

COMMUNICATIVE ENGLISH 2



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PREFACE

This book is designed to aid all polytechnic students pursuing their diploma in various disciplines of studies. Besides, others may use this book as a guidance to enhance their language skills especially in English.

There are four chapters in this book and learners will be introduced with new topic for each chapter to enrich their understanding on communicating effectively through different environments. In the first chapter, learners will master skills to describe products and services effectively. Meanwhile, the second chapter introduces learners on how to develop a perfect description of processes and procedures by following proper language forms. Other than that, the third chapter will help learners on how to make enquiries and reply to enquiries appropriately. Finally, learners will be equipped with skills on making and handling complaints with confidence.

Hopefully, this book will be beneficial to the learners, and I would like to wish you all the best for your future endeavors.

Julainus Jiun

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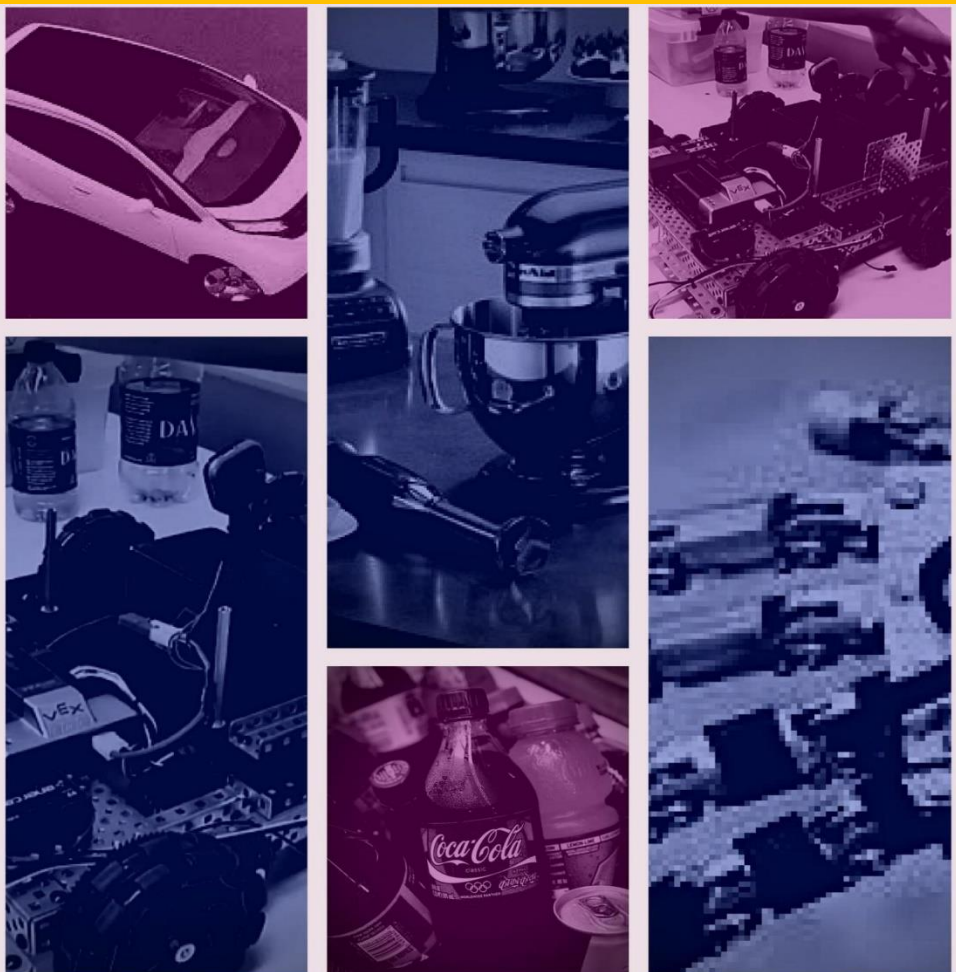
UNIT 1

PRODUCTS & SERVICES

1.1

INTRODUCTION TO PRODUCTS & SERVICES

Hi all, what do you understand about products and services? Let's check this out!



WHAT IS A PRODUCT?

"a thing produced by labour or effort"

"anything produced"

"anything that can be offered to a market that might satisfy a want or need"



WHAT IS A SERVICE?

"a system or organization that provides the public with something that it needs "



" the work or the quality of work done by somebody when servicing a customer "



" a form of particular skills or help that a person is able to offer for customers "



What to include in a product description?



STEP 01

Research the product and its uses

- * Describe the features and characteristics that people are interested in - physical attributes, price, warranty period, discounts, types of products available/ provided, etc.
- * Explain what you like about the product



Determine your Audience

- * Who are they?



STEP 02

STEP 03 Link features and benefits to the buyers

* Explain how can the buyer benefit from the product.



Use clear and decisive language

* Do not confuse the buyer

STEP 04



Show how to use the products

STEP 05

* Explain why the product/service is better than others.

1.2

FUNCTION

What does a toaster do?



What are the things you can do with a handphone?

Would you need this service?

SUBSCRIPTION WASH	Compact Sedan	SUV/MPV	4x4	LUXURY
8 Schedule Wash/Month for 6 MONTHS				
TYPE A Exterior Wash, Tire Shine, Windows Clean, Hairbrush Shine	MONTHLY 90 NOW 69.99	MONTHLY 110 NOW 84.99	MONTHLY 125 NOW 104.99	MONTHLY 125 NOW 95.99
TYPE B Exterior Wash, Tyre Shine, Windows Clean, Hairbrush Shine	MONTHLY 125 NOW 95.99	MONTHLY 170 NOW 129.99	MONTHLY 200 NOW 159.99	MONTHLY 192 NOW 152.99
TYPE C Water Wash, Tyre Shine, Windows Clean, Hairbrush Shine	MONTHLY 250 NOW 159.99	MONTHLY 280 NOW 222.99	MONTHLY 320 NOW 255.99	MONTHLY 310 NOW 247.99
ADD-ONS AVAILABLE UPON REQUEST	Pay Per Use	Pay Per Use	Pay Per Use	Pay Per Use
GRAB our special "LAUNCHING" Discount...! 30% OFF				

Laptops & Notebook Repair
 We can help with free diagnostics and you have nothing to lose.

- ✓ Motherboard Repair
- ✓ Auto Shutdown
- ✓ Upgrades & Advice
- ✓ Factory Restores & OS Reformats
- ✓ Full Service & Tune Up
- ✓ Screen Replacements
- ✓ DC Power Socket
- ✓ Virus Removal and more...

www.techhypermart.com

Why would you send your laptop to this shop?

What to include in a product description?



STEP 01

Research the product and its uses

- * Describe the features and characteristics that people are interested in - physical attributes, price, warranty period, discounts, types of products available/ provided, etc.
- * Explain what you like about the product

Determine your Audience

- * Who are they?



STEP 02



STEP 03 Link features and benefits to the buyers

* Explain how can the buyer benefit from the product.



Use clear and decisive language

* Do not confuse the buyer

STEP 04



Show how to use the products

STEP 05

* Explain why the product/service is better than others.

What to include in a service description?



STEP 01

Research about the service

- * The summary/background of the company/organisation - working hours or duration and days when the service is provided

Service Content

- * List in detail all the services and explain the scope and nature of the services provided
- * State the strengths of the service and provide testimonies, pricing and discounts/ offers
- * Explain about the service request

STEP 02



Determine your audience

STEP 03

- * Who are they?



Link features and benefits to the users

* Explain how the users can benefit from the service



STEP 04

Use clear and decisive language

* Do not confuse the buyer



STEP 05

STEP 06

Provide a help and self-service support

INPUT



PRODUCT GUIDELINES

You may use the format below to guide you in describing a product.

a. Firstly, identify the product.

Example: This is a unique washing machine.

b. Explain the use and who would benefit most (targeted consumer).

Example: Washing is made easy with no scrubbing or effort – perfect for the busy career lady or any housewife who does not wish to toil over housework.

c. Describe the physical attributes such as:

i) Size

ii) Colour

iii) Shape

iv) Materials / ingredients used

v) Texture

vi) Durability

Example: This machine takes a load of 3.5 kg., rectangular in shape, made of tough fiberglass and it comes in two colours – beige and white.

d. Stress on the strengths of the product.

Example: The machine can take 5 loads a day non-stop.

e. Mention price and discounts.

Example: The product is currently on offer at an unbeatable price.

f. Mention warranty period

Example: This machine is under warranty for one year from the date of purchase.

g. Inform product outlets/and/or contact person/s.

Example: This brand of washing machine can be found in all Mac Wash outlets, located in all major towns in West and East Malaysia



VOCABULARY

Some useful vocabulary and phrases used when describing a product or service include the following.

1. **Range:** A wide **range** of products/services is available at our outlet.
2. **Practical:** Not only is this product stylish, it is also very **practical** and easy to use.
3. **Convenience:** For your **convenience**, we have arranged for free door-to-door deliveries throughout Malaysia if you place an order at our website in the next two weeks.
4. **Pamper:** This product/service is specially designed to **pamper** you because we know that you deserve to be spoilt every now and then.
5. **Innovative:** This state-of-the-art creation is available to you in a variety of **innovative** designs.
6. **Value for money:** At a time when we all need to be careful with our spending, this product/service is undoubtedly **value for money**.
7. **Too good to be true:** If you think that this is **too good to be true**, come visit us at our outlets nationwide to try this amazing product for yourselves.
8. **Unbeatable bargain:** This is truly an **unbeatable bargain** for anyone who is looking for a washing machine/massage service.
9. **A cut above:** This newest addition to our range of items/services is without the slightest doubt, **a cut above** the rest.
10. **While stocks last:** Our products/services are selling like hot-cakes. The free umbrella for the purchase of selected items will only be available **while stocks last**.



1.4

ADJECTIVES OF QUALITY

- ▶ Adjectives of quality simply describe
 - a) the quality,
 - b) state or the kind of noun it is.
- ▶ All types of adjectives of quality have both **NEGATIVE** and **POSITIVE** type of words which are being used depending on the context.

SHAPES

Some examples:-

- ❖ asymmetrical,
- ❖ spherical,
- ❖ curved,
- ❖ flat,
- ❖ round,
- ❖ rectangular,
- ❖ triangular,
- ❖ oval,
- ❖ straight

TOUCH

Some examples:-

- ❖ greasy,
- ❖ soft,
- ❖ hard,
- ❖ crispy,
- ❖ solid,
- ❖ sticky,
- ❖ dry,
- ❖ thin

COLOURS

Some examples:-

- ❖ dark,
- ❖ light,
- ❖ shiny,
- ❖ colorful,
- ❖ fresh,
- ❖ colorless,
- ❖ matching,
- ❖ warm,
- ❖ black

MATERIALS

Some examples:-

- ❖ woody,
- ❖ metallic,
- ❖ synthetic,
- ❖ cotton,
- ❖ polyester,
- ❖ ceramic,
- ❖ plastic,
- ❖ silicon

SIZES

Some examples:-

- ❖ Large,
- ❖ small,
- ❖ thick,
- ❖ thin,
- ❖ huge,
- ❖ giant,
- ❖ little

TIME

Some examples:-

- ❖ weekly,
- ❖ yearly,
- ❖ monthly,
- ❖ daily,
- ❖ hourly,
- ❖ quarterly

AGE

Some examples:-

- ❖ new,
- ❖ old,
- ❖ young,
- ❖ three year old,
- ❖ ancient,
- ❖ historic

EXAMPLE OF SENTENCES

1. These flowers smell lovely.
2. She has bought a new house.
3. Karen has a wonderful violet colour dress.
4. I love French fries.
5. Samsul has a big rectangular swimming pool.
6. The oval pendant that she is wearing is very expensive.
7. The players performed really well tonight.
8. I want my room to be painted in a soothing colour.

1.5

ASKING FOR CLARIFICATION

It is very important to seek clarification so that you do not misinterpret the intended message, but how to do it appropriately?

ASKING FOR

CLARIFICATION



Clarification comes from the word “clarify” which means to make clear of confusion or uncertainty. In a conversation, there are times when we need to make clarifications.

Not only that, sometimes while deciding on which product or service is the best, you need to ask for clarifications to ensure you understand the product or service you are getting.



THE MAIN PURPOSES OF CLARIFICATION ARE TO:

1

Ensure that the listener's understanding of what the speaker had said is correct, reducing misunderstanding.

2

Reassure the speaker that the listener is genuinely interested in them and is attempting to understand what they are saying.

Here are some useful expressions which can be used when asking for clarification:

ASKING FOR / REQUESTING CLARIFICATIONS
I beg your pardon. Would you mind repeating that?
May I interrupt? Could you say that again, please?
Pardon me. /Excuse me. What was that again?
I'm sorry; I didn't get the last part. Could you please clarify?
I didn't get that. Could you please elaborate?
Let me see if I have that right,...Is that correct?
If I understand the terms correctly,... Is that right?
I am not sure if I got your point. Do you mean...? / I am completely in the dark.
(Use tag questions) Isn't it? Doesn't it? Don't they?
(Impolite) Huh? You lost me.

Admit if you are unsure about what the speaker means.

Ask for specific examples.

Ask for repetition.



GUIDELINES FOR ASKING FOR CLARIFICATION

Use appropriate questions.

State what the speaker has said as you understand it, and check whether this is what they really said.

Ask if you have got it right and be prepared to be corrected.

1.6

HOW TO ASK FOR CLARIFICATION?

There are times that we need to express a lack of understanding and ask for clarification because we are not sure or maybe we fail to understand what has been said to us. But, how to go about it? Now, these are the ways. You can use:

YES-NO QUESTIONS

These questions require 'yes-no' answers. They are also regarded as closed questions. For instance:

Q: Do you have any latest version of this product?

A: Yes / no.

Q: Is there any discount provided for this product?

A: Yes / no

WH- QUESTIONS

These questions are the most common ones in English language. They are also called open questions using what, who, where, which, when, why and how. For instance:

Q: What are the available colours?

A: There are altogether five colours available which are chilli red, navy blue, apple green, silver and pearl white.

Q: How much would you give me if I buy two?

A: Well, if you buy two, we may consider giving you half the usual price.

TAG QUESTIONS

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree" They are very common in English.

The basic structure of a tag question is:

POSITIVE STATEMENT	NEGATIVE TAG
This car is eco-friendly, This car contains 4 airbags,	<u>isn't it?</u> <u>doesn't it?</u>
NEGATIVE STATEMENT	POSITIVE TAG
This material <u>isn't colour</u> fast, This material <u>doesn't</u> contain synthetic fabric,	<u>is it?</u> <u>does it?</u>

MODAL VERBS

You can use modal verbs, like 'could' or 'can' to request for ...
(a) a repetition
Could you repeat that?
Could you say that again?

AUXILIARY VERBS

You can also use the 'auxiliary verb' like 'do' or 'did' to seek confirmation from the speaker as whether you are on the right track
Do you mean ...?
Did you say . . . ?

1 listen attentively to
the request /
questions given by
the listener.



2 try to rephrase
/repeat /
summarize the
information
requested by the
listener

1.7

STEPS FOR MAKING CLARIFICATIONS



make sure the
information given has
been delivered
successfully **4**



3 check the listener
understanding by using
polite and appropriate
expressions
accordingly

1.8

HOW TO MAKE CLARIFICATION?

There are also times when we need to clarify something so that the intended message can be delivered successfully to the other party.

But, how to go about it? Now, these are the ways:

"LET ME..."

You can introduce an imperative in the first person, as in 'let me ...'

Let me explain why ...

Let me explain that in more detail...

Let me put it in another way... Sorry, let me explain...

As you see, when 'let' is used in the examples, the main verbs 'explain' and 'put' should be in the simple form.

TRANSITION WORDS/ PHRASES

You can also use these transition words/ phrases to rephrase the original message

In other words, ...

To say this differently,... To put it differently, ...

If you wish to give an example to clarify your point, use the following transition phrases:

One good example would be ... As an illustration, ...

To illustrate, ...

1.9

PRESENTATION TOOL KIT

“An oral presentation is more than just reading a paper or set of slides to an audience. The content and how you deliver your presentation is at least as important in effectively communicating your message as what you say.”

When you want to describe your product, you might want to consider this:

DESCRIBE ABOUT

Products

Services

FEATURES

What is special or different about the product or service?

CHARACTERISTICS

PHYSICAL

Colour
Shape

Weight
Material

PERSPECTIVE

Strengths
Weaknesses

ORGANIZATION

AVAILABILITY

STRENGTHS

PRICING

SCOPE

FUNCTIONS

What is the product/service used for?
Who is the target group?



Once you know what you would like to present, it is time to plan and prepare for your Oral Presentation.

1.10

WHAT IS AN ORAL PRESENTATION

An oral presentation is a short talk on a set topic given to a tutorial or seminar group. In an oral presentation one (or more) students give a talk to a tutorial group and present views on a topic based on their readings or research.



STRUCTURING YOUR ORAL PRESENTATION



INTRODUCTION

An introduction is like a road map that tells your audience the direction your presentation will take.



BODY

The body of your presentation is where you demonstrate the steps involved in the process.



CONCLUSION

The conclusion is usually a summary of the main points made in the body of the talk.

PREPARATION



PREPARE PROMPTS TO HELP YOU REMEMBER WHAT TO SAY

If you know your topic well enough, you can give the talk from these headings and point-form cues



PLAN YOUR OPENING REMARKS

Plan an opening that will attract interest and direct attention to your topic.



REHEARSE

Rehearse with notes. Practise speaking naturally, glancing at your notes occasionally. Time yourself to make sure you stay within the allotted time limit.



PREPARE HANDOUTS

Handouts can provide your audience with an outline of your talk. The handouts should be well-laid out and outline the main points.

DELIVERY



Speak with confidence.

The audience is more likely to enjoy your presentation if you portray it with enthusiasm.



Maintain good facial expression and gestures.

Maintain an open body language when presenting and smile.



Speak clearly and at a moderate pace. Project your voice.

Speak loudly so that everyone can hear you. Vary your voice tone while presenting.



Maintain good eye contact with your audience.

It will help your audience to connect better with you and open up to you.

VISUAL AIDS

If you are using PowerPoint, use these tips to enhance your presentation:



Use large fonts.

Avoid text smaller than 24point.



Use clean typeface.

Sans serif typefaces, such as Arial are generally easier to read.



Use bullet points, not complete sentences.

No more than 6 bulleted items per slide, and no more 7 words per item.



Use contrasting colours.

Use a dark text on a light background or a light text on a dark background.

UNIT 2

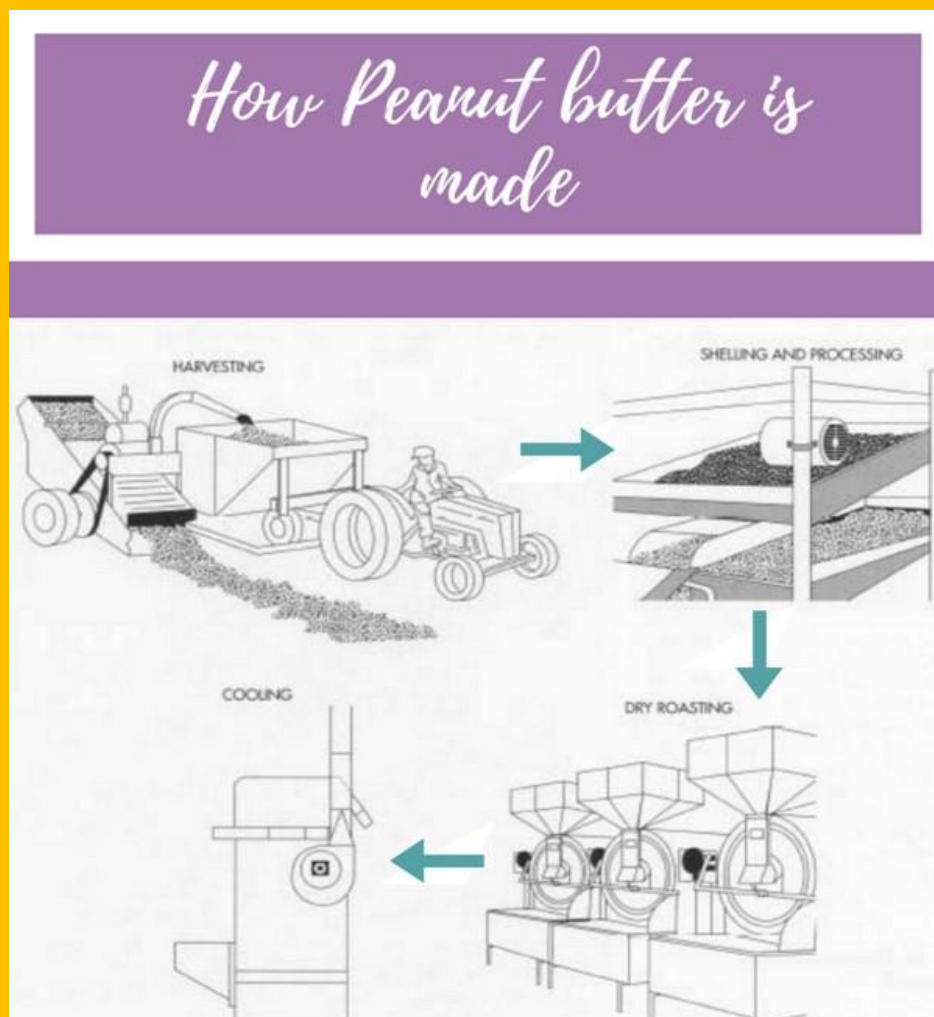
**PROCESSES,
PROCEDURES &
INSTRUCTIONS**

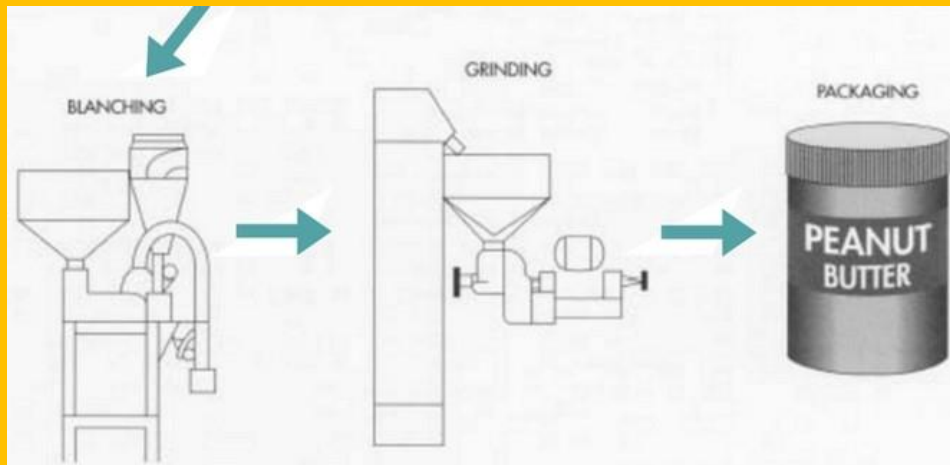
2.1

INTRODUCTION TO PROCESS & PROCEDURE

A process is not the same thing as a procedure. A process defines "what" needs to be done. It involves a series of actions, motions, or operations leading to some results such as the manufacturing process (chocolate making, fish canning, or batik making). Preparing a cup of coffee or a bowl of instant noodles is also processes. Besides, a process can also be a series of changes that occur naturally (the growth process or the photosynthesis process).

Below is an example of a PROCESS - 'How Peanut Butter is made'. So, these are the steps in peanut butter manufacturing process.





1. After harvesting, the peanuts are cleaned, shelled, and graded for size.
2. Next, they are dry roasted in large ovens.
3. Then, they are transferred to cooling machines, where suction fans draw cooling air over the peanuts.
4. After the peanuts are roasted and cooled, they undergo blanching—removal of the skins by heat or water. The heat method has the advantage of removing the bitter heart of the peanut.
5. Next, the blanched peanuts are pulverized and ground with salt, dextrose, and hydrogenated oil stabilizer in a grinding machine.
6. After cooling, the peanut butter is ready to be packaged.

Read more: <http://www.madehow.com/Volume-1/Peanut-Butter.html#ixzz4zJWOS0gU>

Meanwhile, a procedure is an established or official way of doing something. A procedure defines "how" to do the task in a certain order or manner which normally being carried out by a specific person. For example, certain steps must be followed in operating a lathe machine. Everyone has to follow the standard operating procedure (SOP). Another example would be the procedure to prevent accidents which is known as safe operating procedures (SOP).

Here are some examples of the Standard Operating Procedure (SOP). Please bear in mind that these are all PROCEDURES - steps that everyone should follow using the desktop computer at a college computer lab.



STANDARD OPERATING
PROCEDURE

DESKTOP COMPUTER

Before Use:

1. Check the connection of the computer
2. Switch on the AVR.
3. Push the power button on the CPU to turn the computer on

While Using:

1. Scan your external disk connected via USB using antivirus software
2. You are not allowed to install any software
3. Be sure to save your work often while working
4. Save your files in your own storage

After use:

1. Close all running application before shutting down.
2. Shut down the computer properly:
 - * click start button
 - *select shut down
3. Wait until the computer completely shut down.
4. Remove any external drives connected via USB.
5. Switch off the AVR

2.2

FLOW CHART

Next, you should also be aware that a process or a procedure can be presented in a linear or a non-linear form. Look at the examples below:

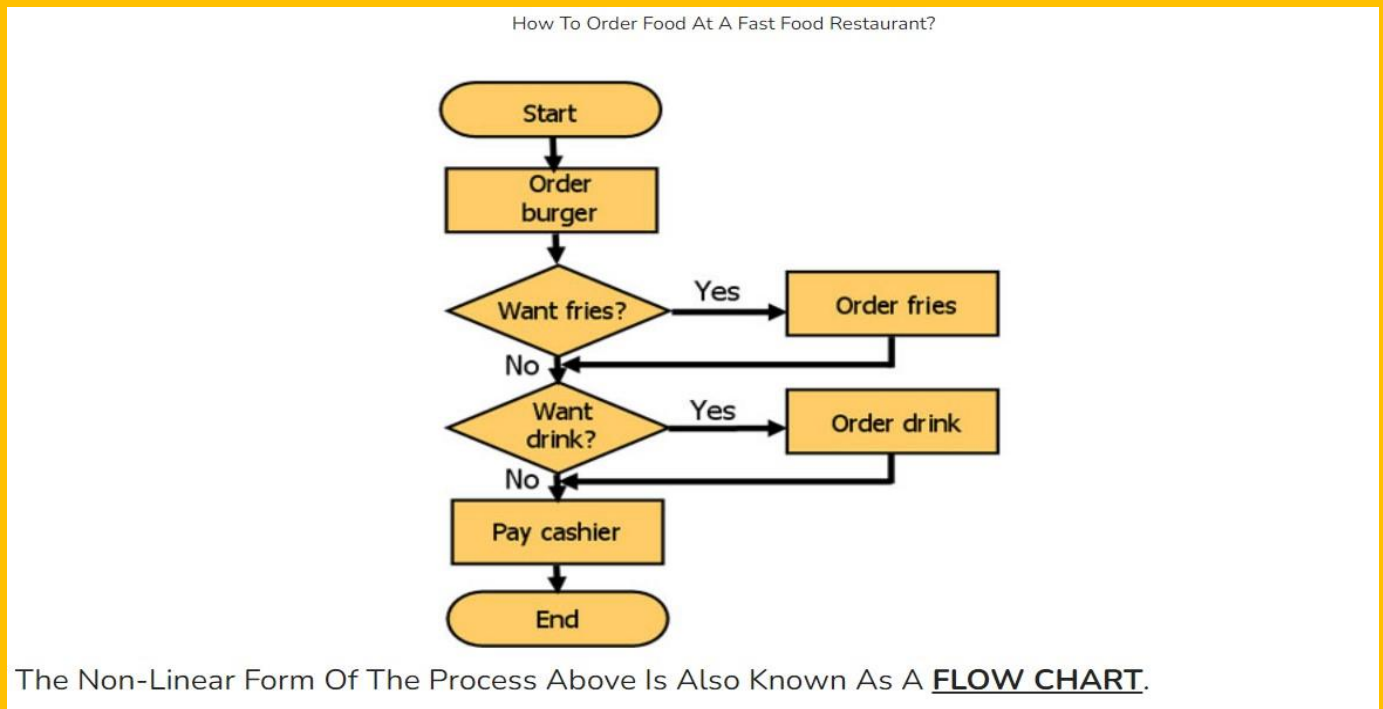
LINEAR FORM

How To Take Order In A Fast Food Restaurant?

Steps

1. Smile and greet the customer.
2. Ask the customer if they are ready to order.
3. Listen carefully as the customer places his or her order.
4. Repeat the order to the guest.
5. Enter the order as the customer tells it to you.
6. Read the order back to the customer.
7. Total the order.
8. Tell the customer the amount due.

NON-LINEAR FORM



WHAT IS A FLOW CHART?

A flow chart is a *graphical or symbolic representation of a process or a procedure*. Each step in the process or procedure is represented by a different symbol and contains a short description of its step. The flow chart symbols are linked together with arrows showing the flow direction.

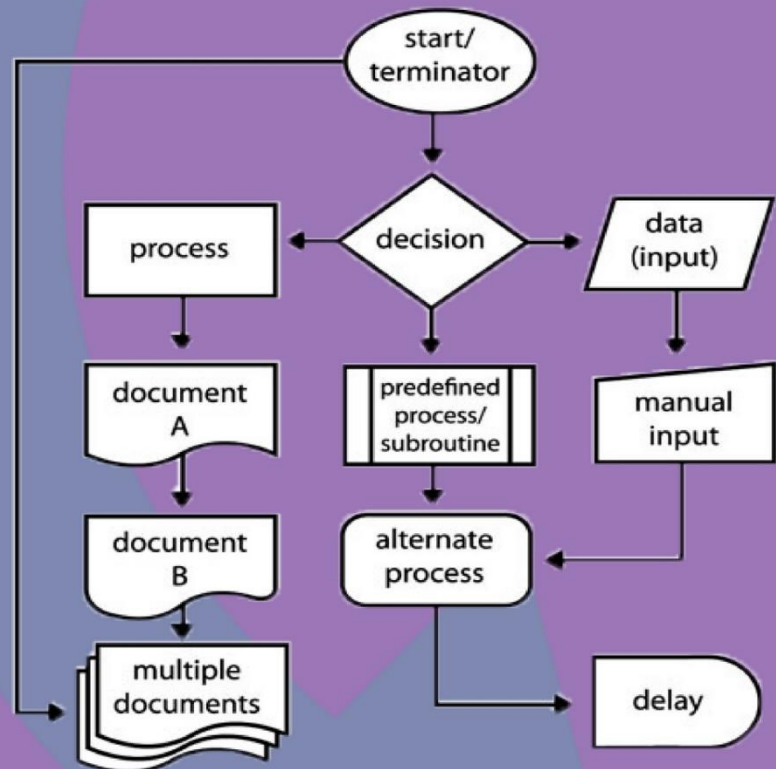
2.3

TIPS TO DESIGN A FLOW CHART

List the process one by one. If you're not sure, write it down anyway. Then, ask yourself, What happens next in the process? Does a decision need to be made before we proceed? If you still can't find a place for a task, it may not be essential.

LIST
PROCESS
STEPS

ADD
SHAPES
& SYMBOLS



Each step in the process is represented by a unique symbol with a brief label of the process step. The flow chart symbols are linked together with arrows showing the direction of the process flow.

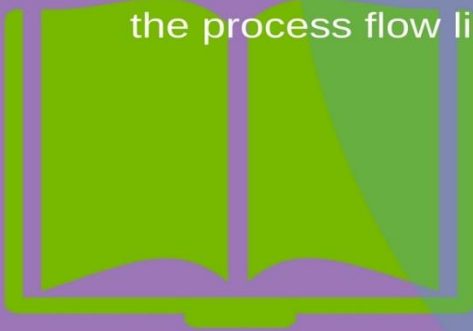
SEEK

**OUTSIDE
OPPINIONS**

Take your flow chart to someone you trust and ask if it makes sense. That person should have an outsider's perspective that can add valuable insight to your diagram.



Keep processes in linear format as much as possible to avoid the process flow lines tangled.



MAKE

IT READABLE

KEEP

IT SIMPLE

If a single process is overly complicated, break it up into sub-processes to make the flow easier to comprehend. Avoid having too much information in a single step.



By now, you should be able to transfer information from linear to non-linear form and vice versa.

2.4

NON-LINEAR TO LINEAR

The video that you have just watched demonstrates the process of transforming a non-linear form to a linear form of an "online purchase process".

An example of another transformation is also given, which is the process of "how to remove oil stains using baby powder".

NON-LINEAR FORM

How to Remove Oil Stain using Baby Powder

1

Blot away any excess grease or oil with a paper towel

2

Cover grease or oil stain generously with baby powder

3

Remove the baby powder from the clothing with a paper towel or spoon

4

Apply hand dishwashing detergent and water into stain with your thumb

5

Wash the clothing with laundry detergent

LINEAR FORM

How to Remove Oil Stain Using Baby Powder How to Remove Oil Stain Using Baby Powder

The first step is to blot away any excess grease or oil with a paper towel. Try to get as much grease or oil away from the clothing as possible before you move on to the next step.

Next, cover the grease or oil stain generously with baby powder. You can use generic baby powder if you like. If you don't have baby powder, try using other absorbents like cornstarch or salt.

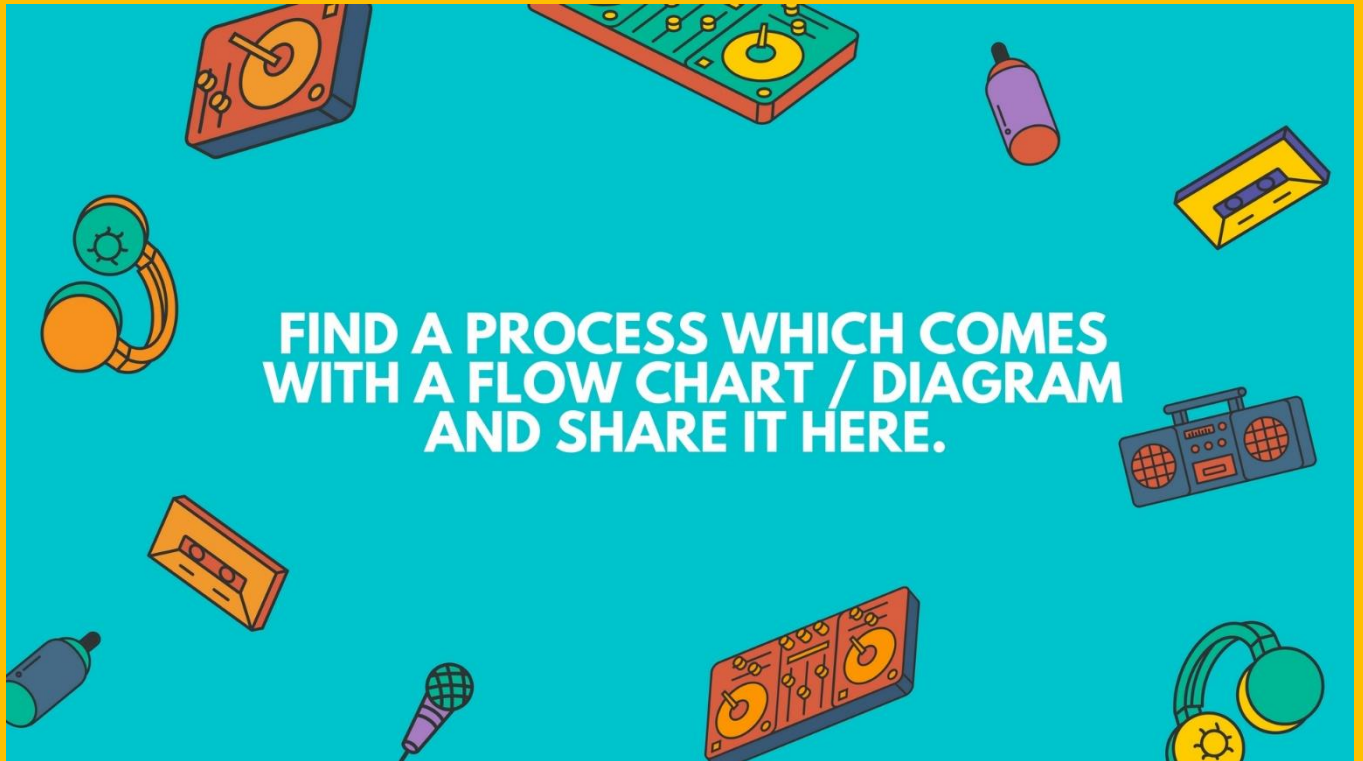
After that, remove the baby powder from the clothing with a paper towel or spoon. Do this carefully, avoiding any spillage onto other parts of the clothing.

Once done, work a small amount of hand dishwashing detergent and water into the stain with your thumb. Once the detergent begins to foam up, take an old toothbrush and begin rubbing the stain using circular motions. Be sure to attack the stain from both sides of the fabric (inside and outside).

Finally, wash the clothing, alone, with laundry detergent. Follow the washing instructions on the clothing label exactly. When ready to dry, allow the clothing to air dry. Drying in the extremely hot mechanical dryer may cause any lingering oil or grease to set into the clothing.



Activity 4



FIND A PROCESS WHICH COMES WITH A FLOW CHART / DIAGRAM AND SHARE IT HERE.

REVISION

What is a flowchart? Describe its function.



Activity 5

Familiar with *sequence connectors* and how they are used to show the descriptions of 'a process' and 'a procedure'.



Hello, I'm Bart and I had a great birthday yesterday. I met my friends at the shopping centre and they bought me a present.

We had pizza at a café. We went to the cinema and saw a very funny comedy. Suddenly, my parents arrived. They took me to an amazing restaurant for dinner. We went home and I went to bed, tired but happy.



Hello, I'm Bart and I had a great birthday yesterday. First, I met my friends at the shopping centre and they bought me a present.

Then, we had pizza at a café. Next, we went to the cinema and saw a very funny comedy. Then suddenly, my parents arrived.

They took me to an amazing restaurant for dinner. Finally, we went home and I went to bed, tired but happy.



Connect and engage will help you to be I need your help. I have been reading the two paragraphs repeatedly. However, I cannot make my decision on which one is better. What do you think?

Which paragraph is better?

Paragraph A or paragraph B?

Choose and justify your answer.

You may begin your answer like this: -

"In my opinion paragraph is better than because...."

2.5

SEQUENCE CONNECTORS

PURPOSE

- To link ideas from one sentence to the next and to give paragraphs coherence.
- Perform different functions and are placed at the beginning of a sentence.



e.g To show LOGICAL /
SEQUENTIAL ORDER

At present / presently
 Firstly, secondly, thirdly
 Last but not least
 Next, last, finally
 Other than that
 Furthermore
 In addition
 Moreover
 Besides
 Also



As a consequence
 Consequently
 As a result
 Therefore
 Hence
 Thus

e.g To show RESULT

2.6



ACTIVE VOICE

THE TEACHER TEACHES THE STUDENTS.

SUBJECT =
PERFORMS
THE ACTION

ACTION
(VERB)

OBJECT =
RECEIVES THE
ACTION

ex. The boy eats an apple.

↑ ↑ ↑
SUBJECT VERB OBJECT

= ACTIVE
VOICE!

PASSIVE VOICE

OBJECT + "TO BE" + PAST PARTICIPLE + BY + SUBJECT

ex. ACTIVE: DIANE EATS PIZZA.
 ↑ ↑ ↑
 S V O

PASSIVE: PIZZA IS EATEN BY DIANE.



Activity 6

Change the following sentences to **PASSIVE**.

ACTIVE: MANY PEOPLE SPEAK ENGLISH.

PASSIVE:

ACTIVE: TOM WROTE A BOOK.

PASSIVE:

ACTIVE: THE GOVERNMENT RAISED TAXES.

PASSIVE:



Activity 7

Based on the videos that you have watched earlier, construct 5 sentences to describe a process of doing something.

You need to describe the process in passive voice and include at least 3 sequence connectors.



SAMPLE ANSWERS:

1. *Next, the paper must be soaked in plain water.*
2. *The boxes will be shipped after they have been thoroughly checked.*
3. *First, the cans need to be washed and dried.*
4. *Finally, the heat should be reduced to 45 degrees Celsius.*
5. *Chopsticks are used to pick out the seaweed from the soup.*

Tells what a person or thing does.

The subject performs the action and typically comes before the action (verb).

The object is who or what receives the action and typically comes after the action (verb).



Turn the handle to the left.

ACTIVE VOICE

PASSIVE VOICE

Tells what is done to someone or something.

The subject performs the action and typically comes after the action (verb).

The object is who or what receives the action and typically comes before the action (verb).



The handle is turned to the left.



ACTIVE VOICE



These steps use the active voice

Popcorn is something you often eat when you watch a movie at a cinema. It is very easy to make perfect popcorn if follow the correct procedure.

First, **put** three tablespoons of oil in a large pot. Then, **heat** the oil on a high flame until one kernel of popcorn pops when you drop it into the hot oil. Now, **pour** a quarter cup of popcorn into the pot and cover the pot with a lid. **Reduce** the flame and gently **shake** the pot. Continue shaking until the corn has popped. Finally, **empty** the popcorn into a large bowl and **add** melted butter and salt.





PASSIVE VOICE



These steps use the passive voice.

Coffee is a very popular drink around the world. People drink it at all times of the day. There are several kinds of coffee, but I am now going to describe how instant coffee is produced.

First, the coffee beans **are picked** from the trees and dried in the sun. Then, the beans **are roasted** and then cooled rapidly before being ground. The beans **are then mixed** with hot water and the mixture **is strained** before it is frozen. Finally, the frozen mixture **is ground** and then dried in a vacuum before it **is packed** into jars. The coffee is now ready **to be sold** in shops.



Check out the list of the irregular verbs below. The list will be very helpful when you have to change active sentences to passive sentences.

2.7

Irregular verbs

Infinitive	Past	Past participle	Infinitive	Past	Past participle
be	was/were	been/gone	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
break	broke	broken	must	had to	(had to)
bring	brought	brought	oversleep	overslept	overslept
build	built	built	pay	paid	paid
burn	burned	burned	put	put	put
buy	bought	bought	read	read /red/	read /red/
can	could	(been able)	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	set off	set off	set off
dream	dreamed	dreamed	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelled	smelled
forget	forgot	forgotten	speak	spoke	spoken
get	got	gotten	spend	spent	spent
give	gave	given	spread	spread	spread
go	went	gone/been	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung/hanged	hung/hanged	sting	stung	stung
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
learn	learned	learned	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
			write	wrote	written

Active and passive voice



When you are doing active voice and passive voice, it is important to remember that you have to keep the same tense when you change the active voice to the passive voice and you have to keep the same tense when you change passive voice to the active voice.

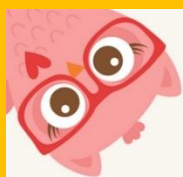
Keep the same tense.

The 2nd thing that you must know before you can do active and passive voice is your past participles. In chapter 1 (Tenses) you have received a list of irregular verbs. Please study that list everyday. If you know that whole list you will be fluent in English.

Study your past participles

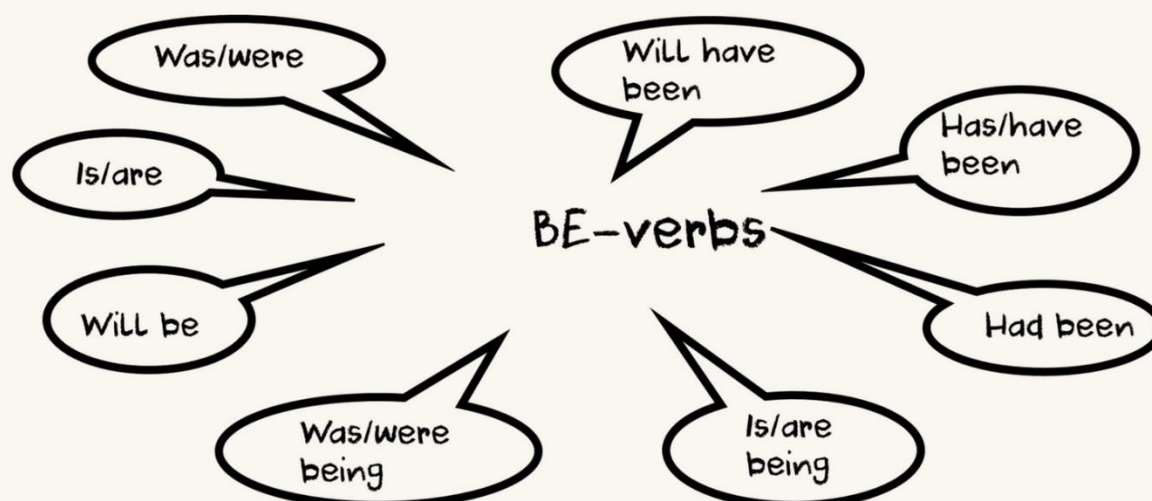
The 3rd thing that you should know is that the active voice has its own unique sentence structure and that the passive voice has its own unique sentence structure.





Active and passive voice

The 4th thing that you need to know before we can start with active and passive voice is your BE-verbs. ALL the BE-verbs you will need are in a list below, please make sure that you know them before you go on



To be	Past	Present	Future
Simple tense BE-verbs	Was Were	Is	Will be
Continuous tense Be-verbs	Was being Were being	Is being Are being	Xxx <small>Will be being sounds weird, so if your tense is future continuous, you should use the future perfect be-verb instead.</small>
Perfect tense BE-verbs	Had been	Has been Have been	Will have been



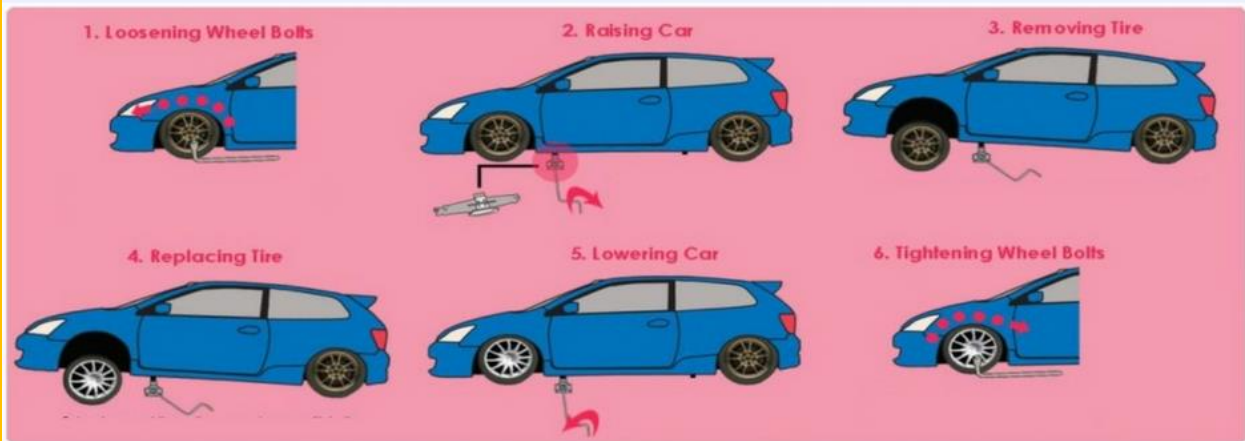


Activity 8

Process of changing a flat tyre.




Yully did not know how to change a flat tyre. Please help Yully to describe the process of changing a flat tyre based on the pictures given below. The description must be written in **Passive Voice**.






Activity 9



Today is Jimmy's birthday.
Yully is helping his mother to prepare Jimmy's favourite
dessert.

Can you please help Yully to watch the video and write full
description on the process of making Banana Split using
appropriate sequence connectors.



Scan the following QR code to watch the making of banana split video. Do pay attention to each step presented in the video. Use **PASSIVE VOICE** in your description.



Now, after watching the video, you may start your description with:

Firstly, ...



WHAT SAY YOU?

Scan the following QR codes to watch the following videos. From the **TWO (2)** videos, which one would you think better? Why?



A



B

2.8

DEMONSTRATIVE SPEECH

WHAT IS AN ORAL PRESENTATION

An oral presentation is a short talk on a set topic given to a tutorial or seminar group. In an oral presentation one (or more) students give a talk to a tutorial group and present views on a topic based on their readings or research.



STRUCTURING YOUR ORAL PRESENTATION



INTRODUCTION

An introduction is like a road map that tells your audience the direction your presentation will take.



BODY

The body of your presentation is where you demonstrate the steps involved in the process.



CONCLUSION

The conclusion is usually a summary of the main points made in the body of the talk.

PREPARATION



PREPARE PROMPTS TO HELP YOU REMEMBER WHAT TO SAY

If you know your topic well enough, you can give the talk from these headings and point-form cues



PLAN YOUR OPENING REMARKS

Plan an opening that will attract interest and direct attention to your topic.



REHEARSE

Rehearse with notes. Practise speaking naturally, glancing at your notes occasionally. Time yourself to make sure you stay within the allotted time limit.



PREPARE HANDOUTS

Handouts can provide your audience with an outline of your talk. The handouts should be well-laid out and outline the main points.

DELIVERY



Don't read your presentation word-for-word.



Use appropriate language.



Speak clearly and at a moderate pace.



Make eye contact with your audience.

VISUAL AIDS

Using visual aids can add support and impact to your presentation. Visual aids can:



illustrate something that is difficult or time-consuming to describe



show reality in ways that words alone cannot



summarise information



add colour and interest to a 'dry' topic

2.9

STRUCTURING ORAL PRESENTATION

STRUCTURING YOUR ORAL PRESENTATION

Oral presentation should have the following structure:



- Start your talk by greeting the audience and introducing yourself.
- State your topic clearly.
- Provide an outline of the process involved.
- Provide any necessary background.





BODY

- Use verbal 'signpost' to guide your audience.
- Highlight key points and indicate the different sections of your presentation.
- Move from one step to the next by using sequence connectors.
- Provide clear links between the steps, explanation and examples.



CONCLUSION

- Work out how you will finish your oral presentation. You can signal your conclusion with the phrase 'In conclusion...'
- Thank the audience, and invite questions.
- Restate the purpose of your oral presentation.
- Take the opportunity to show that you have covered all the points you made in the introduction.



2.10

PREPARING THE SPEECH

Demonstrative Speech

PURPOSE

The purpose in a **DEMONSTRATIVE SPEECH** is to give **specific directions** or **orders**. Your presentation will probably be a bit longer, because it has to cover your topic thoroughly.



In a **DEMONSTRATIVE SPEECH**, your listeners should come away with **new knowledge** or a **new skill**.



In a **DEMONSTRATIVE SPEECH**, your listeners should come away with **new knowledge** or a **new skill**.



- Explain why the information or skill is valuable to the audience.
- Explain the learning objectives of the instructional program.
- Demonstrate the process step-by-step, with an explanation.
- Connect the learning to actual use.





Activity 10

If I were to give a **demonstrative speech**, I would choose to demonstrate how to clean an aquarium.

How about you?

2.11

GIVING CAUTION & WARNING

Milly has just found out that **precautionary statements** are sentences providing information on **potential hazards**.

They are used in situations from consumer product on **labels and manuals**, to **descriptions of physical activities** to instruct users to be cautious.

**Precautionary
statement**



Warning : Description of hazard and possible resulting injuries or death.



Danger: Description of imminent hazard and failure to avoid hazard will result in death.



Caution : Description of hazard and possible resulting injuries or death



Below are some examples of **caution** and **warning** signs.

Milly has helped you to colour the **imperative verbs** used in the instruction.



Watch your step.



Use handrails for steep stairway.



Keep hand clear of the pinch points.



Caution and Warning Signs



2.12

IMPERATIVES

IMPERATIVE VERBS

Imperatives are verbs used **to give orders, commands, warning or instructions**, and (if you use "please") **to make a request**.

Imperative verbs are also known as **"bossy verbs"** - they tell people what to do!
e.g. close the door; empty the bin; eat your dinner!

ORDERS

Sit down now!

WARNINGS

Look out!

ADVISEDon't eat heavy
meals.**REQUEST**Please don't
smoke here.



Activity 11

Draw **ONE (1)** warning or caution sign in the box provided. Then, provide the message it conveys by using **IMPERATIVES**.

Example:



Wear proper footwear in this area.

A large, empty rounded rectangular box with a black border, intended for the student to draw a warning or caution sign.



Activity 12

Write clear instructions to caution or warn, based on the signs given.

1		<hr/> <hr/>
2		<hr/> <hr/>
3		<hr/> <hr/>
4		<hr/> <hr/>
5		<hr/> <hr/>
6		<hr/> <hr/>

UNIT 3



ENQUIRIES

3.1

INTRODUCTION TO MAKING ENQUIRIES**DEFINITION**

- Enquiry is the act of asking questions or collecting information about somebody/something. (Oxford Dictionary)

Some examples of enquiries for you: -

- *What is your name?*
- *Can I pay you later?*
- *The cab is full, isn't it?*

There are a few methods of making enquiries.

- Using WH-Questions**
- Using Modal**
- Using Yes/No Questions**

3.2

WH-QUESTIONS

You may form enquiries using the list of **WH-QUESTIONS** below.

WHAT	WHERE	WHO
	WHICH	WHEN
WHOM	WHY	WHOSE
	HOW	

WHAT

FUNCTION	EXAMPLE SENTENCE
asking for information about something	✓ What is your name?
asking for repetition or confirmation	✓ What? I can't hear you. ✓ You did what ?

WHERE

FUNCTION	EXAMPLE SENTENCE
asking in or at what place or position	✓ Where do they live?

WHO

FUNCTION	EXAMPLE SENTENCE
asking what or which person or people (subject)	✓ Who opened the door?

WHICH

FUNCTION	EXAMPLE SENTENCE
asking about choice	✓ Which colour do you want?

WHEN

FUNCTION	EXAMPLE SENTENCE
asking about time	✓ When did he leave?

WHOM

FUNCTION	EXAMPLE SENTENCE
asking what or which person or people (object)	✓ Whom did you see?

WHY

FUNCTION	EXAMPLE SENTENCE
making a suggestion	✓ Why don't I help you?
asking for reason, asking what...for	✓ Why do you say that?

WHOSE

FUNCTION	EXAMPLE SENTENCE
asking about ownership	✓ Whose are these keys? ✓ Whose turn is it?

HOW + ADJECTIVE/ADVERB

	FUNCTION	EXAMPLE SENTENCE
asking about extent or degree		
how far	distance	✓ How far is Ranau from Sandakan?
how long	length (time or space)	✓ How long will it take?
how many	quantity (countable)	✓ How many cars are there?
how much	quantity (uncountable)	✓ How much money do you have?
how old	age	✓ How old are you?
how come (informal)	asking for reason, asking why	✓ How come I can't see her?



Activity 1

Using WH-QUESTIONS, write **FOUR (4)** enquiries.

3.3

MODALS

You may form enquiries using the list of **MODALS** below.

Modals

can - could

will - would

may - might - must

shall - should

Modals

- used as auxiliary verb (e.g. *I can go*)
- do not show tense or subject agreement (e.g. *He can go* - not *He cans go*)
- before the negative particle in not negation (e.g. *I cannot go*)
- before the subject in yes-no questions (e.g. *Can you go?*)
- take the bare infinitive verb as the main verb in a verb phrase (e.g. *He can go* - not *He can to go* or *He can went*)
- express stance meanings (**see next slides**)

Time Differences with Modals

Modals referring to present and future time:

- can
- may
- shall
- will

Modals that can refer to past time:

- could
- might
- should
- would

* Note that each present/ future modal has a corresponding past modal

Stance meanings of Modals

Permission/ ability:

- can
- could
- may
- might

Meanings

Personal meaning - permission or possibility, ability

Logical meaning - possibility

Stance meanings of Modals

Obligation/ necessity:

- must
- should
- have (got) to
- need to
- be supposed to

Meanings

Personal meaning - obligation

Logical meaning - necessity

Stance meanings of Modals

Volition/ prediction:

- will
- would
- shall

Meanings

Personal meaning - volition or intention

Logical meaning - prediction

Frequency of Modals in Academic Writing

- **can**
 - **may**
 - **will**
 - **would**
 - **should**
 - **must**
 - **could**
 - **might**
 - **have to**
 - **shall**
- The most frequent modals in academic writing are *can*, *may*, and *will*.
- Would*, *should*, *must*, *could*, and *might* are used but infrequently.
- The most infrequent modals in academic writing are *have to* and *shall*. *Shall* is extremely infrequent.



Activity 2

Using MODAL VERBS, write **FOUR (4)** enquiries.

3.4

YES/NO QUESTIONS

You may form enquiries using the list of **YES/NO QUESTIONS** below.

DEFINITION

- Yes or no questions are questions whose expected answer is either "YES" or "NO".

HOW TO FORM YES-NO QUESTIONS

- a special word order (Verb Subject Object) is used to form yes-no questions.

AFFIRMATIVE	YES/NO QUESTION
They are American.	Are they American?
She is nice.	Is she nice?

THE RULES

1. If the main verb of the sentence is "*to be*", simply invert the subject and the verb to be:

Examples:

- They are American. — Are they American?
- They are nice. — Are they nice?

2. If the sentence includes a main verb and another or other helping (auxiliary) verb(s), invert the subject and the (first) helping (auxiliary) verb.

Examples:

AFFIRMATIVE	YES/NO QUESTION
<u>They are</u> <i>visiting</i> Paris.	<u>Are they</u> <i>visiting</i> Paris?
<u>She has</u> <i>done</i> the housework.	<u>Has she</u> <i>done</i> the housework?
<u>Nancy has</u> <i>been working</i> all night long.	<u>Has Nancy</u> <i>been working</i> all night long?
<u>He will</u> <i>be reading</i> the book.	<u>Will he</u> <i>be reading</i> the book?

3. If the sentence includes a verb which is not the verb "to be" and doesn't include a helping (auxiliary) verb, the transformation is more complex.

- A. If the verb is in the **present tense**, add either **do** or **does** and put the main verb in its base form:
- **DO** if the subject is the first person singular, second person singular, first person plural, second person plural and third person plural (I, you, we, they)

Example:

AFFIRMATIVE	YES/NO QUESTION
I <i>like</i> apples.	Do you <i>like</i> apples?
They <i>go</i> to a polytechnic.	Do they <i>go</i> to a polytechnic?

- Meanwhile, **DOES** if the subject is the third person singular (he, she, it).

Example:

AFFIRMATIVE	YES/NO QUESTION
Chris <i>reads</i> a lot.	Does Chris <i>read</i> a lot?
He <i>hates</i> volleyball.	Does he <i>hate</i> volleyball?

- B. If the verb is in the **past tense**, add **DID** and put the main verb in its base form:

Example:

AFFIRMATIVE	YES/NO QUESTION
He <i>discovered</i> the truth.	Did he <i>discover</i> the truth?
She <i>wrote</i> a nice essay.	Did she <i>write</i> a nice essay?
They <i>did</i> the project.	Did they <i>do</i> the project?



Activity 3

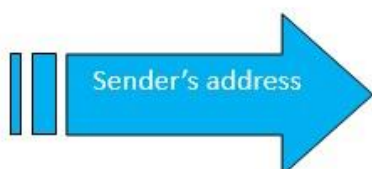
Using YES/NO QUESTIONS, write **FOUR (4)** enquiries.

3.5

LETTERS OF ENQUIRY

A letter of enquiry is a request for information that the writer (the sender) believes the reader (the recipient) can provide. Regardless of its subject, the objective of the letter is to get the reader to respond with an action that satisfies the enquiry. The action taken can benefit either the writer or reader, and sometimes both. The scope of the letter must include enough information to help the reader determine how best to respond.

Letter of Enquiry Outline



The sender's name is not necessary at the top of the address.



Ensure that the information is the same as what is written on the envelope.

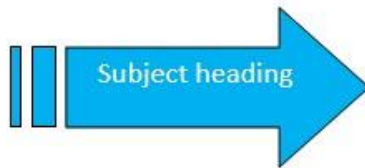


- Do not use short forms, e.g., 5/6/23 or 5-06-2023.
- Do not put a full stop after the date.



Use:

- **"Dear Sir"** for the recipient whose name you do not know.
- **"Dear Sir or Madam"** for the recipient whose gender you do not know.
- **"Dear Sirs"** when addressing the letter to the company.



This informs the recipient about the contents of the letter. It should be typed below the salutation.



- "Dear Sir/Dear Sirs" = Yours faithfully
- "Dear Sir or Madam" = Yours faithfully
- "Dear Ms. Marilyn" = Yours sincerely

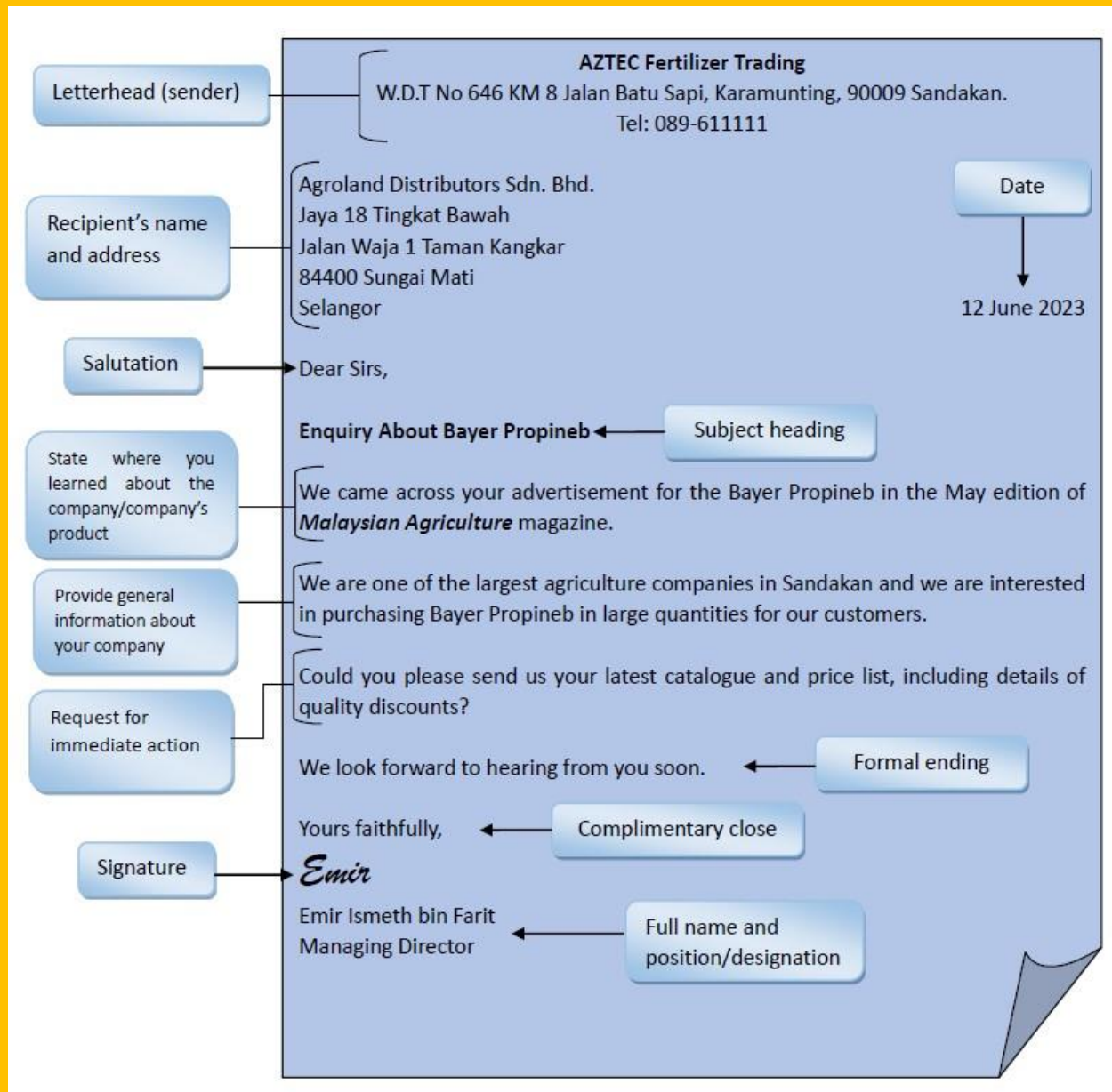


Sign your name after the complimentary close and type your name below the signature.



- Attached or enclosed documents are called enclosures.
- You can use either 'Encl.' or Enc.'

Here is an example of a letter of enquiry:





Activity 4

Find **ONE (1)** advertisement related to a specific product. Write a letter of enquiry to the sales manager for information on the catalog, price list, and possible discounts.

*Do attach your advertisement with your letter.

3.6

REPLY TO LETTER OF ENQUIRY

It is important that the reply to the letter of enquiry be written promptly. The consequence of a late reply may be costly, as the potential customer may turn to another company. In addition, to attract the potential customer, you should ensure that the reply is written in a way that is pleasant.

It is equally important to make a good impression when responding to the letter of enquiry from a potential customer. Of course, the best impression can be made by providing the materials or information that the customer asks for, and this positive impression will be enhanced by a well-written response.

CONTENT OF REPLY	EXAMPLE
Acknowledge the letter of enquiry	Thank you for your letter dated ... I refer to your enquiry about ...
State the action taken. Focus on conveying key/main information	We enclose herewith ... I have checked ...
Give suggestions to help the sender to decide	We would like to suggest ... I recommend that ...
Close the reply with an appropriate ending	I look forward to hearing from you. I hope this information ...

Here is an example of a reply from AGROLAND to the letter of enquiry from AZTEC Fertilizer Trading:

AGROLAND DISTRIBUTORS SDN. BHD.
Jaya 18 Tingkat Bawah, Jalan Waja 1, Taman Kangkar, 84400 Sungai Mati, Selangor.
Tel: 06-9756666

AZTEC Fertilizer Trading
W.D.T No 646 KM 8
Jalan Batu Sapi
Karamunting
90009 Sandakan
Sabah

7 June 2023

Dear Mr. Emir,

Information Regarding Bayer Propineb

We thank you for your letter dated 2 June 2023. In which you enquired about our product, Bayer Propineb.

We enclose herewith our latest catalogue and price list. We can quote you a discount of 10% for orders exceeding 20 units, and a discount of 15% for orders over 25 units.

Our catalogue provides an infographic introduction to our complete range of products. Thus, please feel free to contact us if you have any further enquiries.

We look forward to receiving your order soon.

Yours sincerely,
Linda Onn
Linda binti Onn
Senior Sales Manager
Encl.: Catalogue and price list 2023

Acknowledge the letter of enquiry

State the action taken. Focus on conveying key/main information

Give suggestions to help the sender to decide

Close the reply with an appropriate ending



Activity 5

Based on the previous letter of enquiry (**Activity 4**), write a reply to the letter by providing the information requested.

3.7

MEMO WRITING

A memorandum (memo) is a note that is written to people who work in an organization. In other words, it is a written communication from one person to either another person, a group of people or a department in an organization. The memo is a convenient form of internal communication or correspondence between employees within the organization about work-related matters.

PURPOSE

- The purpose for using a memo is to
 1. make **requests**
 2. make **announcements**
- Meanwhile, **business memos** are written for one of three purposes:
 1. **Persuading** readers to do something
 2. **Communicating** a directive
 3. **Providing** technical information

CHARACTERISTICS

- used as a **primary** form of correspondence within a business
- involves proper structure including **specific formatting** and **length**
- a **salutation** and **signature** are not necessary
- **concise** and consist of a page or less
- **easy-to-read** and the **main points** can be easily spotted
- use of **headings** and **lists** are much preferable rather than paragraphs where possible
- memo can be served as a **cover letter** (*by providing additional information as an attachment or a separate document*)

TEMPLATE

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT:

I'm writing to inform you that [reason for writing memo].

As our company continues to grow ... [evidence or reason to support your opening paragraph].

Please let me know if you have any questions. In the meantime, I'd appreciate your cooperation as [official business information] takes place.

BODY

- **Introduction:** This is usually a short paragraph of two or three sentences that lets people know the **reason for the memo**.
- **Recommendations or Purpose:** This section gets to the **meat** of the message using key points, highlights, or conclusions. This may include **facts, statistics, examples** and **reasons** for the memo.
- **Conclusion:** The conclusion will make it clear **what action needs to be taken** and when it needs to be completed or reiterates the timely news included in the memo.

CALL TO ACTION

Examples:-

- *Jerry, call me as soon as you have read the attached report.*
- *We need to implement the new product marketing plan sooner than discussed at our last meeting, because ABC company now has a similar one set to launch in July. Call me right away.*
- *An unexpected opening occurred in IT this morning because Margaret quit. We need to move quickly and select a new candidate. Get back to me ASAP with a list of potentials.*

SAMPLE

MEMORANDUM

DATE: November 17, 2018

TO: All Employees

FROM: Emma Johnson, VP, Marketing Department

SUBJECT: Facilities Update

I'm writing to inform you that, over the next few weeks, our kitchen area will be under construction as we re-model.

As our company continues to grow, we feel it necessary to provide more communal dining space, and we are grateful to our facilities team for their hard work in making that happen.

If you have questions or concerns regarding the re-model, you can access the full report [here](#). In the meantime, we are sorry for the inconvenience.

In between the weeks of December 1 - December 31, please use the kitchen on the second floor if you need a microwave. We will also keep that kitchen stocked per usual with snacks and soda.

Thank you for your cooperation.



Activity 6

Write a memo by selecting **ONE (1)** of the topics below. Use the proper length and format of writing a memo.

1. You will be away and you require someone to allow janitors to clean the language labs every Tuesday and Thursday while on vacation.
2. Customer service needs to be improved at your workplace and steps that should be taken.

UNIT 4

COMPLAINTS

4.1

INTRODUCTION TO COMPLAINTS**DEFINITION**

- Complaints are expressions of **displeasure** or **annoyance** in response to *an action that is seen by the speaker as unfavorable*.
- Suppose you want to **complain about the pizza you have just ordered** because it's **too salty**, what are the expressions needed to express and respond to complaints?

4.2

MAKING COMPLAINTS**EXPRESSING COMPLAINTS**

- Here are expressions you can use when complaining:
 1. I have a complaint to make. ...
 2. Sorry to bother you but...
 3. I'm sorry to say this but...
 4. I'm afraid I've got a complaint about...
 5. I'm afraid there is a slight problem with...
 6. Excuse me but there is a problem about...
 7. I want to complain about...
 8. I'm angry about...

I have a complaint to make.	Your pizza is just too salty.
I'm sorry to say this but	your food is inedible.
<ol style="list-style-type: none"> 1. I'm afraid I've got a complaint about your child. He's too noisy. 2. I'm afraid there is a slight problem with the service in this hotel. 3. Excuse me but you are standing on my foot. 4. I want to complain about the noise you are making. 5. I'm angry about the way you treat me. 	

4.3

DEALING WITH COMPLAINTS**RESPONDING TO COMPLAINTS**

- There are **TWO(2)** possible types of responses:-
 - A. Positive response
 - B. Negative response

POSITIVE RESPONSE

1. I'm so sorry, but this will never occur / happen again.
2. I'm sorry, we promise never to make the same mistake again.
3. I'm really sorry; we'll do our utmost/best not to do the same mistake again.

NEGATIVE RESPONSE

1. Sorry there is nothing we can do about it.
2. I'm afraid, there isn't much we can do about it.
3. We are sorry but the food is just alright.

EXAMPLE OF MAKING AND DEALING WITH COMPLAINTS DIALOGUE



Father: Excuse me.

Server Hal: Yes, sir. Can I help you?

Father: Yes. I ordered this steak but the food is cold. I can't eat it.

Server Hal: Oh, I'm sorry. Would you like me to warm it up for you.

Father: No. I would like a properly cooked steak.

Server Hal: Ok. Yes, Sir. Is there anything else I can do for you?

Father: Yes, my son ordered a drink. You didn't bring it... and my wife ordered a salad.
She didn't get it.

Serverl: Oh, I'm sorry. We are very busy tonight. I will take care of it right away.

Father: Thank you.



Activity 1



What is your biggest pet peeve? Why does it bother you so much? Share it with us here.



Activity 2

Using proper expressions, construct your displeasure / annoyance about something that bothers you.

E.g.

Sorry to bother you but I have been waiting for my food for forty-five minutes now.



Activity 3

In this task, you are required to perform a short role-play in front of the class from **ONE** (1) of the situations given below:

- a) You booked a room in a hotel but, to your disappointment, you found out your room was not available.
- b) You are not satisfied with the food served on the campus.
- c) Your friend complained about not inviting him/her to your birthday party.
- d) You bought a smartphone and you found that many options are missing.
- e) The neighbours made a lot of noise late at night.
- f) Any other topics that are relevant.

Duration: 4-5 minutes

4.4

HOW TO HANDLE AN ANGRY CUSTOMER**RULES FOR DEALING WITH COMPLAINTS**

1. Listen carefully to the complaints.
2. Do not interrupt.
3. Wait until the person has finished completely.
4. Apologize.
5. Speak normally to:
 - summarize or repeat the complaint explain what action will be taken, and how quickly
 - If the guest is angry, aim to remove the scene to somewhere private

4.5

EXPRESSIONS USED FOR DEALING WITH COMPLAINTS**APOLOGIZING**

- I'm sorry.
- I'm very/ terribly/ extremely sorry.
- I'm really must apologize.
- I do apologize.

SHOWING ATTENTION TO WHAT THE GUEST IS SAYING

- Yes.
- I see.

EXPLAINING OR PROMISE THE ACTION TO BE TAKEN

1. Getting someone else to do something

- I'll have (it sent up to you immediately.)
- I'll get (it attended to you right away.)
- I'll make sure (it's brought to you now.)

2. Sorting out by yourself

- I'll deal with this problem myself right now.
- I'll look into this case immediately.
- I'll sort out this mistake right away.
- The first thing I'm going to do is

3. Moving the scene to any place private

- Let's go to my office.
- Would you like to come to the lounge?
- Why don't we go to my office?

ROLE PLAY EXAMPLE

Scan the following QR code to view the video.





TEST 1

Match each part of the dialogue with suitable correspondence.

A. Waiter! It's now almost half an hour and I haven't been served yet.		<ul style="list-style-type: none"> We're terribly sorry for the inconvenience, Madam. We had some problems with the computer system.
B. Excuse me, how should I know how much I have to pay with your meter off?		<ul style="list-style-type: none"> I'm terribly sorry, sir. It's out of order. That's why I couldn't use it.
C. I have a complaint with the manager. I've been kept waiting for more than half an hour.		<ul style="list-style-type: none"> Oh dear. I'm so sorry about that. I promise it wouldn't happen again.
D. Look what you've done to this book.		<ul style="list-style-type: none"> Sorry, sir, but I have too many orders. I'll serve you soon.



TEST 2

Scan the QR code below to watch the video. After watching it, answer the following questions.



1. What room is Mrs. Beatty staying in?
 - A. 504
 - B. 541
 - C. 514
 - D. 540

2. What city is Mrs. Beatty staying in?
 - A. Chicago
 - B. Los Angeles
 - C. San Francisco
 - D. Charlottetown

3. Mrs. Beatty complains about the following **EXCEPT**
 - A. She is in a smoking room.
 - B. Housekeeping didn't make up the room.
 - C. The TV doesn't work.
 - D. There aren't any movie stars at the hotel.
 - E. She had to carry her own luggage.

4. Why is her hotel so bad?
 - A. She is at the wrong hotel.
 - B. It is very cheap.
 - C. The hotel gave her the wrong room.

5. Who is Mrs. Beatty going to ask for help with her bags?
 - A. a housekeeper
 - B. a taxi
 - C. a movie star
 - D. a student

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