



SURAT TUGAS

No. 132a/J.05/PBI/2019

Ketua Program Studi Pendidikan Bahasa Inggris Universitas Kristen Duta Wacana Yogyakarta dengan ini memberi tugas kepada para dosen untuk membuat buku ajar yang akan dipergunakan pada Semester Gasal 2019/2020, data terlampir.

Demikian hendaknya tugas ini dapat dilakukan dengan sebaik-baiknya dan hasilnya dilaporkan kepada pemberi tugas.

Yogyakarta, 1 Juli 2019



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Module of

INTERACTIONAL SPEECH

Compiled by
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English Language Education Department
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HALAMAN PENGESAHAN

Identitas Modul Ajar

- a. Nama Modul Ajar : *Module of Interactional Speech*
- b. Jumlah Penyusun : 1 (satu) orang
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Yogyakarta, 12 Agustus 2019

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KATA PENGANTAR

Belajar bahasa Inggris terutama berbicara dalam bahasa Inggris tidaklah sesulit seperti yang dibayangkan oleh banyak orang. Bahasa Inggris masih dianggap sebagai *Foreign Language* atau bahasa asing karena kesempatan yang kita miliki untuk menggunakan dan mempraktekkan bahasa Inggris dalam kehidupan sehari-hari masih terbatas. Oleh karena itu, kita perlu mencoba dan terus berlatih supaya bisa mengerti dan menjadi terbiasa dalam berkomunikasi dan berinteraksi dengan menggunakan bahasa Inggris.

Mata kuliah “Interactional Speech” memberikan kesempatan bagi mahasiswa untuk meningkatkan ketrampilan berbicara dalam bahasa Inggris, menambah pengetahuan dan kesempatan untuk praktek berkomunikasi dan berinteraksi dengan menggunakan kegiatan dan topik yang bervariasi serta meningkatkan kepercayaan diri mahasiswa. Kelas ini juga bertujuan untuk menambah kosakata, meningkatkan pelafalan dan kelancaran berbicara, mengenalkan berbagai ekspresi dan *language functions* serta *speaking strategies* untuk menekankan penggunaan bahasa percakapan yang alami.

Yogyakarta, 12 Agustus 2019

Arida Susyeta

Unit 1: Speaking about Myself

Unit outcomes



Outcomes

Upon completion of this unit you will be able to:

- develop the confidence and skills to express themselves appropriately and fluently in English;
- use interesting texts, conversations, stories and other materials as resources for promoting fluency and appropriateness in spoken English;
- improve your ability to perform language functions in English; and
- organise your thoughts better and express yourselves clearly and logically in academic situations.

Activities

Activity 1: Making introductions

Which of the following expressions do you think are good ways of making introductions? Discuss with your partner and tick (✓) or cross (X) the utterances as appropriate:

Hey — how're you?

Hi, Musa! Meet my friend Rahila — she's visiting us for a week.

May I introduce Mrs Abida Raheem? She's our new English teacher.

Let's meet for lunch on Saturday!

Hello, nice to meet you!

Hello. I'm Catherine Smith. May I join you?

Hi! Have we met before? I'm Catherine.

My name is Catherine Smith. What is your name?

How do you do?

Rahila, I'd like you to meet Catherine Smith. Catherine, this is my good friend Rahila Yasmin.

Friends, I'm honoured to introduce to you Professor Rod Macintosh from the university. Professor Macintosh will speak to us today about global warming.

Hello, friends! I am Rod Macintosh from the University of South Africa, and I'm honoured to be here today.

Hello! How's life?

Hey — are you Rod Macintosh? I'm Catherine Smith.

Activity 2: At a party: Introductions

Transcript

- Walter: Hello, Liz! How have you been?
- Elizabeth: Walter! Good to see you. Meet my husband, Tony. Tony, this is Walter Kimolo — the friend from Nairobi I was telling you about.
- Tony: Oh, hello, Mr Kimolo. I've heard a lot about you from Liz.
- Walter: Good to meet you at last, Mr Price. It's kind of Liz to say good things about me!
- Tony: Call me Tony!
- Elizabeth: Are you here alone, Walter? Isn't Mrs Kimolo here?
- Walter: Sorry — so rude of me! Jane, dear, come and say hello to the Prices... Liz, Tony — my wife, Jane.
- Jane: How do you do?
- Elizabeth, Tony: How do you do?
- Jane: I'd like to introduce my sister, Gillian. Gillian —Elizabeth and Tony Price.
- Gillian: Glad to meet you, Elizabeth, Tony. Are you Walter's colleagues?
- Elizabeth: No, Gillian — Walter's an old friend.

Activity 3: Sharing personal information

- Student 1: What are your hobbies? I like to watch football on TV, play the guitar in my free time and just hang around with friends. Oh, I also like to sleep a lot, especially on Sundays. I hate waking up on Sunday mornings to go to church.
- Student 2: Me too. Mother has to push me out of bed every Sunday morning! I love sleeping too! I wish I could play the guitar — I don't know how. I like to spend my free time working in my uncle's garage — I love cars, you know! That's why I never get time to watch TV. I don't miss it, actually — and I have many friends at the garage.
- Student 1: Okay, let me write this down. Common things — we both love sleeping, we like talking to friends, we don't like going to church. Okay — we have three things in common.
- Student 2: Yeah. And you like watching TV, you like football and you play the guitar. I don't like these. I love cars, I work in my uncle's garage in my free time, and what's the third point?
- Student 1: Was it about friends? Oh, I remember: your friends are from the garage, mine are from school. Okay, we have our list ready!

Activity 4: List of topics for expressing opinions

- School children should not be allowed to watch TV as it will make them lazy and inattentive towards their studies.
- Girls are more serious students than boys.
- Parents should listen to their children's views rather than just forcing children to listen to them.
- School should be over by noon so that children have time to take an afternoon nap and play until evening.
- Keeping the streets clean is not our business; there are officers to take care of that.
- Girls should help with housework as they need to learn how to be a good housekeeper after they get married.
- Examinations should be abolished. Everyone should be allowed to get into the next grade.
- Reading and writing in English are more important than listening and speaking in English.

Guide to expressing opinions: Sharing, agreeing and disagreeing

- I feel that _____
- In my opinion _____
- I think _____
- I'd like to share my feelings on this _____
- What I think is _____
- If you want my opinion, I'd say _____
- I agree with what you said about _____
- I'm afraid I have a different opinion about this _____
- I'm glad we feel the same on this _____
- I'm sorry, but I don't agree with you here _____

Unit 2: Speaking Accurately

Introduction

This unit focuses on accuracy in pronunciation. In English, sometimes a difference in pronunciation can lead to a difference in meaning. Our pronunciation of the sounds of a second language (here, English) is often influenced by similar sounds in our home language. When people speak a language in a context, slight differences in pronunciation do not matter, because the context or situation makes the meaning clear. However, sometimes ambiguity (the possibility of more than one meaning) can arise, leading to misunderstanding or even embarrassment. The activities in this unit address pronunciation problems arising from different vowels, word stress and words containing silent letters.

Unit outcomes



Outcomes

Upon completion of this unit you will be able to:

- make your students aware of the correct pronunciation of some commonly mispronounced English vowel sounds in words;
- help your students practise pronouncing words accurately;
- teach your students that letters of the English alphabet have different pronunciations in different words;
- help your students pronounce words with silent letters correctly; and
- make your students aware of some conventions of English word stress.

Terminology



Terminology

- Monophthong:** A single vowel sound, such as /e/, /i:/ or /u/.
- Diphthong:** Also called a **vowel glide**, a diphthong is a vowel that begins in one sound but glides to another at the end, such as /ei/, /au/ or /eə/.
- Weak forms:** The unstressed forms of structure/function words like auxiliary verbs, pronouns and articles in an English utterance.
- Connected speech:** Speech that comprises utterances and not isolated sounds or words.

Teacher support information

To be able to teach accurate pronunciation, teachers must have good pronunciation themselves. Sometimes one may pronounce words accurately in isolation, but use faulty pronunciation in connected speech. If you are not sure of your own pronunciation, especially in conversations, keep a good English dictionary handy. Some of the better ones are the Advanced Learner's Dictionaries published by well-established publishers like Cambridge, Oxford, Longman and Macmillan. If you have access to a computer, you can install the CD-ROM that comes with most dictionaries now. These are very good, as you can hear the pronunciation in addition to learning meanings.

Most of our students have fixed speech habits rooted in their home languages. Try to identify some of the most obvious differences between the sounds of your students' home language and those of English to plan the nature of your classroom activities for pronunciation practice. When teaching pronunciation, ensure that you have a good model of spoken English on the tape you are using. Include the sounds in words' initial, medial and final positions (where they are available) — for example, **voice, envelope, involve**, for /v/; **think, bathroom, booth** for /θ/ — and group the words in sentences. You can give the students practice in intonation by having them articulate questions, commands, exclamations and tags. If you have access to a language laboratory, or at least audio-recording facilities, record the students as they speak, and play it back for them to help them identify any pronunciation errors. You can also use poems and songs to teach rhythm, stress and intonation.

Case study



Case study

Mallam Gwani, who teaches 15-year-olds at Community Secondary School, had always believed that speaking and reading skills were two separate things with very little in common. Because reading focused on comprehension, he thought reading classes could not be used to practise pronunciation — until he visited Mrs Afuwa's class at St. Mathew's College. Mrs Afuwa always used interesting reading texts from the course book as resources for improving students' pronunciation. She saw reading aloud as an opportunity to practise the sounds she taught in isolation and to train her students to read with proper stress and intonation.

To give them a good model of pronunciation, Mrs Afuwa took care to read the passage herself in a natural, unaffected style, using an audible voice and pacing her speed to help her students follow her easily. She injected a sense of drama by using facial expressions and gestures, and Mr Gwani noticed that the students listened with attention, mesmerised by Mrs Afuwa's enunciation. Because her class was quite large (47 students), it was difficult to give all the students the opportunity to read aloud, but Mrs Afuwa had a clever strategy to remedy this. She trained ten of the best students during breaks, and made each of them group leaders for pronunciation practice. These students led the others in

reading aloud in their groups, and made each group member, in turn, read a section every day. This way, all the students had an opportunity to improve their pronunciation, and so become familiar with the conventions of spoken English.

Mr Gwani noticed that these efforts had made Mrs Afuwa’s students much more confident and fluent than his students. He decided to replicate Mrs Afuwa’s strategy with his own JSS students.

Points to ponder

Do you agree that pronunciation practice can be made a part of reading classes? What difficulties do you anticipate in using this strategy?

Do you think reading lessons aloud actually helps students in speaking in English outside the classroom? Why or why not?

Activities

Activity 1: Pronouncing diphthongs accurately



Activity 1

- In English, as you are aware, there are vowels comprising **one** sound (i.e., **monophthongs** such as i, e, u), and vowels comprising **two** sounds (i.e., **diphthongs** such as ei, au, oi). If the students’ home language does not contain similar vowel sounds or distinctions, they commonly mispronounce English words with diphthongs, often leading to ambiguity in meaning. In this activity, you will be able to help students practise using diphthongs correctly in connected speech.

Identifying diphthongs

In the list below there are pairs of words, one containing a single vowel sound (monophthong) and the other containing a vowel glide (diphthong). Can you hear the difference in their pronunciation? Listen as your teacher reads out one word from each pair, and circle the word that you hear.

bet	bait	shut	shout
fare	fair	hat	hate
lord	load	bread	braid
man	main	let	late
wet	weight	bird	beard
red	ride	get	gate

Practising diphthongs — Emily’s story (for Partner A)

- I. Read Passage 1 to your partner and ask your partner to fill in the blanks.

“Run, Stephen, quick — **get** the **gate** open before I reach it!” shouted Emily to her ten-year-old younger brother. She had a whole wash load of clothes in her arms, and was struggling under the **weight** of the **wet** clothes. Emily was 15, and she was already taking care of the household. Their mother had died the previous year and, as the oldest of four children, Emily had to leave school to run the farmhouse. As Emily walked unsteadily towards the **gate**, she muttered to herself, “I **hate** the **hat** falling off my hair every time I run — I must remember to ask Papa to buy me a new one from the **fair**.” Emily reached the end of the yard and put down her **load**. “**Lord!**” she exclaimed. “I forgot the clips again!”

II. Now fill in the blanks in Passage 2 as your partner reads it out.

As she turned to see if any of the kids was playing nearby, she caught sight of her father in the field. He was taking a nap, and a _____ was perched on his _____, pecking at the crumbs of _____ on his _____. She loved him, but was a little scared of him too. As the _____ on the farm, she often heard him turn red in anger and _____ “S_____ up!” at the farmhands. “If only Mamma were alive,” Emily thought, “I could run and play with my friends instead of doing all this boring work!” She longed to _____ her _____ pony, _____ herself be _____, sleep until noon — do everything that Stephen, Johnny and Mindy did on holidays. “Poor me,” she thought. “I wish I could run away from all this!”

=====

Practising diphthongs — Emily’s story (for Partner B)

I. Fill in the blanks in Passage 1 as your partner reads it out:

“Run, Stephen, quick — _____ the _____ open before I reach it!” shouted Emily to her ten-year-old younger brother. She had a whole wash-load of clothes in her arms, struggling under the _____ of the _____ clothes. Emily was 15, and she was already taking care of the household. Their mother had died the previous year and as the oldest of four children, Emily had to leave school to run the farmhouse. As Emily walked unsteadily towards the _____, she muttered to herself, “I _____ the _____ falling off my hair every time I run – I must remember to ask Papa to buy me a new one from the _____.” Emily reached the end of the yard and put down her _____. “L_____!” she exclaimed. “I forgot the clips again!”

II. Now read Passage 2 to your partner and ask your partner to fill in the blanks.

As she turned to see if any of the kids was playing nearby, she caught sight of her father in the field. He was taking a nap, and a **bird** was perched on his **beard**, pecking at the crumbs of **bread** on his **braid**. She loved him, but was a little scared of him too. As the **main man** on the farm, she often heard him turn red in anger and **shout** “**Shut** up!” at the farmhands. “If only Mamma were alive,” Emily thought, “I could run and play with my friends instead of doing all this boring work!” She longed to **ride** her **red** pony, **let** herself be **late**, sleep until noon — do everything that Stephen, Johnny and Mindy did on holidays. “Poor me,” she thought. “I wish I could run away from all this!”

Activity 2: Working with silent letters



Activity 2

English has 24 consonant sounds and 20 vowel sounds, represented by just 21 consonant letters and five vowel letters. Also, unlike some other languages, English does not have a one-to-one correspondence between letter and sound. For example, the spelling group *ough* is pronounced differently in the words *ought*, *rough*, *though* and *through*. Or take the letter sequence *gh*, which has different pronunciations in *rough*, *ghost* and *through*. In fact, in *through*, *gh* is not pronounced at all. There are many other such words in English where some letters remain silent — *calm*, *pneumonia*, *doubt*, for example. In this activity, you will practise the pronunciation of some such challenging words in English.

Silent letters in English words (worksheet)

island muscle thumb pneumonia soften hymn
honour calf mnemonic knowledge reign sandwich

No.	Word	Silent letter	1st Word	2nd Word	3rd Word
1.	island	S			
2.	muscle	C			
3.	thumb	B			
4.	pneumonia	P			
5.	soften	T			
6.	hymn	N			
7.	honour	H			
8.	calf	L			
9.	mnemonic	M			
10.	knowledge	K			
11.	reign	G			
12.	sandwich	D			

TRY THIS! Compose sentences using at least three of the words in a sentence. Each pair should make at least three sentences and read them aloud to the class. Give them an example like:

*Oh no, I'm late for church! Let me just **comb** my hair, grab a **sandwich** and quickly dash upstairs for my **hymn** book! - (Silent letters: b, d and n)*

Activity 3: Learning word stress



Activity 3

As you are aware, English words containing more than one syllable have fixed stress patterns. **Module 1 — Better Listening** contains an activity on words of two syllables that are pronounced differently when used as a noun, adjective or verb. The difference in pronunciation is simply a matter of stressing a different syllable (e.g., *PRE-sent*, pronounced /¹pre - zənt/, is a noun whereas *pre-SENT* is a verb and is pronounced as /pri - zənt/). To be intelligible to the listener — that is, to ensure that people understand the speaker clearly when speaking in English — we must pronounce English words with the appropriate stress. In this activity, students will learn to recognise and use appropriate stress patterns when they speak in English.

Before you have your students pronounce words with different stress patterns, you can test their familiarity with the pronunciation of common **disyllabic** (having two syllables) or **polysyllabic** (more than two syllables) words by giving them a listening exercise. Put words like the following on the board and ask two or three students to read them aloud. Point out to them how one part of each word is pronounced with more force than the others. Explain that this force or emphasis is called **stress**, and that each word has a fixed stress.

Words of two syllables:

¹tea-cher ¹gra-mmar ¹spe-cial ex-¹plain re-¹peat a-¹gree

Words of three syllables:

¹ac-tua-lly ¹con-fi-dent con-¹su-mer to-¹ge-ther add-re-¹ssee re-fu-¹gee

Change of stress:

¹pho-to-graph pho-¹to-graphy pho-to-gra-¹phic

To ensure that the students understand the stress patterns in the words, read them out once again, this time telling the students to place a stress mark (ˈ) before the part of the word that is said with more force than the others. Also explain that these “parts” are called **syllables**.

To add a little humour to the task, you could show them the importance of the stress patterns by reading the words once with the wrong stress — this usually evokes laughter, and makes your point clear more easily.

For this activity, divide the students into groups of three and have them read the funny poem in **Resource 3** (one stanza by each group member in turn). After they have read it, ask them which words were stressed on the first syllable, and which were stressed on the second. (Answer: *confused* and *exams* have stress on the second syllable; all the rest are stressed on the first.)

Now ask the groups to make their own short poems (four lines) with words of more than three syllables, and read them to the class. This will

help them to pronounce words correctly in connected speech and to notice the rhythm of the language.

Poem for stress practice

Studies!!

Physics is crazy and hardly ever easy
I have no interest in gases that are busy
Geometry is angular and algebra is messy
Give me history and four hundred B.C.!

The first planet's Mercury
I'm always confused, very sorry!
I'd rather read my A-B-C
Than practise horrid Do-Re-Me.

Soccer, cricket for company
End of exams and agony,
Every day a holiday
O heavenly, I would say!

Unit 3: Social Communication: Performing Language Functions

Introduction

In the classroom, you will have opportunities to perform some linguistic functions like asking permission, asking for information and making a request. However, these are not the only uses of English in daily life. To enable students to use English effectively for social communication, we need to have them practise performing other functions in English. Some commonly used functions are asking for clarifications, apologising and giving a description. In this unit, we will introduce a few activities to help students develop their skills in performing these language functions.

Unit outcomes



Outcomes

At the end of the unit, you will be able to:

- encourage students to speak spontaneously in various social situations;
- familiarise students with common functions of English such as apologising, giving clarifications and giving a description;
- provide students with a vocabulary guide appropriate for these functions; and
- give students opportunities to share information naturally in their peer groups as they would in real-life situations.

Teacher support information

For students, the preparation for participating fully in social life begins at school. If we look at the classroom as a communication situation, we will see that a lot of language in the classroom is used for asking for permission, giving information and so on. As adults responsible for preparing students to become responsible citizens, English teachers can play an active role in teaching students appropriate language use for other functions such as apologising, asking for clarifications, etc. The teacher has to ensure that students have plenty of opportunities in class to practise their language skills. Rather than following a question-answer mode of interaction, the teacher needs to involve students in peer activities. Activities done in pairs and groups help students feel less inhibited and shy, and give them a real purpose for speaking, as their group mates will

have similar interests and lead similar personal lives. It is important, therefore, to use an activity-based approach to teaching, not just in the English classroom, but in other subject areas as well.

Activities

Activity 1: Apologising



Activity 1

We are all aware that in everyday life we use the word *Sorry* several times a day to apologise for causing any inconvenience. However, *Sorry* is not the only expression that we use to apologise, and we do not use it only to apologise. For example, we can say *Sorry* with rising intonation when we want someone to repeat what they have said, or when we want to register our protest at someone's remarks.

In this activity, we provide a few more expressions that students should learn in order to apologise to others in social situations. This activity will involve students devising different communication situations so they can practise using the language of apology.

Making an apology

- Christina: Hey, Ravi! Why didn't you turn up at my place last evening? Everyone was waiting for you to show up, you know! In fact, we waited till 9:00 p.m. to start!
- Ravi: I'm so sorry, Tina — I just couldn't get away from the office!
- Christina: Well, since you didn't call to say you weren't coming, we didn't know for sure!
- Ravi: I know, Tina — it was really rude of me not to call — can you forgive me, please?
- Christina: It wasn't just me, you know — Suzie came only to meet you, and I had a real problem with the seating arrangement at dinner!
- Ravi: My sincere apologies once again, dear — I just hope I can make up for it soon!
- Christina: It's okay, but you better not repeat this — I don't know if I can take it one more time!
- Ravi: Please let it pass this time — I promise this will never happen again!
- Christina: All right, all right — you're forgiven! Now buy me an ice cream, or I'll tell everyone about this!
- Ravi: Really? Now who's being mean? Ha ha!

Discuss the expressions used to apologise, and have the students brainstorm for more such expressions. Also draw their attention to the responses made by Christine in the video, and ask them to think of other ways of responding.

TASK: Now work in groups of five or six and you can choose a situation from the following:

at the bookstore/in a relative's house/at the airport/on a bus/at the shopping mall/at school

Making an apology (worksheet)

Christina: Hey, Ravi! Why didn't you turn up at my place last evening? Everyone was waiting for you to show up, you know! In fact, we waited till 9:00 p.m. to start!

Ravi: _____, Tina — I just couldn't get away from the office!

Christina: Well, since you didn't call to say you weren't coming, we didn't know for sure!

Ravi: I know, Tina — it was really rude of me not to call — _____?

Christina: It wasn't just me, you know — Suzie came only to meet you, and I had a real problem with the seating arrangement at dinner!

Ravi: _____, dear — I just hope I can make up for it soon!

Christina: _____, but you better not repeat this — I don't if I can take it one more time!

Ravi: _____ — I promise this will never happen again!

Christina: All right, all right — _____! Now buy me an ice cream, or I'll tell everyone about this!

Ravi: Really? Now who's being mean? Ha ha!

TASK: In your groups, you should think of a situation for an apology, and write a short dialogue on a conversation like the one in the video. The dialogue should contain expressions of apology and appropriate responses. When the groups are ready, the group members should perform a role play based on their conversation. The other groups should note the expressions used for apologies. At the end of the role play session, you can wind up by discussing once more the different ways of making an apology, and ask students to practise these at home and in social situations.

Activity 2: Asking for clarifications



Activity 2

In the classroom and outside, one of the most common language functions one needs to perform is asking for and giving clarifications. Sometimes we ask someone to repeat what he or she said because of background noise interference; at other times, the speaker may be speaking too fast or we may not be paying attention. At home, we use fairly informal language to ask for clarifications, especially because we use the home language.

Sample conversation

- Rahila: Ok, everyone, let's finalise our plans for the Sports Day... Lisa, Ron, Nick, Didier, Wendy — everyone, please pay attention!
- Wendy: Sorry, Rahila — didn't catch it — **could you say that again, please?**
- Rahila: I just said we should start discussing our plans for Sports Day.... Did you talk to Coach Andrews?
- Wendy: Me? No — was I supposed to?
- Ron: Why, Wendy, wasn't it you who offered to meet Coach Andrews after classes on Friday?
- Wendy: But I thought we were supposed to meet him together — Lisa and I!
- Lisa: Hey — I thought I heard my name — **can someone explain what this is about?**
- Rahila: Really, Lisa, why are you always so vague? Wendy says she and you were supposed to have met Coach Andrews together on Friday.
- Lisa: Oops! I forgot! **Could you remind me what we were planning to discuss with Coach?**
- Nick: You don't remember? I was with you when Wendy called Thursday night, and I thought she said you two needed to discuss Sports Day preparations.
- Lisa: I'm confused now... weren't we supposed to meet Coach after we'd made our plans?
- Didier: Guys, guys, we're moving off the tracks now — **can someone explain this from the beginning please?**
- Nick: All right — let's go over this once more. Everyone, please pay attention! We need to discuss how to start planning the Sports Day events. Wendy and Lisa are going to discuss it with Coach Andrews. I hope this clarifies it for everyone now.
- Didier: Ummm... I was thinking, like, how about drawing up a plan ourselves and getting it past Coach? We don't have much time, y'know!
- Rahila: That's not a bad idea — Didier, **could you explain what you have in mind?**
- Wendy: Didier, remem...

- Nick: I have an ide...
- Rahila: Nick, please don't interrupt her — Wendy, **could you repeat what you wanted to say?**
- Wendy: What I was saying was that Didier and I were just talking about things we could do and he...
- Didier: Yeah, and I was saying we could divide the games into under 14, and over 15 or something like that...
- Rahila: Okay, I think I get it — you are suggesting we have two sets of competitions — one for kids under 14 years, and the other for the rest of us older kids, that is, 14 upwards.
- Nick: That sounds good...
- Ron: Someone **please pull this conversation together for everyone's clarification...** Are we going to make a rough plan now, and everyone will contribute their ideas, and we will then take it to the Coach for confirmation? **Am I on the right track?**
- Everyone: Absolutely!
- Nick: Okay, everyone — let's be serious about this: **I'd like everyone to clarify their points, please.**

List of useful expressions

Here is a list of common expressions used to clarify information that the listener did not understand. Practise using them in the classroom when you do not understand something said by your teacher or classmates. This will help you use them in real-life conversations outside the classroom.

I'd like everyone to clarify their points, please.

Am I on the right track?

Please pull this conversation together for everyone's clarification.

Could you repeat what you wanted to say?

Could you explain what you have in mind?

Can someone explain this from the beginning please?

Could you remind me what we were planning to discuss?

Could someone explain what this is about?

Could you say that again, please?

Can I ask you to repeat what you just said?

Sorry, I think I missed the point.

Activity 3: Giving a description



Activity 3

This activity should provide some strategies to help your students describe an object, another common function of any language. All through our lives, we describe things in our home languages, from what we put in our mouths as children, to describing creepy-crawly creatures lurking in our homes, to the exotic things we see on holidays, objects of beauty around us, and finally, in our old age, we are asked by our doctors to describe what we see with our failing eyesight! In short, we describe hundreds of things around us — people, objects, processes, beliefs (yes, the descriptions can be of non-tangible things!) — and some of these we describe in English.

Other modules contain activities describing people and processes; this activity contains strategies for helping your students to describe an object.



An open book: This is a rectangular object about the size of a shoe box. It is made of thin sheets of paper bound together. The inner sheets are encased in two covers, made of thick sheets. The object contains printed matter with margins on each side of the sheets. The object is used for gathering or displaying knowledge or information.

A pair of spectacles: This object consists of two pieces of glass that are held in place with a frame made of plastic, metal or wood. The two glass pieces are cut into a round, oval, square or rectangular shape, and held in a thin frame. The frame has two long sticks, about seven or eight centimetres long, which are bent at the ends to look like the letter “l.” This object is used to view things at a distance more clearly, or small objects and written matter that cannot be viewed by the naked eye.

A pencil box: It is a rectangular object, cuboid in shape, about 15 centimetres long, six centimetres wide and three centimetres high. It is made of plastic, metal or wood, and is used to store tools used for writing.

A mobile phone: This is a hand-held wireless instrument used to communicate with people at a distance. It has an in-built computer that allows the user to store the contact numbers of people they wish to speak to, and many other features that enable the user to communicate with other people. This object works on a battery and sometimes includes a torch. The advanced versions of this object can be used to watch TV, audio- or video- record events and sounds, and even allows the user to be visible to the listener.

A stethoscope: This is an instrument used by a doctor to listen to a person’s heartbeat. It consists of a rubber tube, about two feet in length, connected at one end to two metal tubes with earpieces. At the other end, the rubber tube is connected to a flat, round, metal object that resembles a medal.

Electric iron: An instrument used to remove creases from clothes, this object works on electricity.

The object, about the size of a book, is conical in shape, and has a flat metal plate on one surface, which can be heated. The flat surface is attached to a metal or plastic casing that contains wires and other heating apparatus. The plastic case also has a non-heating plastic handle for people to hold it. The object may have a wire attached at one end to connect it to an electric point, or it may be wireless.

A shoe: This object is an article of clothing used by both men and women. It is made of a sturdy fabric. The object is about the size of a human foot, and is rectangular in shape, but rounded at the front and back. It is hollow and has a thick bottom called a “sole,” made of plastic or some other material that uses friction to keep it steady on the ground. The object has a soft inner lining for comfort. The fabric is stitched to the sole, and can be held in place by two laces that can be inserted into holes made in the front.

A clock: This is a round object made of plastic or metal. It works on a spring that is attached to three thin plastic sticks with arrows at the end. The sticks, which go round and round constantly in a fixed time span, are made of plastic. The longest stick is about one foot long, while the other two are about seven and five centimetres long respectively. The front of the object has a paper or plastic sheet glued to it, on which is printed the numbers 1 to 12. The sheet is protected by a glass cover. The object rests vertically on two metal feet. At the top of the object, on the circumference, there is a triangular handle. On either side of the handle, two round metal buttons are attached, each about the size of a coin. When pressed, these metal coins produce a sound.

Expressions used to describe an object

Expressions describing shape:

round, oval, square, flat, long, diagonal, diamond-shaped, pear-shaped, heart-shaped, zigzag, elliptical, rectangular, triangular, circular

Expressions describing size:

large, small, short, tiny, enormous, huge, average, pint-sized, microscopic, mid-sized

Expressions describing dimensions:

hollow, cube, spherical, conical, cylindrical, concave (turning in), shapely, convex (turning out), bent, stretched

Expressions describing directions:

up, down, left, right, north, south, east, west, above, below, over, under, between, beside, along, across, beneath

Colour expressions:

red, blue, yellow, green, amber, azure, turquoise, jade, ashen, grey, brown, crimson, maroon, magenta, indigo, purple, violet, orange, pink, beige, silver, gold, bluish-green, greenish-red, purplish-yellow, inky-blue, icy blue, copper, rust

Useful phrases:

<p>a <i>This object is a...</i></p> <p><i>It has...</i></p> <p><i>It is used for...</i></p> <p>b <i>It is made of...</i></p>	<p><i>It comprises...</i></p> <p><i>It consists of...</i></p> <p>c <i>The size of this object is...</i></p>
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Unit 4: Speaking across the Curriculum

Introduction

The ability to communicate fluently in English is useful for more than just social purposes or public speaking. In Commonwealth countries, English is still the most common language in higher education — it is definitely the language in which most students complete their higher education. Students should therefore practise using English for academic purposes right from school level. In this unit, we will introduce a few important academic skills that you will need to use in English; for example, being able to narrate an event or define, describe and illustrate their points. These skills include the ability to use subject-specific words and sentences, narrate points and ideas logically and interestingly, use discourse markers effectively to help the listener navigate through the discourse (for example, story, definition, explanation, argument). Along with accuracy of language, therefore, academic English requires fluency in formulating ideas and presenting them effectively. In this unit, we will present some activities that should help to improve your English speaking skill.

Case study



Case study

When Daniel Ntini, a JSS English teacher, joined Community Secondary School, Keffi, recently, he found his students serious about their studies and conscientious about following his instructions. Individually, they responded to him with warmth and respect, which made him feel happy in their company. However, he noticed that they kept to their own sets of friends, and rarely spoke to other classmates. They were self-conscious and shy, and did not make any new classmates feel comfortable. As a result, they were unable to work together in the class, preferring to study by themselves.

Daniel recalled his own English teacher Mrs Hannah Yusuf's class when he was a student at Hampos International School. He remembered how students never wanted to miss Mrs Yusuf's classes because not even the weakest student was ever bored in her class. Her classroom exercises always involved doing something funny with a classmate, or simply stretching or walking around the classroom. These short exercises, which she called ice breakers, lasted for only three or four minutes, but she used them to make sure that everyone worked with everyone else, and that no one was bored, uninterested or shy.

Daniel felt the issue in his own classroom could also be resolved by an ice breaker. In his next class, he gave his students a task: in turns, each student had to share with the class three things the person sitting next to them does every morning, and three things they do in the evening. This activity forced the students to talk amongst themselves and share personal

information. After it was over, the students seemed much happier and relaxed. Seizing the moment, Daniel introduced textual activities for students to do in pairs and small groups. They began to discuss lessons, read and answer questions together, solve problems themselves before bringing them to the teacher's notice and share information. The class gradually became more animated and responsive, and the attendance level went up. By the end of the first term, Daniel saw that these peer interactions had helped them approach their exams in a more relaxed manner, and their performance improved too.

Daniel's colleagues also noticed these improvements, and many colleagues began to incorporate his strategies in their own subject classes. Daniel felt happy that he had managed to make his students more sociable in the classroom.

Activities

Activity 1: Practising narrative skills: Story and event



Activity 1

An important academic activity that students are regularly made to do in class is retelling a passage from a lesson in their own words, or relating an event described in the textbook to their own experience. We expect students to be able to explain some part of the lesson because we want to check how much they have understood. To be able to retell a story or an event is part of the ability to *narrate*; that is, to talk about something logically, in chronological order and in an interesting manner.

Put the students in small groups and give them the passage in **Resource 1a** to read. Then play the audio files of the narratives on the passage (**Resource 1b**) or read it aloud. Explain that they will hear someone retelling the events in the passage, and that this task is called **narrating**, and the content of what the speaker is saying is called a **narrative**. In their groups, the students should listen carefully to the two narratives and decide which one better represents the passage, and why. You will notice that the *second* version is the better one. The discussion that follows should include aspects of a good narrative:

- The information is clearly presented.
- The text is rephrased; that is, the narrative is not simply a repetition of the author's words.
- The appropriate vocabulary is used to retell the story as well as comment on it (e.g., *short and touching story...*, *inspired by her uncle... there was a big hurdle...*, etc.).
- There is a clear beginning, middle and end.
- The information is presented chronologically.
- The information is compressed so that only the important parts are

narrated.

- Discourse markers are used to make the listener easily understand the passage (e.g., *but, also, even, however, interestingly*).

Once the students are familiar with the features of a good narrative, separate them into pairs and give them another passage, like the one in **Resource 1c**. Have each pair prepare a narrative on it. One member of each pair should then present the narrative, and the others will comment on its clarity. This activity will give the students practice in giving narrations. To test how much they have learned, select a passage from a textbook from another subject (History, Science, etc.) and ask the students to narrate the events described. Announce that the class will vote for the best narrative by grading each one.

A. Narrative passage: Zainab's dream

Every time a plane flew across in the sky, Zainab Yakasai was reminded of her uncle. Zainab's favourite uncle, Wing Commander Musa Yakasai, had worked as a pilot for many years until he retired three years ago. Although there were very few female pilots, Zainab was hoping to be one of them. She was excited about taking a plane off the ground like a bird, and visiting different cities without having to pay for the tickets. Most of all, she just loved the pilot's smart uniform, and the salary and respect that pilots got. They also had a very responsible job: they were in charge of the lives of all the passengers and crew members aboard the plane. But Zainab's father did not think a girl should be a pilot. He spoke like most old men did — about her future husband not liking it, about taking care of her children and even about a possible plane crash. He was also worried about what people would say if they saw his daughter dressed like a man.

So Zainab went to speak to Uncle Musa. He was excited about her ambition and impressed by her courage. But he told her a secret — at first he himself had been very nervous about being a pilot. The training at the flying school for pilots was not at all easy. Some boys left, and he himself had almost given up. But he was also determined to be able to fly planes and earn the attractive salary experienced pilots got. So he had studied very hard and had remained committed. Eventually he completed his training as a pilot and passed with flying colours. During his long career, he had flown planes to London, New York, Karachi, Brisbane and many other cities. Mr Yakasai encouraged Zainab to think positively and not let other people stop her from fulfilling her dream. He promised to help her in every possible way.

B. A narrative passage

Version A: Transcript

This is uh... a short story called "Zainab's Dream." In the story, in the story describes ... the story about a young girl Zainab. She wanted to be a pilot. Zainab's favourite uncle Wing Commander, Mr. Musa Yakasai was retired. He was a pilot. He flew planes for many years. After that. ..no,... actually Zainab's father was dead against her. Zainab loved the pilot's smart uniform, and the salary and respect that pilots got. But her father thought what will people think of my daughter? She will dress like a man. She will have a husband, children and she will die in a plane crash. But Zainab wanted to fly a plane to var... different countries without paying for the tickets. A pilot had a very responsible job: they were in charge of the lives of all the

passengers and the air hostesses on the plane.

So Zainab went to speak to Musa Yakasai. But he told her a secret — at first he did not want to become a pilot because the training for pilots was not easy at all. He was... Umm... he was excited about her ambition and impressed by her courage. And in the training, some boys left, but he did not give up because he wanted to get the attractive salary of pilots. So he had studied very hard and,... and he had completed his training as a pilot and passed with flying colours. During his long career, he had flown planes to London, New York, um... New York... Ka-ra-chi, Brisbane and many other cities. He promised to help her in every possible way. Mr Yakasai told Zainab to think positively and not listen to anyone. He will help her in every possible way.

Version B: Transcript

This passage narrates a short and touching story called “Zainab’s Dream” about a young girl Zainab’s ambition to become an airline pilot when she grew up. Every time an airplane flew overhead, she longed to be up there. Inspired by her uncle who was himself a Wing Commander, Zainab dreamt of going off to different places without having to pay for it, wearing the smart pilot’s uniform, getting a good salary and respect from everyone. She also realised being a pilot was a great responsibility, as the lives of all the passengers and crew depended on the pilot.

But there was a big hurdle in Zainab’s path — her father was completely against her decision to become a pilot. He was worried about what people would say when they saw his daughter dressed in a man’s clothes. He even tried to frighten her by telling her she would have problems with her future husband and children, and might even face a plane crash.

Zainab was, however, a determined girl, and all her father’s tactics could not break her resolve. Unhappy at her father’s words, Zainab visited her uncle, Wing Commander Musa Yakasai, and shared her dream. Interestingly, Uncle Musa reacted in the exact opposite way than her father. Instead of telling her what problems lay ahead, he appreciated her resolve, and was impressed by the young girl’s determination. He encouraged her to pursue her dream, and shared a secret with her — as a beginner, he was also scared, especially since a pilot’s training was not easy.

C. A narrative passage: *Rikki-Tikki Tavi* (adapted)

Rikki-Tikki Tavi was a brave mongoose who was adopted by a very kind family after he was rescued from a flooded drain by their ten-year-old son. The family fed him meat, bananas and boiled eggs, and tried everything to make him healthy and strong again. Now, mongooses are wild creatures, but the child became so fond of the mongoose that he begged his parents to let him keep it. At first the child’s mother was alarmed at the idea, because she felt the mongoose would hurt her son. But her husband noticed that the mongoose was very well behaved, and seemed to have become fast friends with their son. So it happened that the mongoose began to live with the family.

Now Rikki-Tikki Tavi, like all mongooses, was restless from the tip of his nose to the end of his bushy tail, and he liked to draw everyone’s attention by announcing his presence with a loud “*Rick-tick-tikki-tikki-tav!*” And this is how he got the name Rikki-tikki Tavi. Like all well-bred mongooses, Rikki-Tikki Tavi was always very curious to find out as much about his environment as possible “*because it was there.*” So every morning and evening he made a round of the grounds of the bungalow, especially the parts of the vast garden that were overgrown with weeds.

One day, while playing in the family garden, he heard the tailor-bird Darzee and his wife crying

over one of their babies which had fallen out of the nest and had been eaten by a cobra. Rikki-Tikki Tavi's tail bristled with anger when he heard this, and he determined to protect his family and friends against the evil cobra. He had always hated snakes, anyway. That night, taking his daily watchman's round of the garden, Rikki-Tikki Tavi overheard two cobras planning to kill the tailor-bird's family. Rikki-Tikki Tavi knew that he could not let this happen, and he had to kill them first. From then on, he kept a close watch over their movements.

The next day, Rikki-Tikki Tavi hid behind the large mango tree where the tailorbirds had their nest, and waited for the cobra. When the evil snake began slithering up to the nest, Rikki-Tikki Tavi pounced on the cobra. There was a terrible fight, in which he got bruises all over his furry body, but in the end, Rikki-Tikki Tavi managed to kill Nag, the cobra.

Activity 2: Reporting in the classroom



Activity 2

At this level, asking students to report what someone has just said, to explain in their own words what their teacher has discussed, or to simply repeat for understanding are common classroom activities. This is done to test students' comprehension, the attention span or simply the ability to speak in an articulate manner. The ability to explain and report someone else's words is a complex language skill that involves several language operations such as using appropriate grammar (reported speech), relating ideas in the correct order, reporting the facts accurately and so on. This ability is useful both across the curriculum and through life.

This activity will help you to report fluently and appropriately. It should familiarise you with the important aspects of reporting, so that you will develop the confidence to use this speaking skill with ease.

2a. Reporting on an event (video)

A hospital scene

The scene: a busy hospital foyer, with receptionists, doctors, nurses and attendants milling around. The camera zooms in to two people rushing in, looking anxious and flustered, a young woman and an older man, possibly her father. In a rush, the woman bends over the counter to catch the attention of the busy receptionist who is on the phone. Without waiting for the girl to hang up the phone, the young woman demands to know where her husband is. She speaks all at once, mumbling something about a car accident. Her father tries to calm her down, and in a more composed manner, politely asks the girl at the counter for information about Peter Obama, his son-in-law. He explains that they have come over from Kaduna, after receiving a phone call from the police about the car accident. The receptionist is sympathetic and kind, and informs them that Mr Obama is in very good hands. She confirms that he has been in an accident — his car was hit by a speeding truck — but because he was brought in immediately, the surgeons have managed to attend to his injuries. He is now in surgery for some injuries to his ribs. She gently reassures them that the hospital's best surgeon is with Mr Obama, and they should try to relax and sit in the lounge until there is more news. The young woman loses her composure and starts crying softly. Her father comforts her, thanks the receptionist and leads his daughter to one of the vacant chairs in the lounge.

Woman: Where's my husband? Where's my husband? Please, where's my husband?
Accident, the car accident, where's my husband?

Man: Calm down. Calm down.

Receptionist: Madam.

Woman: Please, where's my husband?

Receptionist: Madam.

Man: Calm down, calm down. Excuse me, Ms.

Receptionist: Yes.

Man: We have come from Kaduna. We received a phone call from the police about a car accident. It was involving my son-in-law, Peter Obama. Can you tell us something about him?

Receptionist: Mr Obama is being operated on for some injuries to his ribs and the best surgeon is taking care of him. You don't have to worry. So relax and have seat a in the lounge.

Man: Thank you, Ms, thank you. Thank you very much.

Receptionist: You are welcome.

2b: Guidelines on the language of reporting

When we report on some event or scene we need to remember that we are helping our listeners see the event or scene through our eyes. A good report is one that is objective; that is, it relates the factual details accurately without adding the reporter's comments. Here are some characteristics of a good report:

A report contains both **description** and **narrative**. The reporter has to give the listener the physical details of the situation (description) and then either the gist or the details of the communication that took place between the people present (narrative).

The description should contain the nouns identifying the objects, and descriptive adjectives that accurately tell us the dimensions and quality of the objects such as their size, shape and volume, and their placement (their relative distance from each other). For instance, in a hospital scene, we would use phrases such as *a crowded corridor, a line of counters behind the reception area, a busy receptionist on the phone, patients on noisy stretchers, the operating theatre, blood report, a large announcement board, speakers for paging the emergency doctor.*

There should be discourse markers signalling the sequence of events: *first, then, immediately after, suddenly, finally.*

To narrate the conversation exchanges, a report should use **reported speech**. Grammatically, this contains:

- reporting verbs such as *said, asked, requested, ordered, replied, shot back, cried*, usually modified by adverbs — *She said angrily..., He whispered softly..., They screamed in frustration..., She retorted quickly...*
- third-person pronouns to refer to the speaker's words — instead of, *He said, "How do I know?"* use *He replied that he did not know.*
- the pronoun *that*: *She replied that..., He answered that..., etc.*
- changes of verb tense: present tense changes to past, past to past perfect, etc. — instead of *She said, "Robin gave it to me"* use *She said that Robin had given it to her.*
- connectives in interrogatives — instead of *Did you know about this?* use *She asked whether/if he had known about that.*

- inverted word order in interrogatives — instead of *Can she do it?* use *If she could do it.*

A report should contain authentic details — that is, only what can be verified — and not the reporter’s own additions, modifications or deletions. It should not contain any personal comments like *The Chief Guest’s speech was very boring: he spoke on discipline for ages.*

The events in a report should be narrated in the correct chronological order, or the listener may lose the “thread” or direction of the event.

Activity 3: Defining with illustrations



Activity 3

While studying subjects other than English, such as Science, Environmental Studies or Geography, students regularly need to learn and define concepts using subject specific vocabulary and illustrations. This academic exercise is relevant not just at the school level, but also at higher levels. Giving a definition requires conceptual knowledge; that is, knowledge of the topic, familiarity with the words and phrases related to the topic and grammatical accuracy. Students frequently complain of understanding concepts but being unable to explain or express themselves in an articulate manner, especially in front of their teacher and classmates. This might be because they do not have practice in organising the information in their mind before speaking, or are unable to connect ideas logically.

This activity will give your students opportunities to practise giving appropriate definitions. It should make them aware of the importance of understanding how to present an idea logically and to illustrate it with examples.

To prepare them for the activity, show them some definitions for a discussion on what constitutes a good definition. You could choose some concepts from their course books or use the list in **Resource 3**, in which the students have to match a set of concepts in Column 1 with the definitions given in Column 2. The definitions in **Resource 3** have been taken from JSS Chemistry, Biology, Politics and History textbooks. After they have completed the exercise, discuss how good definitions contain the following information:

The **category** to which the object/concept belongs.

The **use** made of it.

Other relevant information.

Examples and **illustrations** of the object/concept.

Selecting any one of the given definitions, illustrate each point above. For example, in the definition of **tissue**, the **category** mentioned is *A group of similar or dissimilar cells*; the **use** is *to perform a particular function*; **related information** is *which are held together by some intercellular substance produced by the cells themselves*; and the **examples** given are *parenchyma, collenchyma and chlorenchyma*. Now ask the students to categorise the other definitions in a similar manner. This will familiarise them with the language of definitions.

For practice in giving a definition, put up one or two terms on the board and ask the class to define them appropriately. Prompt them to remember the points mentioned above. After some practice, put the students in small

groups and ask them to define the following terms:

A screwdriver, a barometer, a pair of forceps, equinox, a tsunami, gross domestic product (GDP), dictatorship, reserved forest.

Allow them to refer to a dictionary or their textbooks, but tell them to remember that their definitions should contain the points mentioned above. For more practice, select a few students randomly and give them a few object/concept names to define with illustrations. Ask the class to grade each definition, and later have a discussion on which definitions were good and why. Conclude the activity by telling the students to practise using the skill of appropriate definition when they learn other subjects.

Matching definitions (worksheet)

In the table below, Column 1 contains the names of some concepts that you study in various subjects, and Column 2 lists their definitions. Discuss these with a partner and match the concepts to their definitions.

Column 1: Terms	Column 2: Definitions
Fixed capital	A process in which original constituents undergo change to form a new substance or compound with entirely changed properties. For example, when coal is burnt, carbon combines with oxygen to produce carbon dioxide.
Military coup	An instrument used in the laboratory to observe living or dead things that cannot otherwise be seen by the naked eye or a hand-held lens.
Pastoralism	A group of similar or dissimilar cells that are held together by some intercellular substance produced by the cells themselves, and that perform a particular function. For example, parenchyma, collenchymas, chlorenchyma.
Microscope	Tools, machines and buildings that can be used in the production of goods over a period of years. For example, generators, warehouses, computers, shredding machines.
Shifting cultivation	Income below 1 (one) dollar a day; and showing the proportion of people living under poverty in different countries.
Tissue	A form of government in which the rulers consist of elected representatives of citizens; that is, they are elected by the citizens themselves.
Chemical change	A situation in which the armed forces of a country (especially the Army) forcibly take over the administration of a country, usually by arresting the leaders of government.
International poverty line	A system of farming in which parts of a forest are cut and burnt in rotation to plant crops, so that seeds can be in the ashes after the first monsoon rain. For example, <i>chitemene</i> or <i>tavy</i> .
Democracy	A way of life in which communities rear cattle, camels, goats, sheep and other animals for a living, and sell milk, meat, animal skin, meat and other products obtained from animals for their livelihood.

COMPLAINTS

Complaints are never a happy occasion, particularly if you are trying to keep a client or customer happy AND you are struggling with the language.

It is important to remember that responding to a complaint always has FOUR parts:

1. **Apologize for the problem – no matter if you created it or not – no matter whether the issue is true or not. What you are apologizing for is the fact that a customer is unhappy. That’s not good for business.**
2. **Ask for the specifics of the problem – what happened or what went wrong.**
3. **Say that you will take action [and take it!], and**
4. **Check back with the customer later to make sure the problem was resolved to their satisfaction.**

A. Group discussion: ask your friends for examples of the complaints they deal with.

Tell them to think of a time when they made a complaint. Tell them to tell their classmates the story:

1. Where were you?
2. Why did you complain?
3. How did you complain?
4. What was the result?

B. Cultural note

It is important to remember that English is not as direct as other languages. It is important to be polite and follow rules for socially acceptable behaviour. For example, it is normal, when making a complaint, to start by saying “**sorry**” or “**excuse me**”, even though you haven’t done anything wrong. Being polite will help you get what you want.

Example:

In a shop

You’re in a shop and the assistant gives you the wrong change.

“**Excuse me**, I think you’ve given me the wrong change.”

OR

“**Sorry**, I think this change is wrong, I gave you £10 not £5.”

In a hotel

Customer

"Excuse me, but **there's a problem with** the heating in my room"

"**Sorry to bother you, but I think there's something wrong** with the air-conditioning."

"**I'm afraid I have to make a complaint.** Some money has gone missing from my room."

"**I'm afraid there's a slight problem with** my room – the bed hasn't been made."

Hotel worker

Normally the worker will apologise deeply for the problem and promise some immediate action.

"**I'm so sorry sir / madam, I'll send someone up to look at it immediately.**"

"**I'm sorry to hear that, I'll get someone to check it for you.**"

C. Review the three parts of responses below:

1. Apologizing:

I'm sorry ... I'm sorry to hear that ...

I apologize ...

I apologize for the problem ...

I apologize for the inconvenience ...

My apologies ...

2. Ask for Specifics

Please tell me exactly what the problem is

Please tell me exactly what happened

3. Take Action

I will send someone to take care of it

We will send the correct order tomorrow

Let me check with the shippers and see what happened

I don't know what happened, but I will get back with you later today

Let me straighten this out and I will get back to you today with the solution.

4. Check back – after the situation has been corrected

Ms. Chen, did everything work out to your satisfaction?

Mr. Wozniak, I wanted to see if the problem has been resolved to your satisfaction.

Did everything work out okay?

Did you get what you needed/wanted?

Practice the two dialogs below with a partner. Be sure to exchange roles so that are both the person with a complaint and the person responding to the complaint.

Dialog 1 – The missing parts ...

A: Hello Mr. Chen, may I help you?

B: Yes, I ordered spare parts for my generator, but you sent the wrong parts.

A: Oh no! Can you tell me exactly what parts you ordered and what you got?

B: Yes, I ordered two of part number B235C, but I got two B235Ds instead! They won't fit my generator.

A: I'm very sorry, let me check and see if we have the correct parts here right now and if we do, I can have someone deliver them this afternoon. Would that be okay?

B: Yes, please – the sooner I have the parts the better.

Later ...

A: Hello Mr. Chen, did you get the correct parts I sent over? Are they exactly what you needed?

B: Yes, they just arrived. Thank you.

A: My pleasure Mr. Chen, again, sorry for the inconvenience.

Dialog 2 – Shoddy service ...

A: Hello, Anderson Pool Service, may I help you?

B: Yes this Dolly McBride, someone was supposed to clean my swimming pool today. No one came.

A: I'm sorry Ms. McBride, let me check the schedule and see what went wrong. Can I send someone over first thing tomorrow morning?

B: Yes, that would be okay.

Tomorrow ...

A: Hello Ms. McBride?

B: Yes?

A: Did the pool cleaner get over there okay this morning?

B: Yes, everything is fine now. Thank you.

A: Thank you, Ms. McBride – and again – my apologies for the *mix-up** yesterday.

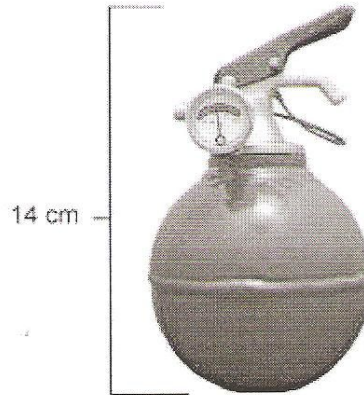
* *mix-up* means confusion or problem

Activity 1

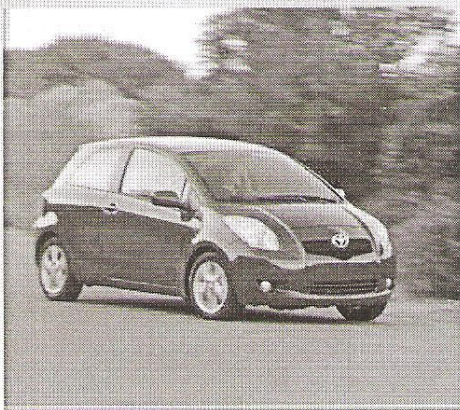
Work with a partner making and responding to the complaints in the table below.



Name of Caller with Problem:
Sumida Jobes
Calling to: Panasonic
Problem: Ordered 20 DVD Recorders, got only 10.



Name of Caller with Problem:
Richard Canalez
Calling to: Fire Stoppers, Inc.
Problem: Bought a fire extinguisher, but it doesn't work.



Name of Caller with Problem:
Wendy Morales
Calling to: Windy City Toyota
Problem: Had her car painted last week at Toyota, but the paint is already starting to come off.



Name of Caller with Problem:
Bob White
Calling to: Dog Sitters 4U
Problem: Scheduled dog sitter for 2 p.m. today – no one came. Need a dog sitter right now!

Activity 2

There are two complaining role-plays so every body has a go at being the customer and the worker. Feel free to use as much language from the previous handout as possible.

Complaining roleplay:

Student A: You are staying in a 5 star hotel, there is a famous rock band staying in the room next door, it is 3am and they are having a wild party, throwing televisions out the window and keeping you awake. You have an important business meeting at 9am.

Student B: You are the receptionist in a 5 star hotel, it is 3am a guest has come to complain about noise, there is a famous rock group staying in the hotel, they have paid €1million to have a party in their room. The hotel is full.

Student A: You are checking out of your hotel. When the receptionist gives you the bill it is very high, you have been charged for 2 bottles of don perignon Champagne from the mini bar and 2 "adult" movies on the TV, you didn't drink any champagne and you didn't watch the movies.

Student B: You are a hotel receptionist, student A is coming to complain about his / her bill.

Wrap up:

Who was the best complainer?

Which role was easier in the role-play?

<p>Making a complaint</p>	<p>I'm sorry to say this but... I'm afraid I've got a complaint about... Excuse me, I'm afraid... Look, I'm sorry to trouble you, but.... I have a complaint to make. There seems to be a problem with... Would you mind...? I'm angry about... Do you think you could...? I wonder if you could help me... I want to complain about... Sorry to bother you but... I hate to tell you but... Excuse me but there is a problem... I was expecting _____ but... There appears to be something wrong with... I wish you wouldn't mind.... I do wish you could.... Wouldn't it be a good idea to/ not to....</p>
<p>Accepting a complaint</p>	<p>I'm so sorry, but this will never occur / happen again. I can't tell you how sorry I am I wish it never happened Oh dear, I'm really sorry I'm sorry, we promise never to do the same mistake again. I just don't know how to say. I just don't know what to say I'm really sorry; we'll do our utmost/best not to do the same mistake again.</p>
<p>Delaying a complaint</p>	<p>I suggest you leave it with us and we'll see what we can do. I'm afraid we can't help you at the moment. Could you leave your contact phone number and address? We will contact you soon.</p>
<p>Rejecting a complaint</p>	<p>Well, I'm afraid there is nothing we can do about it actually. Well, I'm afraid there isn't much we can do about it. Sorry there is nothing we can do about it. I'm afraid, there isn't much we can do about it. We are sorry but the food is just alright.</p>

Let's agree to disagree

A. Conversation 1

Anna meets a new friend. Phil is new to Washington, D.C. and he feels lost in the city. Anna asks him to make the city a friendlier place.

- Anna : You know, I am from the country and sometimes I miss it. But I really like life in the city! I love the city. Oh, look. Someone lost a bag. Maybe it's **theirs**. Excuse me. Is this bag **yours**?
- Dr. Jill : No. It's not mine. It might be **hers**.
- Anna : Excuse me. Is this bag yours?
- Sarah : No. It's not mine. It might be **his**.
- Anna : Thank you. Hello. Is this bag yours?
- Phil : Yes, that's **mine**. These are all my travel things. Thank you, thank you!
- Anna : Are you okay? You seem ... nervous.
- Phil : Well, this is my first visit to Washington, D.C. I'm from a small town in the country. I feel a little lost.
- Anna : I am from the country too! And I understand. When I first came here, I felt lost ... all the time.
- Phil : So, do you like living in the country or in the city?
- Anna : I like to live in the city.
- Phil : Why?
- Anna : The city is exciting! It has more culture than the country. There are many museums and restaurants. Every night, there is theater and music. And, there are more jobs. That is why I'm here.
- Phil : Well, I **agree**. There is more culture in the city and there might be more jobs. But the country has more **nature**! It's **peaceful** and beautiful. There are more trees and mountains. The air is clean. You can go hiking and camping. The city is not beautiful. It's **noisy** and **dirty**.
- Anna : I **disagree**. I think all the different buildings are beautiful. And I like to watch all the different people.
- Phil : That's another thing that is different. People in the country are **friendly**. They always say "hello!" Here, no one says "hello." I think city people are **rude**.
- Anna : Well, I agree. Country people are friendly. But I don't think city people are rude. I think they're just busy.
- Phil : That's a good point.
- Anna : Look at me. I live in the city and I said "hello" to you.
- Phil : But you are *from* the country.
- Anna : I have an idea. Let's say "hello!" to people -- to many people!
- Phil : What? Why?
- Anna : Well, if we say "hello," maybe they will say "hello" to other people ... Hello!
- Phil : ... and they will say "hello" to more people! That's a great idea! I'm glad *you* found my bag.
- Anna : Come on. Let's go say "hello" to people.
- Anna : We don't have to agree with people. They have their opinions. We have **ours**. And as we like to say, you can always agree to disagree! Until next time...! Hello!

B. Pair work

Discuss in pairs about:

1. Where is the best place to live?
2. Tell us about where you live now or where you want to live.

Be sure you give a reason for your opinion

C. Conversation 2

Prepare a role play and practice the dialogue with appropriate intonation (rise and fall of sound) and facial expressions.

Two friends Kareem (K) and Bilal (B) are complaining about one of their courses of school

K: Our course is too theoretical. It should be much more practical. **Don't you think so?**

B: I couldn't agree with you more. I'm just doing the course to pass the exam. I don't think that it's going to help me after I Leave School.

K: **Exactly.** And I can't understand most of the theory. I just learn my notes off by heart.

B: **So do me.** We should complain to the head teacher.

K: **I think that you're right.** I suggest that we see him as soon possible.

B: I agree. Don't you think that we should talk to the other students first and ask them what they think about the course?

K: Good idea. Let's ask them tomorrow. **OK?**

B: **OK**

Note: The bold words and phrases are often used to express agreement and disagreement and are target vocabulary to be noted and reinforced. Explain each phrase and how 'I' is used in response to the other phrase (e.g. I learn my notes/ I do my work/ I like mangoes= So do I (for agreement)

D. Role Play

Prepare a dialogue on the following situation:

Situation: Your colleague at work proposed a project but you are not sure whether it is a good idea. He gives different reasons for doing the project. You agree on some points and disagree on some of them.

Ways of Expressing Agreement

Yes	I agree I agree with you I quite agree I absolutely agree I couldn't disagree with you more You're right
-----	---

*(I think) (That) you're quite right.
You're absolutely right.*

Ways of Expressing Disagreement

No	<i>(I'm sorry)</i>	<i>I don't agree</i> <i>I don't agree with you (I'm afraid)</i> <i>I can't agree with you</i>
	<i>(I think)</i>	<i>You're wrong</i> <i>You're quite wrong (I'm afraid)</i> <i>You're absolutely wrong</i>

Note: Words in the brackets are optional.

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