SURVIVAL SPEAKING

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.
UNIT 2
SOCIALIZING

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</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 (I'd 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>
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</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.
UNIT 8
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>Command</th>
<th>Form</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Close the door!</td>
<td>Yes, Mom.</td>
</tr>
<tr>
<td></td>
<td>Clean the board!</td>
<td>Yes, Sir.</td>
</tr>
<tr>
<td></td>
<td>Wait for me!</td>
<td>All right.</td>
</tr>
</tbody>
</table>

| Request          | Close the door, please.   | All right.      |
|                  | Could you take me to the  | Certainly.      |
|                  | station?                  | No, I don’t mind.|
|                  | Do you mind if I smoke?   | Sure            |
|                  | Would you mind giving a   |                 |
|                  | glass of water?           |                 |

| Prohibition      | No littering              | O.K. I won’t    |
|                  | Don’t go away             |                 |
|                  | Never spit on the floor   |                 |
UNIT9
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?
Expression

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.

Adjacent Pairs

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</td>
<td>The blue shirt is dirty.</td>
<td>Which shirt is dirty?</td>
</tr>
<tr>
<td>→ which</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.
Interacion 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 ⇨ when</td>
<td>When was Jane here? (last week)</td>
</tr>
<tr>
<td></td>
<td>She was here last week.</td>
</tr>
<tr>
<td>Place ⇨ where</td>
<td>Where did Jane join the workshop? (in Jakarta)</td>
</tr>
<tr>
<td></td>
<td>She joined the workshop in Jakarta.</td>
</tr>
<tr>
<td>Manner ⇨ how</td>
<td>How did Jane go to the workshop? (by train)</td>
</tr>
<tr>
<td></td>
<td>She went the workshop by train.</td>
</tr>
<tr>
<td>Reason ⇨ why</td>
<td>Why did Jane come home late? (The train was delayed. 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></td>
<td>Has</td>
<td>brought</td>
<td>a new tape player.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>put</td>
<td>the bag on the table.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>come</td>
<td>to the meeting</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?
Unit 15

EXPRESSING NECESSITY

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 Have got to Must/should + verb</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>Negative</td>
<td>Don’t have (got) to Doesn’t have (got) to + verb Must not/mustn’t</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 + NV (S) + have to + V Must</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?
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?
# TABLE OF CONTENTS

Unit 1 : Greeting ........................................................................................................1
Unit 2 : Socializing ......................................................................................................3
Unit 3 : Expressing like and dislike .........................................................................5
Unit 4 : Saying preferences ......................................................................................7
Unit 5 : Telling present activities ............................................................................9
Unit 6 : Telling past activities (1) ..........................................................................11
Unit 7 : Telling future activities (1) .......................................................................13
Unit 8 : Commanding and requesting .....................................................................16
Unit 9 : Asking for directions ..................................................................................18
Unit 10 : Asking for permission ...............................................................................20
Unit 11 : Asking questions using When, Where, Why, Whom, How .....................22
Unit 12 : Asking objects/ persons ...........................................................................24
Unit 13 : Telling what you have done ....................................................................26
Unit 14 : Asking about abilities ..............................................................................28
Unit 15 : Asking about necessity ............................................................................30
Unit 16 : Telling past activities (2) .......................................................................32
Unit 17 : Telling future activities (2) .....................................................................34
REFERENCES

