BBI 2420
ORAL INTERACTION SKILLS

2ND SEMESTER 2015/2016

PJJP PROGRAMME

1ST FACE TO FACE SESSION

DATE: 28 FEBRUARY 2016
INSTRUCTOR

• Name: Ms. Bharathi

Email: vbharathi@upm.edu.my
EDMODO

• Go to www.edmodo.com

• Register as a student

• Join my group: BBI2420 (PJJ) SEM2,15-16
  • Group code: kyma77
COURSE SYNOPSIS

• Correct pronunciation,
• Appropriate stress and intonation skills,
• Speaking skills, and strategies in a variety of formal and informal situations,
• Making oral presentations for academic and professional purposes,
• 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 6th 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
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.
ASSIGNMENT 2: ORAL PRESENTATION

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

- Assignment 1 = 25th March 2016 (6th week)

- Assignment 2 = 11th week

**NO** LATE SUBMISSION is allowed.
MID TERM EXAM (30%)

- Duration: 1 hour 30 minutes
- Section A & B
- Conversation skills
- Language for Oral Interactions
FINAL EXAM (30%)

• Duration: 1 hour

• 40-50 multiple-choice questions covers:
  • Pronunciation
  • Conversation, Discussion and Presentation Skills
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
INTRODUCTION TO ENGLISH PRONUNCIATION

• 20 vowels
  • 12 single vowels
  • 8 double vowels (diphthongs)

• 24 consonants
## Sounds of English

### VOWELS

<table>
<thead>
<tr>
<th>i</th>
<th>u</th>
<th>ø</th>
<th>a</th>
<th>ø</th>
<th>e</th>
<th>æ</th>
<th>‘short’</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɪ</td>
<td>ʊ</td>
<td>ø</td>
<td>ɑ</td>
<td>ʌ</td>
<td>ə</td>
<td>ə</td>
<td>‘long’</td>
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<tr>
<td>ɪə</td>
<td>ʊə</td>
<td>ɑɪ</td>
<td>ɪç</td>
<td>əʊ</td>
<td>ɛə</td>
<td>əu</td>
<td>diphthongs</td>
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<tr>
<td>ɪə</td>
<td>ʊə</td>
<td>ɑɪ</td>
<td>ɪç</td>
<td>əʊ</td>
<td>ɛə</td>
<td>əu</td>
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### CONSONANTS

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<tr>
<th>p</th>
<th>t</th>
<th>tʃ</th>
<th>k</th>
<th>f</th>
<th>θ</th>
<th>s</th>
<th>s</th>
<th>‘voiceless’</th>
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<td>b</td>
<td>d</td>
<td>dʒ</td>
<td>g</td>
<td>v</td>
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<td>z</td>
<td>ʒ</td>
<td>‘voiced’</td>
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<td>n̩</td>
<td>h</td>
<td>l</td>
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<td>w</td>
<td>j</td>
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[bbclearningenglish.com](https://bbclearningenglish.com)
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<thead>
<tr>
<th>Vowels</th>
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<tr>
<td>ɪ</td>
<td>ɪə</td>
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<td>uː</td>
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<td>aː</td>
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<td>r</td>
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<td>w</td>
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</table>

- tourist
- poor
# COMMON MISPronounced Words

<table>
<thead>
<tr>
<th>Food</th>
<th>Pizza</th>
<th>Lasagna</th>
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<tr>
<td>/ˈpiː.t.ə/</td>
<td>/ˈlɛ.zæ.n.jə/</td>
<td></td>
</tr>
<tr>
<td>Vegetable</td>
<td>/ˈvedʒ.tə.bl/</td>
<td>Banana</td>
</tr>
<tr>
<td>/ˈbə.ˈnæ.nə/</td>
<td></td>
<td>/ˈbɛ.nə/</td>
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<tr>
<td>Almond</td>
<td>Flour</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>/ˈaːrnənd/</td>
<td>/ˈflaʊər/</td>
<td></td>
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<td><img src="image1.jpg" alt="Image of almonds" /></td>
<td><img src="image2.jpg" alt="Image of flour" /></td>
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<table>
<thead>
<tr>
<th>Salmon</th>
<th>Waffle</th>
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<tr>
<td>/ˈsæm.ən/</td>
<td>/ˈwæfl/</td>
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<td><img src="image3.jpg" alt="Image of salmon" /></td>
<td><img src="image4.jpg" alt="Image of waffles" /></td>
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<table>
<thead>
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<th>Salon</th>
<th>Saloon</th>
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<td>/ˈsæl.ən/</td>
<td>/ˈsəlu:n/</td>
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<td><img src="image6.jpg" alt="Image of saloon" /></td>
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<td><strong>University</strong> /ju:ˈnɪvərsəti/</td>
<td><strong>Faculty</strong> /ˈfæk.əl.ti/</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------</td>
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<td>![University Image]</td>
<td>![Faculty Image]</td>
</tr>
</tbody>
</table>

**People**

<table>
<thead>
<tr>
<th><strong>Plumber</strong> /ˈplʌmər/</th>
<th><strong>Chef</strong> /ʃef/</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Plumber Image]</td>
<td>![Chef Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chauffeur</strong> /ʃɔˈf journalist/** /</th>
<th><strong>Graduate</strong> /ˈɡrædʒuət/</th>
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<tr>
<td>![Chauffeur Image]</td>
<td>![Graduate Image]</td>
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<tr>
<td>Word</td>
<td>British English</td>
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<tr>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>think</td>
<td>/θɪŋk/</td>
</tr>
<tr>
<td>thing</td>
<td>/θɪŋ/</td>
</tr>
<tr>
<td>with</td>
<td>/wɪð/</td>
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<tr>
<td>privilege</td>
<td>/'prɪv.əl.i.dʒ/</td>
</tr>
<tr>
<td>grand prix</td>
<td>/'grænd priː/</td>
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</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>British English</th>
<th>American English</th>
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<tr>
<td>schedule</td>
<td>/'ʃed.juːl/</td>
<td>/'skedjuːl/</td>
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<tr>
<td>sure</td>
<td>/ʃʊr/</td>
<td>/ʃʊr/</td>
</tr>
<tr>
<td>heart</td>
<td>/haːt/</td>
<td>/haːrt/</td>
</tr>
<tr>
<td>dance</td>
<td>/dɑːnts/</td>
<td>/dænts/</td>
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</table>
SYLLABLE STRESS

• 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

/ɪn.fɛˈmɪr.ʃən/

Low mark: SECONDARY STRESS

High mark: PRIMARY STRESS
C. Word Stress

1. correct /kəˈrekt/

2. confirm /kənˈfɜːm/

3. comfort /ˈkʌm.fət/

4. comfortable /ˈkʌm.pə.tə.bl/ ·

5. information /ˌɪn.ˈfər.mən.ʃən/ ·

6. exam /ɪɡˈzæm/
SENTENCE STRESS

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!
INTONATION

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
UNIT 2: CONVERSATION SKILLS
CONVERSATION SKILLS

• 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

• Pre-closing signal
  • Oh, look at the time.
  • It is getting late.
  • I must be going now.

• Reason for ending the conversation
  • I have a meeting with my supervisor.
  • I have to pick up my children at school.

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

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

• Taking leave and saying goodbye
  • Have a good day. Bye.
  • Have a good weekend. See you!
FORMS & FUNCTIONS
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. 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…
8. GIVING OPINION

- In my perspective …
- In my view…
- From my point of view, …
- As far as i’m concerned …
9. 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)
15. 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.”
16. TAG QUESTIONS: ISN’T IT?

- Use negative question tag after a positive sentence, vice versa:
  - We should rest now, shouldn’t we?
  - Jane will be coming, won’t she?
  - You haven’t paid the bills, have you?
  - You don’t like apple, do you?
17. TAG QUESTION: INTONATION

- Rising intonation:
  - **Reassuring/ checking for information**
    - You haven’t seen Mazlan 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?
UNIT 3: LANGUAGE FOR ORAL INTERACTIONS
TENSES

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
## PRESENT TENSE

| 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. |
# PAST TENSE

| 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

<p>| | |</p>
<table>
<thead>
<tr>
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</table>
| 1. Simple Future Tense | Q: When will you graduate?  
A: I will graduate in 2014. |
| 2. Future Continuous | Q: When will you be sleeping tonight?  
A: I will be sleeping at 11pm. |
| 3. Future Perfect |   |
| 4. Future Perfect Continuous |   |
# PRESENT PERFECT & SIMPLE PAST

<table>
<thead>
<tr>
<th>Present Perfect Tense</th>
<th>Simple Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>An action that began in the past and still continues/ relevant in the present:</td>
<td>An action that is finished and completed:</td>
</tr>
<tr>
<td>• She <em>has known</em> me for years. <em>(continues in the present)</em></td>
<td>• <em>I took</em> my breakfast at 7 o’clock this morning.</td>
</tr>
<tr>
<td>• <em>I have taken</em> my lunch. <em>(relevant in the present: I am not hungry now)</em></td>
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THANK YOU.