BBI 2420
ORAL INTERACTION SKILLS
1st Semester 2014/2015

PJJ Programme
1ST FACE TO FACE SESSION
7 September 2014
Instructor

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Course Synopsis

1. • correct pronunciation
2. • appropriate stress and intonation skills
3. • speaking skills, and strategies in a variety of formal and informal situations,
4. • making oral presentations for academic and professional purposes,
5. • using grammar in communicative context
Learning Objectives

By the end of the course, students are able to:

• speak with appropriate pronunciation, stress, and intonation.
• communicate effectively in a range of formal and informal situations.
• deliver oral presentations with appropriate content, structure, and style.
Course Content

1. Introduction to English Pronunciation
2. Conversation Skills
3. Language for Oral Interactions
4. Discussion Skills
5. Oral Presentations
Assessments

- Assignment 1 - 15%
- Assignment 2 - 25%
- Mid Term Exam - 30%
- Final Exam - 30%
Assignment 1 Portfolio

- Individual task
- Submit in 5th week (LATE submission will NOT be accepted)
- Refer to the schedule (Students’ Guide) on page 2 to find out your weekly task
- Write your answers manually rather than print with your computer
- Record the date you complete your work
Assignment 1 cont...
(selected websites)

- Some tasks require you to search for information on selected websites.
- If you are unable to access the website listed in the STUDENTS’ GUIDE, you are encouraged to look for other related websites.
- Write the website address in your Internet Activity Log.

Due date for Assignment 1

- **10th October 2014 (5th week)**

**NO** LATE SUBMISSION is allowed.
Assignment 2
Oral Presentation

- Group activity (3-4 persons in a group)
- Choose your own topic for a survey.

Due date for Assignment 2
- week 11

NO LATE SUBMISSION is allowed
Mid Term Exam (30%)
(31st October 2014 – 2nd November 2014)

Section A: 30 minutes
You will listen and write your responses in the space given. There will be a pause after each utterance to give you time to write your answer.

Section B: 75 minutes
Covers the topics Conversation Skills and Language for Oral Interaction.
Example
Section A: 5 situations

Situation:
You are shopping in a supermarket. Suddenly, you meet your long lost friend, Adam.

- Adam: (Listen)
- You: ____________________________

Write your responses during the pause
You are at the shopping mall when you bump into your old friend, Siti. What do you say?
Final Exam (30%)
(19th – 21st December 2014)

- Duration: 1 hour
- 40-50 multiple-choice questions covers:
  - Pronunciation
  - Conversation, discussion and presentation skills &
  - Language for oral interactions
Course Content

1. Introduction to English Pronunciation
2. Conversation Skills
3. Language for Oral Interactions
4. Discussion Skills
5. Oral Presentations
UNIT 1
Introduction to English Pronunciation
Objectives

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

• Learn and apply phonetic symbols and their sounds
• Learn correct pronunciation of commonly mispronounced words
• Have an awareness of syllable, word stress, intonation and rhythm
Introduction to English Pronunciation

(TB. Pg. 1-3)

- 20 Vowels
  - 12 Single vowels
  - 8 double vowels (Diphthongs)

- 24 Consonants

http://www.youtube.com/watch?v=Ufdm3ufV6pg
http://cambridgeenglishonline.com/Phonetics_Focus/
Sounds of English

VOWELS

\[ \begin{array}{cccccccccc}
\text{i} & \text{i} & \text{a} & \text{u} & \text{e} & \text{æ} & \text{ı} & \text{i} & \text{ı} & \text{ı} \\
\text{ı} & \text{ı} & \text{ı} & \text{ı} & \text{ı} & \text{ı} & \text{ı} & \text{ı} & \text{ı} & \text{ı} \\
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\end{array} \]

‘short’

‘long’

diphthongs

CONSONANTS

\[ \begin{array}{cccccccccc}
\text{p} & \text{t} & \text{f} & \text{k} & \text{f} & \text{θ} & \text{s} & \text{ʃ} & \text{b} & \text{d} \\
\text{b} & \text{d} & \text{ð} & \text{g} & \text{v} & \text{ð} & \text{z} & \text{ʒ} & \text{m} & \text{n} \\
\text{m} & \text{n} & \text{ŋ} & \text{h} & \text{l} & \text{r} & \text{w} & \text{j} & \text{m} & \text{n} \\
\end{array} \]

voiceless

voiced

http://www.teachingenglish.org.uk/activities/phonemic-chart
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Syllable Stress
(TB. Pg. 4, 7-9)

- Syllable is a single unit of speech
- Every word has one or more syllables
- Words with MORE than one syllable will have SYLLABLE STRESS
- In stressed syllable, the vowel sound is longer and louder than unstressed syllable
- Primary stress & Secondary stress

/ɪnˈfəmər.ʃən/

Low mark: SECONDARY STRESS
High mark: PRIMARY STRESS
SYLLABLE STRESS

Main stress, high mark
E.g. /ɪnˈfɔːml/

Weaker stress, low mark, secondary stress
E.g. /ˌɪnʃəˈmeɪʃn/

- Noun - stress first syllable
- Verbs - stress second syllable
Sentence Stress

• NORMAL STRESS PATTERN

Content words (nouns, main verbs, adjectives, adverbs, question words & demonstrative pronouns)

&

Function words (personal pronouns, articles, auxiliary verbs, relative pronouns, conjunctions, possessive adjectives, prepositions, be-verbs)

Stress on the content words not the function words

Practice Syllable Stress

C. Word Stress

1. correct /kəˈreklt/

2. confirm /kənˈfɜːrn/

3. comfort /kəmˈfɔt/

4. comfortable /kəmˈpərətl/  

5. information /ɪnˈfərəmʃən/

6. exam /ɪɡˈzaːm/
Sentence Stress

(TB. Pg. 8-9)

Stress Pattern With Emphasized Meanings/
Stress pattern with focused meaning

- **I'm not going.**
  - Not "ME", but perhaps "YOU", "SHE" or "HE".
- **I'm not going.**
  - I REFUSE to go.
- **I'm not going.**
  - I'm COMING BACK!
Linking

Linking happens when a word ends in a consonant and the following word starts with a vowel.

- That's enough!
  (That-se-nough)

- Is it?
  (izzit)

- It’s on the table.
  (izon the table)
Practice the linking

- I like it!
- *Come on*
- It is time to *wake up*
- *Look out*
- Life goes on.
- I'm *loving it*!
1. Intonation is like the music of a language.
2. There are three basic intonation patterns in English:

- **Falling**
  - Making statements, conveying negative emotions, asking WH-questions

- **Rising**
  - Checking for information, conveying positive emotions

- **Fall-rise**
  - Signaling continuity
## Common Mispronounced Words

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UNIT 2
Conversation Skills
Objectives

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

• Use appropriate expressions to start a conversation
• Use various techniques to maintain a conversation
• End a conversation politely/gracefully
• Avoid sensitive questions when engaging in conversation
• Use accurate language in conversations
Conversation Skills

(TB. Pg. 15-20)

- Starting a conversation
- Introducing yourself
- Introducing others
- Maintaining a conversation (small talk)
- Closing a conversation
Safe topics for small talk

- Weather
- Travel
- Movies
- Pets
- Food/ Restaurants
- Weekend activities
Closing a conversation

(TB. Pg. 23-24)

Pre-closing signal
- Oh, look at the time
- It is getting late

Reason for ending the conversation
- I must be going now
- I have a meeting with my supervisor.
- I have to pick up my children at school.

Taking leave and saying goodbye
- Have a good day. Bye.
- Have a good weekend. See you!

Showing interest to meet up again
- Perhaps we could catch a movie together one of these days.

Showing appreciation
- I’ve enjoyed talking to you.
- It’s been really wonderful meeting you.
1. Agreeing

- I think so too.
- I couldn't agree more.
- I'd go along with that.
- You've got a point there.
- I'm with you on that one.
- Great minds think alike. *(proverb)*
- I couldn't have put it better myself.
2. Disagreeing

- I'm not sure about that!
- That's not how I see it.
- You could be right, but...
- (I'm afraid) I don't agree.
- I agree up to a point, but..
- That's an interesting idea, but..
- Do you really think...?
- You can't be serious!
3. Inviting

- Would you like to…?
- I would be very happy if…?
- We would be delighted if you…?
- Would you care to..?
- We would be pleased if you could…?
- Would you care to…?
- Do you fancy going for …? (UK)
4. Accepting invitation

• I would love to!
• That would be very nice!
• That would be great!
• That’s very kind/sweet of you.
• It sounds great/like fun!
5. Declining

- I’d like to, but … (I'm really busy this weekend)
- I’d love to, but …
- I wish I could, but …
- Sorry, I don’t think I…
- I’m so sorry I can’t make it.
- I’m afraid that I can’t
- Thank you for asking me, but …
- Maybe next time?
- Maybe another time?
6. Asking for advice/opinion

- What should I …?
- Do you think I should…?
- What do you advise me to do?
- If you were me what would you do?
- What’s on your mind?
- I wonder …?
7. 1 Giving advice

- If I were you, I would…
- I would just …., if I were in your shoes.
- Maybe you should…
- You could…
- Have you thought about verb+ing?
- It might be a good idea to…
7.2 Giving opinion

- In my perspective …
- In my view…
- From my point of view, …
- As far as I’m concerned …
8. Expressing Lack of Understanding

- I don't get it.
- (I'm sorry.) I don't understand.
- What do you mean?
- I'm not following you.
- I don't quite follow you.
- I'm not sure I get what you mean.
- What was that again?
9. Correcting a misunderstanding

- Actually, what I mean is that…
- I guess I’m not expressing myself very well..
- No, that’s not really what I meant to say.
- No, that’s not what I mean.
- What I’m trying to say is that…
10. Expressing Gratitude

- Thank you very much indeed.
- It is very kind of you.
- That’s so sweet of you.
- I appreciate your help.
- You’ve been very helpful.
- Thank you for verb+ing
- Thanks a million!
11. Responding to thanks

- You’re most welcome.
- Not at all. (UK)
- Don’t mention it.
- (It’s) my pleasure.
- It was nothing.
- That’s alright.
- No problem.
- Any time.
12. Offering Help

- **Would you like some help?**
  - Yes, that would be great.

- **Can I give you a hand?**
  - No thanks, I've got it.

- **Do you need a hand?**
  - That would be so kind, thank you.

- **May I offer my assistance?**
  - Yes. That’s so sweet of you..
13. To request/ask for help

- Could you …?
- Would you …?
- Would you mind helping (verb+ing) me out?
- Would you mind if I…?
- I was hoping that…
- I was wondering if I/you could …
- I was thinking you might . . .
- Is it possible to …. [more direct]
- Would it be possible to . . . [less direct]
14. Cheering Someone Up

- Cheer up!
- Chin up! (Informal)
- It's not the end of the world.
- Look on the bright side...
- A blessing in disguise
- Every cloud has a silver lining. (saying)
- There are plenty more fish in the sea. (saying)
- There's no use crying over spilt milk. (saying)
16. Auxiliary verbs: ...so do I.
(NOT I also.)

- “I am tired.” “So am I”
- “I like English language.” “So do I.”
- “I never cry.” “Neither do I.”
- “I don’t have money now.”
  “Neither do I.” or “I don’t either.”
- “I got an A for the subject so did Farah.”
17. Tag questions: *Isn’t it?*

- Use negative question tag after a positive sentence, vice versa:
  - We *should* rest now, *shouldn’t* we?
  - Husna *will* be coming, *won’t* she?
  - You *haven’t* paid the bills, *have* you?
  - You *don’t* like apple, *do* you?
17.1 Tag question: Intonation

• Rising intonation:
  • Reassuring/ checking for information
    • You haven’t seen Mohammad today, have you?
    • You wouldn’t have the heart to hurt me, would you?

• Falling intonation:
  • Inviting the listener to agree with you:
    • It’s beautiful, isn’t it?
    • You like drawing, don’t you?
Objectives

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

- Use grammatically correct expressions in conversations, discussions and oral presentations
- Construct questions forms
- Use correct tenses
TENSES
(TB. Pg.70-84)

PRESENT
1. Simple Present Tense
2. Present Continuous
3. Present Perfect
4. Present Perfect Continuous

PAST
1. Simple Past Tense
2. Past Continuous
3. Past Perfect
4. Past Perfect Continuous

FUTURE
1. Simple Future Tense
2. Future Continuous
3. Future Perfect
4. Future Perfect Continuous

• http://www.englishleap.com/grammar/tenses
SIMPLE PRESENT TENSE

• Refer to an action or event that takes place habitually.
  - I never go to the cinema.
  - I walk to school.

• To express a fact or a general truth
  - The sun rises in the east and sets in the west.
### SIMPLE PRESENT TENSE cont...

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<tr>
<td>She</td>
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<td>It</td>
<td>tries</td>
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<tr>
<td>The child</td>
<td></td>
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<tr>
<td>Everyone</td>
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<tr>
<td><em>I</em></td>
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<tr>
<td>You</td>
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<td>We</td>
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<td>They</td>
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<td>The children</td>
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</table>
PRESENT CONTINUOUS TENSE

- To indicate an action or a series of actions taking place at the moment of speaking
  - Maria is writing an essay in her class.

- To indicate an action or a series of actions taking place over a given period of time, not necessarily at the moment of speaking
  - They are studying at the same university. Aiman is taking a science course while Anita is pursuing an accounting course.
PRESENT CONTINUOUS TENSE cont...

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* Note: *I is special and does not follow the same pattern as the other subjects.
PRESENT PERFECT TENSE

- To indicate an action that has taken place in the past but the specific time of completion is unknown or not given

  Example:
  - He has written his essay
  - They have submitted their assignments.

- To express an action that started in the past and has continued into the present

  Example:
  - They have lived in Kuala Lumpur for eight years.
### Present Perfect Tense cont...

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| 1. Simple Present Tense | Q: **Do you think** English is important?  
A: Yes, I **think** English is important because it **is** an International language. |
|------------------------|----------------------------------------------------------------------------------|
| 2. Present Continuous  | Q: **Are we going** to submit Assignment 1 soon?  
A: Yes, you **are going** to submit it by week 5. |
| 3. Present Perfect     | Q: **Have you taken** your lunch?  
A: No, I **haven’t taken** my lunch. I **have been** very busy. |
| 4. Present Perfect Continuous | Q: How long **have you been working** in this company?  
A: I **have been working** here since five years ago. |
SIMPLE PAST TENSE

- To describe events in the past or to describe a past habitual action.

- Regular verbs form the simple past in -ed.

- For example:
  - I cooked.
  - They did cook.
  - Did she cook?

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<thead>
<tr>
<th>Regular Form</th>
<th>Irregular Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>walked</td>
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<td>Eat</td>
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<td>Love</td>
<td>loved</td>
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<td>Sing</td>
<td>sang</td>
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<td>Carry</td>
<td>carried</td>
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<tr>
<td>Do</td>
<td>did</td>
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</tbody>
</table>
PAST CONTINUOUS TENSE

- To indicate an action or a series of actions taking place at a particular time in the past
  - Khairi was surfing the internet at night.

- To indicate an action was still taking place when a second action took place in the past
  - Zayn was listening to the radio when the telephone rang.
PAST PERFECT TENSE

• The past perfect is formed by using the simple past form of the verb “to have” and a past participle.

• Had + past participle

• Is used to indicate a past action that was completed before another action took place

• Example:
  - The briefing had ended when Jim arrived at his office.
  - The company had burnt down by the time the firemen arrived.
1. **Simple Past Tense**

Q: Did you **take** your breakfast this morning?
A: No, I **didn’t**. I had to rush to my classes.

2. **Past Continuous**

Q: What **were** you **doing** when I called you yesterday?
A: I was doing my assignment when you called me yesterday.

3. **Past Perfect**

4. **Past Perfect Continuous**
FUTURE TENSE

- The future tense can be formed by using “will”
- Example:
  - The students *will submit* their assignments on Tuesday.
  - Lim *will meet* his friends at the usual time at the college cafeteria.
FUTURE CONTINUOUS TENSE

- The future continuous is formed with “will+be+present participle”. It is used to indicate future action that will be taking place for a certain period of time.

- Example:
  - I will be having dinner with my husband tonight.
  - The students will be sitting for the final examinations next week.
<table>
<thead>
<tr>
<th>Future Tense</th>
<th>Example Questions</th>
<th>Example Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Future Tense</td>
<td>Q: When will you graduate?</td>
<td>A: I will graduate in 2014.</td>
</tr>
<tr>
<td>Future Continuous</td>
<td>Q: When will you be sleeping tonight?</td>
<td>A: I will be sleeping at 11pm.</td>
</tr>
<tr>
<td>Future Perfect</td>
<td></td>
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<tr>
<td>Future Perfect Continuous</td>
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</tbody>
</table>
Thank you