SPEAKING FOR EVERYDAY COMMUNICATION

A HANDOUT

Compiled By:

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ENGLISH EDUCATION PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
PURWOREJO MUHAMMADIYAH UNIVERSITY
UNIT I
GREETING

Expressions

A : Good morning.
B : Good morning.
A : I’m Brian Smith.
    Are You Tom Jones?
B : Yes, I am.
A : Pleased to meet you.
B : Nice to meet you too.
A : How are you?
B : Fine thanks.
A : How is Helen?
B : She's very well, thank you.
A : Would you like to teach me English?
B : I’d love to, but I have to go now.
    Goodbye, Smith.
A : Goodbye, Jones.
    See you tomorrow.

Adjacent Pairs

A : Are you Sarah Jones?
B : Yes, I am.

A : And you are....
B : I am John Smith.
A: How is she?
B: She is very well, thank you.

A: I have to go now.
B: Oh ... do you?

**Interaction Model**

A: Hi Paul, how are you?
B: I am fine, thanks. And yourself?
A: Not bad, Thanks
B: How is your mother? Is she better now?
A: Much better, thanks.
B: I am glad to hear that.
A: She is at home now.
B: Is she? Really?
A: She is.

**Joint Construction**

Create similar dialogue based on the situations.

Situation

- Tanya is not at school today.
- Her teacher is calling Tanya's mother.
- The teacher is wondering why Tanya is not at school.
- Her mother says that she has been unwell.
- The teacher understands the situation.
Expressions

A : How are you doing?
B : Fine thanks, and yourself?
A : Not bad, thanks.
   What are you doing here?
B : I’m meeting some friends.
A : Are you studying at this university?
B : I am.
   What about you?
A : I’m doing English.
B : Are you sure?
A : I am. I’m studying literature.
B : Is it interesting?
A : It is, actually.
B : Good on you.
A : Thanks.

Adjacent Pairs

A : Are you studying at this university?
B : I am. I’m studying mathematics.
A : What about you?
B : I’m studying English.
A : Good on you!
B : Thanks.
A : Do you study English?
B : I do.
Interaction Model

A : Hi James, how are you doing?
B : Fine thanks, and yourself?
A : Oh, not bad.
B : What are you up to these days?
A : I’m studying at the university.
B : You’re kidding? What department?
A : Mathematics.
B : Good on you, mate!
A : Thanks.

Joint Construction

Situation

- Tom is thinking very hard.
- He thinks Calculus is very difficult.
- He doesn’t think he can do the assignment.
- He is thinking of moving to another department.
- What would James say to his close friend.
UNIT 3
EXPRESSING LIKE AND DISLIKE

Expressions

A: Do you like dancing?
B: I do. As a matter of fact I love it.
A: Now I have a proposition. Let’s go to see a dancing competition.
   Do you agree?
B: Sure, I do. But I don’t have money.
A: Don’t worry. We don’t have to pay.
B: How come?
A: It’s at the university. It’s free. So, take it easy.

1. My husband enjoys fishing.
3. I dislike watching political debate.
4. Rossi is very keen on motor race.
5. My favorite food is fried chicken
6. Rian is very fond of swimming.

Adjacent Pairs

A: Do you like singing.
B: I love singing!

A: Do you want to see a concert?
B: Sure, I’d love to.
A : I don't have any money.
B : Don't worry.

**Interaction Model**

A : Hey Pete, you like playing music, don’t you?
B : Sure I do, why?
A : Well, there’s going to be an amateur band competition next month.
    Do you want to join?
B : Yes I’d love to, but there’s always an entrance fee and I’m broke.
A : No worries mate! It’s totally free of charge.
B : All right then, count me in.
A : Great! I’ll sign us up right now. See you!
B : Take it easy!

**Joint Construction**

Situation

- Grandpa is going to cook some spaghetti.
- He doesn't know if Peter likes spaghetti or not.
- What does Grandpa ask Peter?
- What do you think Peter will say?
UNIT 4
SAYING PREFERENCES

Expressions

A: Have you got any plans for the weekend?
B: I’d rather not tell you.
A: Why not?
B: I want a quiet weekend, somewhere.
A: I would rather be lying on the beach.
B: It might be crowded. You like crowds, don’t you?
A: Right. I like seeing people. I’d rather be in the crowd.
   I prefer Manly beach to Palm beach.
B: Palm beach is pretty quiet. It takes hours to get there.
A: It’s boring.
B: No, it’s not. It’s peaceful. That’s why I prefer Palm beach.

Adjacent Pairs

A: How about going to the beach?
B: I’d rather go somewhere quiet.

A: Do you like scuba diving?
B: I prefer swimming.

A: Let’s have a beer!
B: No, thanks. I prefer Coke better.

Interaction Model

A: Are you planning to go anywhere this weekend?
B: No, why? Do you have anything in mind?
A: Let’s go to the zoo!
B: No, thanks. It’s smelly there! I’d rather go to the beach.
A: All right then! Let’s go to Manly Beach!
B: Manly Beach is always crowded. I prefer Palm Beach.
A: Yeah, good point. Manly it is!

Joint Construction

Situation
- Jack is going to buy some lunch.
- Jack offers to buy Jim a burger.
- Jim likes hotdogs better.
- What will the conversation be like?

Pattern

<table>
<thead>
<tr>
<th>Pattern (I’d rather)</th>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like</td>
<td>Like + NP better than NP</td>
<td>I like novels better than comics.</td>
</tr>
<tr>
<td></td>
<td>Like + V-ing better than V-ing</td>
<td>John likes swimming better than jogging.</td>
</tr>
<tr>
<td>Prefer</td>
<td>Prefer + NP to NP</td>
<td>I prefer oranges to apples.</td>
</tr>
<tr>
<td></td>
<td>Prefer + V-ing to V-ing</td>
<td>John prefers watching TV to studying</td>
</tr>
<tr>
<td>Would rather</td>
<td>Would rather + V than V</td>
<td>I would rather go out than stay here</td>
</tr>
<tr>
<td></td>
<td>Would rather + V + or + V</td>
<td>Would you rather go out or stay here?</td>
</tr>
<tr>
<td></td>
<td>Would rather + V + NP or NP</td>
<td>Would you rather have coffee or tea?</td>
</tr>
<tr>
<td>Prefer to</td>
<td>Prefer to + V rather than V</td>
<td>I prefer to go out rather than stay here.</td>
</tr>
<tr>
<td></td>
<td>Prefer to + V + NP rather than NP</td>
<td>I prefer to have coffee rather than tea.</td>
</tr>
<tr>
<td>Would prefer to</td>
<td>Would prefer to + V rather than V</td>
<td>I would prefer to go out rather than stay here.</td>
</tr>
<tr>
<td></td>
<td>Would prefer to + V + NP or NP</td>
<td>Would you prefer to have coffee or tea?</td>
</tr>
</tbody>
</table>
UNIT 5
TELLING PRESENT ACTIVITIES

Expressions

A: Anton, what time do you usually wake up?
B: At 5 o’clock. And yourself?
A: I get out of bed at 4 o’clock.
B: Really?
A: I am. I have to do a lot of houseworks.
B: Such as?
A: Cleaning my car, watering the plants, feeding the chicken, and so on.
B: You are so hardworking.
A: Do I?
B: You do.

Adjacent Pairs

A: What time do you go to campus?
B: At 6 o’clock.

A: I don’t often drink coffee.
B: I don’t either.

A: How often do you go to the library?
B: Five times a week.

Interaction Model

A: What time do you usually go to campus?
B: At 6 o’clock.
A: How do you go there?
B: By public transportation
A: How far is it?
B: 20 km
A: Are you kidding?
B: I am not. It takes 30 minutes long.

**Joint Construction**

Situation
- Rudi is very keen on playing tennis.
- Joko asks him about his hobby.
- What does Joko say?
UNIT 6
TELLING PAST ACTIVITIES (1)

Expressions

A : Did you miss the bus again?
B : No. I didn’t. I was on time today. But I didn’t have breakfast.
A : Weren’t you hungry during the class?
B : Not really. John gave me a fried banana.
   And I managed to get some milk too.
A : You were lucky.
B : I was, actually. The break was short.
A : My professor came early. He started the lesson immediately.
   Everyone had to rush.
B : It was a busy day.

Adjacent Pairs

A : Did you miss the train again?
B : No, I didn’t.

A : So, you were on time?
B : I was, actually.

A : Weren’t you sleepy during class.
B : No, not really.

A : Why were you late yesterday?
B : I had a flat tire.
Interaction Model

A : Did you miss the bus again?
B : Yes, I did actually. I slept in.
A : But you managed to get to class on time right?
B : No, I didn’t. But I was lucky, because the teacher came in late as well.
A : Ha ha! You’ve had breakfast right?
B : Nope, there was no time. I had to rush.
A : Gosh you must be hungry. Here, have an apple.
B : Thanks.

Joint Construction

Situation

• Rudi got a bad mark on Math.
• Mr. Anwar his teacher knew he usually has a better grade.
• He asks Rudi about it.
• What does he say to the teacher?
UNIT 7
TELLING FUTURE ACTIVITIES (1)

Expressions

A : Will you attend the meeting tomorrow?
B : I will.
A : Who will you go with?
B : I think I'll go with Jane.
    Why did you ask?
A : I'll need the car tomorrow.
B : You can use the car.
    I'll go by train.
A : Are you sure?
B : I am. I'll be fine.
A : What time will you go home?
B : 5 p.m. Any problems?
A : There won't be any problem.
B : I'll be home when you are.
A : Good, everything is settled.

Adjacent Pairs

A : Will you attend the meeting tomorrow?
B : Yes, I will.

A : Do you need the car?
B : No thanks. I'll take a bus.

A : What time will you get home?
B : I'll get home around five o'clock.
A: Are you sure about this?
B: Yes. I'll be fine.

Interaction Model

A: Will you go to the lecture tomorrow?
B: Yes, I think I will.
A: Who will you go with?
B: I'll be going with my friends. Why did you ask?
A: Well, I'll need to use the motorcycle tomorrow.
B: When will you finish using it?
A: I'll finish in the afternoon. Will you need it?
B: Yeah. I'll need it to go shopping at around 3 o'clock.

Joint Construction

Situation 1

- Mr. Hans is going to play in a concert next month.
- He tells his friend about it.
- What does he say?

Situation 2

- Ms Vina is going to a national seminar in Bali for three days.
- She tells her friends about it.
- What does she say?
FUTURE “WILL” OR “GOING TO”

When we want to talk about future facts or things we believe to be true about the future, we use ‘will’.

- The President will serve for four years.
- The boss won’t be very happy.
- I’m sure you’ll like her.
- I’m certain he’ll do a good job.

If we are not so certain about the future, we use ‘will’ with expressions such as ‘probably’, ‘possibly’, 'I think', 'I hope'.

- I hope you’ll visit me in my home one day.
- She’ll probably be a great success.
- I’ll possibly come but I may not get back in time.
- I think we’ll get on well.

We use ‘going to’ when we want to talk about a plan for the future.

- I’m going to see him later today.
- They’re going to launch it next month.
- We’re going to have lunch first.
- She’s going to see what she can do.
- I’m not going to talk for very long.

We can replace ‘going to go’ by ‘going’.

- I’m going out later.
- She’s going to the exhibition tomorrow.

If you are making a future prediction based on evidence in the present situation, use ‘going to’.

- Not a cloud in the sky. It’s going to be another warm day.
- Look at the queue. We’re not going to get in for hours.
- The traffic is terrible. We’re going to miss our flight.
- Be careful! You’re going to spill your coffee.

At the moment of making a decision, use ‘will’. Once you have made the decision, talk about it using ‘going to’.

- I’ll call Jenny to let her know. Sarah, I need Jenny’s number. I’m going to call her about the meeting.
- I’ll come and have a drink with you but I must let Harry know. Harry, I’m going to have a drink with Simon.
COMMANDING AND REQUESTING

Expressions

A : Could you do me a favour?
B : Sure. You name it.
A : Could you do some shopping?
B : Fine. Tell me what you need.
A : Buy some snacks.
B : Such as?
A : Well, get some chips and cheese.
B : Okay. I’m leaving now.
A : Hang on. Don’t go just yet.
B : What is it?
A : Buy some milk too. And one more thing; buy me some sweets, please.
    But don’t buy any chocolates.

Adjacent Pairs

A : Could you do me a favour?
B : Sure.

A : Would you like to go to the store and buy some stationary for me?
B : Such as?

A : No making any noise.
B : I won’t.

A : Only buy snowman pens.
B : What colour?
Interaction Model

A : Hey Mark, could you do me a favour?
B : Sure, what is it?
A : Could you go to the store and buy some stationary?
B : Such as?
A : I need to buy some pencils, pens and paper.
B : Anything else?
A : Oh, don’t buy HB pencils and only buy black pens.
B : You got it!

Joint Construction

- Fred is hungry. He wants some lunch.
- Fred is very busy. He has no time to buy anything.
- Andrew is free at the moment.
- What would Fred say to Andrew?
- What do you think Andrew’s answer will be?

Pattern

<table>
<thead>
<tr>
<th>Form</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command</td>
<td></td>
</tr>
<tr>
<td>Close the door!</td>
<td>Yes, Mom.</td>
</tr>
<tr>
<td>Clean the board!</td>
<td>Yes, Sir.</td>
</tr>
<tr>
<td>Wait for me!</td>
<td>All right.</td>
</tr>
<tr>
<td>Request</td>
<td></td>
</tr>
<tr>
<td>Close the door, please.</td>
<td>All right.</td>
</tr>
<tr>
<td>Could you take me to the</td>
<td>Certainly.</td>
</tr>
<tr>
<td>station?</td>
<td>No, I don’t mind.</td>
</tr>
<tr>
<td>Do you mind if I smoke?</td>
<td>Sure</td>
</tr>
<tr>
<td>Would you mind giving a</td>
<td></td>
</tr>
<tr>
<td>glass of water?</td>
<td></td>
</tr>
<tr>
<td>Prohibition</td>
<td></td>
</tr>
<tr>
<td>No littering</td>
<td>O.K. I won’t</td>
</tr>
<tr>
<td>Don’t go away</td>
<td></td>
</tr>
<tr>
<td>Never spit on the floor</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 9
ASKING FOR DIRECTIONS

Expressions

A : Excuse me, how do I get to the station, please?
B : The train station?
A : Yes, that's right.
B : Go straight. It's about three blocks down this street, on your left.
A : Thanks a lot.
B : With my pleasure.

Adjacent Pairs

A : Excuse me, please. How do I get to the Liberty Department Store?
B : It's on the street. Keep going for about two blocks.

A : Can you help me, please? I want to get the Mayfair Hotel
B : Yes, go down this street and turn left on King Street. Then walk along King
Street for about two blocks.

A : Where is the men's clothing section, please?
B : It's on the fifth floor.

Interaction Model

A : Excuse me, can you help me? I want to get to the Central Department
Store.
B : Ah, .... yes. Turn right, then take the second street on your left. It's on the
right-hand side.
A : Thank you. And where's the National Bank, please?
B: It's on this street. Keep walking for two blocks and it's on the corner, on the right.
A: Thank you very much.
B: You're welcome.

Joint Construction

Situation

- Rudi wants to go the town square.
- He asks James how to go there.
- What does Rudi say?
- What does James respond?
Unit 10
ASKING FOR PERMISSION

Expressions

A: Can I use your pen?
B: Help yourself.
A: And may I ask you something?
B: What is it?
A: May I borrow your car tomorrow?
B: In your dreams.
A: Come on...may I?
B: You may not. You're under age.
A: But I'm big. Please...
B: I know you are, but the answer is 'no'.
A: So, can I go to the party?
B: You can. Just don't come home too late.
A: I give you my words.

A: Hey, can I borrow your car?
B: No way.

A: May I wash my hand, please?
B: Yes, you may.

A: Can I use your scissors?
B: Sure
Interaction Model

A: Hey, Can I use your car tomorrow?
B: No way. You're under age.
A: But I have a license!
B: You can't drive.
A: Dad says I'm allowed!
B: Use his car then. You drove mine into a ditch last time!
A: Can I use your motorbike then?
B: Oh, all right, be careful though.

Joint Construction

Situation

- Tommy wants ice cream.
- What do you think he says to his mom?
- What do you think his mom would say?

Pattern

<table>
<thead>
<tr>
<th></th>
<th>Possibility</th>
<th>Permission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement</strong></td>
<td>{could/may/might} + verb</td>
<td>{can/could/may} + verb</td>
</tr>
<tr>
<td></td>
<td>John could be ill now.</td>
<td>You can go now.</td>
</tr>
<tr>
<td></td>
<td>It may rain this evening.</td>
<td>You could use my car.</td>
</tr>
<tr>
<td></td>
<td>It might rain tonight.</td>
<td>You may have the ice cream.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>{couldn't/may/might not} + verb</td>
<td>{can't/couldn't/may not} + verb</td>
</tr>
<tr>
<td></td>
<td>Jenny couldn't be here.</td>
<td>You can't go now.</td>
</tr>
<tr>
<td></td>
<td>It may not rain this evening.</td>
<td>You couldn't use my car.</td>
</tr>
<tr>
<td></td>
<td>It might be sunny tomorrow.</td>
<td>You may not have the ice cream.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Could John be here?</td>
<td>Can I go now?</td>
</tr>
<tr>
<td></td>
<td>May it rain this evening?</td>
<td>Could I use your car?</td>
</tr>
<tr>
<td></td>
<td>Might it be sunny tomorrow?</td>
<td>May I stay here for long?</td>
</tr>
</tbody>
</table>
Unit 11
ASKING OBJECTS/PERSONS

Expressions

A : Who are those people?
B : Which people?
A : Those ones, in front of the hall.
B : I think they are the Indonesian teachers.
A : What are they doing here?
B : They are taking a short course.
A : On what?
B : I’m not sure.
A : What department will they be in?
B : In the English Department.
A : And who organizes the course?
B : It could be head of school. Ah, there he is, Mr. Hall.
A : Which one?
B : The big tall one on the left.

Adjacent Pairs

A : Who are those people?
B : I think they’re students.

A : What are they doing here?
B : They are joining the contest.

A : Which lecturer will be teaching our class?
B : I don’t know.
Interaction Model

A: Hey, who are those people?
B: I think they’re supervisors?
A: What are they doing here?
B: They are going to monitor and evaluate our teaching methods.
A: Really? I didn't know anything about this. Who told you that?
B: The headmaster, last Saturday.
A: Alright, I’d better get ready.
B: What do you need?
A: Teaching media.

Joint Construction

- Tony is preparing a speech for a graduation day.
- He's not sure which topic to select.
- What does he ask his friend?
- What response does his friend give?

<table>
<thead>
<tr>
<th>Rule</th>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone → who</td>
<td>Someone is laughing.</td>
<td>Who is laughing?</td>
</tr>
<tr>
<td></td>
<td>Someone will close the door.</td>
<td>Who will close the door?</td>
</tr>
<tr>
<td></td>
<td>Someone came to my house.</td>
<td>Who came to your house?</td>
</tr>
<tr>
<td>something → what</td>
<td>Something was broken.</td>
<td>What was broken?</td>
</tr>
<tr>
<td></td>
<td>Something can happen soon.</td>
<td>What can happen soon?</td>
</tr>
<tr>
<td></td>
<td>Something happened.</td>
<td>What happened?</td>
</tr>
<tr>
<td>Choice → which</td>
<td>The blue shirt is dirty.</td>
<td>Which shirt is dirty?</td>
</tr>
<tr>
<td></td>
<td>The brick house is empty.</td>
<td>Which house is empty?</td>
</tr>
<tr>
<td></td>
<td>The computer doesn’t start.</td>
<td>Which computer doesn’t start?</td>
</tr>
</tbody>
</table>
UNIT 12

Asking Questions using When, Where, How, Why, Whom

Expressions

A : When are you leaving, Tom?
B : Probably next week.
A : And with whom are you travelling?
B : With friends and some teachers.
A : Why are teachers going with you?
B : Well...we have the same interest.
A : What is it?
B : Mountaineering.
A : Where are you staying?
B : At the motel, at the foot of the mountain.
A : And how are you going up?
   Who will show you the way?
B : Don’t worry, mom.
A : We’ve got a guide.

Adjacent Pairs

A : When are you going home?
B : Later, at 2 o’clock.

A : With whom did you come here?
B : I came with Tom.

A : How will you get there?
B : I’ll be taking a train.

A : Why don’t you go by plane instead?
B : It’s too expensive.

A : Where are you going anyway?
B : I’m going to Surabaya.
Interaction Model

A: Hi Peter! When are you going back home?
B: Tomorrow, right after the closing ceremony.
A: Yeah, me too. With whom are you travelling?
B: I’m going with Anna. How about you?
A: I’m travelling alone.
B: Really! How will you get home?
A: I’ll be taking a train. By the way, do you know which train goes to Jakarta?
B: Sorry I have no idea. Why don’t you ask Adi?
A: I’ll do that. Where is he anyway?
B: He’s still having lunch. He’ll be here soon.

Joint construction

- Lily and Jim are colleagues in an office.
- Lily cannot find the calculator.
- She asks Jim.
- What does she say?
- What does Jim say?

<table>
<thead>
<tr>
<th>Rule</th>
<th>Wh-question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time (\rightarrow) when</td>
<td>When was Jane here?</td>
</tr>
<tr>
<td></td>
<td>(last week)</td>
</tr>
<tr>
<td></td>
<td>She was here last week.</td>
</tr>
<tr>
<td>Place (\rightarrow) where</td>
<td>Where did Jane join the workshop?</td>
</tr>
<tr>
<td></td>
<td>(in Jakarta)</td>
</tr>
<tr>
<td></td>
<td>She joined the workshop in Jakarta.</td>
</tr>
<tr>
<td>Manner (\rightarrow) how</td>
<td>How did Jane go to the workshop?</td>
</tr>
<tr>
<td></td>
<td>(by train)</td>
</tr>
<tr>
<td></td>
<td>She went the workshop by train.</td>
</tr>
<tr>
<td>Reason (\rightarrow) why</td>
<td>Why did Jane come home late?</td>
</tr>
<tr>
<td></td>
<td>(The train was delayed.</td>
</tr>
<tr>
<td></td>
<td>Jane came home late because the train was delayed.</td>
</tr>
</tbody>
</table>
UNIT 13
TELLING WHAT YOU HAVE DONE

Expressions

A : Dear, have you done your works?
B : I have.
A : Look, you haven’t made your bed.
B : Yes, I have.
A : No, you haven’t.
   And you haven’t cleaned the dishes either.
B : Trust me, mom. I’ve done all the works before I left.
   Look, Mom. I hear sound of cat and rat.
   They must have made the room messy.
A : Oh, terrible. Chase them away.

Adjacent Pairs

A : Hey, what have you done to my desk?
B : Nothing.

A : Have you completed the paper?
B : Yes, I have.

A : You haven’t done the chores.
B : Later!

Interaction Model

A : Hey, what have you done to my room?
B : I haven’t done anything.
A : There's ink all over the floor!
B : Oh, that. I've tried to fill in the cartridge with the ink.
A : Why is in my room?
B : I got the tissue to wipe it out.
A : You haven't cleaned up, have you?
B : I was going to do that later.
A : Do it now.

Joint construction

- Tomorrow the school will hold a graduation party for the graduate students.
- Several teachers and staff and students have been preparing for the program
- The headmaster wants to know what they have done.
- What do you think the headmaster says?
- What do you think the teachers, staff, and students respond?

Pattern

<table>
<thead>
<tr>
<th>Subject</th>
<th>Have/has</th>
<th>Verb</th>
<th>Other elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We/You/They</td>
<td>Have</td>
<td>painted</td>
<td>two rooms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>written</td>
<td>a report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>broken</td>
<td>three glasses.</td>
</tr>
<tr>
<td>Has</td>
<td>brought</td>
<td>a new tape player.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>put</td>
<td>the bag on the table.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>come</td>
<td>to the meeting</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 14
ASKING ABOUT ABILITIES

Expressions

A: Can you help me?
B: Sure. What can I do for you?
A: Can you lift this heavy box?
B: No problem.
A: Can you play the piano this evening?
B: Sure. What's the occasion?
A: It's my birthday
B: Anything else I can do to help?
A: What about making some calls?
   Could you ring our friends?
B: You mean Anne and her friends?
A: That's right.
B: This news can travel fast.
A: Hope they can make it.
B: They will come.

Adjacent Pairs

A: Can you help me?
B: Sure. What do you need?

A: Can you play the keyboard?
B: No, I can't.

A: Could you please close the door?
B: Ok.
Interaction Model

A: Could you help me with something?
B: Sure, what is it?
A: Well, I can’t seem to start the car.
B: Have you checked the battery?
A: No, I haven’t.
B: Oh, could you please open the hood?
A: Sure.
B: Let’s see... oh, you have a loose cable.
A: Can you fix it?
B: Sure, this is easy.

Joint Construction

- Mr. Johnson wants to play Tennis.
- He has no one to play with at the moment.
- He meets Mr. Wilson.
- What do you think Mr. Johnson will say to Mr. Wilson?
- What do you think Mr. Wilson would say?
Expressions

A: You look smart.
B: Thanks. I have a job interview.
I have to look neat. And I must get there early.
A: You had better take a taxi.
B: I guess so.
A: Make sure you carry enough money.
B: Thanks for reminding me.
A: You must bring a handkerchief. You've got to wear a tie.
And put on polished shoes.
B: Is that important?
A: It's a must.
B: What else do I have to do?
A: Be yourself.

Adjacent Pairs

A: Is it really necessary?
B: Oh yeah, It’s a must.
A: I must catch the early train.
B: Yeah, you’d better.
A: Do you have to do that?
B: No, not really.

Interaction Model

A: Wow, you’re looking smart!
B: I've got to. I'm coming to the teacher workshop. I have to look neat.
A: Really! What time does it start?
B: In half an hour.
A: Half an hour! You’d better get a move on!
B: I got up late. I’ll have to take a taxi.
A: You have to call first though, don’t you?
B: I’ve called. Oh, here it is. See ya!
A: Yeah, take care.

Joint Construction

Situation

- Ms. Farida is attending a meeting out of town.
- She wants her staff to complete the financial report that day.
- What does she say to her staff?
- What do you think her staff will say?

Clause Pattern

<table>
<thead>
<tr>
<th>Statement</th>
<th>Have to</th>
<th>We have to work hard. We have got to come to school early. We must complete the syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have got to + verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must/should</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>Don’t have (got) to + verb</td>
<td>I don’t have to wake up early. She doesn’t have to take remedial test. I must not disturb the headmaster.</td>
</tr>
<tr>
<td>Question</td>
<td>Do/Does Did Must + NV (S) + have to + V</td>
<td>Do you have to wake up early? Does she have to take remedial test? Must we disturb the headmaster?</td>
</tr>
<tr>
<td></td>
<td>Have Has Had + NP(S) + got to + V</td>
<td>Have you got to work hard? Has he got to work overtime? Had they got to join the competition?</td>
</tr>
</tbody>
</table>
UNIT 16
TELLING PAST ACTIVITIES (2)

Expressions

A : It’s cloudy again.
B : You’re right. Just like yesterday.
A : I was standing at the bus stop when it rained.

There was a long queue too.
B : We were queuing when the bus arrived.
A : Did you get wet?
B : I did. When I got home, everyone was having lunch.

Then I joined them.
A : What happened next?
B : When we were eating, a lightning struck.

We were scared to death!
A : It was horrible.
B : When I was washing the dishes, the light went out.

There was a blackout.
A : It was a long day.

Adjacent Pairs

A : Look, it’s raining again.
B : Yeah, just like yesterday.

A : Did you get wet?
B : Yes, I did.

A : The thunderstorm must have been horrible!
B : Yes. It scared us half to death!
Interaction Model

A: It was raining like mad yesterday, wasn’t it?
B: Sure it was. I was on my way home when it started raining.
A: Lucky you had that umbrella with you, yeah?
B: What umbrella? It was blown away by the wind!
A: Wow! Did you get really wet?
B: Of course I did! I was soaked through!
A: And remember that lightning struck? It scared me half to death.
B: Yeah, that was pretty horrible.

Joint construction

Situation

- It rained yesterday.
- Linda was ironing the clothes at that time.
- That was a blackout.
- He tells her friend about it.
- What does she say to her friend?
UNIT 17

FUTURE ACTIVITIES (2)

Expressions

A: Guess what... I’ll be flying tomorrow.
B: Flying?
A: Yes. At this time tomorrow, I’ll be flying to Bali.
B: And what will you be doing on New Year day there?
A: I’ll be relaxing in a hotel facing Sanur beach.
B: That will cost you a fortune!
A: It doesn’t matter.
   Someone will be paying for the occasion.
B: Will there be someone special?
A: You’re right. There will be.
   I’ll let you know. I’ll give you a call.
B: I’ll be waiting for your call.

Adjacent Pairs

A. What will you be doing there?
B. I’ll be attending a lecture.

A. That will cost a fortune!
B. Yeah, I suppose it will.

A. Will someone be paying for it?
B. Of course!

A. Will there be anyone special?
B. Yes. There will be.
Interaction Model

A : Hey, guess what?
B : What?
A : This time tomorrow, I’ll be flying to London!
B : Wow! What will you be doing there?
A : I’ll be watching Josh Groban in concert.
B : How did you get tickets? They must cost a lot.
A : Oh, I didn’t pay a cent. The queen invited me.
B : The queen will be there too?
A : Yep! Now if you’ll excuse me, I have to pack.

Joint Construction

Situation 1
- Tommy woke up late.
- He has to get to school quickly.
- What is he thinking?

Situation 2
- Ms. Linda has got terrible toothache this morning.
- She has to teach the second grade students.
- What is she thinking?
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