Pro and Contra

Unit 2

Learning Objectives

Oral Cycle

After studying this unit, you should be able to:

- give suggestion and respond to suggestion,
- express possibility and respond to possibility,
- give command and respond to command,
- express complaint and respond to complaint,
- express different point of view,
- involve actively in English discussion.

Written Cycle

After studying this unit, you should be able to:

- identify and comprehend discussion texts,
- comprehend the use of conditional sentences correctly,
- write discussion texts.






Spoken Cycle

Study and say the expressions below.

Expressions to make request:

- Could you tell me what happened, please?
- Can you help me?
- Will you explain it more clearly, please?
- Would you take a cup in the kitchen, please?
- I must ask you to remember it.
- I have to ask you to go on working.
- I would be glad if you could help me.



Responding to request:

- I have no objection.
- Yes, sure.
- Certainly.
- Okay.
- All right.
- Sorry, I'm busy now.
- I'm sorry, I can't.

Expressions to give suggestion:

- You'd better *discuss it later.*
- What about *taking a diet program?*
- How about *restarting the computer?*
- Why don't you *charge the cellular phone longer?*
- If I were you, *I would take it.*
- I suggest you to *visit a specialist.*
- I don't think it's worth *taking too much vitamins for this disease.*

Responding to suggestion:

- That sounds good. • That sounds a good suggestion.
- All right. • That's a good suggestion.
- I certainly will. • I think it is ....
- Yes, you're right. • That's a good idea.



Expressing possibility

When we want to say possibility about something, we can use the following expressions:

- It's probably going to *rain tonight.*
- There's a good chance that *prices will increase this year.*
- I think there is possibility that *we will have an English test this week.*
- It's likely *our team will be the champion.*
- It's not unlikely *the doctor will operate on him.*
- It's possible that *the salary will be increased.*
- May be/perhaps/possibly/probably, *the general election will be postponed.*



Responding to possibility

- May be/ perhaps/ possibly/ probably ....
- It's possibly ....
- I think it is/it is not ....
- I think there is/there is not ....
- I don't think it is ....
- I don't think there is ....

The ways to give command

- To ask someone to do thing or to make positive command, begin your sentence with Verb 1 or be.

The patterns are:

Verb 1 + ….
Be + adjective + ...

Example:

- Type the report now.
- Turn left at the next junction, please.
- Send me two packs of books.
- Be careful, please.
- Be honest.

To ask someone not to do thing or to make negative command, begin your sentence with don't. The patterns are:

Don't + Verb 1 + ….
Don't + be + adjective + ….



Example:

- Don't make any noise in the class. Have a chat outside.
- Don't cheat during the exam.
- Don't leave your mobile phone in the class. Bring it with you.
- Don't be sleepy. You're driving.
- Don't be sad. You will have a chance to continue your study.

- We can put the word ***please at the beginning or at the end of the command*** to refine it.

Example:
- Please, put these books on my desk.
- Sit down, please.
- Be quiet, please.
- Don’t forget to do your homework.
- Don’t be angry, please.



The ways to respond to a command

When we want to respond to a command or order, we can say:
- Yes.
- Sure.
- OK.
- All right.
- I’d be glad to.
- I’m sorry, I’m busy now.
- Sorry, I can’t.

Build and practise these dialogues using the expressions of possibility.

Arrange the jumbled sentences in the box into a good dialogue then practise it.

Nunung	Kiranti
• Is there any possibility for Henny to win the school idol competition? • Why? • I don't think so. Henny is the best of all. Her performance on the stage attracts the audiences. Her costume is more elegant than the other contestants. • Actually, it's hard and subjective to say which one is better than others.	• I think there is a little chance for her to win. • Her rivals are good. Yenny for example, she is more attractive than Henny. She also sings beautifully, doesn't she? • What about the voice? I think Yenny is the best. • You're right let's wait and see the result.



The ways to express complaint:

- That's crazy.
- I think I have a complaint that the air conditioner doesn't work.
- That's not good.
- It's too bad.
- What a bad day today is.
- Sorry to bother you but ....
- Excuse me but there is a problem about ....
- I 'm sorry to say this but ....

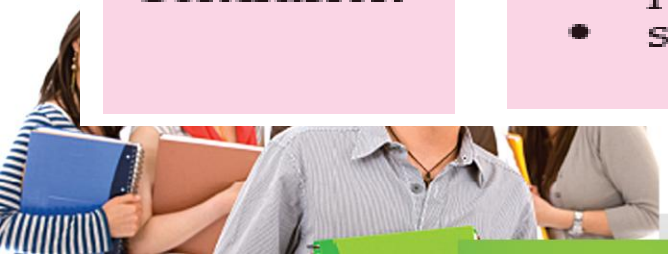


Responding to complaint:

- I'll correct the situation immediately, Sir.
- I'm sorry. That should never have happened.
- I'm sorry. I have been careless.

Perform a class debate for the following issues.

Issue:	**Students should not bring cellular phones to school.**
Argument 'for' point	• keeping the students up with the hi-tech • communicating and increasing knowledge • enriching information • emergency
Argument 'against' point	• disturbing the students' learning concentration • competitive • waste money • pornography
Conclusion	• switch it off during the teaching and learning process • strict regulations



Issue:	**Students should take part in school activities.**
Argument 'for' point	• learning to organize • building and having good social interaction • support school program



Written Cycle

Read and study the explanation below.

- The text above is an example of a discussion text. Discussion is a text that presents an issue or a problematic discourse. The issue is discussed in different points of view.
- Social function of a discussion text is to present at least two different points of view, *positive and negative arguments, for an issue.*

- ***Generic structures of discussion text are:***
  - **Issue.** It is presented in the introductory paragraph that has a statement or question about the topic.
  - **Arguments 'for' point. It shows the supporting points of an issue.**
  - **Arguments 'against' point.** It shows the contrastive points of the issue. Elaboration shows opinions and evidences to support the arguments 'for' and 'against' the issue.
  - **Conclusion.** It explains the conclusion or recommendation of the discourse.



- ***Language features of a discussion text are:***
  - It focuses on generic human and generic non human participants.
  - It uses comparative contrastive and consequential conjunction. The examples of comparative contrastive conjunctions are *on the contrary, on the other hand, nonetheless, nevertheless, however, etc.*

The examples of consequential conjunctions are *consequently, therefore, etc.*

- It uses modalities such as *can, may, must, should, could, etc.*
- It uses adverb of manner such as *deliberately, hopefully, etc.*
- The use of nouns that shows reasoning e.g. as, *because, because of, etc.*
- It uses the material processes e.g. *has developed, has produced.*
- It uses relational processes e.g. *could have, cause, is, are.*
- It uses mental processes e.g. *believe, hope, feel, etc.*



Conditional Sentences - Study the explanation below

Frame 1: *Affirmative Main Clause*

If-Clause				Main Clause			
	Subject	Verb	Object/com-plement/etc	Subject	Will/would/ would have	Verb	Object/com-plement/etc
if	he	gives	me money,	I	will	go	
if	the police	catch	him,	they	will	arrest	him
if	he	gave	me money,	I	would	go	
if	the police	caught	him,	they	would	arrest	him
if	he	had given	me money	I	would have	gone	
if	the police	had caught	him,	they	would have	arrested	him

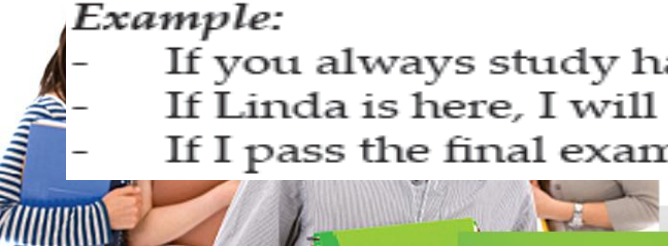
The pattern is:

If	+	Simple Present Tense, Simple Future Tense
If	+	S – Verb 1/ Verb $_{1+s/es'}$ S – will – Verb 1

The use of present real conditional sentence (type 1) shows that there is a possibility to bring what someone's expected into reality.

Example:

- If you always study hard, you will be a smart student.
- If Linda is here, I will ask her to teach me mathematics.
- If I pass the final examination, my father will give me a present.



Present Unreal Conditional Sentence

The pattern is:

If	+	Simple Past Tense,		Past Future Tense		
If	+	S	– Verb 2,	S	–	would – Verb 1

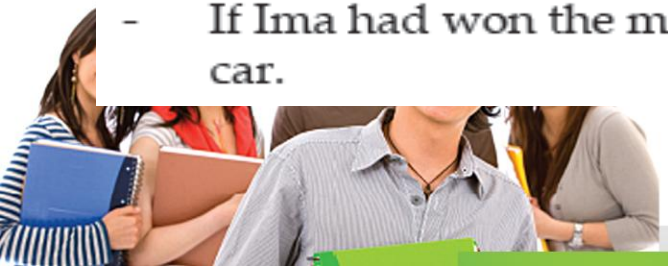
Past Unreal Conditional Sentence

The pattern is:

If	+	Past Perfect Tense,		Past Future Perfect Tense		
If	+	S	– had – Verb 3,	S	–	would – have – Verb 3

Example:

- If the man hadn't found Tina's wallet, she might have lost her driving license.
- If Ima had won the music contest of *Indonesian Idol*, she would have had a car.



Main Clause					If-Clause			
Subject	Will/would/ would have	Not	Verb	Object		Subject	Verb	Object
I	will	not	go		if	he	doesn't give	me the money.
I	would	not	go		if	he	didn't give	me the money.
I	would	not	have gone		if	he	had not given	me the money.
I	would	not	have met	you	if	I	had not known	you here.

Frame 3: *Interrogative Main Clause*

No.	Main Clause				If-Clause
	Will/Would	Subject	Verb	Object	
1.	Will	you	go		if he gives you the money?
2.	Would	you	go		if he gave you the money?
3.	Would	you	have gone		if he had given you the money?



Thank you

