

SPEAKING FOR SECRETARY

Oleh :

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SPEAKING FOR SECRETARY

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Penulis menyadari bahwa bahan ajar ini masih sangat jauh dari sempurna, untuk itu kritik dan saran konstruktif sangat diharapkan sebagai bahan pertimbangan dalam melakukan perbaikan-perbaikan. Akhirnya, selamat mengikuti kegiatan belajar ini dan semoga berhasil.

Tangerang Selatan, 12 Maret 2019

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PERTEMUAN 1 MEETING NEW PEOPLE

A. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini, mahasiswa mampu memperkenalkan diri, memperkenalkan orang lain kepada yang lainnya serta bertukar personal data dalam bahasa Inggris

B. URAIAN MATERI

1. GREETING

Ketika kita bertemu dengan orang baru, seringkali mulut kita terkunci dan tidak dapat mengucapkan satu kata pun. Mungkin yang keluar dari mulut hanya "*Hi, How are you?*". Selanjutnya kata-kata seperti tersekat di tenggorokan atau menari-nari dalam pikiran, namun tak dapat menemukan kata-kata selanjutnya. Pada awal perkenalan anda perlu memperkenalkan diri anda kepada orang lain atau orang lain yang memperkenalkan anda.

Ketika kita bertemu seseorang, kenal atau tidak mengenalnya, maka biasanya kita saling bertegur sapa mengucapkan salam/*Greeting*.

CONTOH PERCAKAPAN

Greeting people

Mario: Good afternoon Tari : Good afternoon, Mr. Mario. Please sit down.	Maria: Good afternoon Tari : Hello, Maria. Nice to meet You.
Mario: Hello, Miss Tari! How are you doing? Tari : Pretty good, thanks. How about you, Sir? Mario: Pretty good, thanks.	(<i>exercise yourself</i>)

Bila kita tidak mengenal orang tersebut, cukup mengucapkan salam dengan: " Good morning!",sambil menganggukkan kepala.

CONTOH PERCAKAPAN**Introducing oneself**

• Hi! My name is Mario Domingus I am from Rio de Janeiro, Brazil. Please call me Mario	• Hello, My name is Derry Dunham. Please call me Dude I am from England
• Hello. I am Tari Muhede I'm from Ambon, Indonesia	•(<i>exercise yourself</i>)

Usefull Expression:

- Sorry. What is your first name again?
- Excuse me. How do you say your name again?
- What is your last name, please?

Dalam situasi formal, pengenalan pertama umumnya kita menggunakan nama belakang atau nama keluarga (*family name*) sedangkan dalam situasi informal, kita menggunakan nama depan (*first name*).

Dalam budaya barat seseorang biasanya mempunyai 3 nama (nama depan, nama tengah dan nama belakang).

Nama Belakang biasanya adalah nama keluarga. Contoh: John Fitzgerald Kennedy

Selain itu ada juga nama panggilan/nama kesayangan (*nick name*).

Contoh: Robert → Bob
Richar → Dick
Catherine → Kathy

CONTOH PERCAKAPAN**Introducing others**

- a.
- Derry: Ivan, this is Maria. Maria's a secretary. Maria, this is Ivan
Ivan Gunawan is a designer.
Ivan : Pleased to meet you Maria.
Maria: Ooo, Ivan Gunawan. Nice to meet you, Ivan.
- b.
- Darma : Mr. Wisnu, I'd like you to meet Dr. Edi Sirait.
Mr. Wisnu : How do you do, Dr. Sirait?
Dr. Sirait : How do you do.
Darma : Dr. Sirait is a professor. He's just finished making a
research on Motivating the Employees in
Government Office.
Mr. Wisnu : Oo, isn't that interesting? I work for the Government
Dr. Sirait : Well, I'm glad to meet you. Are you in the
Human Resources Division, by any chance?
Mr. Wisnu : Yes. How did you guess?
Dr. Sirait : I've read your name on the list outside this room.

CONTOH PERCAKAPAN**Asking for personal information**

- a.
- Naomi: Hi! My name is Naomi Amidala
I am from Seoul, Korea. What is your name?
David : I'm David Wiliam
Naomi: And where are you from, David?
David : I'm from Birmingham, England
Naomi: Oh, really? Nice to meet you
David : Nice to meet you, too.
Naomi: By the way, what do you do?
David : I'm a sales support staff. And how about you?
Naomi: I'm a dance instructor
David : Hey, Naomi, can I join your class?

b.

Nancy : Hello!
 Dunde : Hi!
 Nancy : Excuse me. Are you from England?
 Dunde : No, I'm from United States
 Nancy : Oh? What city are you from?
 Dunde : I'm from Denver
 Nancy : Oh, really? By the way, my name's Nancy
 Dunde : Hi, I'm Dunde
 Nancy : Are you on vacation here?
 Dunde : No, I'm not. I'm studying English

CONTOH PERCAKAPAN**Saying Goodbye**

Mario: Goodbye. See you tomorrow.	Mario: Goodbye. Have a nice Evening.
Tari : See you. Take it easy.	Tari : Thanks. You, too.
Mario: Goodbye. Tari : Bye-bye. See you on Monday.	(<i>exercise yourself</i>)

Useful Expressions

- Sorry. What is your first name again?
- Excuse me. How do you say your name again?
- What is your first/last name, please?
- What should I call you in class?
- Please call me....
- What's your job?
- What kind of company do you work for?

2. GRAMMAR REFERENCE

Wh-Questions with 'be'

What is your name?	My name is Chuck
Where are you from?	I'm from Texas
What is her name?	Her name is Noriko
Where is she from?	She is from Japan
What are their names?	Their names are Kinan and Patty
Where are they from?	They are from Indonesia

Yes/No questions with 'be'

Are you from Italy?	No , I'm not . I'm from Brazil
Are you a student?	Yes , I am
Is Paul a writer?	Yes , He is
Is Carol French?	No , She isn't. She is Canadian

3. CULTURE: EXCHANGING BUSINESS CARDS

When you meet someone for the first time you often exchange business cards. It is a good idea to have one side of your card translated into the language of the country that you are visiting. Look at the different style of exchanging business cards. How do you give and receive business cards in your culture?

Formal	Informal
Some cultures treat business cards formally and with great respect .	Some cultures see business cards simply as a way to exchange important Personal details (name, company, Contact numbers).
The information on the card can include the title of the person and their qualification.	The cards can be read quickly and then put in a pocket.
In some cultures the person receives the card in both hand and reads the information carefully.	It is OK to write additional information on the card.
It is not polite to write on a card unless the person giving the card says that it is OK.	

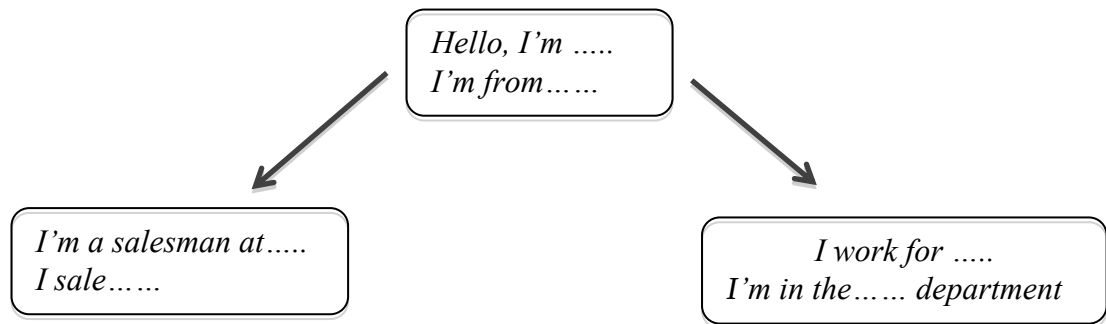
ACTIVITY 1:

- How do you introduce yourself? What information do you usually give about yourself/ Your job?/and company/ when you meet someone for the first time?
- Write down a dialogue: Introduce yourself, and inform what you do

Role play

Introducing yourself

Write to the class. Introduce yourself, and say what you do. Use real information about you and expressions from “Deskripsi Materi”. Don’t forget to exchange business cards.



CONTOH PERCAKAPAN

Exercise 1. Introductions

Directions: you and your classmates are going to interview each other and then introduce each other to the rest of the class.

Part I. Read and discuss the dialogue.

A: Hi. My name is Kunio.

B: Hi. My name is Maria. I'm glad to meet you.

Kunio: I'm glad to meet you, too. Where are you from?

Maria: I'm from Mexico. Where are you from?

Kunio: I'm from Japan.

Maria: Where are you living now?

Kunio: On Fifth Avenue in an apartment. And you?

Maria: I'm living in a dorm.

Kunio: How long have you been in (this city)?

Maria: Three days.

Kunio: why did you come here?

Mario: to study English at this school before I go to another school to study computer programming. How about you?

Kunio: I came here two month ago. Right now I'm studying English.

Later, I'm going to study engineering at this school.

Maria: What do you do in your free time?

Kunio: I read a lot. How about you?

Maria: I like to get on the Internet.

Kunio: really? What do you do when you're online?

Maria: I visit many different Web sites. It's a good way to practice my English.

Kunio: That's interesting. I like to get on the Internet, too.

ACTIVITY 2:

What information did you use to introduce people to each other?

ACTIVITY 3:

- a. Practice with your own language and situation. It is important to remember your body language, such as: smile, eye contact, firm handshake.
- b. Ask further information about your partner with the following questions and complete the chart.
 - 1) What is your name?
 - 2) Where do you work?
 - 3) What is your position there? Are you manager?
 - 4) How do you like your job?
 - 5) Can I have your phone number?
 - 6) What is your address?
 - 7) Can we have some business?
 - 8) I have an excellent business that is...

<i>Name</i>		<i>Company</i>	<i>Position</i>	<i>Phone</i>	<i>Address</i>

4. VOCABULARIES : NATIONALITY & JOBS

a. Nationalities

Brazilian	Polish	Germany	Kuwaiti	French	Oman
Italian	Spain	Russia	Turkey	Japanese	Swedish
China	Greece	British	American	Somali	Lebanese
Scottish	Yemeni	Malaysian	European	Belgian	

Complete the list of countries and nationalities. Use the words from the box. Add some more countries & nationalities.

Country	Nationality -an	Country	Nationality -ish
Brasil		Poland	
.....			
Argentina		Spain	
.....			
Italy		Sweden	
.....			
Russia		Turkey	
.....			
		Scotland	
			
Country	Nationality -ese	Country	Nationality -others
Japan		France	
.....			
Lebanon		Greece	
.....			
China		The UK	
.....			
Country	Nationality -i	The US	
Kuwait			
.....			
Yemen			
.....			
Somalia			
.....			
Oman			
.....			

Job	Department
Accountant	Finance
.....	
.....	
.....	

b. Job Titles

Put the words from the box below under the correct heading.

customer	service	accountant	finance
marketing	manager	technician	engineer
research & development		cashier	production
human resources	doctor	telephone	receptionist
personal assistant (PA)		analyst	secretary
sales assistant		treasurer	lawyer
import department			
CEO (Chief Executive Officer)		director	

C. EVALUASI

Role play : Introducing others

Take turn to introduce each other within your group. Use expressions from 'Deskripsi Materi'. Change groups and introduce each other again.

D. REFERENSI**Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:**

1. Renee Talalla. 2008. *English for Restaurant Workers*. Compass Publishing
2. Yvonne Hoban. 2012. *English for The Secretary*. New York: McGraw-Hill
3. Becky Tarver Chase & Kristin L.Johannsen.2012. *Pathways 2*. Boston: Heinle
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--End of Unit 1—

PERTEMUAN 2 THE USE OF MODAL AUXILIARIES

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal melakukan permohonan (dialog *Making requests*), Menolak/menerima tawaran/dialog (*Accepting/refusing requests*), Menggunakan MODAL AUXILIARY dalam *Expressing Ability, Expressing Possibility, Expressing Permission, and Asking for Assistance*

B. URAIAN MATERI

1. PERCAKAPAN

Berinteraksi dengan orang lain, adalah melakukan dialog, percakapan yang santai atau formal dalam mencari informasi. Adakalanya kita juga meminta pertolongan orang lain untuk melakukan sesuatu buat kita. Polite Request berarti beberapa permohonan, yang kita tujukan pada orang untuk melakukan keinginan kita. Misalnya kalimat: "Could I borrow your pen?" adalah sebuah kalimat yang kita pakai apabila kita membutuhkan pena dari seorang kawan. Kata COULD disini, walaupun muncul dalam bentuk lampau (past), tetapi sebenarnya bukan digunakan untuk masa lampau. Semata-mata ia digunakan hanya untuk menunjukkan tingkat kesopanan.

Dibeberapa Negara, orang tidak suka untuk mengatakan 'TIDAK' terhadap suatu permohonan. Mereka menghindarkan diri untuk mengatakan TIDAK dengan berbagai cara, seperti:

- a. Berdiam diri
- b. Mengatakan sesuatu dengan tidak jelas
- c. Merubah topik pembicaraan
- d. Mengakhiri percakapan tanpa menjawab permohonan
- e. Mencari-cari alasan
- f. Menunda memberi jawaban
- g. Mengatakan "Yes, but....."

Pada pertemuan ini akan diberikan beberapa penggunaan MODAL AUXILIARY, termasuk didalamnya hal-hal yang terkait dengan membuat permohonan serta menjawab permohonan tersebut atau menolaknya.

CONTOH PERCAKAPAN

Request with imperatives and modals, terutama digunakan untuk:

- a. *Making requests*;
- b. *Accepting/refusing requests*;
- c. *Apologizing; giving excuses* (akan dibahas pada unit berikutnya)

SITUATION	REQUEST
Turn the TV down .	Can you turn the TV off ?
Leave that window open .	Could you leave that window open , please?
Please keep move on .	Would you please keep move on ?
Move your car, please.	Would you mind moving your car?

ACCEPTING A REQUEST

Oh sure, I'd be glad to!
 OK. I'll do that.
 All right.
 Sure no problem!

REFUSING A REQUEST

Oh, sorry I can't right now.
 I'm sorry, but I'm not busy.
 I'd rather not.
 What? You must be kidding!

2. GRAMMAR REFERENCE

Expressing Ability: CAN and COULD

a. Boni can play the guitar	Can expresses ability in the present or future
b. You can buy a microwave at a store	
c. I [can't] understand that sentence	The negative form of can may be written: Can't, cannot, or can not

I [cannot] understand that sentence I [can not] understand that sentence	
d. Our son could talk when he was two years old	The past form of can is could
e. They [couldn't] come to class yesterday They [could not] come to class yesterday.	The negative of could : couldn't or could not.

Expressing Possibility: MAY and MIGHT

Expressing Permission: MAY and CAN

a. It may rain tomorrow b. It might rain tomorrow c. A : Why isn't John in Class? I don't know. He [May/might] be sick today	May and might express possibility int the present or future. They have the same meaning. There is no difference in meaning between (a) and (b)
d. It may not rain tomorrow e. It might not rain tomorrow	Negative: May not and might not. (Do not contract may and might with not)
f. Maybe it will rain tomorrow g. Maybe John is sick h. John may be sick	Maybe (spelled as one word) is an adverb meaning "perhaps." Notice (f) and (g) May be (spelled as two words) is a verb form, as in (h): the auxiliary may + the main verb be
i. Yes, children, you may have a cookie after dinner. j. Okay, kids, you can have a cookie after dinner.	May is also used to give permission. Often can is used to give permission, too. (i) and (j) have the same meaning, but may it more formal than can
k. You may not have a cookie You can't have a cookie	May not and cannot(can't) are used to deny permission (I,e., to say "no")

Using COULD to Express POSSIBILITY

a. A: Why isn't Sheila in class? B: I don't know. He could be sick	Could can mean past ability, but that is not its only meaning. Another meaning of COULD is possibility.
b. Look at those dark clouds. It could start raining any minute	In a) → it is possible that he is sick. (could expresses a present possibility) In b) → could expresses a future possibility

Asking for PERMISSION: MAY I, COULD I, CAN I

Polite Question	Possible answers	People use may I , could I , *and can I to ask polite questions. The questions ask for someone's permission. (a), (b), and (c) have basically the same meaning. Note: can I is less formal than may I and could I
a. May I please borrow your pen?	Yes	
b. Could I please borrow your pen?	Yes. Of course Yes. Certainly.	
c. Can I please borrow your pen?	Of course. Certainly. Sure. (informal) Okay. (informal) Uh huh (meaning "yes")	
		Please can come at the end of the question: May I borrow your pen, please? Please can be omitted from the question: May I borrow your pen?

Exercise

Following are some phone conversation. Complete the dialogue. Use **may I**, **Could I**, or **can I** + verb from the list. Note: The caller is SPEAKER B.

<i>help leave speak/talk take</i>

- a. A: Hello?
B: Hello. Is Denny there?
A: Yes, he is.
B: _____ to him?
A: Just a minute. I'll get him
- b. A: Hello, Lukman Harun's office.
B: _____ to Lukman Harun?
A: May I ask who is calling?
B: Indra Giri
A: Just a moment, Mr. Giri. I'll connect you
- c. A: Good afternoon. Dr. Hidayat's office.
_____ you?
B: Yes, I'd like to make an appointment with Dr Hidayat.
A: Fine. Is Tuesday morning at nine all right?
B: Yes, thank you
A: May I know your name?
- d. A: Hello?
B: Hello. _____ to Lina?
A: Who?
B: Lina. Lina Marlina
A: There's no one here by that name. I'm afraid you have the wrong number.
B: Is this 290-6788?
A: No, it's not.
B: Oh. I'm sorry
A: That's okay
- e. A: Hello?
B: Hello _____ to Ira?
A: She is not here right now
B: Oh, _____ a message?
A: Certainly. Just a minute. I have to get a pen.

Asking for ASSISTANCE: Would you, Could you, Will you Can you

Polite Question	Possible answers	People use would you, could you, will you and can you to ask polite questions. The questions ask for someone's help or cooperation. a), b), c), d) have basically the same meaning. The use of can , as in d) is less formal than the others
a. Would you please open the door?	Yes Yes. Of course.	
b. Could you please open the door?	Yes. Certainly I'd be happy/glad to	
c. Will you please open the door?	Of course. I'd be happy/glad to	
d. Can you please open the door?	My pleasure (<i>Informal</i>) Sure (<i>Informal</i>)	

Exercise

Complete the dialogues. Use a polite questions with **would you/could you/will you/can you** in each. Use the expressions in the list or your own words.

Answer the phone for me *Open the window*
Turn the volume up *Say that again*
Pick some up *Turn the volume down*

a. Mother : It's getting hot here. Would /Could/Will/Can you please open the window?

Son : Of course. I'd be happy to (sure)/etc

Mother : Thank you

Son : You are welcome.

b. Monty : The phone is ringin, but my hands are fulli_____

Sonya : _____

Monty : _____

Sonya : No Problem.

c. Marina : I'm trying to study, but the gramophone is too loud .

.....

Sonny : _____

Marina : _____

Sonny : That's Okay. No Problem.

d. Father : I'm trying to listen to the news from the radio, but I can't hear it.

Sofie : _____

Father : _____

Sofie : Don't. mention it.

e. Rita : Honey, I'm out of cotton buds. When you go to the store, _____.

Wawan : _____

Rita : _____

Wawan : No Problem.

f. Person X : Hi

Person Y : Hi. Walakuntaxifguhit

Person X : Excuse me _____

Person Y : Walakuntaxifguhit

Person X : I'm sorry, I don't understand what you said.

CONVERSATIONS

a. Match each request with the correct response below then practice with a partner

Would you mind turning down the radio, Andre? It's very loud.

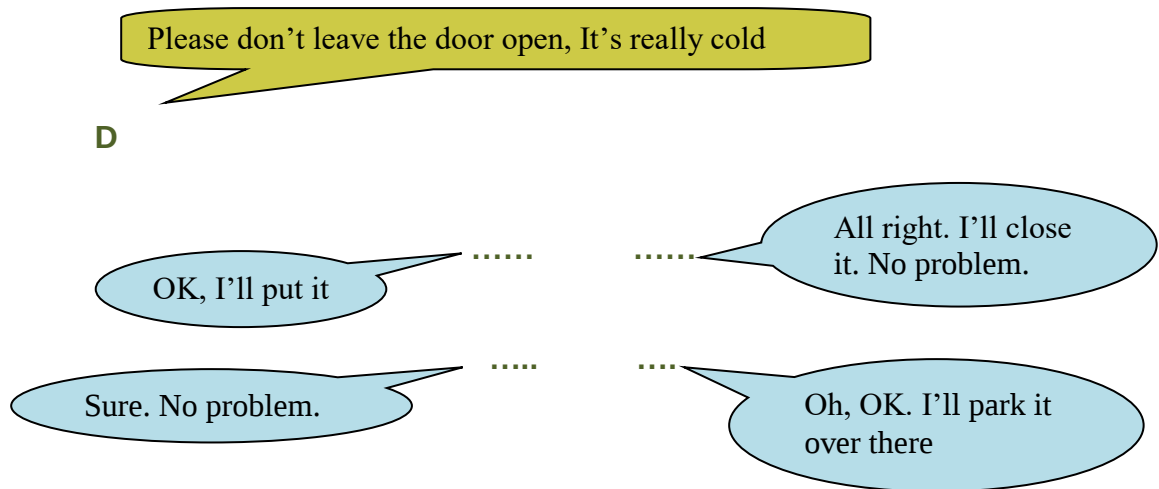
A

Hey, Yoko! Could you move your car? It's blocking my driveway.

B

Would you mind not smoking here? This is nonsmoking section.

C



b. Another Exercise

Match each request with a suitable response. Then **PRACTICE** with a partner.

- 1) Would you mind bringing these letters to the post office?
 - 2) Excuse me. Could you put your Handphone here, please?
 - 3) Would you mind not smoking here?
 - 4) Please try to come to class on time.
-
- a) I'm sorry, I won't be late again. I promise!
 - b) OK. I'll go outside.
 - c) All right. I'll do it this afternoon.
 - d) Sure! No problem!
 - e) Sorry. I didn't know it was bothering you.
 - f) I'm sorry, but it's not mine.

3. FLASH INFO

Less formal ↑ ↓ Most formal	Can you please lend me \$ 100? Could you let me use your car? Would you be able to mail this letter? Would you mind letting me use your Handphone? Would it be OK if I borrowed your car? Would you mind if I used it? I wonder if you'd mind lending me your CD?
---	--

4. PRONUNCIATION: Reduced forms

Listen to the reduced forms in these request. Then repeat after your teacher.

- a. **Could you** pass me my bag?
- b. **Could you** put that away?
- c. **Would you** turn off the VCR?
- d. **Would you** turn on the air conditioner?

ACTIVITY 1: Pair work

Take turns making the request you wrote in Exercise 3.(Another Exercise) and giving responses. Pay attention to reduced forms.

VOCABULARY**Two-part verbs.**

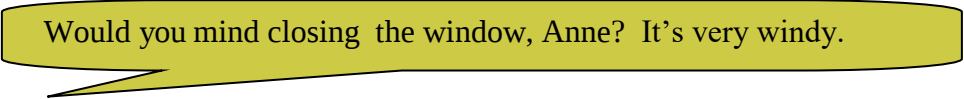
- a. Find nouns that can be used with these two-part verbs, then compare with a partner.**

- | | | |
|--------------|---------------------|----------------|
| 1) Clean up |the books |your tie |
| 2) hang-up |the cat |the toys |
| 3) pick up |your cigarette |the trash |
| 4) put away |your clothes |the TV |
| 5) put on |your coat |the yard |
| 6) put out |the faucet | |
| 7) take off |the light | |
| 8) take out |the phone | |
| 9) turn down |the radio | |
| 10) turn off |a record | |
| 11) turn on |the room | |
| 12) turn up |your shoes | |

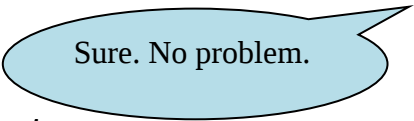
b. Pair work: Now make requests using five of the verbs above.

ACTIVITY 2: Make the requests, and give your own responses:

Example:



Would you mind closing the window, Anne? It's very windy.



Sure. No problem.

Use these cues to make request.

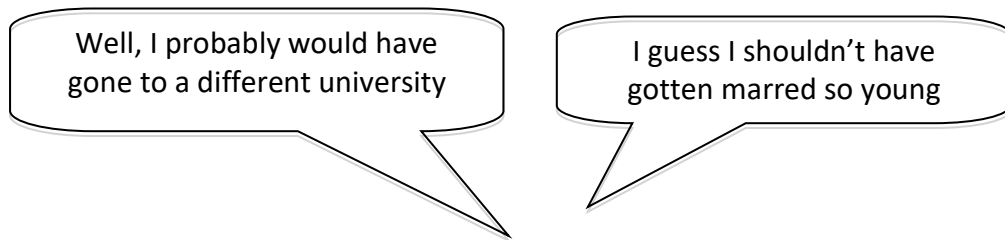
- a. ... lend me a dollar
- b. ... get me a cup of coffee
- c. ... open the window
- d. ... turn off the light
- e. ... help me move to my new
- f. ... apartment tomorrow
- g. ... take your feet off my chair
- h. ... blow smoke in my face
- i. ... put your shoes off
- j. ... give back my umbrella
- k. ... fill some gasoline for the bike

ACTIVITY 3:

- a. Think of 3 interesting of unusual requests you want to make to your classmates and the teacher.
- b. Write down your requests.
How many people accepted and how many people refused?

C. EVALUASI**Pairwork**

1. Do you sometimes wish you had done things differently in your life?
Think of three things and talk aboutr them.



2. Now take turns talking about these situations

A: What are three things you would never do in public?

B: I'd never wear tennis shoes with a suitk and I'd never

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Ian Badger. 2013. *English for Work- Everyday Business English*. Essex: Pearson Education Limited
2. Marc Helgesen & Keith Adams. 2012. *Travel File – Workplace English*. Essex: Pearson Education Limited.
3. Michael Ockenden. 2012. *Situational Dialogues*. Eastbourne: Longman

--End of Unit 2--

PERTEMUAN 3

COMPLAINING & APOLOGIZING

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal menyatakan keluhan (*Making Complaint*), menyatakan permohonan maaf dan memberi alasan (*Apologizing*)

B. URAIAN MATERI

1. CALM or EXPRESSIVE

Ketika kita berinteraksi dengan orang lain, adakalanya kita melakukan suatu tindakan bodoh atau kesalahan terhadap orang lain. **Menyatakan keluhan/*Making Complaints*** adalah cara yang kita tunjukkan untuk menyatakan keberatan kita atas tindakan mereka. Misalnya kalimat: “*Excuse me, you can not smoke in here?*” adalah sebuah kalimat yang kita pakai apabila kita keberatan atas perbuatan seseorang. Kata EXCUSE ME disini, jelas-jelas digunakan untuk menunjukkan keberatan kita .



In some cultures people show what they are feeling when they complain. In other cultures, **people** are less comfortable showing emotion. Which style is acceptable in your culture?

Calm

If you show strong emotion when Making a complaint, the other person will think you are a aggressive.

If you get angry, you'lose face' and the other personwill not respect you.

It is not professional to show strong emotions in business contex

Expressive

If you show strong emotion, the other person will know that you take the matter seriously.

Showing anger can get results; it can take the other person by surprise.

If you do not show emotion people will think that you don't care.

Strategies for making & dealing with complaints

Here are some strategies for making & dealing with complaints by telephone.

Which would you use to:

- a. make a complaint?
- b. deal with a complaint?
- c. both?
 - 1) Check that you are talking to the right person.
 - 2) Be polite and calm.
 - 3) Explain the problem.
 - 4) Listen to details before commenting.
 - 5) Apologise.
 - 6) Say what you want to happen.
 - 7) Suggest solutions.
 - 8) Make a note of important information.

2. GRAMMAR REFERENCE

MAKING COMPLAINTS

Study how we make complaints and how to respond them.

<i>Making a complaint explanation</i>	<i>Apologizing and giving an</i>
You're late! I've been waiting for an hour.	→ Gee, I'm sorry. I missed the bus.
This library book was due back yesterday.	→ Oh, sorry. I didn't realize it was overdue.

- a. In North America, people usually apologize and explain, or apologize and offer to do something about it

<i>Making a complaint something</i>	<i>Apologizing and offering to do</i>
Excuse me, but your bike is blocking my driveway.	→ I'm really sorry. I'll move it right away.
I think you've given me the wrong change.	→ Sorry. Let me check the bill again.

People make apologies in different ways.

For example, if you are late for works, you can...

Apologize "I'm sorry I'm late"

Apologize and ...

Explain "I missed the bus"

Say you made a mistake "I forgot to check my bus schedule"

Offer to do something "I'll work late tonight"

Make a promise "I won't be late again"

How do people usually apologize in your country?

ACTIVITY 1

a. How could you apologize in these situations?

- 1) You didn't answer a friend's letter
- 2) You didn't go to friend's birthday party

b. Decline these requests and give excuses.

- 1) Can I use your word processor, please?

Sorry, but I'm going to use it myself in a few minutes

- 2) Would you be able to drive me to the airport tomorrow?

I've just finished this report. Could you check it for me, please?

- 3) Is it OK if I stay overnight at your place on Saturday?

- 4) Would you mind if I used your phone to make a long-distance call?

5) Could you please mail these letters for me?

3. VOCABULARY

Look at these Verbs

Look at these and nouns that are commonly used together.

Try to learn these Verbs and memorize them.

Accept an apology	leave instructions	send an invitation
an excuse	a message	a message
an explanation	a phone number	a reply
a reason		

Give an answer	make an apology
an apology	an excuse
an explanation	a joke
a reason	a phone call
someone a message	a request

ACTIVITY 2

Now complete these sentences with suitable verb

- I need to a message to my father right away. Can I use your fax machine please ?
- I invited Martha to the party, but she hasn't Me her answer yet.
- Somebody called you last night, but he didn't a name or message.
- I don't understand why he did something so thoughtless; but I guess I'll have to.....his apology.
- I'll be right back. I have to a quick phone call.

a. Now choose the best response for each complaint. Then compare with a partner and practice them.

Complaint

- 1) By the way, I asked you to return my book to the library.
- 2) Don't forget you still owe me \$20.
- 3) Hey, I need my cassette player back. Have you finished with it?
- 4) I was waiting for you at the coffee shop last night, but you didn't turn up.
How come?

Responses

- Sorry. They weren't there.
- Oh, I got there late, and you were already gone. I'm really sorry.
- Gosh, I'm sorry. Could I give them to you tomorrow?
- Oh, gee, I'm sorry. Let me write a check right now.
- Oh, yeah. It's in my locker. I'll go and get it. Sorry.
- Oh, sorry. I completely forgot about it. I'll take it back today.

b. Write responses to these complaints. Then practice.

- 1) Your radio is too loud. I'm trying to study.
- 2) Look! The cover of this book wasn't torn when I lent it to you.
- 3) You've had my tennis racquet for a month! Can I have it back?
- 4) You've left the room in a real mess!

ACTIVITY 3:

Student A: Complains about these things:

- A friend has been using the telephone for twenty minutes. You need to make an urgent call.
- Another friend borrowed your typewriter. You need to use it.

Student B : Apologize and make suitable responses.

C. EVALUASI

What do you think is the situation? (e.g., where the conversation is taking place), and who are the speakers (e.g., friends, neighbors, classmates)

Contoh :

Excuse me. Is that your motorcycle outside?

Yes, It is.

I wonder if you'd mind moving it. It's blocking my car.

1. *The conversation is taking place in front of a house/café/public building*
2. *The speakers are 2 persons who don't recognize each other. One is a motor rider, another is a driver of a car.*

CONTOH PERCAKAPAN

Beri respon pada masing-masing situasi

1. Dialogue 1:

Mom!

Yes, honey.

Can you help me with my homework? I really can't understand these history questions.

2. Dialogue 2:

Is that the six o'clock news?

Yes, It is.

Would you mind turning up the TV? I can't hear it. I want to hear the weather report.

3. Dialogue 3

Uh, are you going to the cafeteria?

Yes, I am

Could you get me a soda from the machine? I'm really thirsty

4. Dialogue 4

You know, this book is difficult to read!

Oh really?

Yes. Can I borrow your dictionary? I'll only need it for about half an hour.

5. Dialogue 5

Excuse me

Yes. Is something wrong?

Would you mind not smoking here? It's not allowed.

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Anwar Rahman. 2012. *Business English*, Yogyakarta: Penerbit Andi
2. Duckworth, Michael, Oxford 2014. 1st Edition. Quick Work Workbook – Pre-Intermediate. Oxford University Press
3. Falla Tim dan Paul Davies A, Oxford 2012. 4th Edition. Solutions. – Pre Intermediate Student's Book. Oxford University Press.
4. <http://www.englishgrammarsecrets.com/usedto/menu.php>

--End of Unit 3--

PERTEMUAN 4

A TIME TO REMEMBER

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal membunyikan bentuk “ed” pada *regular past-form* dengan tepat. Dan melakukan percakapan/dialog *Information Questions* dengan menggunakan kata tanya *where were.../where did.../when did* dalam bentuk *lampau (past form)*

B. URAIAN MATERI

Ketika kita bercakap-cakap dengan orang, sering kita ingin bertanya mengenai apa-apa yang telah terjadi dimasa lalu. Dalam bahasa Indonesia kita tidak mengenal bentuk *Past (lampau)* ini. Namun di dalam bahasa Inggris, kita harus menggunakan bentuk ke-2 ‘*past*’ pada kata kerja utamanya.



A Time to Remember, erat kaitannya dengan penggunaan PAST TENSE. Past Tense digunakan semata-mata untuk menceritakan suatu hal yang TELAH

terjadi di masa lampau dan tidak ada hubungannya sama sekali dengan masa kini.
Kata kerja yang digunakan untuk past tense adalah kata kerja bentuk ke-2.



Bentuk I (present)	Bentuk II (past)	Bentuk III (perfect)
<i>to study</i> <i>to learn</i> <i>to type</i>	<i>studied</i> <i>learned</i> <i>typed</i>	<i>studied</i> <i>learned</i> <i>typed</i>

Pada pertemuan ini akan dilatih hal-hal yang terkait dengan ***past form dari regular verb*** terutama pada pe-lafal-an/*pronunciation* **–ed** serta penggunaan kata tanya *Where did, What did....*

1. SPELLING OF **–ING** AND **–ED** FORMS +

End of Verb	Double the Consonant ?	Simple Form	–ING	–ED	
-e	NO	smile smiled hope	smiling		–Ing form: Drop the –e , add –ing –ed form: just add –d
Two consonant s	NO	Help Learn	helping learning	helped learned	If the verb ends in two consonants, just add –ing or –ed
Two Vowels +One Consonant	NO	Rain heat	raining heating	stopped heated	If the verb ends in two vowels + a consonant, just add –ing or –ed
One Vowel + One Consonant	YES	Stop plan	stopping planning	stopped planned	If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the –ing or –ed form

	NO	Visit offer	visiting offering	visited offered	If the first syllable of a two syllable verb is stressed, do not double the consonant
	YES	Prefer admit	prefering admitting	preferred admitted	If the second syllable of a two syllable verb is stressed, double the consonant
-y	NO	Play enjoy worry study	playing enjoying worrying studying	played enjoyed worried studied	If the verb ends in a vowel + -y , keep the -y . Do not change it to -i
-ie		Die Tie	dying tying	died tied	-ing form: change -ie to -y and add -ing -ed form: Just add -d

CONTOH-CONTOH PERCAKAPAN

a.	A: Could you tell me a little about yourself? Where did you grow up? B: Well, I grew up in Quebec, Canada. A: Oh? Did you go to college in Toronto? B: No, I didn't. I went to college in Ottawa.
b.	A: Hello. I am Tari Muhede. I'm from Ambon, Indonesia. B: I'm David, from Australia. A: Where did you go to high school? B: I went to high school in Adelaide. A: And did you study Mandarin in college? B: No, I didn't. I studied French and Italy
c.	A: Where were you born? B: I was born in Manila.

Now write five (5) questions to ask your classmates. Use the past tense

USEFUL EXPRESSIONS

- | | |
|--|--|
| a) When were you born? | f) What did you major in? |
| b) Where did you go to school? | g) Where were you last night? |
| c) Did you go to university? | h) What time did the class start this morning? |
| d) When were you there? | i) What did you have for breakfast? |
| e) Did you take English in primary school? | |

2. GRAMMAR REFERENCE

Where **were** you born?

I **was** born in Uruguay

Were you born in the United States?

No, I was born in Chile

Where **did** Ms. Hail grow up?

She **grew up** in Vancouver

Did Peter **go** to school in Canada?

Yes, he **did**

When **did** you **finish** school?

I **finished** school in 1990

Did you **major** in English?

No, I **majored** in French

ACTIVITY 1: PAIR WORK:

A: Hi! My name is

B: Hello. I'm Nice to meet you

A: Good to meet you, too. Could you tell me a little about yourself?

B: Sure. What do you want to know?

A: Well, where are you from?

B:

*This conversation use **present form**, as it is describing the situation at that moment*

Then ask questions like these and take notes.

- a. Did you grow up there?
- b. Where did you go to high school?
- c. Did you study any foreign languages?
- d. When did you graduate from high school?
- e. Did you go to college or did you get a job after high school?

Now use your notes and introduce your partner to the class. Start like this,

I'd like to Introduce Gina. She's from Sulawesi, and she grew up in a small town near Tomohon.....

Take turn to introduce your friends!

3. WORD POWER : VERBS

ACTIVITY 2

Pronunciation of –ED endings.

Directions: Practice saying these words. Use them in sentences.

- | | | |
|--------------|--------------|--------------|
| a) explained | f) crossed | k) worked |
| b) looked | g) fixed | l) smelled |
| c) planned | h) helped | m) suggested |
| d) ended | i) arrived | n) invited |
| e) answered | j) continued | o) finished |

ACTIVITY 3

Practice saying the following past forms of regular verbs

GROUP A: Final **–ed** is pronounced **/t/** after voiceless sounds:

- a. Pushed
- b. Asked
- c. Dressed
- d. Laughed
- e. Looked
- f. Watched

- g. Helped
- h. Boxed

GROUP B: Final **-ed** is pronounced **/d/** after voiced sounds:

- a. Sobbed
- b. Believed
- c. Filled
- d. Poured
- e. Roamed
- f. Judged
- g. Enjoyed
- h. Dried

GROUP C: Final **-ed** is pronounced **/ed/** after **-d** and **-t**:

- a. Loaded
- b. Counted
- c. Added
- d. Needed
- e. Waited
- f. Rested
- g. Defended
- h. Halted

Practice the following sentence aloud

- a. My friend cried and shouted when she heard the news.
- b. The concert started at two o'clock
- c. With the coming of spring, the river flooded and inundated several villages.
- d. She wiped her screen
- e. He painted his house.
- f. They insisted to know the answer.
- g. The airplane landed at six and flew again at eight.
- h. Alice pulled and I pushed
- i. He handed me his dictionary.
- j. Jacky waved his hands.
- k. They didn't ask us to help them.

C. EVALUASI

Read these paragraph loudly with a correct intonation.

'The play may begun at any moment,' I said.

'It may have begun already,' Susan answered.

I hurried to the ticket-office. 'May I have two tickets please?' I asked.

'I'm sorry, we've sold out,' the girl said.

'What a pity!' Susan exclaimed. Just then, a man hurried to the ticket-office.

'Can I return these two tickets?' he asked.

'Certainly,' the girl said. I went back to the ticket-office at once.

'Could I have those two tickets please?' I asked. 'Certainly,' the girl said, 'but they are for next Wednesday's performance.

Do you still want them?' 'I might as well have them,' I said sadly

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. <https://slideplayer.com/slide/8161441/>
2. Michael Ockenden. 2012. *Situational Dialogues*. Eastbourne: Longman
3. Aline Almandha & Ainun Fadhlila. 2013. *English for Business*. Jakarta: Seamolec
4. Becky Tarver Chase & Kristin L. Johannsen. 2012. *Pathways 2*. Boston: Heinle

--End of Unit 4--

PERTEMUAN 5

I USED TO DO THAT....

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: Melakukan percakapan/dialog *Yes/No Question* dalam bentuk lampau (*past form*), dan Melakukan percakapan/dialog dengan menggunakan '*Used to*'

B. URAIAN MATERI

Adakalanya kita ingin bercerita mengenai sesuatu hal yang dulu selalu dilakukan dan sekarang tidak pernah *dilakukan* lagi. Sehingga pola USED TO ini menjadi unit tersendiri namun masih dalam kelompok 'Past Form'.

Bentuk '**used to**' selalu merupakan *action* rutin dimasa lampau dan sekarang tidak dilakukan lagi.

1. *I used to play volley ball when I was in High school.*

Kalimat di atas mengatakan bahwa dulu saya biasanya bermain volley ketika saya bersekolah di SMA. Sekarang saya sudah lulus SMA dan tidak lagi bermain volley

Used to juga bisa dipakai untuk mengatakan suatu fakta di masa lalu tapi sudah bukan lagi di masa sekarang.

2. *My sister used to have a dog, but she had to give her up when she got married to Henry'*

Kalimat di atas mengatakan bahwa dulu Kakakku pernah mempunyai kucing, tetapi tidak lagi sejak dia menikah

Used to biasanya hanya digunakan dalam kalimat positif, tapi dalam percakapan nonformal *used to* seringkali digunakan dalam kalimat negatif menjadi *didn't use to*.

3. *I didn't use to work in the kitchen*

Kalimat diatas menyatakan bahwa saya tidak terbiasa bekerja di dapur.

1. GRAMMAR REFERENCE

Perhatikan perubahan pada format kata kerja

What games **did** you **use to** play
as a child?
I **used to** play monopoli

Did you **use to** have a hobby?
Yes, I **used to** collect stamps

ACTIVITY 1:**a. Complete these sentences. Then compare with a partner.**

- 1) In primary school, I used to ...
- 2) For our summer vacations, we used to ...
- 3) I used to be ... , but I'm not anymore.
- 4) After school my best friend and I used to ...

b. Now prepare five sentences about yourself using the past tense or *used to*.**Ask and answer questions with your partner.**

- 1) I used to drive to work, but now I take the subway
- 2)

c. Pair work:

Close your books and role-play the conversation. Make up your own story

*** USEFUL EXPRESSIONS***

- a. *When were you born?*
- b. *Where did you use to go on holiday?*
- c. *Did you use to go to that cafe?*
- d. *Did you use to drink coffee?*
- e. *Did you use to drink water from the tap?*
- f. *What kind of coffee did you use to buy?*

ACTIVITY 2:

Tell in front of the class two interesting things about your partner.

Questions such as:

- a. Where did she/he use to live as a child?
- b. What's his/her favourite childhood memory?
- c. Where did she/he go to school?

- d. What sports did she/he **USE TO** play?
 e. Where did she/he use to go on vacation?

Now use your notes and introduce your partner to the class.

Start like this,

I'd like to introduce Gabrielle. She's from Switzerland, and she grew up in a small town near Alpen. She likes to cook, doing household and shopping. She used to.....

5-1 Expressing past habit : <i>Used To</i>	
(a) I used to live with my parents. Now I live in my own apartment (b) Ann used to be afraid of dogs, but now she likes dogs (c) Al used to smoke, but doesn't anymore	Used to expresses a past situation or habit that no longer exist at present. FORM: used to + the simple form of a verb
(d) Did you used to live in Paris? Or Did you use to live in Paris?	QUESTION FORM: did + subject + used to OR did + subject + used to)*
(e) I didn't used to drink coffee at breakfast, but now I always have coffee in the morning. (OR I didn't use to drink coffee.) (f) I never used to drink coffee at breakfast, but now I always have coffee in the morning.	NEGATIVE FORM: didn't use to (OR didn't use to)* Didn't use(d) to occurs infrequently. More commonly, people use never to express a negative idea with used to, as in (f).

EXERCISE 5.1.**Past habit with USED TO.****Directions: Correct the errors.**

1. Alex used to living in Cairo
2. Jane used to worked at an insurance company
3. Margo was used to teach English, but now she works at a publishing company.
4. Where you used to live?
5. I didn't was used to get up early, but now I do
6. Were you used to live in Singapore?
7. My family used to going to the beach every weekend, but now I don't.

EXERCISE 5.2.**Past habit with *Used to*.**

Directions: Make sentences with a similar meaning by using *used to*. Some of the sentences are negatives and some of them are questions.

1. When I was a child I was shy. Now I'm not shy.
I used to be shy but now I'm not.
2. When you was Young I thought that people over forty were old.
I _____ that people over forty were old
3. Now you live in this city. Where did you live before you came here?
Where _____?
4. Did you at some time in the past work for the telephone company?
_____ for the telephone company?
5. When I was younger I slept through the night. I never woke up in the middle of the night.
I _____ in the middle of the night, but now I do.
I _____ the night, but now I don't.
6. When I was child, I wath cartoons on TV. I don't watch cartoons anymore. Now I watch news programs. How about you?

I _____ cartoons on TV. But I don't anymore.

I _____ news on TV. But now I do.

What _____ on TV were you a little kid?

EXERCISE 5.3: Past habit with USED TO.

Directions: Complete the sentences with a form of used to and your own words.

1. I used to ride my bicycle to work, but now I take the bus.
2. What time did you use(d) to go to bed when you were a child?
3. I didn't use(d) to stay up past midnight, but now I often go to bed very late because I have to study.
4. Tom _____ tennis after work every day but now he doesn't.
5. I _____ breakfast, but now I always have something to eat in the morning because I read that students who eat breakfast do better in school.
6. I _____ interested in _____ but now I am.
7. A: When you were a little kid, what _____ after school?
 B: I _____ How about you?
 A: I _____

EXERCISE 5.4. Past habit with USED to.

Directions: Write about the following topics. Use *Used to*. Try to think of at least two or three differences for each topic.

Topics:

1. Compare past and present clothing. How are they different?
(e.g, Shoes used to have buttons, but now they don't)
2. Compare past and present means of transportation.
(e.g. It used to take months to cross the atlantic Ocean by ship, but now people fly from one continent to another in a five hour.)
3. Compare the daily lives of people fifty years ago to the daily lives of people today.

(e.g, fifty years ago people didn't use to watch rented movies on TV, but today people watch movies at home for entertainment.)

4. Compare past and present beliefs.

(e.g, Some people used to believe the sun revolved around the earth, but now we know that the earth revolves around the suns.)

2. VOCABULARY/WORD POWER: VERBS

a. Match verbs in list A with opposites in list B

A.	B
1) a) ask	answer
2) b) give	buy
3) c) go	come
4) d) love	finish
5) e) remember	forget
6) f) send	 hate
7) g) sell	 receive
8) h) sit	 lose
9) i) start	 stand
10) j) win	 Take

b. Now write down the past tense forms of the verbs above. Compare with a partner. Then use six of the verbs in sentences.

ACTIVITY 3:

a. Write about the things you used to do as a child

Example

When I was 4 years old, my family move to Medan. We had an old 2-story house and a big yard to play in . My older brother and I used to play lots of

games together. In the summer, my favourite outdoor game was “hide and seek”. It was both fun and scary because we ...

- b. Take turns reading your compositions aloud and answer/respond to any questions or comment.**

C. EVALUASI

Directions. Work in pairs. Use *Used to*.

Speaker A: Ask the given question.

Speaker B: Answer the question, using **used to**. Then ask Speaker A the same question.

Example: Where did you used to live?

SPEAKER A: *Where do you used to live?*

SPEAKER B: *I used to live in Tel Aviv. How about you? Where did you used to live?*

SPEAKER A : *I used to live in Manila*

1. What do you used to watch on TV when you were a child, and what do do you watch now?
2. You are living in a foreign country (OR different city). What did you used to do in your own country (OR your hometown) that you don't do now?
3. You are an adult now. What did you used to do when you were a child that you don't do now?

Think of a particular time in your past (for ecample, when you were in elementary school, when you lived in Paris, when you worked at your uncle's store). Describe a typical day in your life at that time. What did you used to do?

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Anwar Rahman. 2012. *Business English*, Yogyakarta: Penerbit Andi
2. **Dialogs for everyday Use, Dean Curry as Editor**
3. <http://www.englishgrammarsecrets.com/usedto/menu.php>
4. Falla Tim dan Paul Davies A, Oxford 2012. 4th Edition. *Solutions. – Pre Intermediate Student's Book*. Oxford University Press.

PERTEMUAN 6 BEFORE AND AFTER

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal Menceritakan suatu kejadian/pengalamannya dengan runtun dalam bentuk lampau (*past form*) dan Menguasai perbendaharaan kata (*vocabulary*), terutama **IRREGULAR VERB**.

B. URAIAN MATERI

Before and After, masih berkaitan dengan penggunaan **PAST TENSE**. *Past Tense* dipergunakan untuk menceritakan suatu hal yang **TELAH** terjadi di masa lampau dan tidak ada hubungannya sama sekali dengan masa kini. Kata kerja yang digunakan untuk *past tense* adalah kata kerja bentuk ke-2.



Bentuk I (present)	Bentuk II (past)	Bentuk III (perfect)
<i>to swim</i>	<i>swam</i>	<i>swam</i>
<i>to see</i>	<i>saw</i>	<i>seen</i>
<i>to cut</i>	<i>cut</i>	<i>cut</i>

Yang menjadi hambatan mahasiswa untuk melakukan percakapan bahasa Inggris sesungguhnya adalah minimnya perbendaharaan kata yang mereka miliki. **Mau** tidak mau, mahasiswa harus menambah perbendaharaan kata (*vocabulary*) mereka. Hal ini harus disadari, dan diupayakan untuk diperbaiki. Malas menghafal artinya sama saja dengan tidak mau belajar bahasa Inggris. Pilihan ada di tangan mahasiswa sendiri.

Dalam pertemuan ini akan ditemui latihan pada hal-hal yang terkait dengan **Past tense** terutama pada susunan kalimat yang menceritakan satu kejadian, diikuti kejadian lainnya, yang telah terjadi di masa lampau. Selain itu pada pertemuan ini akan dilatih penggunaan kata kerja *irregular verb*.

1. GRAMMAR REFERENCE - 1

a) Mary walked downtown yesterday b) I slept for eight hours last night	The simple past is used to talk about activities or situations that began and ended in the past (eg. Yesterday, last night, two days ago, in 2001)
c) Bob stayed home yesterday morning d) Our plane arrived on time last night	Most simple past verbs are formed by adding -ed to a verb, as in (a) , (c) and (d)
e) I ate breakfast this morning f) Sue took a taxi to the airport yesterday	Some verbs have irregular past forms, as in (b), (e) and (f).
g) I was busy yesterday h) They were at home last night	The simple past forms of be are was and were

THE PRINCIPLE PARTS OF A VERB				
	Simple form	Simple Past Participle	Past Participle	Present
Regular Verbs	finish stop hope	finished stopped hoped	finished stopped hoped	finishing stopping hoping
Irregular Verbs	see make sing eat put go	saw made sang ate put went	seen made sung eaten put gone	seeing making singing eating putting going

PRINCIPAL PARTS OF A VERB (1) the simple form	English verbs have four principal forms or "parts." The simple form is the form that is found in a dictionary. It is the base form with no endings on it (no final <i>-s</i> , <i>-ed</i> , or <i>-ing</i>).
(2) the simple past	The simple past form ends in <i>-ed</i> for regular verbs. Most verbs are regular, but many common verbs have irregular past forms. See the reference list of irregular verbs that follows in Chart 2-7.
(3) the past participle	The past participle also ends in <i>-ed</i> for regular verbs. Some verbs are irregular. It is used in perfect tenses (see Chapter 4) and the passive (Chapter 10).
(4) the present participle	The present participle ends in <i>-ing</i> (for both regular and irregular verbs). It is used in progressive tenses (e.g., the present progressive and the past progressive).

ACTIVITY 1:**Irregular Verbs**

1. Directions: Complete each sentence with the simple past of any irregular verb that makes sense. There may be more than one possible completion.

- a. Maria walked to school today. Rebecca her car. Plga her bicycle.
Yoko the bus.
- b. Last night I had a good night's sleep. I nine hours.
- c. Ann a beautiful dress to the wedding reception.
- d. It got so cold last night that the water in the pond
- e. Frank was really thirsty. He four glasses of water.
- f. Karen had to choose between a blue raincoat and a tan one. She finally the blue one.

2. Complete each sentences with the simple past of any irregular verb that makes sense. There may be more than one possible completion.

1. Alex hurt his finger when he was fixing his dinner last night. He accidentally _____ it with a sharp knife.
2. I don't have any money in my pocket. Iit all yesterday. I'm flat broke.
3. Ann didn't throw her old shoes away. Shethem because they were comfortable.
4. I an interesting article in the newspaper yesterday.
5. Jack his pocketknife at the park yesterday. This morning theback to the park to look for it. Finally, heit in the grass. He was glad to have it back.
6. Mr. Litovchenko was very happy but a little nervous when he his baby in his arms for the first time.

3. GRAMMAR REFERENCE -2

ADVERBIAL CLAUSES

Before I moved here, I lived in Bandung.

When I was a student, I studied drama.

While I was at school, I worked part time.

After I graduated, I tried to get a job.

ADVERBIAL PHRASES

During school vacations, I used to sell cosmetics.

After graduation,

CONTOH PERCAKAPAN

a. A: So tell me a little more about yourself, Mita.

B: Well, When I graduated from drama school, I tried to get a job as an actress in Hollywood.

A: Oh? **Really?**

B: Yeah, but I didn't get any parts. After two years, I finally got a job with Universal studios.

A: So you finally got to be an actress?

B: No, I'm a tour guide at the studio! But while I'm on the job, I get to see a lot of stars!

USEFUL EXPRESSIONS

- a. How about you?
- b. Me, too.
- c. Is that so?
- e. How interesting.
- f. Oh, really?

ACTIVITY 2:

Before and after

Jobs some celebrities once did InterC 2, Hlm 76

Clint Eastwood : gas station attendant

Whoopi Goldberg : high school teacher

Cindy Lauper : waitress

Bette Muller : worker in a pineapple factory in Hawaii

Arnol schwarzeneger : manager of a body-building club

Original names of some celebrities

Norma Jean Baker : Marilyn Monroe

Reginald Dwight : Elton John

Charles Buchinski : Charles Bronson

Annie Mae Bullock : Tina Turner

Do you know any other celebrities who had regular jobs before they became famous? Why do you think celebrities sometimes change their names?

ACTIVITY 3:**a. Write down the form of these verbs:**

Build, buy, catch, drive, eat, grow, keep, leave, meet, pay, run, sell, speak, take, teach, wear, write

b. Match the clauses and phrases in column A with suitable information in column B. More than one answer is possible.**A**

- a) During my childhood,
- b) While I was in grade school,
- c) When I was twelve,
- d) After I left high school,
- e) Before 2010,
- f) Before I started college,
- g) After my last vacation,

B

- I won a writing competition at school.
- I was broke.
- I studied in a course.
- I didn't have a job.
- I lived with my grandparents.
- I traveled in Southeast Asia.
- My parents moved to Bogor.

c. Now complete the clause and phrases in column A with information of your own.**CONVERSATION ACTIVITY****Yourschool Days**

Talk about your school days and ask questions like these, and answer them.

- a. Where did you go to school?
- b. Who was your favourite teacher? Why?
- c. What subjects did you study while you were in high school?
- d. What was your best subject?
- e. What was your worst subject?
- f. Who was your best friend?
- g. Did you belong to any clubs when you were in school?

- h. What did you usually do during school vacations?
- i. What do you remember most about your school days?

4. IRREGULAR VERB

3. IRREGULAR VERBS: A REFERENCE LIST
Simple form

2-7 IRREGULAR VERBS: A REFERENCE LIST

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
awake	awoke	awoken	lie	lay	lain
be	was, were	been	light	lit/lighted	lit/lighted
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bite	bite	bitten	pay	paid	paid
blow	blew	blown	prove	proved	proved/proven
break	broke	broken	put	put	put
bring	brought	brought	quit	quit	quit
broadcast	broadcast	broadcast	read	read	read
build	built	built	ride	rode	ridden
burn	burned/burnt	burned/burnt	ring	rang	rung
buy	bought	bought	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	seek	sought	sought
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
dive	dived/dove	dived	set	set	set
do	did	done	shake	shook	shaken
draw	drew	drawn	shave	shaved	shaved/shaven
dream	dreamed/dreamt	dreamed/dreamt	shoot	shot	shot
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fit	fit	fit	spread	spread	spread
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	strike	struck	struck
get	got	got/gotten	swear	swore	sworn
give	gave	given	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung	hung	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	upset	upset	upset
keep	kept	kept	wake	woke/waked	woken/waked
know	knew	known	wear	wore	worn
lay	laid	laid	weave	wove	woven
lead	led	led	weep	wept	wept
leave	left	left	win	won	won
lend	lent	lent	withdraw	withdrew	withdrawn
let	let	let	write	wrote	written

Perhatikan contoh dibawah ini**Mahatma Gandhi**

Born in Porbandar, India (Oct.2, 1869)

Before becoming famous, he:

- got married when he was only 13 years old.
- Studied law in Britain
- Lived with his family in Johannesburg, South Africa, and practiced law there.

Some important things he did during his life:

- Became famous for non violence and civil disobedience
- Was a famous political and religious leader in India.

People remember him for:

- His spirituality and concern for peace

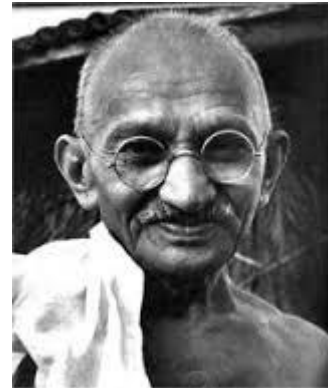


Photo Mahatma Gandhi

C. EVALUASI

Find out another famous people, and write some notes as above, don't forget to insert a photo of him/her.

You can also give a short talk about your notes.

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Anwar Rahman. 2012. *Business English*, Yogyakarta: Penerbit Andi
2. **Dialogs for everyday Use, Dean Curry as Editor**
3. David Cotton, David Falvey, Simon Kent. 2014. *Market Leader - Elementary Business English – Course Book*, Essex: Pearson Education Limited

--End of Unit 6--

PERTEMUAN 7

MAKING APPOINTMENTS

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal memahami konsep waktu dengan mengucapkan tanggal dan waktu, membuat janji pertemuan/*making an appointment* dan mengubah janji pertemuan/*change an appointment*

B. URAIAN MATERI



How often do you check your diary? How do you feel if you miss your appointment?

Perjanjian untuk suatu urusan bisnis merupakan kegiatan harian di kantor. Kunci dari kesuksesan mengatur perjanjian adalah 'manajemen waktu' yang baik. Untuk dapat memiliki manajemen waktu yang baik, hendaknya kita memiliki sebuah agenda dan membuat catatan yang baik, kapan harus menemui rekanan bisnis tsb dengan menulis dengan tepat tanggal dan jam perjanjian dimaksud.

Unit ini menyajikan pula latihan bagi siswa untuk menggunakan ekspresi sendiri dalam mengembangkan kemampuannya berbahasa Inggris.

Make your days organized:

If you wake up at 8:00, eat breakfast, take a shower, put your clothes

on... you are ready to leave home by 9:30. Mark all 9:30 on your agenda.

DATES and TIMES

Here are some phrases you can use when you want to know the time:

1. What's the time?
2. What time is it?
3. Have you got the right time?
4. What time do you make it?

To tell the time means to say what the time is, perhaps after somebody asks the time.

→ **Question:** What's the time, please?

Answer : It's three o'clock.

1. HOW TO SAY THE TIME

	More Formal	Less Formal
	It's....	It's....
3:40	twenty to four	three forty
3:45	a quarter to four	three forty-five
3:50	ten to four	three fifty
3:55	five to four	three fifty-five
3:57	three minutes to four	three fifty-seven
3:58	nearly four o'clock	three fifty-eight
4:00	four o'clock	four

ACTIVITY 1

a. Say the time...

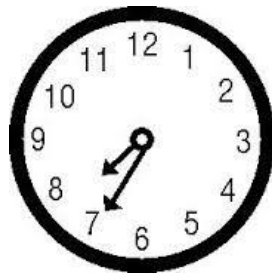
1) a quarter to eight



2) ten past seven



3) twenty-five to eight



4) eight o'clock



5) a quarter past eight





6) half past seven

b. How often do you look at your watch during the day?

c. Complete the sentence with *at*, *of*, *on* and *the*.

We write:

Tuesday 14th October 4pm14th

We say:

I'll see you ____ Tuesday ____

____ October ____ 4 pm

d. Imagine that the date today is Monday 19th April. Match the phrases with the dates in the calendar below.

- 1) 1. The day before yesterday
- 2) 2. Last Monday
- 3) 3. The day after tomorrow
- 4) 4. This Thursday
- 5) 5. Next Tuesday

April	Mon 12 th	Tues 14 th	Weds 14 th	Thurs 15 th	Fri 26 th	Sat 17 th	Sun 18 th
	Mon 19 th	Tues 20 th	Wed 21 st	Thurs 22 nd	Fri 23 rd	Sat 24 th	Sun 25 th
	Mon 26 th	Tues 27 th	Weds 28 th	Thurs 29 th	Fri 30 th		

2. HOW TO SAY THE DATES

There are several ways in saying the date in English. They vary from formal to informal, and there are differences between British and American English. The following table shows some typical formats.

Format	British: day-month-year	American: month-day-year
A	the Fourteenth of June, 2019	June the Fourteenth, 2019
B	14 th June 2019	June 14 th , 2019
C	14 June 2019	June 14, 2019
D	14/6/2019	6/14/2019
E	14/6/19	6/14/19
F	14/06/19	06/14/19

Note: Which format to use is a question of formality, politeness and personal choice.

Generally, the longer formats, such as B or C, are more polite (since they show more respect for the other speaker).

D, E, F are format for writing. Notice that the American way of writing date is not the same as in Indonesia.

3. INFORMATION ON ATTITUDES TO ARRANGEMENTS

In some cultures, people have a flexible attitude to time and arrangements. In other cultures, people like times and arrangements to be fixed. Look at the information below. Which is closer to your culture? Complete your culture profile.

Flexible	Fixed
You are spontaneous and can make arrangements at short notice.	You want to plan schedules carefully and fix arrangements well in advance.
You do not consider it a problem to cancel or change appointments.	You like to keep appointments. You do not like to cancel or change arrangements.
If you make an arrangement to meet at a certain time, it does not matter if you are a little late.	If you make an arrangement to meet at a certain time, it is important to be punctual.

Step 1 Say dates

Look in your diary. Find three dates and times that are/were important for you this year. Practice saying the dates and times to your partner and say why they are/were important.

Step 2 Arrange a meeting

You want to arrange a meeting with your partner next week. Allow three hours for the meeting. Look at your diary. Find a day, date and time that is good for you and your partner.

USEFUL PHRASES

What about (Tuesday/ 2 o'clock)? > *Yes, that's fine*

> *(Tuesday/ 2 o'clock) is good for me* > *Tuesday/ 2 o'clock*

ACTIVITY 2

g. Correct one mistake in each sentence below.

- 1) What can I get for you?
- 2) I'd like to find an appointment.
- 3) Are you there at the end of the month?
- 4) What date's fine for you?
- 5) I'm sad I'm busy on the 28th
- 6) How is Wednesday the 29th ?

- 7) Let's speak around 9 o'clock.
- 8) OK, I'll look you at 1:30 on Thursday

h. How to say it?

- 1) How to apologize and say that you need to change an appointment!
- 2) How to suggest another date!
- 3) How to arrange another appointment when you are both available!

4. MAKE AN APPOINTMENT

A relocations consultant phones a client to make an appointment. Look at the diaries and role-play the telephone conversation. Use the phrases from listening 1 to help you.

Student A

You are a relocations consultant. Look at your diary. Phone your client and ask to make an appointment.

MONDAY	16 th
TUESDAY	17 th
WEDNESDAY	18 th
THURSDAY	19 th
FRIDAY	20 th

Relocations conference Antwerp

1-3pm meet JG
3:30-6pm interview for new PA

10am presentation
11:30am-2pm working lunch TK

8:30-11am relocations meeting with BL
3-4:30pm meeting with project managers

Student B

You are a client. Look at your diary. You receive a call from the relocations consultant. He/she wants to make an appointment.

MONDAY	16 th
TUESDAY	17 th
WEDNESDAY	18 th
THURSDAY	19 th
FRIDAY	20 th

2-3.30 pm productivity meeting

10 am-12 pm staff appraisals

9-10.30 am finish report
11am-12.30pm meeting with CEO

2-4pm meet visitors from New York office

8-9.30 am prepare figures for finance meeting
3.30-5 pm finance meeting

Questions:

- a. What date and time did you agree to meet?
- b. Did you confirm the day, date and time at the end of the call?

5. MAKING CHANGES

Conversation

Adriana : Hello, Adriana speaking

- a. Sometimes you need to change arrangements. Complete the sentence with the words from the box.**

Come	it	change	appointment	afraid
------	----	--------	-------------	--------

I'm _____ something's _____ up. Is _____ possible to _____ our _____

- b. Match the sentences 1-3 with the correct calendar a-c.**

- 1) I have to cancel or appointment.
- 2) Can we postpone our meeting?
- 3) Is it possible to bring forward the deadline?

a)

21 st	22 nd	23 rd	24 th	25 th
------------------	------------------	------------------	------------------	------------------

b)

21 st	22 nd	23 rd	24 th	25 th
------------------	------------------	------------------	------------------	------------------

c)

21 st	22 nd	23 rd	24 th	25 th
------------------	------------------	------------------	------------------	------------------

C. EVALUASI

Change An Appointment

The client from the above conversation phones the relocations consultant to change the appointment. Take turn to be the client and the relocations consultant. Try to find another date and time when you are both available.

Client: Look again at the diary above, and cross out two appointments.

Phone the relocations consultant.

Apologize and explain that you need to change your appointment.

Relocations consultant: Look again at the diary above and cross out two appointments. Your client phones and wants to change your appointment.

ROLE PLAY THE CONVERSATION !

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Anwar Rahman. 2012. *Business English*, Yogyakarta: Penerbit Andi
2. **Dialogs for everyday Use, Dean Curry as Editor**
4. Falla Tim dan Paul Davies A, Oxford 2012. 4th Edition. *Solutions. – Pre Intermediate Student's Book*. Oxford University Press.

--End of Unit 7--

PERTEMUAN 8

MAKE A CONTACT

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: membuat panggilan telepon (*making a phone call*), menerima telepon masuk (*receiving a call*), menulis pesan via telepon (*writing message*)

B. URAIAN MATERI:

Menggunakan pesawat telepon sudah menjadi keharusan bagi seorang sekretaris, sehingga kemampuannya dalam menggunakan telepon perlu dilatih. Etika bertelepon serta frasa-frasa bahasa Inggris untuk keperluan itu perlu dipelajari.

Dalam bab ini akan dilatih percakapan menggunakan telepon dengan rekan bisnis/kolega. Selanjutnya, akan dihadapkan pada situasi untuk mencatat pesan-pesan telepon yang masuk.

Mari lihat perbedaan percakapan tatap muka dan percakapan melalui telepon.

Do you prefer speaking to people face-to-face or on the telephone? What differences are there between the two kinds of conversation?

Making Contact
1. Prioritise calls. 2. Group calls together. If one number is engaged, move on to the next on the list. 3. Write down what you want to talk about and in what order 4. Tick off the points as you complete them 5. Prepare useful phrases in advance, including any technical vocabulary and reference details. 6. If you have an important point to make, say it more than once 7. If someone is speaking too quickly, repeat key information as

they say itu . Thil will slow them down

Get through to the right person

Listening 1:

June Shen wants to speak to James MacDonald on the phone. Read/Listen to the conversation and chose the expressions (a-c) that they use.

Text

Receptionist: Branco, good morning.

June: Can I speak to James MacDonald, please?

Receptionist: One moment, please..... I'm afraid his line's busy. Would you like to hold?

June: Certainly

Receptionist: His line's free now. I'll just put you through.

June: Thanks

James: Hello. James MacDonald speaking

June: Hi, James, it's June here.

James: Hi, June. How are you?

1. June wants to get through to James
 - a. I want James MacDonald\
 - b. Can I speak to James MacDonald, please?
 - c. Put me in contact with James MacDonald.
2. James says his name
 - a. James MacDonald listening
 - b. James MacDonald, speak to me.
 - c. James MacDonald speaking
3. June says her name
 - a. It's June here
 - b. I'm June
 - c. Here's June

Take/Leave a Message**Listening 2**

June Shen is not at her desk. June's colleague, Alex, answers her phone.

Listen to the conversation and complete the information in the message.

June,
James 1) _____phoned
Company: 2) _____communications
Phone no: 3) _____ .
Please call him back

Text

Alex: Hello. June Shen's phone.

James: Hello. Can I speak to June, Please?

Alex: She's not here at the moment. Can I take a message?

James: Yes, please, can she call me back?

Alex: Certainly. Can I have your name , please?

James: James MacDonald.

Alex: Can you spell MacDonald, please?

James: Sure, that's M-A-C-D-O-N-A-L-D

Alex: Ok, And what's your company name, please?

James: It's JMP Communications

Alex: Sorry, did you say JMP Communications?

James: Yes, that's right.

Alex: Ok, and can I take your telephone number, please?

James: Certainly, It's 01632 960 0883

Alex: 01632 960 0883. And that's James MacDonald from JMP Communications.

James: Yes. That's right.

Alex: great....!! I'll give her the message

James: Thanks for your help.

Alex: You're welcome. Bye

James: Bye

Listen again and write:

1. A formal word to say Yes
2. A phrase to ask someone to spell a word.
3. A phrase to check that the company name is correct.
4. A phrase to thank someone.
5. A phrase to respond to thanks.

USEFUL PHRASES

Take a message 1. (Dina) isn't here at the moment... 2. Can I take a message? 3. Can you read /spell that, please? 4. I'll give (Dina) the message	Leave a message 1. Can I leave a message? 2. Can he call me back, please? 3. Thank you for your help...
---	---

ACTIVITY 1**1. Complete the sentences. Do you still remember this?**

- a. Can I t _ _ _ a m _ _ _ _ _ ?
- b. Can I h _ _ _ your n _ _ _ ?
- c. W _ _ _ 's your _ _ _ _ _ name?
- d. Can I t _ _ _ your telephone number, p _ _ _ _ _ ?
- e. I' _ _ g _ _ _ her the message.

2. Put these phrases into correct order

- a. the exact figure / can I just / Sorry, / check / ?
- b. mean / Do / you / exactly 50 per cent / ?
- c. you / Sorry, / say / did / Asia, Africa and America / ?
- d. hear / to / I'm / that / sorry
- e. me / back / ,please? / can / call / he

ACTIVITY 2

WRITING DOWN THE MESSAGE

Nicky is out of town for the weekend. Listen to four messages on her answering machine. Her roommate has written down the first one. Write down the other messages.

To: Nicky, Date: Friday Time: 9 p.m <u>While you were out</u> Message: Bill called. He said he would meet you in front of Pizza House at 6:30 p.m on Monday
--

Text

Number 1:

Man: Hi, Nico. This is Benny. It's about nine o'clock on Friday evening. About our dinner date, I'll meet you in front of the Pizza dinner date, I'll meet you in front of the Pizza House at six-thirty P.M.

Number 2

Woman: Hi, this is Megan. It's around eleven on Sunday morning. I'm just calling to let you know there's a Spanish club meeting on Tuesday afternoon at two. See you then! Bye-bye!

Number 3

Woman: Hello, Anita! This is your Aunt Bella! I'm arriving on Tuesday, June fifth, late. I want you to pick me up at the airport at twelve-thirty. By the way, I'm going to stay with you for the two weeks.
Goodbye, dear.

Number 4

Man: Hi, Nancy. This is Tony. Remember we planned to have dinner together on Monday? I'll meet you at seven o'clock in front of the Seafood Restaurant at the Merlion Hotel, OK? Hope your weekend was great! See you Monday!

Woman: Let's see. I wonder if I got all those messages written down right. I think I should listen to them one more time ... just in case. I'll just rewind this tape and ...

ACTIVITY 3**Role - play**

Role play this phone call. Look at the information on your role card. Use the useful phrases to help you.

CALL

Student A : Start the call. Ask to speak to Iriani. You want Iriani to call you back.

Answer the questions. Thank Student B for their help and say goodbye.

Student B : You are Iriani's colleague. She is at lunch. Answer the phone and use your real name. Offer to take a message. Ask questions to complete the telephone message pad. Tell Student B that you will give Iriani the message.

Telephone Message Pad
Iriani,
Contact name: _____
Company: _____
Tel. no: _____
Message _____

Listening 3

Alya Nadeem is the new CEO of the BCA group. She has a meeting to introduce new members of the team to the heads of department. Alya starts the meeting by welcoming everyone and telling them what the meeting is about. Number the phrases below in the order for Alya.

1. We're here to discuss the new company logo.
2. Welcome to our meeting today.
3. Let me start by introducing to new members of the team...
4. Hello, everyone

C. EVALUASI

Role play this phone call. Look at the information on your role card. Use the useful phrases to help you.

Student A : Start the call. Ask to speak to Dany. You want Dany to call you back.

Answer the questions. Thank Student B for their help and say goodbye.

Student B : You are Dany's colleague. He is in a meeting. Answer the phone and use your real name. Offer to take a message. Ask questions to complete the telephone message pad. Tell Student A that you will give Dany the message.

Telephone Message Pad Dany, Contact name: _____ Company: _____ Tel. no: _____ Message _____ _____

D. REFERENSI**Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:**

1. David Cotton, David Falvey, Simon Kent. 2014. *Market Leader - Elementary Business English – Course Book*, Essex: Pearson Education Limited.
2. Barral, Irene & Barral, Nikolas. 2014. *Intelligent Business – Skills Book – Pre Intermediate – Business English*. Pearson Education Limited
3. Helgesen, Marc & Adams, Keith. 2013. *Workplace English: Travel File*, Essex: Longman

-- End of Unit 8--

PERTEMUAN 9

PRESENT AN ARGUMENT

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal, membuat argumentasi (*Present an Argument*), dan merespon argumentasi

B. URAIAN MATERI

Berdasarkan Kamus Besar Bahasa Indonesia, argumentasi berarti alasan yang digunakan untuk memperkuat atau memperlemah suatu pendapat atau gagasan. Pendapat yang dikemukakan bisa berupa alasan, contoh atau bukti yang nyata. Argumentasi bertujuan untuk mempengaruhi lawan bicara agar memiliki pandangan atau pemikiran yang sama dengan pembicara.

Dalam argumentasi, dikenal istilah pro dan kontra. Pro adalah merespon baik atau positif terhadap hal atau masalah. Sedangkan kontra adalah merespon buruk atau negatif terhadap suatu hal atau masalah. Jadi pro dan kontra adalah tindakan merespon yang sifatnya saling berlawanan satu sama lain. Pada bab ini akan dilatih percakapan dengan menggunakan 'kata tanya' Question Words yang akan digunakan untuk ber-argumen dan merespon argumen.

Considering pros and cons

When you have to make a difficult decision, how do you look at arguments for and against? Do you write information down? How do you organize your ideas?

Evaluating Arguments

1. Listen carefully to what other people say.
2. Ask people to clarify information where necessary
3. Consider all the pros and cons
4. Recap key information to check that you have understood Correctly.

Put Arguments for and against

Look at the phrases below. Which phrases would you use to :

1. put forward an argument?
2. respond to an argument?

<i>The fact is ...</i>	<i>On the other hand ...</i>
<i>Yes, but ...</i>	<i>That's right ...</i>
<i>I understand your point, but ...</i>	<i>The main point is ...</i>
<i>My view is ... because ...</i>	<i>On't you think ...</i>

Having chosen which segments to target – a business needs to decide how to compete in those segments. Marketing people call this choice the **value proposition**. What position will be taken?

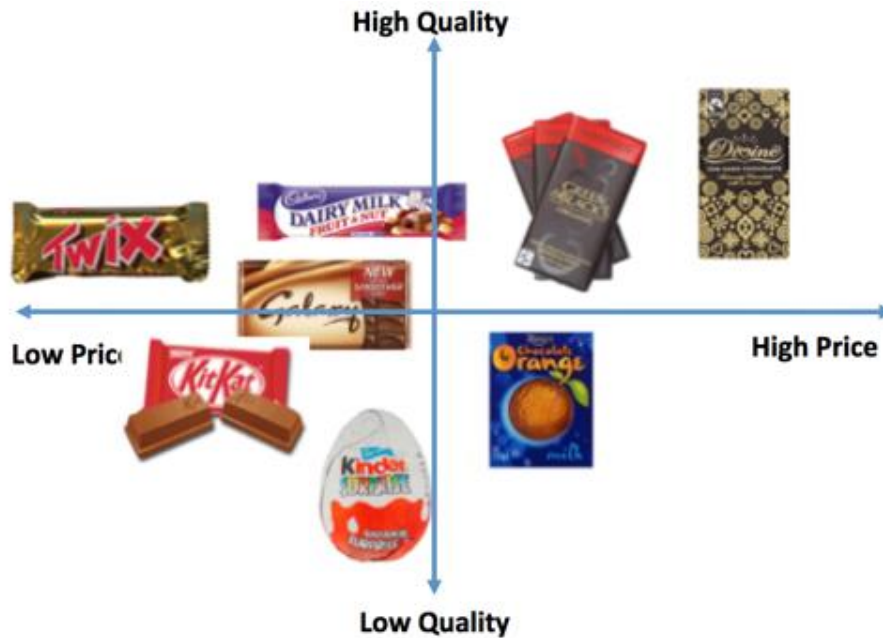
It is important to remember that the market position (or value proposition) is defined by customers – the place a product occupies in customer minds relative to competing products.

A useful framework for analysing market positioning is a “**positioning map**”. A market (or positioning) map illustrates the range of “positions” that a product can take in a market based on two dimensions that are important to customers.

Some possible dimensions for the axes of a positioning map include:

Low price	High price
Basic quality	High quality
Low volume	High volume
Necessity	Luxury
Light	Heavy
Simple	Complex
Unhealthy	Healthy
Low-tech	Hi-tech

An example of a positioning map for chocolate bars (using dimensions of price and quality) might look like the one below (note: you'll probably disagree with our subjective judgement applied as to where to place certain bars!)



Whilst positioning maps are useful conceptual models, care has to be taken when using them in marketing decision-making:

Advantages of positioning maps

1. Help spot gaps in the market
2. Useful for analyzing competitors
3. Encourages use of market research

Disadvantages of positioning maps

1. Just because there is a "gap" doesn't mean there is demand
2. Not a guarantee of success
3. How reliable is the market research?

1. ACTIVITY 1

Discuss arguments for and against increasing the amount of English homework in your English course.

2. ACTIVITY 2

Prosedur:

- a. Mahasiswa diberikan sejumlah phrasa yang harus dihafalkan.
- b. Mahasiswa membuat kelompok
- c. Mahasiswa mendengar percakapan melalui CD/VCD atau mendengarkan dialog temannya
- d. Mahasiswa mempraktekkan percakapan melalui telepon, atau 'Face to Face' berdialog langsung yang berkaitan dengan masalah argument/bantahan.

Step 1 Preparation

You are going to have a meeting to discuss working hours in your company. Two of your group are company directors and two are union representatives.

Company directors : prepare arguments for increasing employees working hours by four hours each week. Try to predict what arguments against the increase the union representative might use.

Union representatives : Prepare arguments against increasing employees working hours by four hours each week. Try to predict what arguments for the increase the company directors might use.

Step 2 Have a meeting

Have the meeting between the company directors and the union representatives about working hours. Use expressions to put forward your arguments and respond to arguments. Clarify information when you need to.

Were you able to put forward arguments and respond to arguments? Did the company directors or union representatives put forward any of the arguments that you predicted they would?

Think about your performance on the tasks. Were you able to:		
- ask questions?	☐ yes	☐ need more practice
- Clarify information?	☐ yes	☐ need more practice
- Put arguments for and against?	☐ yes	☐ need more practice

3. ACTIVITY 3

- a. Think of questions to ask to get information about the meeting's participants, frequency, purpose, location, dress code, procedure and energy source.

e.g. → *Who goes to the meeting?*

How often is the meeting held?

- b. Match the nouns a – f with a group of verbs 1 – 6

a) A meeting	1) have, follow, stick to, cover all the items on
b) an agenda	2) take, read, check, keep
c) future strategy	3) give, offer a piece of, take, ask for some
d) advice	4)
e) details	5) plan, discuss, implement, decide on
f) the minutes	6) chair, hold, cancel, do your homework before
	7) go into, note down, ask for, need more

4. GRAMMAR REFERENCE

Passive verbs

Passive sentences are formed as follows

- a. Subject + to be + past participle (+ by + agent)

[agent = person or thing who did the action]

Active: **We manufacture** the goods in Korea.

Passive: The goods **are manufactured** in Korea.

Active: The sales team **sold** 4,000 units last month.

Passive: Four thousand units **were sold** last month.

Active: The CEO **will open** the new factory next week.

Passive: The factory **will be opened** by the CEO next week.

The passive has the following uses.

- b.** When we don't know who did something

My purse has been stolen

- c.** When it isn't important who did something

These product **were tested** yesterday.

- d.** Systems and processes

Job applications **are sorted**, and the best candidates **are selected** and **interviewed**.

- e.** Formal language (letters and reports)

- f.** Your enquiry has been passes on to the sales department.

The market for DVD player **was researched** and last year, and the finding **are reports** in our December survey.

C. EVALUASI

AGENDA: CHECKING FOR ERRORS

You have been asked to check the agenda for a meeting before sending it out to attendees. There are 10 errors in the agenda below Identify and correct them.

AGENDA

- (1) Wellcome, Introduction: President (5 minutes)
- (2) Questions; Everyone
- (3) Presentation of ofical programme of induction for new 1st year students
- (4) information on events planned for female students: Gender Office representative (10 minutes)
- (5) Input on Hiv/Aids to new students: HIV/AIDS representative (10 minutes)
- (6) Social programme planned for new students: Dean of Students (15 minutes)
- (7) Minutes of Previous meeting: AVP (10 minutes)
- (8) Closing remarks: President (5 minutes)

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Hollett, VickiOxford 2010. *Quick work – A short course in Business English – Pre Intermediate* . Oxford University Press
2. <https://id.wikipedia.org/wiki/Argumentasi>
3. <https://www.semanticscholar.org/paper/Re-positioning-protein-kinase-inhibitors-against-Gelmedin-Dissous/697556982930c00cd43efaae0d2e8fd862503d31/figure/2>
4. <https://www.tutor2u.net/business/reference/market-positioning>

--End of Unit 9--

PERTEMUAN 10

EXPLAINING A PROBLEM

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: menjelaskan masalah melalui telepon (*Explain the problem*), dan berdiskusi/tukar pikiran melalui telepon (*Discuss on the phone*)

B. URAIAN MATERI:

Pada bab ini akan dilatih untuk berkomunikasi dalam urusan melakukan pengaduan dan menjawab pengaduan tsb. Dengan menggunakan pesawat telepon.

Things that you have to remember in making a complaint

1. Check that you are talking to the right person to help with the problem.
2. Be polite and calm.
3. Explain what the problem is.
4. Have any necessary documents and references with you when you make the call.
5. Don't include unnecessary details.
6. Make a note of any important information, for example the name of the person dealing with your complaint.
7. Say what you want to happen.
8. If a telephone complaint is not working, write a letter

Things that you have to remember in dealing with complaints

If you are not the correct person to deal with the complaint:
Give the caller information about who they should contact.

If you are the correct person:

1. Listen to the complaint before commenting

2. Be polite and calm
3. Apologise (I'm sorry to hear that....)
4. Make a note of any important information
5. Suggest solutions

ACTIVITY 1

Listening Comprehension

Prosedur:

1. Mahasiswa berlatih '*listening*' (mendengar) percakapan bahasa Inggris melalui CD/VCD.
2. Mahasiswa berlatih mengisi formulir yang disediakan berdasarkan informasi dari '*listening*' yang didengarkan
3. Mahasiswa mempraktekkan percakapan melalui telepon, atau '*Face to Face*' *berdialog* langsung yang berkaitan dengan masalah pada '*Adjustment Log*'

Skill Objectives:

1. Explain a problem.
2. Discuss options

Situation

Simon Tournis works for Sonelec Electronics, a French micro-electronics company. She phones Mark Lodge in the USA to complain about an order. Look at Mark's copy of the order form. Read/Listen to the conversation and tick the products that are correct. Complete the information in the Comments and Action parts of the form.

(Ask 2 of the students to role play the dialogue below)

Dialogue of Listening 1:

Mark: Hi, Mark Lodge speaking

Simon: Hello, this is Simon Tournis from Sonelec Electronics.

Mark: Hi, Simon, What can I do for you?

Simone: I wonder if you can help me. I've got a problem with order number 5900786M.

Mark: Could you tell me what the problem is?

Simon: Well, product numbers VT2 03 and SC3 87 are both fine, but AH6 98 is the wrong quantity.

Mark: I'm sorry to hear that. How many did you receive?

Simon: Only 900 units. I asked for 1200 units.

Mark: OK, I'm afraid there's a mistake on our order form. I'm very sorry about that, Simon.

Simon: The problem is we are working on an urgent order and it's very important that I have the complete order for AH6 98 as soon as possible. I need it by the end of the week.

Mark: I see the problem. I'll arrange to send it by courier.

Simon: Thanks, Mark.

Mark: Was there anything else?

Simon: Yes, product number KJ7 6B didn't arrive. Could you send it by courier too?

Mark: Certainly, I'll deal with that right now. It'll be with you tomorrow morning.

Sion: OK. Thanks for your help, Mark.

Mark: Glad to be of help, Simon. Bye.

1.

Order number 5900786M			
Product no.	Quantity	Comments	Action
AH6 98	900 units	Wrong _____	Arrange to _____ by courier
VT2 03	140	-	
SC3 87	units	-	
KJ7 68	3200 units	Didn't _____	Arrive by _____ morning
	390 units		

2. Listen again. Who says these things? Write Simon (S) or Mark (M).

(for listening activity only)

- a. I wonder if you can help me?
- b. I've got a problem with order number ...
- c. Could you tell me what the problem is?
- d. I'm sorry to hear that.
- e. I'm very sorry about that ...
- f. The problem is ...
- g. I need it by the end of the week.
- h. I see the problem.
- i. I'll arrange to ...
- j. Certainly, I'll deal with that right now.
- k. Thanks for your help ...
- l. Glad to be help ...

Explain a Problem**ACTIVITY 2****Role play****Situation**

**Take turns to be a client explaining a problem to a supplier on the telephone.
Use phrases from Listening 1 to help you.**

Student A

You are the client. Order number GX40078H.

- 1. You ordered 1,500 copies of your company brochure from a local printing company, but the logo is wrong.
- 2. The logo is printed in blue and white – it should be green and white.
- 3. Phone GMH Printing and explain the problem
- 4. You would like new copies of the brochure by the end of this week for a company conference (*I'd like....*)

Student B

You are the supplier. You work for GMH Printing. A client telephones with a problem..

1. Ask your client what the problem is.
2. Listen to the problem, apologize and agree to help
3. Note the problem and what you agreed to do

USEFUL PHRASES

There are two options ...

You can either ... or ...

If it ..., it will take ...

I think it's better if I ...

GRAMMAR REFERENCE**Conditional Instruction**

If + Present tense + imperative

***If I'm** not in the office, please **leave** a message*

CONDITIONAL 1

1. If + Present tense + future with will or won't

***If** our competitors **find out** about our new product, they'll want to copy it*

2. If + Present tense + can / can't / could / couldn't

***We'll** be very happy **if you can** join us for dinner*

Conditional 1 has the following uses:

1. Talk about the future results of a possible action or event

***If we spend** too much, we'll run out of money*

*If management doesn't **give** us the budget we need, **we could have** problem*

2. Terms in a contract or agreement

***If you are not** fully satisfied with this product, **we will refund** your money*

CONDITIONAL 2

1. If + Past tense + would / wouldn't

*If the price **was** lower, I'd **buy** it*

***wouldn't buy** it if **it wasn't** good quality*

2. If + Past tense + could / might

*If you **reduced** the price, we **might be** interested*

Conditional 2 has the following uses:

1. Imagine unreal situations

*If everyone **used** email, we **wouldn't need to** send letters*

2. Imagine the results of improbable actions or events

*If our sales **increased** by 15%, **we'd make** a lot of profit*

*If other companies **entered** the market, **there would be** more competition.*

ACTIVITY 4

Match the first parts of each sentence a - f with the second parts 1-6.

1. If it works	1. We don't buy new software?
2. If we go ahead and buy it	2. It could put you out of business.
3. So what happens if	3. We'll recoup our initial investment in
4. So, if we don't buy it,	3 years.
5. If the implementation process goes	4. We might lose our competitive edge.
smoothly,	5. We'll have to re-engineer the whole
6. But if it takes take too long	company.
	6. It'll be fantastic

VOCABULARY

Complaint, yaitu keluhan yang dilontarkan pelanggan kepada penjual atau kepada pabrik atas suatu barang/produk yang telah dibeli.

Options adalah pilihan jalan keluar yang ditawarkan oleh penjual/pabrik apabila terdapat keluhan atas barang yang cacat.

Outstanding payment, pembayaran tagihan

Discuss Options**C. EVALUASI****Role play****Situation**

Read the information about an office supply manager and a customer. Write a telephone conversation in which the customer explains the problem and discusses options with the manager. They should agree on one of the options.

Customer: Last month you bought a printer from the office supply company. The printer isn't working. You want the printer replaced or fixed. You need to use it for your business.

Manager: This is a good customer but they have outstanding payments of \$600 on their account. You want the customer either to:

- a. Pay \$600 and you will replace the printer with a new one, or
- b. Pay 50 percent of the amount (\$300) and you will fix the printer.
- c. You can replace the printer in 24 hours. If you fix it, it will take three weeks.

Role play

Role – play the conversation between the manager and the customer.

Were you able to discuss options?

Which option did you choose?

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Barral, Irene & Barral, Nikolas 2006. *Intelligent Business – Skills Book – Pre Intermediate – Business English*. Pearson Education Limited. **2014**
2. Helgesen, Marc & Adams, Keith. 2013. *Workplace English: Travel File*, Essex: Longman
3. David Cotton, David Falvey, Simon Kent. 2004. *Market Leader -Elementary Business English – Course Book*, Essex: Pearson Education Limited. **2014**

--End of Unit 10--

PERTEMUAN 11

HANDLING COMPLAINT BY PHONE

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal mengatasi Keluhan melalui telephone (*Handling Complaint Using Adjustment Log*)

B. URAIAN MATERI

Berbagai masalah yang berkaitan dengan bisnis muncul, sejalan dengan jalannya perkembangan perusahaan. Diantaranya adalah menerima telepon yang berisi keluhan pelanggan akibat kesalahan yang dibuat perusahaan. Persoalan ini haruslah dianggap serius, mengingat kepuasan pelanggan menjadi tujuan utama semua perusahaan.

Pada bab ini akan dilatih percakapan antara pengambil keputusan dengan pelanggannya dengan menggunakan telepon. Masukkan dari pelanggan berupa keluhan yang berkaitan dengan produk perusahaan perlu ditangani dengan baik. Ketika sebuah perusahaan membuat kesalahan, disarankan untuk mendengarkan keluhan pelanggan, berusaha memperbaiki bila memungkinkan serta meminta maaf atas ketidak nyamanan yang dialami pelanggan. Sebelum menjawab pelanggan, sebaiknya anda mempunyai informasi yang cukup atas situasi yang terjadi. Bila diperlukan, hubungi petugas bersangkutan yang telah menangani pelanggan tersebut sebelumnya. Tanyakan pada mereka, apabila ada sesuatu hal yang perlu ditambahkan. Dalam beberapa kasus, anda harus memberikan kompensasi disamping permohonan maaf, seperti kupon, diskon atau hadiah. Anda juga harus sabar dalam mendengarkan keluhan/*complaint* pelanggan.

Here are steps for handling the situation:

- 1. Acknowledge the mistake*
- 2. Apologize for the error*
- 3. Give a solution*
- 4. Apologize again to your client*

USEFUL LANGUAGE

1. We apologize for the error
2. Again, we regret the error and apologize for any inconvenience.
3. We are really sorry for this matter
4. I'll make sure it'll be delivered early tomorrow morning

CONTOH PERCAKAPAN

1. Listen to five telephone calls, Identify the product and the problem.

Product	Problem
1. <i>TV</i>	<i>Instructions missing</i>
2.	
3.	
4.	
5.	

Call 1

A: Hello. This is Carl Fizero. Can I speak to Jannet Porter, please?

B: Speaking. How can I help you?

A: I've got a problem with my printer. It doesn't work.

B: I'm very sorry about that. Please return it and we can look at it for you.

Call 2

A: Hello. Barbara Kenji here. Can I speak to Rodolf Hernandez, please?

B: Hold on. I'll put you through ... Hello. I'm sorry, the line's engaged. Would you like to hold?

A: No. Can he call me back. Please? My number's 021-7443535. It's urgent. We have a problem with the air conditioning. It's broken down again!

Call 3

A: Good morning. PK Electronics. Carla Gomez speaking.

B: Oh, hello. I'm phoning about my microwave. There are no instructions in the package.

A: I'm sorry to hear that. Which model is it?

B: Hold on, I'll check. ... Here it is. It's the PX2254.

A: Sorry. Could you repeat that, please?

B: PX2254.

A: PX2254. I'll send you some new instructions in the post today.

Call 4

A: Good morning. Deraya Roberta here. Could I speak to Mike Wijaya please?

B: Speaking.

A: Hello. I've got a few problems with the table you delivered last week.

B: Can you give me some more information, please?

A: There's a piece missing and the invoice is incorrect.

B: Right. Let me note down the details.

ACTIVITY 1

Match the sentences about problems.

- | | |
|--|--------------------------------|
| 1. There isn't an invoice in the package | a) It's broken |
| 2. We can't find the documents. | b) I'll be 10 minutes late. |
| 3. The coffee machine doesn't work. | c) It's missing |
| 4. The train isn't on time | d) I think they're lost |
| 5. I'm not ready for the meeting. | e) It's delayed by 15 minutes. |

ACTIVITY 2

Persiapan:

1. Mahasiswa A diberikan 2 (dua) buah email yang harus dibaca.
2. Mahasiswa diharuskan membaca kedua email tersebut dan mencoba mencari keluhan dimaksud
3. Mahasiswa A mengisi '*Adjustment Log*' berdasarkan informasi dari kedua email tsb.
4. Mahasiswa mendengar percakapan melalui CD/VCD atau mendengar 2 mahasiswa lain yang berdialog
5. Mahasiswa C & D yang mempraktekkan percakapan melalui telephone, atau '*Face to Face*' berdialog langsung yang berkaitan dengan masalah pada '*Adjustment Log*'

Adjustment Log

Adalah sebuah daftar yang dibuat oleh bagian *Customer Service*/administrasi, tujuannya untuk mencatat semua keluhan/*complaint* yang masuk dan melihat progres penyelesaiannya.

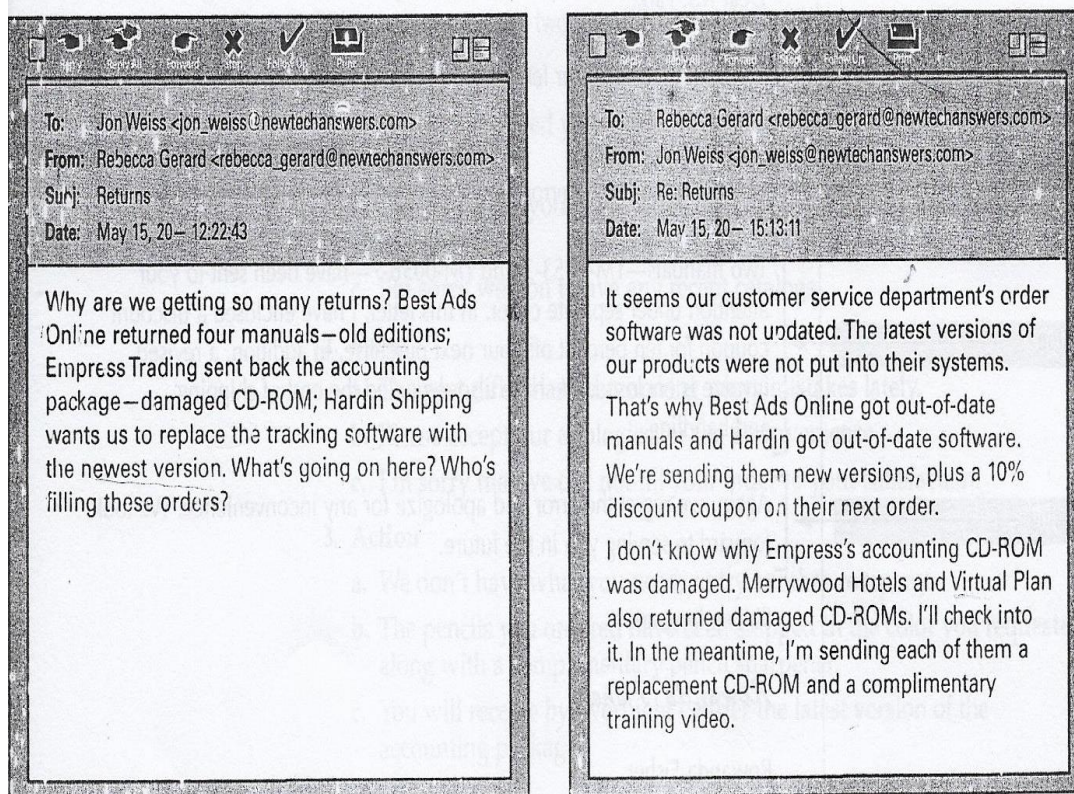
Sasaran:

Mahasiswa harus mampu melakukan percakapan dalam situasi berikut:

Handling complaint (*according to adjustment Log*)

Prosedur:

1. Read the e-mails between two executives at New Tech Answers. They have heard complaints about several shipments they have sent.
2. Complete the Adjustment Log below.
3. Role play, using the information from the Adjustment Log



Dibawah ini adalah sebuah '*adjustment log*' yang harus dilengkapi dengan informasi yang didapat dari kedua email diatas.

ADJUSTMENT LOG					
Client	Best Ads Online	Empress Trading	Hardin Shipping	Merrywood Hotels	(1)
Claim	- old editions of manuals (four) - incorrect invoice	(2)	(3)	damaged accounting CD-ROM	(4)
Adjustment	(5)	(6)	Sent new version with 10% discount	(7)	Sent replacement CD-ROM with a complimentary video coupon

ACTIVITY 3**Dialogue**

Below is a SAMPLE conversation between a shop owner and a supplier
This dialogue is considered as an unpolite conversation. The shop owner
handle the Supplier badly.
(SO=Shop Owner ; S=Supplier)

S: Melton Food Supplies.

*SO: Hello, I wonder if you can help me. I have a problem with
my order, CH16Y.*

S: What problem?

SO: We ordered 20 kilos of cheese for our delicatessen.

S: Yeah..??

SO: Well, I've got a problem with the order.

S: Yeah..??

*SO: The boxes were broken during transit and the cheese is
damaged.*

S: Yeah And...?

SO: The problem is I can't sell the cheese in my shop

S: we[l, what do you expect me to do about it?

*SO: I'd like you to send a new order of cheese and take the
damaged cheese away....*

*S: All the deliveries are finished today. I can cancel the order
and refund the money or deliver a new order early
tomorrow – the refund 'll take four weeks. Which do you
want?*

SO: Deliver it early tomorrow, please

S: Yeah , all right

SO: Well, thank you very much

S: Yeah, Bye....

Look at the script above. Rewrite the conversation to make it more polite.

The shop owner should explain the problem and say what she wants the supplier
to do: consider options and come to a solution.

The supplier should be polite and helpful; apologize for the problem; suggest two options and outcomes; agree to a solution.

Role play the telephone conversation with your partner.

Polite version

S: Melton Food Supplies.

SO: Hello, I wonder if you can help me. I have a problem with my order, CH16Y.

S: Could you tell me what the problem is?

SO: Well, I've got a problem with the order. We ordered 20 kilos of cheese for our delicatessen. The boxes were broken during transit and the cheese is damaged. The problem is I can't sell the cheese in my shop

S: I'm sorry to hear that.

SO: I'd like you to send a new order of cheese and take the damaged cheese away....

S: I'm afraid all the deliveries are finished today. We've got two options. I can cancel the order and refund the money or deliver a new order early tomorrow – the refund 'll take four weeks.

SO: Deliver it early tomorrow, please

S: Certainly. I'll deal with that right now

SO: Well, thanks for your help

S: Glad to be of help. Bye....

VOCABULARY

Attention, (n) the special care you give to someone or something

Apology, something that you say or write to say that you are sorry

Complimentary, (adj) given free to people

Customer service, (n) the department within a company that helps customers and tries to keep them satisfied

Satisfaction, (n) feeling of happiness or pleasure because you have achieved something or gotten what you wanted

Refund, (n) an amount of money that is given back to you if you are not satisfied with the goods or services you have paid for

Leave a message, meninggalkan pesan.

Damage, rusak / tidak dapat digunakan

Outcome, hasil yang dicapai

C. EVALUASI

EXPLAINING PROBLEMS AND APOLOGISING

1. Read the following problems that foreign visitors are experiencing.
2. Work with a partner to choose a possible polite explanation and/or apology that you could use from the list on the next page.

Problem (1)

"Can you help me, please? I'm trying to access the internet to read my email but I can't get it to work."

Problem (2)

"Sorry to bother you but there was no electricity this morning. Is there a reason for that?"

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Barral, Irene & Barral, Nikolas 2006. 1st Edition. *Intelligent Business – Skills Book – Pre Intermediate – Business English*. Pearson Education Limited. **2014**
2. Aline Almandha & Ainun Fadhila. 2013. *English for Business*. Jakarta: Seamolec
3. <http://www.englishgrammarsecrets.com/usedto/menu.php>
4. <https://alison.com/learn/english-for-business>

--End of Unit 11--

PERTEMUAN 12

CLARIFY INFORMATION

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: membuat pertanyaan dengan menggunakan WH-Questions (*What, Where, How many, How long.*), dan mengklarifikasi information

B. URAIAN MATERI:

Dalam melakukan kegiatan berkomunikasi, penggunaan kata tanya tidak dapat dihindari untuk kelengkapan suatu informasi. Dalam tata bahasa Inggris dikenal dengan istilah WH-Questions. Pada unit ini mahasiswa akan dilatih membuat kalimat tanya dengan Question word: Wh-Question.

Dalam melakukan kegiatan berkomunikasi, seringkali kita harus juga melakukan klarifikasi, yaitu sebuah perbuatan yang bertujuan untuk menghindari kesalahan dengan menanyakan kembali kepada pembicara, sebagaimana dipahami oleh pendengar. Dengan memeriksa bahwa pemahaman pendengar sudah benar maka kita dapat menyelesaikan pekerjaan dengan tepat.

Membangun kalimat tanya, dengan Wh-Question adalah sbb:

Kalimat positif	(+) I will go to minimart to buy some matches
Kalimat negatif	(-) I won't go to minimart to buy some matches
Kalimat tanya	(?) Will you go to minimart to buy some matches?
Kalimat tanya WH-Question	Where will you go to buy some matches? When will you go to minimart to buy some matches? What will you buy in minimart?

ACTIVITY 1**Read the situation:**

There has been a fire at the warehouse of a sportswear company, Manzoor sports. Stock and equipment are damaged. The managing Director has a meeting with a representative from Carr Insurance to talk about the damage.

Ask 2 students in class to read the dialogue below and let the rest of the students listen. Listen to their conversation and decide if the statements from the insurance company report are true or false.

Text

**(IR= insurance representative from Carr Insurance,
MD=managing Director of Manzoor sports)**

IR : I just have a few questions, to help me complete my report. First of all,
how did the fire start?

MD: We think it started because the manager didn't turn off the heater.

IR : And where was the heater located?

MD: It's in the store room, at the back of the factory.

IR: OK. Now, can you tell me what was damaged?

MD: Yes, it was terrible, the fire destroyed a whole new collection of
sportswear.

IR: Oh, I see. Anything else?

MD: Well, of course we had to redecorate the store room.

IR: Uh uh, And who discovered the fire?

MD: It was Peter, the cleaner.

IR: OK, and what did he do?

MD: Well, naturally he phoned the fire brigade immediately

IR: Are the fire alarms tested regularly?

MD: Yes, certainly. The manager tests all the alarms once a week.

IR: Right. OK, thanks for your help. I'll get back to you if I have any
questions

Read the text and choose T (True) or F (False)

Is it True or False? (T-F)

1. **(T-F)** The heater was turned off by the manager.
2. **(T-F)** A new collection of sportswear was destroyed by the fire.
3. **(T-F)** The store room had to be redecorated.
4. **(T-F)** The fire was discovered by the cleaner.
5. **(T-F)** All the alarms are tested by the manager twice a week.

Listen again and complete the questions.

1. _____ did the fire start?
2. _____ was the heater?
3. _____ you tell me what was damaged?
4. _____ discovered the fire?
5. _____ did he do?
6. _____ the fire alarm tested regularly?

Ask Questions

ACTIVITY 2

Step 1: Preparation

Thieves have broken into CSG Electronics and stolen equipment. The security Manager has a meeting with an insurance representative to discuss the break-in.

STUDENT A

You are the insurance representative. look at the notes about the break-in and write three questions. use the prompt in italics to help you.

- *The office was broken into (when?)*
- *The police were called (who?)*
- *PCs and laptops were stolen (how many?)*

Look at the information below and answer your partner's questions.

STUDENT B

You are the security manager. Look at the information below and answer your partner's questions. use the prompt in italics to help you.

CSG Electronics was broken into on Thursday 4th Oct. Four PCs and two laptops were stolen. The police were contacted by General Manager

Look at the notes about Kingsway Insurance and write three questions. Use the prompts in italics to help you.

- *Claim form is sent (where?)*
- *Document are required (which?)*
- *Kingsway processes the claim (how long?)*

Step 2: Meeting

Role-play the meeting, asking and answering the questions.



Were you able to ask the questions?

Were you able to answer the questions?

What intonation did you use at the end of the questions?

ACTIVITY 2

Step 1: Preparation

The Security Manager at CSG Electronics has a meeting with the CEO , the Finance Officer and the Resources Manager about the break-in. Listen to their conversation and tick the correct information below.

1. The stolen equipment has been found
2. The reports are being processed
3. The insurance company is ready to pay
4. The insurance company needs two reports
5. Stuart needs to make an appointment with the independent assessor.

Listen again and match the sentence halves.

- | | |
|---------------------------|---|
| 1. Do you mean | a. The report are being processed at the moment. |
| 2. What I mean is, | b. the police haven't given the insurance company |
| 3. Can I just check, | the report yet? |
| 4. So, | c. Why the insurance company need two reports? |
| 5. Could you just clarify | d. the insurance company won't pay until all the |
| 6. In other words, | reports are complete. |
| 7. Can you explain | e. Why the independent assessor hasn't finished his |
| | report yet? |
| | f. is the insurance company ready to pay yet? |
| | g. they've found the stolen equipment? |

Text

(CEO, SM = Security Manager, FO = Finance Officer, RM = Resources Manager)

CEO: What's the latest news on the break-in?

SM: It's all under control. The police were here today.

FO: Oh, do you mean they've found the stolen equipment?

SM: No, What I mean is, the reports are being processed at the moment.

RM: Stuart, and I just check, is the insurance company ready to pay yet?

SM: No, the insurance company won't pay until they receive the police report.

CEO: So, the police haven't given the insurance company the report yet?

SM: That's right. And they need a report from the independent assessor too.

FO: Could you just clarify why the insurance company need two reports?

SM: Well, they need a report from the police and a separate report from the independent assessor. In other words, the insurance company won't pay until all the reports are complete.

RM: Can you explain why the independent assessor hasn't finished his report yet?

SM: Because we need to arrange an appointment with the assessor to talk about it.

CEO: OK. Can you get onto that, Stuart?

SM: Sure. I'll call after the meeting to arrange an appointment.

CEO: Thanks.

Clarify information

Responding in conversation

In some cultures, people like to leave a short silence after someone has spoken. In other cultures, people might speak immediately another person stop talking, to avoid silence or gaps in the conversation. Which style of speaking is more usual in your culture.

Silence not OK	Silence OK
People may respond immediately after a person stops talking.	It is respectful to leave a short silence before responding, to show that you are considering what has been said.
People may speak at the same time.	Allow the other person to finish what they have to say before speaking.
It is usual to politely interrupt in meetings or conversations.	It is not to polite to interrupt I meeting or conversations.
People may use expressive body language to respond or interrupt or to underline their opinion.	It is more usual to have a neutral tone of voice and body language.

Step 1: Preparation

The Security manager at CSG electronics has a meeting with the insurance assessor to clarify some information.

Student A

You are the insurance assessor.

Your report is not complete.

1. The police are still investigating the break-in.
2. Your report cannot be finished until the police investigation is complete.
3. Police estimate the investigation will be finished this week.
4. Your report will be ready a week after the investigation is complete.
5. The insurance company will pay out a month after they receive your report.

USEFUL PHRASES

1. The report is not complete because ...
2. In other words ...
3. What I mean is ...
4. So, ...

Student B

You are the security manager. Look at the notes and write three questions.

Ask your partner to clarify where necessary.

1. Report isn't complete (why?)
2. Report ready (when?)
3. Insurance company will pay out (when?)

USEFUL PHRASES

1. Could you explain why?
2. Could you just clarify ... ?
3. Can I just check ...?
4. So, ...?

Step 2: Have a meeting

Have the meeting to clarify the situation



What expressions did you use to clarify information when necessary?

Did you use any phrases to explain what you meant?

ACTIVITY 3

Question words

Complete the questions below using the question words. Use each word only once. Take turns to ask and answer the questions.

What	Where	How many	Do	How long
------	-------	----------	----	----------

1. _____ meeting do you attend each week?
2. _____ do the meeting usually last?
3. _____ you prefer morning or afternoon meetings?
4. _____ does the chairperson usually sit in your meetings?
5. _____ style of meetings do you prefer, formal or informal? Why?

GRAMMAR REFERENCE

Adjectives & Adverbs

Adjectives

Describe or qualify nouns

*He's an **excellent** manager.*

Word order

1. In front of the noun

*This is an **easy task***

2. Where there are several adjectives

Size	Colour	Material	Noun
<i>A large</i>	<i>black</i>	<i>feather</i>	<i>bag</i>

3. After some verbs: be, become, feel

*The quality **is good***

*The company **is becoming profitable**.*

Adverbs

1. Go with verbs to describe **how** or **how often** you do something.

*She **works efficiently***

*I **often check** share prices on the internet.*

2. Adverbs that tell you **how often**:

sometimes, often, usually, rarely,

occasionally, frequently, generally,

normally, always, never

Forming adverbs from adjectives

1. Most adjectives + -ly

slow - slowly

2. Adjectives ending in -y → + -ily

steady - steadily

3. Adjectives ending in -ic + -ally

automatic – automatically

4. Adjectives ending in -able → -ably

reasonable – reasonably

5. Irregular adverb

Adjectives	Adverb
<i>That's a fast car</i>	<i>He drives too fast</i>
<i>It's a very hard job to do</i>	<i>The sales team is working hard</i>
<i>They're good workers.</i>	<i>They do their job well</i>

Word order

1. Adverbs that tell you how follow the verb and any object in the sentence
2. Adverbs that tell you how often, as well as adverbs of certainty and uncertainty, can go in front of the main verb or at the beginning or end of the sentence.

*I **often** work till 6 o'clock*

***Sometimes** prices go down.*

C. EVALUASI

Devon



Find adjectives in this leaflet that mean:

1. very big = v...
2. important in history= h...
3. with a special feeling= a...
4. fascinating = i...
5. have your own time= r...

DEVON –Something for everyone

Come and visit Devon, in the south-west of England. There are miles of sandy beaches, where you can swim, surf, dive or windsurf. Or just relax on the sand with a good book.

If you like walking, cycling or horse-riding, spend some time on Dartmoor, with its vast stretches of open moorland. Devon has got lots of interesting historic buildings. Visit Castle Drogo or the atmospheric castle at Totnes.

VOCABULARY

prefer, lebih cenderung

chairperson, ketua

damaged, rusak

vast stretches, terhampar memanjang

open moorland, padang terbuka

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Curry, Dean: Editor ***.Dialogs for everyday Use***
2. David Cotton, David Falvey, Simon Kent. 2004. Market Leader - Elementary Business English – Course Book, Essex: Pearson Education Limited. 2014
3. Barral, Irene & Barral, Nikolas 2006. 1st Edition. Intelligent Business – Skills Book – Pre Intermediate – Business English. Pearson Education Limited. 2014
4. Helgesen, Marc & Adams, Keith. 2013. Workplace English: Travel File, Essex: Longman
5. Zwier, Lawrence J. 2014. English for Everyday Activities, Hong Kong: Compass Publishing

--End of Unit 12--

PERTEMUAN 13

OPEN A MEETING & CHECK INFORMATION

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: membuka rapat (*Open a meeting*), dan memeriksa ulang Informasi (*Check Information*)

B. URAIAN MATERI

1. MEETING

Meeting merupakan suatu istilah dalam bahasa Inggris yang berarti pertemuan, rapat, atau suatu persidangan. Meeting merupakan kegiatan rutin dalam suatu organisasi. Ada banyak tujuan meeting, karena didalam meeting bisa terjadi banyak kegiatan, seperti berdiskusi, saling bertukar informasi, menyamakan pendapat, merancang kegiatan yang akan datang atau mengevaluasi data yang telah lalu. Sedemikian sering dan lazimnya meeting dalam suatu organisasi, maka perlu kiranya mahasiswa diperkenalkan tata cara rapat, baik sebagai peserta rapat maupun sebagai *host* atau penyelenggara rapat. Mempersiapkan diri sebaik-baiknya untuk rapat tersebut, tentunya diharapkan dari semua peserta rapat sehingga tujuan dari diadakannya rapat tersebut terwujud.

Etika rapat yang perlu diketahui oleh peserta rapat adalah sebagai berikut:

a. Datang tepat waktu.

Mempersiapkan diri lebih awal memberikan banyak keuntungan, apalagi apabila anda menjadi penyelenggara rapat. Anda akan dapat mengenal keragaman peserta rapat dan menunjukkan kesiapan diri.

b. Persiapkan nota/buku catatan.

Rapat adalah sarana bertukar informasi.

Sehingga akan selalu ada hal baru atau sebuah pengingat untuk hal-hal yang perlu diketahui. Pada masa kini, tab atau laptop dapat digunakan untuk keperluan itu.

c. Tidak membuka email atau Media Sosial

Jangan sekali-kali anda membuka email atau medsos pada smartphone/laptop anda. Hal ini jelas menunjukkan bahwa anda tidak sopan dan akan mengganggu konsentrasi anda dalam mengikuti rapat.

d. Ikuti rapat dengan baik

Sekalipun rapat terasa membosankan dan tidak menarik, usahakan agar tetap fokus. Buku nota/catatan anda dapat digunakan untuk menulis ide-ide anda yang dapat disampaikan kemudian.

e. Ikuti rapat hingga selesai

Apabila tidak ada suatu keperluan mendesak, diharapkan tetap mengikuti rapat. Dengan mengikuti rapat hingga selesai, anda akan mendapatkan semua informasi yang diperlukan. Selain itu meninggalkan rapat ditengah-tengah rapat, akan mengganggu konsentrasi pembicara dan peserta lain.

Persiapan Menjelang Rapat

Ketika kita menyelenggarakan rapat atau menghadiri sebuah rapat, penting bagi anda untuk memahami beberapa *English Phrases* dan *expressions* yang berkaitan dengan bahan rapat. Dengan persiapan yang matang dan pengaturan jadwal yang baik, dapat dipastikan rapat berjalan dengan lancar. Keluhan yang muncul umumnya adalah mengenai lamanya rapat tsb berlansung. Sesungguhnya rapat yang terlalu lama, menghabiskan waktu kerja dan ini kurang baik. Ingat, untuk pebisnis, waktu adalah uang: *"Time is Money"*

Hal penting yang perlu diketahui oleh penyelenggara rapat adalah sebagai berikut:

a. Tentukan agenda pembahasan.

Menulis Agenda sangat dianjurkan untuk menetapkan lama rapat. Agenda juga menunjukkan urutan pembicara serta estimasi waktu yang diberikan. Bila lebih dari seorang pembicara, maka agenda harus disusun siapa yang menjadi pembicara pertama, kedua dan selanjutnya.

Sample Agenda:

- 1) Welcome, Introduction: Tony, Meta (5 menit)
- 2) Minutes from previous meeting: Kemal (10 menit)
- 3) JapanTours: (15 menit)
- 4) Grade Tours: (15 menit)
- 5) Korean Tours: (15 menit)
- 6) Feedback from last year: Everyone (15menit)
- 7) Vote on staff picnic: Everyone (15menit)
- 8) Questions/Closing remarks/Reminders: Everyone (15menit)

b. Tetapkan Goal/tujuan

Penting dilakukan agar pembicaraan selalu mengarah ke tujuan diadakannya rapat. Sebelum rapat dimulai, peserta rapat sebaiknya mengetahui maksud dan tujuan diadakannya rapat dan diharapkan mampu mempersiapkan materi-materi untuk berpartisipasi secara aktif pada rapat.

c. Mengatur percakapan dalam rapat.

Maksud dari point ini adalah jangan sampai rapat yang anda pimpin membicarakan hal-hal yang bukan menjadi agenda rapat. Jadi, tetap fokus pada agenda-agenda yang telah ditentukan. Bila ada lebih dari 1 orang pembicara, maka ada baiknya untuk mengingatkan sebelum rapat kepada pembicara-pembicara tersebut, berapa lama waktu yang diberikan kepada masing-masing serta topic-topik apa saja yang disampaikan. Hal ini menjaga agar jangan sampai terjadi pengulangan materi sehingga memperpanjang rapat. Selain itu para pembicara tersebut juga dapat mempersiapkan dirinya lebih baik. Bila salah seorang diharapkan oleh anda untuk memegang lebih banyak kendali, maka hal ini harus disampaikan kepada orang tersebut.

d. Menetapkan lama rapat

Ada kalanya **rapat** menjadi bertele-tele bila kita tidak menjaga agar peserta rapat selalu fokus terhadap tujuan diadakannya rapat.

e. Menutup rapat dengan baik.

Pembahasan pada sub pokok ini dimana mahasiswa akan dilatih dengan percakapan yang berkenaan dengan membuka rapat. Disini mahasiswa harus

memperkenalkan bisnis/koleganya dalam suasana formal Pada bagian berikutnya mahasiswa dilatih untuk *checking* and *clarifying information*.

2. GRAMMAR REFERENCE

Present simple & continuous

The present simple has the following uses.

a. Regular or routine events

We usually start the week with a team meeting.

She visits Japan once a month

b. Permanent or long term situations.

I work at head office in London.

The company design computer games.

The present continuous has the following uses.

a. Something happening now/ at the moment

*Just a moment – I'm **trying** to find your life.*

*Nick's **talking** to a customer right now.*

b. Temporary situations

We're not developing any new products this month.

Eva's working at home today – she's not in the office.

c. Future fixed arrangements

We're flying to Texas on Monday 19th.

Mike's meeting the directors tomorrow.

The continuous is not usually used with the following verbs.

a. Giving opinions

like, dislike, prefer, think, believe, know, mean

b. Describing senses

See, hear, feel, seem

c. Describing ownership and needs

have, need, own, want

3. MEETING- RELATED EXPRESSIONS

There are many questions to ask before a meeting. If you are curious about what the meeting will cover, you will need to ask the organizer of the meeting. You can also ask things like how long the meeting will take, and who is coming to the meeting. Let's try a couple of these sentences:

- a. Hi Jane. Do you know who is coming to your meeting at 2:00?
- b. Who all did you invite to the triage meeting?
- c. Hi, Jacky. How long do you think the meeting will be?
- d. I have to schedule another appointment at 4:00 but I don't want to overlap with yours. How long is the meeting going to be?
- e. Is the meeting going to be more than an hour?
- f. What time was the meeting again?
- g. When are you going to make that presentation? I thought it was today?

Here are common statements people use when they can't attend a meeting:

- a. I have another meeting that I cannot miss. I won't be able to make yours
- b. I won't be able to go to the 3:00 meeting. I have another appointment at the same time
- c. I'm going to be out of town tomorrow, so I won't be able to attend the quarterly meeting. Can you send me a mail on the topics that were discussed?

4. ACTIVITY 1**Role play****Open a meeting****Step 1 Preparation****a. Prepare to open a meeting. You are going to:**

- 1) Welcome everyone.
- 2) Say what the meeting is about.
- 3) Introduce the two new team members and say what they do

b. Look at your notes.**Meeting 1****Student A:**

Meeting aim: talk about the new company website

Introduce: two members of the team.

Use our partners' real names and add the information below to describe what they do.

Student B: Website Coordinator, responsible for updating information on the website.

Student C: Web Designer; is creating the website

Meeting 2

Student B: Meeting aim: decide on the location for the new production plant.

Introduce: two members of the team.

Meeting aim: decide on the location for the new production plant.

Use our partners' real names and add the information below to describe what they do.

Student C: Location Manager;

Responsible for organizing the move.

Student A: Human Resources Manager; is communicating with staff about the move.

Step 2 Open a meeting

Take turns to open your meeting (each person in the group is opening a different meeting). Listen to your partners' introductions and note the subjects of the meetings.

ACTIVITY 2

Checking and clarifying

You can check and correct information by using stress:

1. So, he's arriving on **Thurs**day?
2. No Friday.
3. So, the order number is MV 926?
4. No, NV 936
5. So, 54% of the new recruits are women, not 51 % ?

Practice using stress to correct the information

1. The sales conference is in December. (not September)
2. The are code is 0214 (not 0241)
3. She spells her name L-I-Z-A (not L-I-S-A)

Role-play

Role-play two phone calls. Use phrases from above to check information and clarify where necessary.

Student A Phone Student B. Say you are checking details about your new PA. She starts work tomorrow.

Name: Luna Maya?
Employee number: LA 661?
Works: 35 hours a week?

Student B Student A phones you to check details about a new PA.
The correct information is:

Name: Rismalia
Employee number: DX 109
Works: 33 hours per week

C. EVALUASI

Alya Nadeem is the new CEO of the BCA group. She has a meeting to introduce new members of the team to the heads of department. Alya starts the meeting by welcoming everyone and telling them what the meeting is about.

Number the phrases below in the order for Alya.

1. We're here to discuss the new company logo.
2. Welcome to our meeting today.
3. Let me start by introducing to new members of the team...
4. Hello, everyone

VOCABULARY

Meeting, pertemuan/rapat

Introduce, memperkenalkan

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Aline Almandha & Ainun Fadhila. 2013. *English for Business*. Jakarta: Seamolec
2. <http://www.talkenglish.com/speaking/business/meetings.aspx>
3. <https://www.popular-world.com/popnow/ada-5-etika-yang-wajib-dilakukan-saat-anda-mengikuti-meeting--61471/>
4. <https://www.englishclub.com>

--End of Unit 13--

PERTEMUAN 14

MAKE A CHOICE

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: menentukan pilihan (*Make a choice*), dan membandingkan (*Comparing*)

B. URAIAN MATERI

1. KEPUTUSAN

Mengambil suatu keputusan dalam menentukan pilihan mungkin saja akan terasa sulit. Bukan hanya karena banyak pilihan, namun juga karena ada beberapa hal yang lain yang menjadi bahan pertimbangan. Hal-hal apakah yang menjadi hambatan anda dalam menentukan pilihan?

Sebaiknya kita mengenali terlebih dahulu jenis-jenis pengambilan keputusan, hal ini dilihat dari hasil dan entitas yang terkena dampak.

Pengambilan keputusan dikelompokkan dalam 3 jenis, yaitu:

a. Pengambilan keputusan bisnis.

Yaitu mencakup keputusan yang dibuat dan yang menentukan hasil bisnis atau organisasi.

b. Pengambilan keputusan konsumen.

Biasanya terdiri keputusan pembelian yang terjadi baik dalam konteks pribadi maupun bisnis. Dalam hal ini, konsumen (entitas) dapat berupa individu atau orang dalam suatu bisnis.

c. Pengambilan keputusan pribadi.

Memiliki keputusan yang menentukan siapa kita sebagai individu dan hasil yang kita ciptakan untuk diri sendiri atau orang lain yang memiliki hubungan dengan kita. Kategori ini kadang disebut sebagai keputusan hidup.

Pada pertemuan ini akan dilatih percakapan untuk membuat pilihan dalam suasana formal dan informal.

2. GRAMMAR REFERENCE-1

Modal Verb

Form

a. modal verbs are followed by the infinitive without to

*I **must** go now*

*I **can't** find the customer file.*

Could we start soon?

b. Exceptions are have to and need to

I need to go now

We don't have to keep these records.

Do you have to leave now?

Modal and obligation

a. Advice

You should/ you shouldn't ... (stronger)

You must/ you mustn't ... (very strong)

You should talk to our accounts manager – she can help you

You mustn't leave London without visiting the Tower!

b. Personal rule

Must/ mustn't

I must try to get to work earlier.

I mustn't spend so much time on the internet.

c. General rule

Have to

Do you have to have a visa to travel to Russia?

d. Necessary

Don't have to/ don't need to

You don't have to have a visa for the UK

You don't need to write a letter – you can phone.

e. Not allowed

mustn't

You mustn't leave your car in front of the hotel – it's a no parking area!

3. GRAMMAR REFERENCE-2

Using Comparatives

(a) I'm older than my brother (b) I'm older than he is. (c) I'm older than him. (informal)	In formal English, a subject pronoun (e.g., he) follows than, as in (b). In everyday, informal spoken English, an object pronoun (e.g., him) often follows than, as in (c).
(d) (e) He works harder than I do (f) I arrived earlier than they did.	Frequently an auxiliary verb follows the subject after than. In (d): than I do = than I work.
(g) Tom is much/a lot/ far older than I am. (h) Ann drives much/a lot/ far , more carefully than she used to. (i) Ben is a little (bit) older than me	very often modifies adjectives and adverbs: e.g., Tom is very old. He drives very carefully. However, very is NOT used to modify comparative adjectives and adverbs. Instead, they are often modified by much, a lot, or far, as in (f) and (g). Another common modifier is a little/ a little bit, as in (h)
(j) A pen is less expensive than a book. (k) A pen is not as expensive as a book (l) A pen is not as large as a book. (m) INCORRECT : A pen is less large than a book.	The opposite of er/more is expressed by less or not as ... as. (i) and (j) have the same meaning. Less (not as ... as) is used with adjectives and adverbs of more than one syllable. Only not as ... (NOT less) is used with one-syllable adjectives or adverbs, as in (k)

Conversation**Comparing**

Yani: I think this material is much prettier than that, don't you?

Lulu: Well, I don't know. I like them both. Why do you like that one better?

Yani: Well. The design is, more interesting and the colors are brighter. And it's not as expensive. Either.

Lulu: Oh, I see what you mean. And besides, these colors are more becoming to you.

Yani: Do you really think so? I'll buy it. Then.

Vocabulary

I like them both, I like both of them

I see what you mean, I understand (why you like it)

Then, in that case; since that is so

4. ACTIVITY 1**Make a choice****Prosedur**

- Mahasiswa mendengar percakapan melalui CD/VCD
- Mahasiswa mempraktekkan percakapan melalui telepon, atau 'Face to Face' *berdialog* langsung yang berkaitan dengan masalah pada 'Make a choice'

Step 1: Preparation

The meeting at Perfect Concierge continues. The next point on the agenda is how to celebrate the launch of the company. Look at the information on your role card and decide what phrases to use to present your suggestions.

Student A

At the meeting, suggest this idea or one of your own to celebrate the company launch: A party on a boat with disco and food.

Your idea ; _____

Student B

At the meeting, suggest this idea or one of your own to celebrate the company launch: a party in a castle with classical musicians and a banquet.

Your idea: _____

Student C

At the meeting, suggest this idea or one of your own to celebrate the company launch: A classical concert with food served during the interval

Your idea ; _____

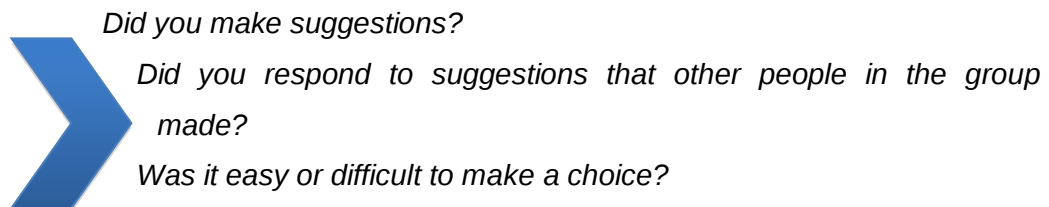
Student D

At the meeting, suggest this idea or one of your own to celebrate the company launch: An exclusive sports event, with a marquee to serve food.

Your idea ; _____

Step 2: Have a meeting.

Have a short meeting to discuss your ideas. Make suggestions and give your opinions. Listen to everyone's ideas and make a choice about how to celebrate the launch of the company.

**5. VOCABULARY**

Concierge, petugas hotel yang bertanggung jawab atas pendaftaran

Make a choice, membuat pilihan

Celebrate the launch, perayaan peluncuran

C. EVALUASI**Finding out what people think**

A new head of marketing wants to hear employees suggestions for ways to promote the company's products. What are the advantages and disadvantages of these methods?

1. Have a suggestion box
2. Send an email to staff asking for suggestions.
3. Call a meeting.

D. REFERENSI**Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:**

1. David Cotton, David Falvey, Simon Kent. 2014. *Market Leader -Elementary Business English – Course Book*, Essex: Pearson Education Limited.
2. Barral, Irene & Barral, Nikolas 2014. *Intelligent Business – Skills Book – Pre Intermediate – Business English*. Pearson Education Limited.
3. Helgesen, Marc & Adams, Keith. 2013. *Workplace English: Travel File*, Essex: Longman

--End of Unit 14--

PERTEMUAN 15

CLOSE A MEETING

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: mengakhiri Rapat (*Close the meeting*)

B. URAIAN MATERI

Untuk mengakhiri rapat atau pertemuan dengan baik, setidaknya ada hal-hal yang perlu diperhatikan. Hal ini harus menjadi catatan penyelenggara rapat dalam menjamin keselarasan, kejelasan langkah setelah rapat dan kepedulian terhadap hal-hal yang telah disepakati dalam rapat.

Berikut adalah hal-hal yang perlu diperhatikan ketika mengakhiri rapat:

1. Memeriksa Pemahaman Peserta.

Bila dalam rapat atau pertemuan pimpinan rapat berbicara terlalu cepat atau terlalu cepat berganti topik bahasan, maka peserta akan mengalami kebingungan karena ketidakjelasan materi yang disampaikan. Seharusnya pada perpindahan topik bahasan, pemimpin rapat bertanya kepada peserta, apakah masih ada pertanyaan tentang pembahasan A itu sebelum dilanjutkan ke pembahasan selanjutnya. Pembicara dianjurkan untuk sabar menunggu pertanyaan dari setiap peserta.

2. Memeriksa Keselarasan.

Jika seseorang tidak sepakat dengan keputusan yang dicapai dalam rapat/pertemuan, atau potensi-potensi hasil keputusan, maka sebaiknya ditanyakan kepada orang tersebut keberatan-keberatannya.

3. Menyepakati Langkah Selanjutnya.

Mendapati persetujuan, komitmen yang jelas adalah langkah dasar untuk menjamin kemajuan dalam rapat. Agar keputusan rapat dapat ditindaklanjuti dalam aksi, komitmen yang jelas harus dibuat. Pertanyaan yang sesuai untuk

langkah ketiga ini adalah. Tepatnya apa yang akan kita lakukan pada rapat minggu depan untuk menjamin progress dari agenda kita?

4. Merenungkan Apa yang Telah Anda Capai.

Ini adalah sebuah pengakuan yang paling tepat sebagai alat apresiasi. Kita tidak terbiasa menyatakan prestasi yang telah di capai dalam suatu pertemuan. Oleh sebab itu kita kehilangan peluang untuk menunjukkan kemajuan yang dicapai. Coba lontarkan kalimat yang positif mengenai diri kita dalam rapat.

5. Pengakuan.

Tidak dipungkiri bahwa setiap orang membutuhkan pengakuan akan eksistensi dan kontribusi yang telah ia lakukan, entah sedikit ataupun banyak. Dalam organisasi, setiap orang yang telah berkontribusi dalam rapat membutuhkan pengakuan dan pimpinan seyogyanya memberi apresiasi kepada orang tersebut dalam rapat. Ini akan memberikan motivasi serta kebanggaan tersendiri baginya

Closing The Meeting

Any Other Business (AOB)

1. It is usually the final item on the agenda
2. People at the meeting can talk about topics that have not been discussed on the main agenda.
3. Sometimes there is not time to discuss an AOB item fully.
4. The chairperson might decide to include the item in the next meeting.

A summary of key points

The chairperson:

1. Summaries key discussion points
2. Repeats any important decisions
3. Confirms any tasks that need to be completed before the next meeting

Concluding the meeting

1. If another meeting is necessary, it is a good idea to arrange the time and date while everyone is still present
2. Try to end the meeting with a positive phrase. For example: *It's been an interesting meeting with lots of challenging ideas.* NOT: *It's been a difficult meeting with lots of arguments!*
3. Thank everyone for attending
4. Thank all the speakers for contributing

After The Meeting

It is common to talk about meetings afterwards. Sometimes it is to say how useless it was, or that you were bored, but there are times when someone might ask you for feedback. Other times, you might want feedback if you were the person holding the meeting. Let's cover these here.

Here are some sentences asking for feedback:

1. *What did you think about my presentation?*
2. *Did you think the meeting went ok?*
3. *Can you provide feedback on the meeting we just had?*
4. *Is there any part of our discussion during the meeting that you are still unsure about it?*
5. *Did you find the meeting useful?*

ACTIVITY

Close the meeting

Prosedur

1. Mahasiswa mendengar percakapan melalui CD/VCD
2. Mahasiswa mempraktekkan percakapan melalui telepon, atau 'Face to Face' berdialog langsung yang berkaitan dengan masalah pada 'Close the meeting'

Step 1 Preparation

There has been a heat-wave and your product, the Solafan (a fan that works off solar energy) is selling quickly. You need to reach an agreement about production or your company might not be able to meet the demand. You are

coming to the end of an emergency meeting and are discussing the final agenda item.

Student A: You are the CO. You only have ten minutes to finish the meeting because you have a flight to Taipei this afternoon.

- a. Introduce the final agenda item: Should production move to Asia?
- b. You have to reach a decision before the end of the meeting.
- c. Before closing the meeting, check if anyone has any other items to discuss.
- d. Close the meeting and thank everyone for their ideas.

Student B: You are the sales director. You are in the charge of making sure that people keep to the point.

Agenda item: Should production move to Asia?

You want all production moved to Asia.

- a. If production is moved to Asia, They will be able to make the fans quickly and cheaply.
- b. If production does not move to the Asia, your company not be able to meet the increase in orders.

AOB The buyer from a supermarket chain phoned just before the meeting. He wants to place a large order. Is it OK to agree?

Student C: You are the production Director. You are in charge of managing time in the meeting.

Agenda item: Should production move to Asia?

You want to keep production in the UK.

- a. If production is moved to Asia, the production department will lose work.
- b. You think that your department can meet orders without moving production to Asia.

AOB

The union representatives want to discuss this subject with you after this meeting. How much you can tell them?

Student D: You are the Marketing Director. You are in the charge of making the meeting return to the subject if it moves away from the point.

Agenda item: Should production move to the Asia?

You think that:

- a. Some parts could be made in Asia.
- b. The products should be assembled in the UK.

AOB

There was a picture of a famous movie star using the Solafan in the newspapers this morning. Did anyone else see it? Would it be useful to use in advertising the product?

Step 2 The Meeting

Hold the meeting. Use expressions to manage time, keep up to the subject and close the meeting.



Were you able to come to a decision?

Was AOB discussed?

What phrases were used to manage time, keep to the point, close the meeting?

Think about your performance on the tasks. Were you able to

- manage time?	☐ yes	☐ need more practice
- Keep to the point?	☐ yes	☐ need more practice
- Close the meeting?	☐ yes	☐ need more practice

VOCABULARY

Head-wave, gelombang udara panas yang membuat orang kepanasan dan ini sangat berbahaya bagi orang usia lanjut karena bisa mengakibatkan de-hidrasi

Demand, permintaan

Any Other Business (AOB) , is a heading on an agenda for a meeting, to show that any topics not listed separately can be discussed at this point, usually the end.

Agenda (countable noun), is a list of the items that have to be discussed at a meeting.

C. EVALUASI

Questions about telephone language:

1. What phrase does the secretary use to say that she will give the phone to the person the caller wants to speak to?

.....

2. Find the phrase the secretary uses to ask the caller to wait and not to hang up.

.....

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Aline Almandha & Ainun Fadhila. 2013. *English for Business*. Jakarta: Seamolec
2. Barral, Irene & Barral, Nikolas 2014. *Intelligent Business – Skills Book – Pre Intermediate – Business English*. Pearson Education Limited.
3. Falla Tim dan Davies, Paul A, Oxford 2012. 4th Edition. *Solutions. – Pre Intermediate Student's Book*. Oxford University Press
4. www.collinsdictionary.com/dictionary/english/aob

--End of Unit 15--

PERTEMUAN 16

TELEPHONE RESERVATIONS

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: membuat Reservasi (*Making reservation*)

B. URAIAN MATERI

1. Pronunciation of letters

Ketika melakukan panggilan telepon, terutama ketika membuat reservasi/pemesanan tiket ataupun membuat pemesanan kamar hotel, maka seyogyanya kita dapat mengeja nama tamu dengan benar. Selain sebagai tanda menghormati nama tamu tersebut, juga membuat data menjadi akurat. Pemesanan kamar hotel, reservasi meja di restaurant, memesan tiket pesawat, atau mengisi formulir pesanan adalah salah satu tugas sekretaris. Sangatlah penting untuk menuliskan nama dengan benar, sehingga melafalkannya dengan suara jelas menjadi keharusan untuk menghindari kesalahan.

Hal lain yang perlu diperhatikan ketika menerima pesanan adalah mencatat dengan baik apa-apa yang telah diminta oleh pemesan. Hal ini untuk menghindari ketidak-nyamanan/*complaint* di kemudian hari. Dianjurkan untuk selalu mengulang apa yang telah disepakati.

Often when making reservations or filling in forms, names have to be spelt out loud. How good is your pronunciation of letters? As a pronunciation check, this is the list of the letters of the alphabet according to their vowel sounds.

Untuk pengucapan kata yang lebih akurat, mahasiswa dapat melihat referensi berikut dan melafalkannya:

<https://www.youtube.com/watch?v=AIMrS6kC000>

https://www.youtube.com/watch?v=_Dz9vgEtbk

<https://dictionary.cambridge.org/dictionary/english>

Dibawah ini terdapat alphabet dengan cara membunyikannya.

/ei/ (grey)	/i:/ (green)	/e/ (red)	/ai/ (white)	/eu/ (yellow)	/u:/ (blue)	/a:/ (dark)
A	B	F	I	O	U	R
H	C	L	Y		Q	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T					
	Z					

Spell your full name to your partner.

Think of three (3) people you know (family or friends), and spell their names to your partner as quickly as possible.

Penting halnya untuk mengetahui bahwa informasi yang kita sampaikan diterima dengan benar. Untuk alasan ini digunakan ejaan seperti diatas, tetapi dalam transfer informasi antar negara, kadang pe-lafal-an tidak sempurna sehingga ejaan secara alphabet juga tidak menolong. Untuk itu digunakan *Phonetic Alphabet*

Phonetic Alphabet	
A - alpha	N - november
B - bravo	O - oscar
C - charlie	P - papa
D - delta	Q - quebec
E - echo	R - romeo
F - foxtrot	S - sierra
G - golf	T - tango
H - hotel	U - uniform
I - india	V - victor
J - juliet	W - whiskey
K - kilo	X - x-ray
L - lima	Y - yankee
M - mike	Z - zulu

Bila kita ingin mengeja sebuah kata, kita menggunakan sebuah kata yang mendahuluinya dengan "I SPELL" , untuk menunjukkan bahwa kita akan mengeja sebuah kata.

Contoh 1:

If we want to spell "Idris" we would say:

I SPELL, Idris, INDIA DELTA ROMEO INDIA SIERRA, Idris

Note that we say the word we are spelling at the start and end.

Contoh 2:

If we are spelling more than word, we can insert the word "NEW WORD". For example to spell "Twinkle Star" we would say:

I SPELL, Twinkle Star, TANGO WHISKEY INDIA NOVEMBER KILO Lima ECHO, NEW WORD, SIERRA TANGO ALPHA ROMEO, Twinkle Star

2. ACTIVITY

Latihan dibawah ini adalah antara seorang operator/*hotel reservation* dengan pelanggannya dengan menggunakan telepon.

Membuat/menerima reservasi

Prosedur

- 2 Mahasiswa diberikan text dan ditunjuk sebagai A & B untuk melakukan dialog
- 2 (dua) buah kertas terpisah diberikan kepada (A dan B) dan mereka siap melakukan dialog
- Mahasiswa lain mendengar percakapan 2 temannya itu dan mengisi tabel dibawah ini.
- Mahasiswa mempraktekkan percakapan melalui telepon, yang berkaitan dengan pemesanan (*reservations*)

Situation

Students have to listen to their friends having these conversations. The callers are phoning Hotel Merlion to make reservations. Complete the information in the chart below.

Text**Caller 1**

Hotel : Hotel Merlion. Can I help you?

Caller: Yes, I'd like to make a reservation, please.

Hotel : I'll put you through to Reservations. Hold the line, please.

Reservations: Reservations, Rita speaking. Can I help you?

Caller : Yes, I'm the secretary of Mr. Trump and I'd like to make a reservation for him.

Reservations: Certainly. What's your name, please?

Caller : Dona

Reservations: Right, Dona. Under what name is the reservation for? And, for when?

Caller : It's for Mr. and Mrs. Donald Trump. I'd like to reserve a double room for three nights from the 20th May.

Reservations: OK, 20th May for three nights, double. I'll just check availability.....Yes, we can do that for you. Is this a company booking or an individual?

Caller : Oh, it's individual.

Reservations: Have they stayed with us before?

Caller : No, they haven't

Reservations: Would you like to have our Executive rooms? It's on the top floors with some wonderful views.

Caller : Well, actually no. Mrs. Trump doesn't really like using the lift and also she's got a bad leg, so I was hoping they could have a room near the ground floor.

Reservations: OK, OK, I'll make a note of that and when they check in the receptionist will allocate a room on the first floor for them.

Caller: Thank you

Reservations: Will they be paying by credit card?

Caller : Yes, they will. It's Visa

Reservations: And what is the number?

Caller : Hold on....it's 4544 101 78956

Reservations: So that's 4544 101 78956. And his address?

Caller : 22 Piccadilly road, London.

Reservations: OK, Dona, that's reserved for Mr. and Mrs. Donald Trump. The reservation number is PS 243. Is there anything else?

Caller : No, Thank you .

Reservations: You're welcome.

	Caller 1	Caller 2
Name of guest (s)	...	...
Arrival date	...	...
No. Of nights	...	...
Room type	...	...
Company/Individual	...	...
Stayed before	...	...
Method of payment	...	...
Credit card no.	...	...
Address	...	...
	...	...
Reservation no.	...	...
Special requests		

Caller 2

Hotel : Hotel Merlion. Can I help you?

Caller: Good morning. I'd like to reserve a couple of rooms.

Hotel : Certainly. I'll put you through to Reservations. Hold the line, please.

Reservations : Reservations, this is Pedro speaking. How can I help you?

Caller : Good morning. This is Syita Kino from Hinoko Plastic. I'd like to reserve a couple of doubles for August 13th.

Reservations : Two doubles for August 13th ... Right. Availability is fine for that night. Is that a company booking?

Caller : Yes, Hinoko Plastics. The room are for Mr. Sumarmo, spelt S-U-M-A-R-M-O, and Mr. Jennifer, spelt J-E-N-N-I-F-E-R. They'd like the Executive rooms.

Reservations : OK. You have an account with us, don't you?

Caller : Yes, we do.

Reservations : But the guests haven't stayed with us before , have they?

Caller : No, I don't think so.

Reservations : And how is the account to be settled?

Caller : Full bill on the company account.

*Reservations : Can I just check your contact details? It's Miss S.Kino, Hinoko
Plastics, Old Mine Road, Hong Kong K5.*

Caller : That's correct

*Reservations : Right, Miss Kino, the reservation number is PS43227. I would be
grateful if you could just confirm in writing, by fax if you like.*

Caller : Certainly. Thank you for your help.

Reservations : You're very welcome. Goodbye.

3. GRAMMAR REFERENCE

Short Answer

Look at how the callers five short answers to the questions of the reservations clerk:

a. Have you stayed with us before?	<i>No, I haven't</i>
b. Will you be paying by credit card?	<i>Yes, I will</i>
c. You have an account with us, don't you ?	<i>Yes, we do</i>

Using short answers, answer the questions:

- Do you have a reservation? (No)
- Is it just for the one night? (yes)
- Would you like one of our Executive rooms? (Yes)
- Is there one available on the ground floor? (No)
- Will you be staying tomorrow as well (No)
- Is that a company booking? (yes)
- Have they confirmed their booking? (Yes)
- Do you have a room with a view? (Yes)

Tag questions

Notice the way we use tag questions to ask for confirmation:

- | |
|--|
| <ol style="list-style-type: none"> It was Miss King, Wasn't it? You have an account with us, don't you ? But the quests haven't stayed with us before, have they? |
|--|

Now add tag questions to the following statements:

- a. There isn't a doctor in the hotel, _____?
- b. You wanted to pay in cash, _____?
- c. You haven't spoken to the duty manager yet, _____?
- d. We couldn't have a receipt for that, _____?
- e. It's more expensive in high season, _____?
- f. You're settling by credit card, _____?
- g. We can sign the agreement today, _____?
- h. They're not postponing the conference, _____?

VOCABULARY

confirmation, agreeing to a booking already made

corporate client, client which is a company rather than an individual

reservationist, reservation clerk

settling your account, paying your bill

allocate a room, decide which room a guest will stay in

C. EVALUASI**Questions About Telephone Language:**

1. What is another way of saying "I'm sorry that..." / "I apologise that..."?

.....

2. Note down the way that the secretary explains she will say the caller's name and telephone number again so that the caller can check them.

.....

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Harding. Keith & Henderson , Paul. 2014. *High Season: English for the Hotel and Tourist Industry, Spain: Oxford University Press*
2. <https://www.youtube.com/watch?v=AlMrS6kC000>
3. <https://www.youtube.com/watch?v=Dz9vqEtbbk>
4. <https://dictionary.cambridge.org/dictionary/english>
5. <https://pzsc.org.uk/radio/phonetics-alphabet/>

--End of Unit 16--

PERTEMUAN 17

DOING AN INTERVIEW

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: menjawab dalam interview (*Doing an interview*)

B. URAIAN MATERI:

1. INTERVIEW

Interview adalah suatu tahapan untuk melamar kerja. Umumnya interview merupakan tahap yang terakhir dan keputusan penerimaan pegawai ditentukan oleh orang yang akan mempekerjakan anda. Di perusahaan besar, tahap awal interview dilakukan oleh petugas personalia, dan setelah memenuhi persyaratan, calon atasan kita akan melakukan wawancara tahap selanjutnya.

Hal-hal yang menentukan sebuah interview:

a. Datang tepat waktu

Datang tepat waktu adalah hal mutlak bagi sebuah interview. Ada banyak pelamar di perusahaan tersebut, sehingga bisa saja kesempatan anda akan hilang bila waktu yang ditentukan bagi anda sudah lewat. Disarankan untuk datang 30 menit sebelum waktu yang ditentukan, untuk mengenali suasana dan membuat diri kita lebih nyaman.

b. Jaga sopan santun

Sopan santun dapat mengukur profesionalitas kerjamu. Oleh sebab itu membawa diri dengan santun di lingkungan kerja yang baru akan menambah nilai dirimu. Walau pun beberapa perusahaan mempunyai lingkungan yang nampak *friendly*, tapi mungkin saja kamu akan menemukan hal-hal yang kurang menyenangkan bagi kamu. Selain itu kamu belum mengenal orang seperti apa yang akan menjadi atasanmu.

c. Melakukan riset

Berupaya untuk mencari informasi mengenai pekerjaan yang akan dilakukan ditempat itu dan mengetahui calon atasanmu. Cobalah untuk melakukan riset dari profesi/posisi yang baru tersebut. Artinya kamu harus mengerti betul tentang posisi yang kamu lamar. Pertanyaan pada setiap *interview user* pastinya berbeda-beda, tapi bukan berarti kamu tidak bisa mempersiapkannya sama sekali.

d. Perlihatkan Sisi Unik Dirimu

Kesempatan untuk menunjukkan kemampuanmu secara langsung aalah diwaktu interview. Bukan hanya kita dapat menunjukkan keahlian tapi juga keunikan dirimu. Sehingga *user* tertarik mempekerjakan kamu daripada kandidat lain. Keunikan yang diperlihatkan tentu harus yang berhubungan dan menguntungkan untuk perusahaan.

e. Jangan ragu bertanya dan bicara di waktu yang tepat

Interviewer akan memberikan kesempatan untuk bertanya di sesi akhir dari wawancara. Seringkali karena bahagia atau bingung dan terlalu gugup, banyak pelamar yang memilih untuk tidak bertanya. Mungkin hal ini terlihat sepele tetapi Cara bicara menggambarkan karakter seseorang. Mungkin hal ini terlihat sepele tetapi jangan sekali-kali berbicara sebelum dipersilahkan atau membicarakan hal-hal di luar konteks *interview user*. *You have to keep calm.*

- 1) *Be completely honest at all times.*
- 2) *Always wear your best clothes*
- 3) *Listen carefully and make lot of notes*

2. Types of Questions in Interviews

Questions	Interview
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Questions	Interview
Please introduce yourself briefly?	<i>My name is Rani, I am twenty years old.</i>
What department do you apply and why do you interested on it?	<i>I have graduated from Pamulang University, majoring in Secretary. My Activity right now is working in a toys company.</i>
Why did you leave your previous job?	<i>I want to apply for the Head of Secretary position, I am interested working on that position because that is my passion.</i>
When were you most satisfied in your work?	
What are your strengths, please specify them?	<i>I leave my previous job because I want to have more challenge and new experience.</i>
What are your weaknesses, please specify them?	<i>When I completed my job on time and properly.</i>
Why should we hire you?	<i>I love to learn new things, I have a good practical thinking, and I like to pursue my target.</i>
What course did you attend?	
What computer programme do you know?	<i>I often losing focus when I have too many distractions. Next, I am a perfectionist, so, it takes a long time to finish a job sometimes, because I want to finish it perfectly, and the last is I am easily to get bored.</i>
	<i>Because I have a very strong spirit for this field. This field is my own passion and I also have enough experience in it.</i>
	<i>I have been Attended many courses of</i>

Questions	Interview
	<i>this field, one of them is the national course about Human Relation and Effective Secretary that held in Bali a month ago.</i> <i>Besides Microsoft Office I'm also an expert for design software, like Adobe Photoshop.</i>

What computer programme do you know? Can you work with a team and under pressure? <i>What do you know about our company?</i> <i>Why do you want to work in our company?</i> Do you have working experience in this position? How much salary do you want in every month? Do you have questions about this job?	<i>Besides Microsoft Office I'm also an expert for design software, like Adobe Photoshop.</i> <i>Yes, I can, I also don't think it's a pressure because it's the responsibility of my work and it's also a great change to improve the quality of myself.</i> <i>your company is a company that engaged in entertainment services.</i> <i>Because your company have a good reputation and to get the great experience to work in here.</i>
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3. GRAMMAR REFERENCE

Present Perfect

- a. We use the present perfect to talk about actions that continue from the past to the present.**

I have worked here for five years (And I'm still working here now)

He has lived in Bogor for two years. (And he's still living there now)

- b. We often use the present perfect to talk about life experiences.**

She has had three jobs sinve she left university

He hasn't had any experience in marketing

Have hou ever worked abroad? Yes, I have. /No, I haven't

The present perfet is formed with have/has + the past participle of the main verb

- a. We use the past simple to talk about completed actions that happened in the past.**

I worked in Tokyo in 2010. (I now work in another place)

- b. We use the present perfect to talk about actions that continue from the past to the present**

He has worked in Tokyo since 2010. (He still work there)

4. ACTIVITY 1

There are many jobs waiting for you outside. Which of the following would you like (✓) or not like (x) in a job?

- a. A lot of telephone work
- b. Writing lots of reports
- c. Working with the same people

- d. Working with a lot of different people
- e. Working on your own
- f. Sharing an office
- g. Using English at work
- h. Working flexible hours (including weekends)
- i. Wearing casual dress
- j. Wearing uniforms
- k. Postal worker
- l. Fashion model



Which is more important to you, a high salary or a job you enjoy?

What skills and abilities do/did you need in your present or past jobs?

Use the verbs

Model of dialogue

I : How many jobs have you had since leaving university?

C : I've worked for six companies

I : Why have you changed jobs so often?

C : I wanted to earn more money. What have you done that shows leadership?

C : Well, I lead the sales team. I'm also chairperson of a local business Association.

I : In what ways has your job changed since you joined the company?

C : I now have more responsibility and work longer hours.

I : Have you ever worked with a difficult person?

C : Well, the boss in my last company wasn't easy to work wi

Job interview

5. ACTIVITY 2

Work in pairs. Ask and answer these questions.

Complete these interview questions using the present perfect form of the verbs in brackets .

- a. How have you changed (you change) over the last five years?
- b. What other jobs _____ (you apply for) recently?
- c. What _____ (you read) recently
- d. What kind of people _____ (you work) with?
- e. What sort of bosses _____ (you have)?
- f. What _____ (you learn) from your other jobs?
- g. What sort of problems _____ (you have) to deal with?
- h. What _____ (you do) that shows leadership?

6. ACTIVITY 3

Role play Interview

Prosedur

- a. Mahasiswa mempraktekkan percakapan 'Face to Face' berdialog langsung yang berkaitan dengan masalah pada 'Interview'
- b. Mahasiswa lain mendengar percakapan temannya

Situation

Christine is applying for a job as an overseas sales representative in Singapore. Here is a part of her interview.

Text

I : *Why do you want this job?*

CK : *I like traveling and using my languages. I also like meeting people, and I want a new challenge. I really want to work for this company. It has an excellent reputation. I think with my excellent sales experience I can contribute to its success.*

I : *What are your strengths?*

CK : *I'm fluent in Italian and Spanish. I'm good at training sales staff and I get on well with people. I think I'm very good at organizing seminars for customers.*

I : *What mistakes have you made?*

CK : *I'm not patient when people don't meet deadlines.*

I : **What** kind of people do you work well with?

CK : *I like people who work hard and who are reliable.*

I : **What** are your interests?

CK : *I have a lot of different interests. As I said before. I like traveling, and I like reading travel books. I also like aerobics and skiing.*

I : **Do** you have any questions to ask us?

CK : *If I get the job, when would you like me to start?*

I : *I'd like to ask you about your work experience. What did you learn from your last job?*

C : *I learned to sell machines, and I improved my computer skills.*

I : *Do you have any special skills?*

C : *I'm good at languages. I speak Japanese very well. Also I find selling very easy.*

I : *What do you want to do in the future ... in ten years time?*

C : *Well, I plan to be head of a large marketing department.*

I : **Finally**, about your interests – what do you do in your free time?

C : *Well. I spend a lot of time playing golf at the weekend, and I'm keen on fitness so I go to the gym a lot.*

VOCABULARY

job, pekerjaan

work experience, pengalaman kerja

improve skill, menambah kemampuan

reliable, dapat dipercaya

interview user, calon atasan yang akan mempekerjakan kita

C. EVALUASI

EXPLAINING PROBLEMS AND APOLOGISING

1. Read the following problems that someone are experiencing.
2. Work with a partner to choose a possible polite explanation and/or apology

Problem (1)

“I couldn’t reach you. I tried to contact your mobile, but it seemed that you gave me a wrong number it didn’t work and I can’t get through.”

Problem (2)

“Excuse me, I have a problem with the vehicle I booked for 8.00 this morning. It hasn’t arrived yet.”

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Dean Curry as Editor. Dialogs for everyday Use.
2. Falla Tim dan Davies, Paul A, Oxford 2012. 4th Edition. Solutions. – Pre Intermediate Student’s Book. Oxford University Press
3. Helgesen, Marc & Adams, Keith. 2013. Workplace English: Travel File, Essex: Longman
4. Zwier, Lawrence J. 2014. English for Everyday Activities, Hong Kong: Compass Publishing

--End of Unit 17--

PERTEMUAN 18

FUTURE PLANS

A. TUJUAN PERKULIAHAN:

Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: *predicting the future*

B. URAIAN MATERI

There are a number of different ways of referring to the future in English. It is important to remember that we are expressing more than simply the time of the action or event. Obviously, any 'future' tense will always refer to a time 'later than now', but it may also express our attitude to the future event.

All of the following ideas can be expressed using different tenses:

1. Simple prediction: There **will be** snow in Seattle tomorrow.
2. Arrangements: **I'm meeting** Sarah at the station.
3. Plans and intentions: **We're going to spend** the winter abroad.
4. Time-tabled events: The plane **takes off** at 5 a.m.
5. Prediction based on present evidence: I think **it's going to rain!**
6. Willingness: **We'll give you** a lift to the bank.
7. An action in progress in the future: This time next week **I'll be snorkeling**.
8. An action or event that is a matter of routine: **You'll be seeing** Mita in the Library tomorrow, won't you?
9. Obligation: You **are to travel** directly to Jakarta.
10. An action or event that will take place immediately or very soon: The plane **is about to take off**.
11. Projecting ourselves into the future and looking back at a completed action: A month from now Tony **will have completed** all his exams.

It is clear from these examples that several tenses are used to express the future. The future tense section shows the form and function of each of these uses of future tenses.

In this session we'll look at four phrases we can use to talk about the future: *will*, *going to*, *might* & *likely to*.

1. In 100 years' time, everyone **will** have a flying car.

2. The government is **going to** raise fuel taxes.
3. We **might** move to Atlanta as I've just got a job with that Canadian company.
4. With prices falling, ownership of smartphones is **likely to** increase in the near future



Have you ever wondered how life will change in the future?

Have you ever thought about what you might be doing in five, ten or twenty years' time?

1. GRAMMAR REFERENCE

Will & Going to

We use **will** to make predictions about the future when we are certain that something is going to happen.

- a. Everyone *will* have an electric car in 50 years' time.
- b. With global warming, there *won't* be any ice caps left.

Sometimes we can use **will** or **going to** without any difference in meaning.

- a. The company *will* be 40 years old in 2016.
- b. The company is *going to* be 40 years old in 2016.
- c. I didn't charge my phone. The battery *is going to* run out.

But we often use going to when our prediction is based on a present situation or evidence.

We are launching our new smartphone today. It's going to be really popular. The opinion polls show support for both parties is strong. The election is going to be close.

Will: Expressing certainty and uncertainty

We can use **probably** and **possibly** with *will* to make less certain predictions about the future.

- a. *Advances in technology mean that buying a computer will probably get cheaper.*

- b. Using touchscreen devices will possibly have a negative effect on children's handwriting skills.*

We can also use **I think**, **I expect** and **I'm sure** with **will** to make predictions that we are less certain about.

- a. I think everyone will have microchips in their heads one day.*
b. I expect mapping technology will improve a lot with more and more with spots.
c. I'm sure smartphones will be much cheaper.

Might & be likely to

We use **might** and **be likely to** when we think something will happen, but we are not certain. **Might** is less certain than **be likely to**.

- a. I might buy a new smartphone – I've just been given a raise at work!*
b. The amount of electronic waste is likely to increase a lot in the near future.



So, thinking about the question at the beginning of this activity: Which is more probable: Next year I will move abroad or Next year I might move abroad?

The answer is... I will move abroad is more probable! We use will for things we think are more certain and might for things we think are less certain.

2. ACTIVITY 1

Read the following sentences from a chairperson's I.T. plan. Put *will* in the correct position in each line.

will

- a. All our catalogues be online by next year.
 b. In ten years 80% of our sales be online
 c. Most of our customers order their products at their computers
 d. Customer open one account to make all their purchases
 e. Security not be a problem
 f. As a result, efficiency improve

Complete these future time expressions with words from the box.

Tomorrow end after weeks near next now weekend

- a. Sales of luxury cars will double by next year
- b. In two time we'll review the budget.
- c. We're entertaining the suppliers evening.
- d. They will introduce the new marketing strategy in the future
- e. She wants us to increase exports before the of June
- f. Our launch deadline is the week next
- g. He's going to rebuild the website at the
- h. Your flight will board a couple of hours from

3. ACTIVITY 2

Role Play

Prosedur

- a. Mahasiswa mendengar percakapan temannya
- b. Mahasiswa mempraktekkan percakapan 'Face to Face' dan berdialog langsung yang berkaitan dengan masalah pada 'Future plans'

Text

Celly: Kazumi, what are you going to do next year?

Kazumi: *I'm going to change my job. I'm going to move out of the city, and I'm going to work from home. I'm not going to go abroad. I'm going to save some money. What about you Celly? What are your plans?*

Celly: *Well, I'm not going to change my job, but I'm going to take computer course and I'm going to design my own web page. I'm going to save money as well, so I'm not going to go abroad next year either.*

USEFUL PHRASES

What are you going to do tomorrow?..

What will you do next?...

VOCABULARY

either, juga (dalam kalimat negatif)

chairperson, ketua

abroad, luar negeri

snorkeling, atau skin *diving* adalah kegiatan berenang atau menyelam dengan mengenakan peralatan berupa masker.

run out, kehabisan/habis

C. EVALUASI

1. Make your own prediction about your own future. Put in in a dialogue. Work in pairs. Use the several ways in predicting that we have learned before.
2. Make a group of 3, tell each other about your plans for the future.
3. Write down your friends plans

D. REFERENSI

Bahan Ajar/Materi SPEAKING for SECRETARY ini diambil dari:

1. Curry, Dean: Editor *.Dialogs for everyday Use*
2. Barral, Irene & Barral, Nikolas 2014. Intelligent Business – Skills Book – Pre Intermediate – Business English. Pearson Education Limited.
3. Helgesen, Marc & Adams, Keith. 2013. Workplace English: Travel File, Essex: Longman
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5. <https://www.ef.com/wwen/english-resources/english-grammar/future/>

--End of Unit 18--

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RENCANA PEMBELAJARAN SEMESTER¹ (RPS)

Program Studi	: D-III Sekretari	Sks	: 3 Sks
Mata Kuliah	: Speaking for Secretary/SKR0303	Persyaratan	: Bahasa Inggris III
Semester	: V (Lima)	Kurikulum	: KBK
Deskripsi Mata Kuliah	: Speaking for Secretary merupakan Mata Kuliah Wajib bagi Mahasiswa Sekretari DIII Universitas Pamulang, Pokok bahasan mata kuliah ini meliputi cara berkomunikasi untuk <i>Personal Introductions & Exchanging Personal Information, Making Polite Request, Complaining/Apologizing</i> , persiapan serta partisipasi dalam rapat, menawarkan sesuatu, menangani telepon, mengelola keprotokolan memberi saran, menyelesaikan masalah, presentasi, serta <i>public speaking</i>	Capaian Pembelajaran	: Setelah mengikuti mata kuliah ini mahasiswa mampu berkomunikasi secara lisan dengan bahasa Inggris dalam ruang lingkup pekerjaan kesekretarian dengan etika yg sesuai di lingkungan pekerjaannya.
Penyusun	: Dra. Nani Nuraini Sarah, MSi		

PERT . KE	KEMAMPUAN AKHIR YANG DIHARAPKAN	POKOK BAHASAN	METODE PEMBELAJARAN	PENGALAMAN BELAJAR	KRITERIA PENILAIAN	BOBOT NILAI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	mampu memperkenalkan diri, memperkenalkan orang lain kepada yang lainnya serta bertukar personal data dalam bahasa Inggris	<i>Meeting New People: I</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Menyebutkan & merespon identitas diri. - Mengajukan pertanyaan untuk cari informasi	5%

¹ Format RPS bersumber pada *Buku Kurikulum Pendidikan Tinggi(DIKTI 2015)*

PERT . KE	KEMAMPUAN AKHIR YANG DIHARAPKAN	POKOK BAHASAN	METODE PEMBELAJARAN	PENGALAMAN BELAJAR	KRITERIA PENILAIAN	BOBOT NILAI
2	mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal Melakukan permohonan(dialog <i>Making requests</i>), Menolak/menerima tawaran/dialog (<i>Accepting/refusing requests</i>), Menggunakan MODAL AUXILIARY dalam <i>Expressing Ability, Expressing Possibility, Expressing Permission, and Asking for Assistance</i>	<i>The Use Of Modal Auxiliaries</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Meminta orang lain melakukan sesuatu - Mengekspresikan kesanggupan melakukan sesuatu	5%
3	mampu membuat komplain dan merespon komplain tersebut dalam bahasa Inggris	<i>Complaining & Apologizing</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Menyatakan keluhan dan meresponnya	5%
4	mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal membunyikan bentuk “ed” pada <i>regular past-form</i> dengan tepat. Dan melakukan percakapan/dialog <i>Information Questions</i> dengan menggunakan kata tanya <i>where were.../where did..../when did dalam bentuk lampau (past form)</i>	<i>A Time To Remember</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Membuat pertanyaan <i>Wh-Question</i> dengan membunyikan <i>regular verb past form</i>	5%
5	mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: Melakukan percakapan/dialog <i>Yes/No Question</i> dalam bentuk lampau (<i>past form</i>), dan Melakukan percakapan/dialog dengan menggunakan ‘ <i>Used to</i> ’	<i>I used to do that...:</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Bercerita didepan kelas dengan kata “<i>used to</i>”	5%
6	Setelah mempelajari materi ini, mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal Menceritakan suatu kejadian/pengalamannya dengan runtun dalam bentuk lampau (<i>past form</i>) dan Menguasai perbendaharaan kata (<i>vocabulary</i>), terutama IRREGULAR VERB .	<i>Before and After; Irregular verb</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Menguasai 200 kata kerja - Bercerita di depan kelas mengenai pengalamannya	7%

PERT . KE	KEMAMPUAN AKHIR YANG DIHARAPKAN	POKOK BAHASAN	METODE PEMBELAJARAN	PENGALAMAN BELAJAR	KRITERIA PENILAIAN	BOBOT NILAI
7	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal memahami konsep waktu dengan mengucapkan tanggal dan waktu, membuat janji pertemuan/ <i>making an appointment</i> dan mengubah janji pertemuan/ <i>change an appointment</i>	<i>Making Appointment</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Memahami konsep waktu dengan mengucapkan tanggal & waktu - Membuat janji pertemuan - Mengubah janji	7%
8	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: membuat panggilan telepon (<i>making a phone call</i>), menerima telepon masuk (<i>receiving a call</i>), menulis pesan via telepon (<i>writing message</i>)	<i>Making A Contact: Making a call; receiving a call; taking a message</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Menerima telepon masuk - Menjawab telepon masuk - Menuliskan pesan	7%
9	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal, membuat argumentasi (<i>Present an Argument</i>), dan merespon argumentasi	<i>Present An Argument</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Ber-argumentasi - Melakukan Pro & Kontra	7%
UTS						
10	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: menjelaskan masalah melalui telepon (<i>Explain the problem</i>), dan berdiskusi/tukar pikiran melalui telepon (<i>Discuss on the phone</i>)	<i>Explaining a problem; Discuss on the problem</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Menjelaskan suatu masalah - Mendiskusikan masalah	5%
11	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal mengatasi Keluhan melalui telephone (<i>Handling Complaint Using Adjustment Log</i>)	<i>Handling Complaint by Phone: Using Adjustment Log</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Menjawab keluhan/<i>Complaint</i>	5%
12	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: membuat pertanyaan dengan menggunakan WH-Questions (<i>What, Where, How many, How long.</i>), dan mengklarifikasi informasi	<i>Clarify Information: WH- Questions</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Bertanya menguna-kan WH-questions - Klarifikasi informasi	5%

PERT . KE	KEMAMPUAN AKHIR YANG DIHARAPKAN	POKOK BAHASAN	METODE PEMBELAJARAN	PENGALAMAN BELAJAR	KRITERIA PENILAIAN	BOBOT NILAI
13	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: membuka rapat (<i>Open a meeting</i>), dan memeriksa ulang Informasi (<i>Check Information</i>)	<i>Open a Meeting & Check Information</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Membuka rapat - Mengecek Informasi	5%
14	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: menentukan pilihan (<i>Make a choice</i>), dan membandingkan (<i>Comparing</i>)	<i>Make a Choice</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Menentukan pilihan	5%
15	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: mengakhiri Rapat (<i>Close the meeting</i>)	<i>Close A Meeting</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Mengakhiri rapat	5%
16	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: membuat Reservasi (<i>Making reservation</i>)	<i>Making Reservation</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Melakukan reservasi	5%
17	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: menjawab dalam interview (<i>Doing an interview</i>)	<i>Doing an Interview</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Menjawab pertanyaan-pertanyaan interview	7%
18	Mahasiswa mampu berkomunikasi dengan bahasa Inggris dalam hal: <i>predicting the future</i>	<i>Future Plan</i>	<i>Role play & Penugasan</i>	Aktif Berkomunikasi	- Membuat rencana ke depan	5%

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Ketua Program Studi
D-III Sekretari

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