c. price tag |
| 4) What _____ are you? It's usually 40. | d. afford |
| 5) Can I have a _____ for this mobile phone? It's broken. | e. shopping list |
| 6) I write a _____ before go to shopping. | f. receipt |
| 7) Many _____ come early for discount. | g. try |
| 8) I want to buy this black shirt. Can I _____ it on? | h. changing room |
| 9) My money isn't enough. I can't _____ it. | i. suits |
| 10) This cap _____ you very well. | j. shoppers |



Across

- 1) I really want to buy that dress, but it is too _____
- 2) Let's go to that shop, there are a lot of _____ there.
- 3) He is a _____. He sells stationary near the school.
- 4) A thing bought or offered for sale more cheaply than is usual or expected.
- 5) She should _____ her money, if she plans to go abroad.
- 6) These cheap T-shirt are selling like hot _____

Down

- 1) That product is not _____, we are out of stock.
- 2) You can't pay it use a ATM card. You should pay it _____

- 3) The customer is not satisfied with the goods. He wants to _____
- 4) You don't need to pay. It's _____
- 5) It is made by my mother. For me, it is _____

12.3.2 Class Activity

A. Shopping list

Choose five students to be a seller or shop assistant. Ask them to make a list of their product and the price. Display the name of the product and its price on the table.

Computer Shop

Fruit Shop

Book Shop

Supermarket

Factory Outlet

Electronic Store

Then ask the other students to make their shopping list. Buy the things based on your shopping list to the store provided. Try to negotiate the price. After you finish shopping, compare to other students and measure whether you are good in bargaining or not.

My Shopping List

B. Mini role-play

In pair, take a topic from these flashcards, then make a conversation about buying and selling. Practice your conversation in front of the class.

BUYING
A CAKE

SELLING
PARFUME

SELLING MOBILE
PHONE

BUYING
SHOES

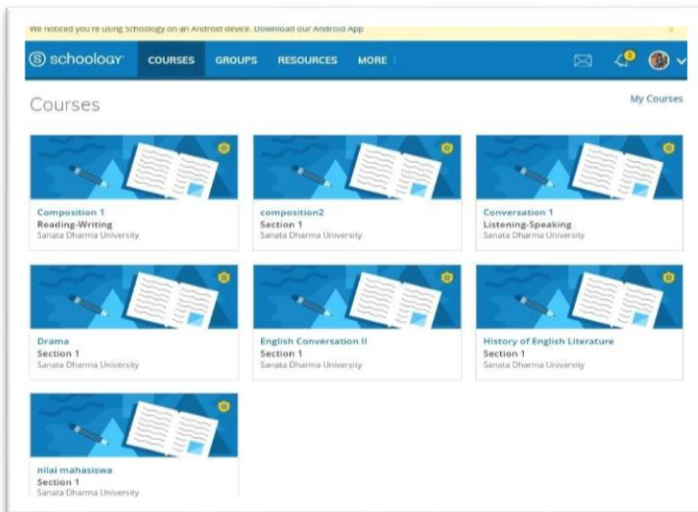
BUYING CONCERT
TICKET

SELLING
VEGETABLES



C. Video project

Divide the class into group of four. Make a video project about buying and selling. Each group should have different setting of place. The duration of your video is 5-7 minutes. Upload your video in www.schoolology.com.



REFLECTION

Three things I have learned:

- a.
- b.
- c.

Three things I still need to improve:

- a.
- b.
- c.

My feeling after finish learning this chapter:

☐☐

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT 13





TELEPHONING

DESCRIPTIONS



This unit deals with the ability of the students to make and receive a call. The students will learn about etiquette in telephoning and how to leave a message. This unit contains individual and group exercise. They will make conversation in telephoning and practice it in front of the class to increase their confidence.

LEARNING OUTCOMES

Competence

-  The students are able to identify etiquette in making and receiving a call.
-  The students are able to state reasons for providing professional telephone service.
-  The students are able to employ a suitable greeting and farewell to callers.
-  The students are able to employ expressions of transferring and/or placing a call on hold.

Compassion & Conscience

-  The students aware about the social context and cultural differences in speaking.
-  The students improve their confidence in speaking English in front of audience.

The day will come when the man at the telephone will
be able to see the distant person to whom he is
speaking.

- Alexander Graham Bell -

13.1 WARM-UP

- 1) Do you ever get a phone call in English? Tell your experience with an English phone call!

- 2) When was the last time you made a phone call in English? How was it?

- 3) What is the most difficult things about telephoning in English?

- 4) Do you often get irritated when you receive too many telephone calls. Why do telephone calls sometimes irritate us? Write down your reasons for being irritated by phone calls.

Study these following conversation!



13.2 LANGUAGE FOCUS

A. Important phrasal verbs

These are some important terms in telephoning. In pairs, discuss the meaning of each terms. You may consult your dictionary.

Call back	:	.....
Cut off	:	.....
Get through	:	.....
Speak up	:	.....
Hang up	:	.....
Hold on	:	.....
Look up	:	.....
Pick up	:	.....
Put on	:	.....
Put through	:	.....

B. Useful phrase

Giving your name

Hello, Mike. It's Hailey Jones here.

Mira Silvester speaking.

This is Kyle Robinson from Star Company.

Making the connection

Could you please hold?

Would you like to wait for a moment?

Just hang on a moment while I make the connection.

Could you hang off the telephone, please.

Shall I put you through to him/her?

Can I just ask what it's about?

Getting through the right person

Is Valerie there at the moment?

Could/Can I speak to Margareth, please?

I want to speak to Gerry.

I'd like to speak to Carin, please.

When the person isn't available

Would you like to call back later?

I'm afraid she is out now.

I'm afraid Shane isn't available at the moment.

Can I take a message?

I'm sorry the line is busy.

I'm afraid his/her line is engaged.

Would you like to leave the message?

Other expressions

May I ask who's speaking, please?

I'm sorry you dial the wrong number.

C. Modals

Identify the modals of these sentences.

- a. Can I speak to Garry?
- b. Would you like to wait for a moment?
- c. May I ask who's speaking, please?

In this unit, many sentences begin with modals. The use of modals is very important in polite language and telephone conversations. Study the function of modal verbs below.

Modal	Function	Example
Can	Request Expressing inability Stating possibility Asking for permission	Can I speak to Ed? You can't talk to her now. You can call back later. Can I call you at 8 p.m?
Could	Suggestion Request Permission	You could speak to her later. Could you repeat your statement? Could I borrow your book?
Would	Offering help Making arrangements Asking for permission Request	Would you like some tea or coffee? Would 4 p.m on Sunday be okay? Would you mind if I erase this? Would you mind sending the letter?
May	Request Offering Help Expressing Possibility	May I know who is calling? How may I help you? The flight may be delayed.
Might	Future possibility	The government might reduce the tax.
Should	Making a prediction Suggesting	The letter should be delivered tomorrow. You should take responsibility for that mistakes.
Ought to	Strong advise	You ought to finish it before the deadline.
Shall	Asking what to do	Shall I come to the party?
Will	Promising	I will call you when I arrive.

13.3 EXERCISE

13.3.1 Individual Activity

A. My telephoning habits

Give a tick "True" or "False" based on your telephoning style.

- 1) I always speak loudly on telephone.

True () False ()

- 2) I drive my car/ride my motorcycle while speaking on the phone.
True () False ()
- 3) I switch off my mobile phone or keep it on silent mode in the class.
True () False ()
- 4) I seldom check my mobile phone.
True () False ()
- 5) I always call back, when I see a “missed call” on my mobile phone.
True () False ()
- 6) I call someone without considering the time.
True () False ()
- 7) I always offer someone to leave a message.
True () False ()
- 8) I greet any caller by saying “good morning” etc.
True () False ()
- 9) I prefer telephoning than texting.
True () False ()
- 10) I always ask the name of the caller.
True () False ()

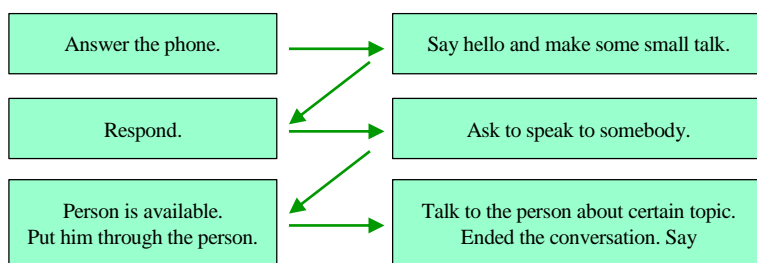
B. Match the question to the answer! Sometimes more than one answer is possible.

- | | |
|-------------------------------------------|------------------------|
| 1) Can I call you back in twenty minutes? | a. Yes, please. |
| 2) Have you got her mobile number? | b. My name is Viviane. |

- | | |
|---------------------------------------|-----------------------------------------------------------|
| 3) Could I speak to John Michelle? | c. That would be great. |
| 4) Could you tell me your name again? | d. Yes, I have |
| 5) Can I have your number? | e. Yes, she is. |
| 6) Can I take a message? | f. Sure. |
| 7) Shall I put you through her? | g. Yes, he does. |
| 8) Is she there at the moment? | h. I'm afraid |
| 9) Could you ask him to call me back? | i. Certainly |
| 10) Does she ask what it's about? | j. I need to ask her about the project meeting next week. |

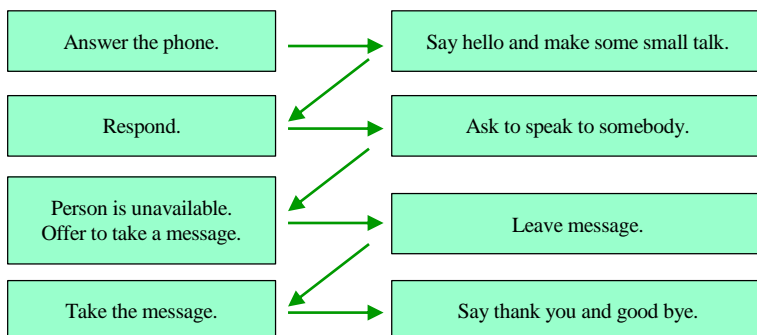
C. Make a telephone conversation based on the pattern below!

- 1) A B



2) A

B

**D. Arrange these sentences into a good order!**

- 1) Speak – I – to – Michael Lewis – can?
- 2) Will – back – she – call – later
- 3) Have – mobile – my – you – number – do?
- 4) Afraid – isn't – Mrs Kelly – today - I – in – am – the – today
- 5) Him – through – I – to – shall – put – you?
- 6) Message – I – take – message – a - can?
- 7) Actually – Jim – speak – I – to – wanted – to
- 8) One Enterprise – this – from - Richard Orwell – is
- 9) Rose – speak – can – please – I – to
- 10) Hold – please – you – could?

E. Access and watch this video, then answer the following questions!

<https://www.youtube.com/watch?v=zNpmtVZFXS0>



- 1) What is the characteristic of an informal phone call?

- 2) What is the characteristic of a formal phone call?

- 3) Mention the common problems in telephoning based on the video!

13.3.2 Class Activity

A. Dealing with communication problem

This is a pair activity. Each pair is given a set of cards, which they shuffle and place face down in a pile on the table. One student picks up a card and read the communication problem on the card. The other student should find the right expression to say in that situation.

The caller is speaking too fast.	There are a lot of noise in the phone. You can't hear what the other person said.	The person called wants the caller to say something again.
The caller is speaking too quietly.	The previous call was cut off and the caller has to call the other person back.	The person called doesn't know how to write a word.
The caller is speaking too fast.	The caller has called someone by mistake.	The person called didn't understand what the caller said.

B. Telephone messages

In telephoning, sometimes we should relays the messages to someone. We can use reported speech in relaying the messages. Now, let's practice. In pairs, practice to relay this messages to your friend.

From: mother Message: Remind you to go back to your hometown on Saturday because of the family event.	From: close friend Message: Tell you that your favorite movie has been released and ask you to watch it together.	From: boss Message: Tell you that you will have a meeting on Sunday in another city. You need to prepare yourself.
From: roommate Message: Inform you that the owner of boarding house announces the increasing of the rent price.	From: car mechanic Message: Tell you that there is something wrong with your car. You need to come to discuss about it.	From: Insurance agent Message: Offer you an investment package include with insurance for your future.
From: course tutor Message: Inform you that there will be no class for this week since she will go abroad.	From: school mate Message: Remind you to return his dictionary and ask you to put it in his locker.	From: aunt Message: Ask you when do you have a free time to visit grandmother with her.
From: travel agent Message: Managed to have a change to your flight schedule. You need to confirm.	From: dentist Message Your teeth check-up is overdue. Please make appointment soon.	From: brother Message: Your lovely dog is sick. He ask you to bring the dog to the animal clinic.

C. Mini role-play

Divide the class into small group of three or four students. Prepare a card with certain topic or expression. Ask the students to take the card randomly and ask them to make a conversation based on the topic or expression. Practice the conversation in front of the class.

I'd like to have my phone disconnected.	You're so difficult to get through to!	Would you like to leave a message?
I'd like to have a phone installed.	Is your phone out of order?	We seem to have a bad connection on the phone.

I kept getting a busy signal.	There's a call for you. I've put him on hold.	I'd like to get telephone service.
Would you care to leave a message?	Let me get back to you in a few minutes.	My telephone was disconnected.

D. Telephonic conversation vs face-to-face conversation

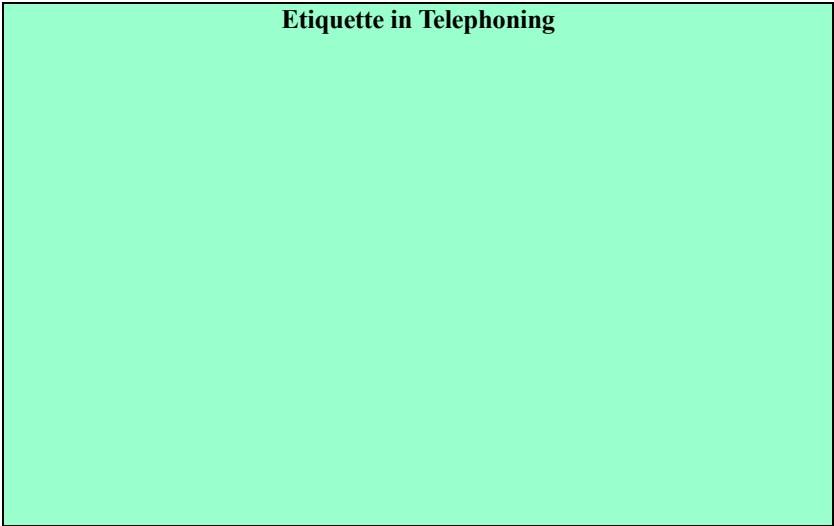
Ask about your friend's opinion about what's the differences of telephonic and face-to-face conversation. Fulfil the column below.

Aspect	Telephoning	Face-to Face
Nervousness		
Effectiveness		
Possibility of Misunderstanding		
The duration of Conversation		
Convenience		
Expression		
The style of Language		

E. Telephoning etiquette

If you are a receptionist of a hotel, customer service of a company or a telemarketer, etiquette in telephoning is an important thing. A good etiquette in telephoning, of course will make the customer come back to you. In pairs, discuss about what is important etiquette in telephoning. Fill in the box below.

Etiquette in Telephoning



REFLECTION

Three things I have learned:

- a. _____

- b. _____

- c. _____

Three things I still need to improve:

- a. _____

- b. _____

- c. _____

My feeling after finish learning this chapter:

☐☐

NOTES

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Epata Puji Astuti

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