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

Oral Interaction Skills as the name implies focuses on speaking skills in a variety of situations. If you have poor pronunciation, it may be difficult for others to understand what you are trying to say.

One way to improve pronunciation is to learn the phonetic symbols. Knowing the symbols certainly helps you to learn the correct pronunciation of a new word when you look it up in a dictionary. Alternatively, you could use a CD dictionary that will allow you to hear the word pronounced. You could also practise by recording your own voice and comparing it with what you heard on the CD.

Sounds in the English language can be broadly categorized into three classes: the consonants, the vowels, and the diphthongs. The phonetic symbols used by the International Phonetic Association (IPA) are reproduced here for easy reference. Remember that each symbol represents a sound.
**RECOGNIZING THE PHONETIC SYMBOLS**

**Consonants**


2. /b/ as in /bed/ bed 3. /t/ as in /tin/ tin 4. /d/ as in /den/ den 5. /k/ as in /kæt/ cat 6. /g/ as in /get/ get 7. /ʃ/ as in /ʃeɪn/ chain 8. /ʒ/ as in /ʃæm/ jam 9. /f/ as in /fæn/ fan 10. /v/ as in /væn/ van 11. /θ/ as in /θɪŋ/ thing 12. /ð/ as in /ðen/ then

**Vowels**

Diphthongs

1. /eɪ/ as in /rest/ rate
2. /aɪ/ as in /five/
3. /ɔɪ/ as in /soil/
4. /əʊ/ as in /own/
5. /ɪə/ as in /fear/
6. /eə/ as in /pair/
7. /ʊə/ as in /poor/
8. /au/ as in /now/

**Activity 1**
Here are some common words. Do you know how to pronounce them? If you are not sure, check them up in the dictionary. Write the phonetic symbols for each word. Then practise your pronunciation.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>development</td>
<td>/</td>
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<tr>
<td>2</td>
<td>debut</td>
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</tr>
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<td>3</td>
<td>faculty</td>
<td>/</td>
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<td>4</td>
<td>exam</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>restaurant</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>chef</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>men</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>graduate</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>confuse</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>women</td>
<td>/</td>
<td></td>
</tr>
</tbody>
</table>

Note: Alternatively, you may want to listen to the pronunciation on a CD-ROM dictionary.
Activity 2
Match each of the following words with their correct transcription.

1. yacht a. /mɪtʃ /
2. treat b. /əret /
3. Ms. c. /det /
4. threat d. /jɒt/ 
5. debt e. /kjuː:/
6. price f. /prɪs /
7. queue g. /praɪs/
8. miss h. /weɪ /
9. praise i. /triːt /
10. weigh j. /preɪz/

STRESS
SYLLABLE STRESS
Every word has one or more syllables. Words with more than one syllable will have a syllable stress. The syllable which has the main stress is shown with a high mark.

For example: /ɪnməːm/ /ɪnməːml/

Longer words may also have a weaker stress on another syllable. This secondary stress is shown with a low mark, like this: /ɪnfəˈmeɪn/.

In a stressed syllable, the vowel sound is longer and louder than it is in an unstressed syllable.
Activity 3

Practise reading the following words with correct syllable stress.

1. career /ˈkærɪə/  
2. carrier /ˈkærɪə/  
3. pepper /ˈpepə/  
4. climber /ˈklaɪmə/  
5. embarrass /ɪmˈbærəs/

Generally, for two-syllable words, nouns usually have the stress on the first syllable, while verbs usually have the stress on the second syllable. For example, the word “present”:

- Noun - /ˈprezn/  
  She gives Sham a present.
- Verb - /prɪˈzent/  
  They will present the cheque tomorrow.

Activity 4

Listen to your instructor read the following words, and underline the syllable that is stressed. Then practise reading aloud with a partner.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>re cord</td>
<td>re cord</td>
</tr>
<tr>
<td>per mit</td>
<td>per mit</td>
</tr>
<tr>
<td>pro ject</td>
<td>pro ject</td>
</tr>
<tr>
<td>sub ject</td>
<td>sub ject</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>in sult</td>
<td>in sult</td>
</tr>
<tr>
<td>pro gress</td>
<td>pro gress</td>
</tr>
<tr>
<td>con test</td>
<td>con test</td>
</tr>
<tr>
<td>in crease</td>
<td>in crease</td>
</tr>
</tbody>
</table>
Activity 5
Below are 40 words that are usually mispronounced by Malaysian students. Refer to your dictionary and write the correct phonetic transcription with the stress marker for every given word. Remember to use the slashes / /. Then with your partner, practise saying the words correctly.

1 allow
2 aren’t
3 audio
4 birthday
5 buffet
6 caught
7 children
8 cloth
9 clothes
10 colleague
11 collect
12 comfortable
13 dough
14 envelope
15 film
16 genuine
17 grasp
18 headache
19 honest
20 individual
21 information
22 men
23 mosque
24 mother
25 oven
26 photograph
27 photographer
28 pleasure
29 pressure
30 schedule
31 smooth
32 stomachache
33 think
34 though
35 three
36 tooth
37 tour
38 university
39 watch
40 women

Note: Practise reading aloud the words on this list. Pay special attention to the stressed syllable. If you are still not sure about the pronunciation, make use of the CD-ROM dictionary or internet resources available.
SENTENCE STRESS & RHYTHM

Since what we say is made up of words strung together in sentences, we need to pay attention to the stress pattern in our sentences and the resulting rhythm.

When we speak in English, we seldom stress every word in a sentence; only certain words are stressed. The combination of stressed and unstressed words in a sentence gives us the rhythm of the language. When we want to stress the important words, we:

- say them with greater force
- hold them longer
- and say them at a higher pitch.

We shall now discuss the normal stress pattern by looking at the word classes which are usually stressed and those which are usually unstressed. Then we will discuss how changing the normal stress pattern of a sentence can alter its meaning.

Normal Stress Pattern

Words are usually categorized into **content words** and **function words**. In “normal” rhythm, we tend to stress content words and not function words. Content words convey the meaning of the sentence and convey the most information, while function words have little meaning except to show a grammatical relationship with other words in the sentence.

Content words include the following classes:

- **Nouns:** words that refer to people, places, things or abstract ideas  
  e.g. *Ananda, doctor, Malaysia, park*
- **Main verbs:** words that show action or state of being  
  e.g. *walk, explain, look, feel*
- **Adjectives:** words used to describe nouns  
  e.g. *beautiful, kind, new*
- **Adverbs:** words used to describe verbs, adjectives or other adverbs  
  e.g. *slowly, fearfully, very, quite*
- **Question words:** words used for asking questions  
  e.g. *who, which, when, what*
- **Demonstrative pronouns:** words used to point out or contrast objects  
  e.g. *this, that, these, those*

Function words include words in the following classes:

- **Personal pronouns:** e.g. *he, it, you, they*
- **Articles:** e.g. *a, an, the*
- **Auxiliary verbs:** e.g. *has, must, can, should*
- **Relative pronouns:** e.g. *that, which, who, whose*
- **Conjunctions:** e.g. *and, but, or*
- **Possessive adjectives:** e.g. *my, your, our, their*
• Prepositions: e.g. *in, on, at, of*
• *Be*-verbs (except *been* and *being*): e.g. *am, is, are, was*

**Activity 6**
*Circle the content words in the following sentences. Then read the sentences aloud, stressing the content words.*

1. Give me a call and I'll bake a cake.
2. If you want to get a good seat, do come early.
3. I expect to finish the report by 4.00 this evening.
4. Would you like me to buy some stamps?
5. This is the third time she's called today.

**Activity 7**
*Practise reading the following conversation with a partner. Pronounce stressed words louder, higher, and more clearly than unstressed words.*

Hana : Excuse me. Could you tell me where the admin building is?
Adi : Oh, you mean the University Administrative Building?
Hana : Yes. I think that’s what *Bangunan Pentadbiran* is, right?
Adi : Right. Do you see that brown building over there?
Hana : Uh, near the roundabout?
Adi : Yeah, that’s it. Come on, I’m going there too. Are you here for the English placement test?
Hana : Yes, I am. How about you?
Adi : Actually, I’m one of the English teachers here.
Hana : Oh really? Maybe I’ll be in your class!
Adi : It’s possible. What’s your name?
Hana : Park Hana, but most people call me Hana. And you?
Adi : I’m Adi Putra. So, where are you from?
Hana : I’m from Korea.
Adi : Oh, I see. *Annyeong haseyo*…
Stress Pattern with Emphasized Meanings

Under **normal circumstances**, we would stress the **content words** and not the function words. Consider the following utterance:

*I want to discuss something with you today.*

The idea conveyed is the speaker is asking for suggestions from the person(s) he is speaking to on how they can solve the problem at hand immediately.

However, this rule can be intentionally violated when we wish to emphasize other meanings. The following examples illustrate the possible meanings which are emphasized when different words are stressed:

<table>
<thead>
<tr>
<th>Words stressed</th>
<th>Meanings emphasized</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I'll discuss it later.</em></td>
<td>I am the one who is going to do it, not anyone else.</td>
</tr>
<tr>
<td><em>I'll discuss it later.</em></td>
<td>It is more of a chat than an argument.</td>
</tr>
<tr>
<td><em>I'll discuss it later.</em></td>
<td>There’s a particular issue I have in mind.</td>
</tr>
<tr>
<td><em>I'll discuss it later.</em></td>
<td>I’m not free to discuss it now.</td>
</tr>
</tbody>
</table>

**Activity 8**

*Read the following sentences, stressing the word in bold. Discuss with a partner, the meaning emphasised in each case?*

<table>
<thead>
<tr>
<th>Words stressed</th>
<th>Meanings emphasized</th>
</tr>
</thead>
<tbody>
<tr>
<td>She loves chocolate.</td>
<td></td>
</tr>
<tr>
<td>She loves chocolate.</td>
<td></td>
</tr>
<tr>
<td>She loves chocolate.</td>
<td></td>
</tr>
</tbody>
</table>

**INTONATION**

In English, there are two main intonation patterns — the **falling tone** (\downarrow), and the **rising tone** (\uparrow). The falling tone begins fairly high, and descends on each stressed syllable with the fall on the last main stressed syllable. It is used when the speaker is:

- **making a statement** e.g. The results will be out today.
- **making an exclamation** e.g. Good heavens!
- **giving a command** e.g. Do it quickly.
- **asking wh-questions** e.g. Who did you see?
- **expecting the other person to agree with him** e.g. You don’t want to be punished, do you?
The falling tone usually conveys emotions such as:

- sarcasm  e.g. You are the smart one.
- anger  e.g. Just do what I want.
- disappointment  e.g. I thought he would stand by me.
- disinterest  e.g. Really. Have a good time then.
- assertiveness  e.g. I want it back now.

The rising tone begins fairly high, and descends on each stressed syllable but rises again on the last stressed word and remains high for any unstressed syllables which follow. It is used when the speaker is:

- reassuring the listener or encouraging him  e.g. I think so.
- unsure of himself  e.g. She’s from Italy, I think.
- expecting a ‘yes’ or ‘no’ answer  e.g. Is she coming?
- checking for information  e.g. Where did you say you were from?
- not expecting the listener to agree with him e.g. You do like it, don't you?

The rising tone usually conveys emotions such as:

- happiness  e.g. I'm going to Europe soon.
- eagerness  e.g. Michael, meet my good friend, Winnie.
- interest  e.g. How long will you be out?
- sympathy  e.g. Don't worry. It'll be alright.

Activity 9
Listen to news broadcasts on local and international channels, paying special attention to stress and intonation. Do news presenters stress certain words? Are words that carry the most important information (content words) stressed?

Activity 10
Select an article from the newspaper or a magazine and practise reading aloud. You may want to record yourself so that you can play back and listen or ask your friend / tutor to give feedback on your performance.
Activity 11

Here are another 40 more words commonly mispronounced by students. Check in the dictionary for their meaning and pronunciation. Write the phonetic transcription. Then practise your pronunciation.

<table>
<thead>
<tr>
<th>FOOD</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  salmon</td>
<td>20 liaison</td>
</tr>
<tr>
<td>2  flour</td>
<td>21 anecdote</td>
</tr>
<tr>
<td>3  aubergine</td>
<td>22 rendezvous</td>
</tr>
<tr>
<td>4  lettuce</td>
<td>23 awry</td>
</tr>
<tr>
<td>5  vegetable</td>
<td>24 lingerie</td>
</tr>
<tr>
<td>6  almond</td>
<td>25 subtle</td>
</tr>
<tr>
<td>7  croissant</td>
<td>26 oblige</td>
</tr>
<tr>
<td>8  steak</td>
<td></td>
</tr>
<tr>
<td></td>
<td>27 fatigue</td>
</tr>
<tr>
<td>9  plumber</td>
<td>28 bouquet</td>
</tr>
<tr>
<td>10 entrepreneur</td>
<td>ambience</td>
</tr>
<tr>
<td>11 general</td>
<td>29 ambience</td>
</tr>
<tr>
<td>12 criminal</td>
<td>30 hymn</td>
</tr>
<tr>
<td>13 restaurateur</td>
<td>there</td>
</tr>
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<td></td>
<td>31 there</td>
</tr>
<tr>
<td></td>
<td>32 their</td>
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<tr>
<td>PLACES</td>
<td></td>
</tr>
<tr>
<td>14 pier</td>
<td>33 doubt</td>
</tr>
<tr>
<td>15 meadow</td>
<td>34 awkward</td>
</tr>
<tr>
<td>16 chalet</td>
<td>35 conscience</td>
</tr>
<tr>
<td>17 university</td>
<td>36 mortgage</td>
</tr>
<tr>
<td>18 kiosk</td>
<td>37 chaos</td>
</tr>
<tr>
<td>19 aisle</td>
<td>38 innovative</td>
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<td></td>
<td>39 divorce</td>
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<td></td>
<td>40 concierge</td>
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UNIT 2
CONVERSATION SKILLS

Objectives

By the end of this 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

Now that you are an undergraduate, you will find yourself interacting with many people in the course of your daily activities in campus. At the beginning of each semester, you would probably have some dealings with administrators in your faculty about course registration procedures, schedules, fees and accommodation.

Like many students, you may need to seek advice from your academic adviser or lecturers about which courses to consider, while others may also talk to friends or senior students to get their views on certain courses and lecturers.

When you begin to attend lectures, you will meet many course mates, some who are complete strangers to you. For some, meeting and talking to these ‘strangers’ marks the beginning of friendships that last a lifetime.

In short, most daily activities demand interaction with other people, and that requires communication skills. Using good oral communication skills can be tremendously valuable in developing friendships, as well as advancing our careers and enriching our lives.

In this course, you will learn and practise conversation skills which will give you greater confidence in speaking English in informal situations. These skills include strategies that you could use to start, maintain and end a conversation.
STARTING A CONVERSATION

Greetings:
Hello/ Hi.
Good morning/afternoon/evening.

Listening for a response:
Hello/ Hi.
Good morning/afternoon/evening.

Asking how the person is:
How are you?
How are you doing?
How are things?
How have you been?

Listening for a response:
(I’m) Fine. How are you?

Not bad. And you?
Busy, but okay.

Note:
* When English is spoken, “Good” is often dropped, so you might hear someone greeting you with just “Morning” and you could respond in the same way with “Morning” or just “Fine” in response to “How are you?” Generally we tend to be less formal when we speak as compared to writing.

If you know the person but haven’t met for some time, say:

It’s been a long time…

Listening for a response:
Yes, it has.
Right. Since last July.
INTRODUCING AND IDENTIFYING YOURSELF

After greeting someone you don’t know, you may want to introduce yourself.

Introducing yourself:
(My name’s) Imran.
(I’m) Jenny Ding.
Please call me JD.

Listening for a response:
Hello. My name’s Sharif.
Nice to meet you, (Imran). I’m Sharif.
It’s a pleasure to meet you (Ms Ding). My name’s Bob.
How do you do Jenny? I’m Bob.

Giving a basic fact about yourself:
I’m Imran’s coursemate.
Imran and I used to study in the same school.
I’m from Johor.

INTRODUCING OTHERS

Saying you’d like to make an introduction:
Ahmad, there’s someone I’d like you to meet.
Ahmad, let me introduce you to a friend of mine.

Following by the introduction:
Professor …., this is my colleague Razali Muktar. Razali, this is Professor Paul Vang from UNIMAS.

Listening for a response:
Nice to meet you.
Pleased to meet you.

Say something about the following:
a. your relationship to the person:
   Ariffin and I are staying at the same college.
   I know Ariffin from school.

b. an interesting fact about the person:
   Ariffin is from UK – Ulu Kelang.
   Sheena speaks Japanese.
Activity 1
Role play introducing your friend to another person whom you know.

MAINTAINING A CONVERSATION
In a conversation, both speakers need to take responsibility for keeping the communication going. Several strategies to encourage conversation include:

a. Asking questions

Questions are useful both in getting information and involving others in a conversation. To use questions more effectively, you may find it helpful to understand the difference between closed and open questions.

Examples:
Do you like Vanilla Coke? (Closed question)
What do you think of the English course? (Open question)

b. Using a short response to show that you are listening

I see.
Of course.
Really?
Oh?
Yes.
Mmmmm

c. Repeating a key word of phrase

A: The class has been postponed.
B: Postponed?

A: Professor Rahim is on sabbatical.
B: Sabbatical?

d. Making small talk

Small talk helps to establish a friendly atmosphere and keeps relations smooth. Small talk could include casual and light everyday topics.

e. Disclosing personal information

I've been working here since 1988.
All my siblings are already working.

f. Using nonverbal communication

Nodding
Smiling
g. Using an auxiliary to make a question
Rita: Our lecturer wants the report next week.
Linda: He does?

Rita: I was on medical leave last Friday.
Linda: You were?

h. Asking follow-up information questions
Zain: I saw a terrible accident this morning.
Chan: Accident? Where did it happen?

Activity 2
Work with a partner. The following are questions that people often ask each other in social settings. Identify each as O (open) or C (closed).

1. _____ Where are you from?
2. _____ When did you arrive here?
3. _____ Were you drafted for National Service?
4. _____ What do you normally do during your free time?
5. _____ What are some places you have visited so far?
6. _____ What games do you play?
7. _____ Is that a genuine ESPRIT?
8. _____ Do you think class will be cancelled tomorrow?
9. _____ Why are there so many students at Gate 1?
10. _____ When is the Hari Raya break?

Which type of question encourages the other person to give more information? _______

Activity 3
Imagine you are talking to a stranger you have just met. Which of the following questions would be inappropriate or too personal? Write No in front of those that you should not ask. Write Yes in front of those that would be appropriate.

1. _____ How old are you?
2. _____ Was UPM your first choice?
3. _____ How do you move around campus?
4. _____ How much did your cell phone cost?
5. _____ Do you have a girlfriend/boyfriend?
6. _____ Which college are you staying at?
7. _____ What do you think of The Gardens at MidValley?
8. _____ How many people are there in your family?
9. _____ How much money do you get from your parents?
10. _____ That's a nice watch. Is it genuine?

Activity 4
Rearrange the following jumbled up words to form questions. Write your answer in the space given. The first one has been done for you.

0. do where work you
   Where do you work?

1. attached department are which you to
   __________________________________________

2. daily your routine what is like
   __________________________________________

3. you can tell more me about your work
   __________________________________________

4. do you come from where
   __________________________________________

5. part of you do which come from Perak
   __________________________________________

6. usually do you on weekends what do
   __________________________________________

7. do your children what problems in face school
   __________________________________________
8. you do know the meeting what was about all

9. is your which in Malaysia destination holiday favourite

10. do you like what type of food

11. change calendar there any academic is in our

12. team is which football favourite your

13. how the can to show download the you website from assignment me

14. do from Kapit here I how to get is flight there a direct (2 questions)

Activity 5

*Look at the given responses. Construct an appropriate question for each of the responses. The first one has been done for you.*

0. **Was UKM your first choice?**
   
   No, UKM was not my first choice.

1. 
   
   No, I’m in my fifth semester.

2. 
   
   I chose UPM because many of my friends are here.

3. 
   
   I’m doing a degree in Education.
4. I think a degree in Education will help me to get a job easily.

5. I think Public Speaking is a good course because you have to speak in front of an audience.

Activity 6
Complete the dialogue below with suitable expressions.

A. Family

1. How many __________ ____________?   I am the eldest in the family. I have two brothers and one sister.

2. __________________?   My father is a retiree while my mother is a teacher at SMK Jaya.

3. __________________?   My family lives in Kuala Kangsar, Perak.
B. Hobby

1. What do __________ ________________? I usually go fishing during my free time.

2. _______________? There's a river near my house. The water is clean, and there are a lot of fish.

3. _______________? It started when my father brought me to go fishing with him when I was small. Then he taught me how to fish and gave me the fishing set.

C. Favourite holiday destination

1. What is ______________ ________________? My favourite holiday destination is Langkawi Island.
Activity 7
Underline the correct form of the verb.

Hi, I’m Mariana and I’m from Negeri Sembilan. I used to live in Port Dickson, but my family (1. move / moved) to Kuala Lumpur when I (2. am / was) in Year 3. This is my third semester at UPM where (3. I’m / I was) pursuing a course in Communication. (4. I’m do / I’m doing) a minor course in journalism. When I (5. graduate / graduated), I hope to find a job in a related field. I (6. love / loved) working with words and I can’t think of doing anything else.

However, I (7. know / knew) that I should be practical because I may not be able to find a job when I graduate because the job market (8. is / was) so competitive. So while I (9. am / was) in university, I’m also trying to pick up other skills.

This semester I (10. was signing / signed) up to do a Japanese language course. I’ve always wanted to learn Japanese and I (11. am / was) very lucky to get a place because this (12. is / was) a popular language course. Learning Japanese (13. is / was) hard work. I (14. have / having) to spend at least one hour every day practising the writing and reading Japanese texts. It (15. is / was) great fun though.
These days I (16. find / found) myself watching Japanese movies on television so that I can (17. improve / improving) my vocabulary and (18. hear / hearing) how native speakers (19. use / are using) their language.

When I (20. am finishing / finish) Level Four of my Japanese language course, I hope to be able to speak the language well.

Activity 8
A friend whom you have just met asked you this question, “Can you tell me a little about yourself?” What would you say?

I.

Hi! I’m Lisa. Are you a new student? I think I haven’t seen you here before...

II.

I graduated from UPM with a Bachelor’s degree in Computer Engineering, and I represented UPM in several debate competitions.
III.

Discuss: Which form of the verb should you use when talking about yourself?

CLOSING A CONVERSATION

In many situations, your conversation will end naturally – when the bus arrives or when the meeting starts. You can end very simply by saying:

*Oh, here comes my bus.*

*Looks like the meeting is going to start.*

In other situations without a natural closing, you may have to think more carefully about ending a conversation as it’s considered impolite to suddenly say goodbye and walk away. Politely ending a conversation involves several steps.

The stages of ending a conversation are:

a. **Pre-closing signal**
   
   Oh, look at the time.
   
   It’s getting late.
   
   I must be going now.

b. **Reason for ending the conversation**
   
   I have a meeting with my supervisor at two.
   
   I have lots of assignments to complete.
   
   I must say hello to my lecturer over there.

c. **Showing appreciation**
   
   I really enjoyed talking to you.
   
   It’s been really wonderful meeting you.
   
   I’ve learnt so much about Spanish customs in the few minutes we’ve chatted.
d. Showing interest to meet up again
   We must meet again to catch up with each other.
   I’m free on Fridays.
   Perhaps we could catch a movie together one of these days.

e. Actual goodbye and taking leave
   See you again. Have a nice day.
   So long. Have a safe journey. Drive carefully.
   Bye. Have a good trip back.
   Good night.

In the following dialogue, the speakers are ending the conversation.

Allan: Oh my, look at the time! (Pre-closing signal) I have a meeting with my supervisor at two. (Reason for ending the conversation)

May: And I have to send this report to the Dean’s office. (Reason for ending the conversation)

Allan: It’s been really nice talking to you. (Showing appreciation)

May: Yes, we must meet again to catch up with each other. (Showing interest to meet up again)

Allan: I’m usually free Friday mornings. Give me a call then. (Showing interest to meet up again)

May: All right. I will.

Allan: See you then. Goodbye. (Actual goodbye and taking leave)

May: Bye.

Activity 9
You meet a former course mate at Jas Café. After a chat, it’s time to leave. Role-play the part when you say goodbye.

A: ____________________________________________________________
   (Give a pre-closing signal and a reason for leaving)

B: ____________________________________________________________
   (Give an appropriate response or a reason for leaving)
Activity 10  
Find a partner and role play the following situations.

Situation 1  
Speaker A  
You need to make multiple copies of an article for the whole class, but you do not know which photocopying shop offers the best deal. Ask your friend to recommend a good shop and directions to get there.

Speaker B  
Your friend wants to make multiple copies of an article. Recommend a shop that you frequent and give directions to get there.

Situation 2  
Speaker A  
You wish to go shopping at KLCC this Sunday, but you do not want to go alone. Ask your friend to accompany you.

Speaker B  
You have made plans to meet a friend at MIDVALLEY this Sunday. A friend invites you to go shopping with him/her at KLCC. Decline the offer.

Situation 3  
Speaker A  
You are currently at the College 12 bus stop. You want to go to the swimming pool in UPM for a swim, but you do not know its location and how to get there. Ask a student at the bus stop about the location and make small talk with him/her.
Speaker B
You are waiting for a bus at the College 12 bus stop. A student comes to you and asks you about the location of the swimming pool at UPM. Provide the appropriate response and make small talk with him/her.

Situation 4
Speaker A
One of your friends missed the first lecture for the day. You meet him/her later. Ask him/her what happened in the morning. Maintain the conversation through follow-up questions.

Speaker B
On your way to class from Taman Sri Serdang, you stopped to assist an accident victim. As a result, you missed the first class for the day. Your friend asks you what happened. Explain to him/her.

Situation 5
Speaker A
You are waiting for the bus when a foreigner asks you the directions to go to Sri Serdang. Provide the directions and make small talk with him/her until your bus arrives.

Speaker B
You are a foreigner. You need to go to Sri Serdang but you do not know how to get there. Ask a person at the bus stop for directions and make small talk with him/her.

Situation 6
Speaker A
You are admitted in the hospital for dengue fever. Your friend visits you in the hospital. Tell him/her about your health condition. Maintain the conversation.

Speaker B
Your friend is admitted in the hospital as he/she is suffering from dengue fever. You visit him/her in the hospital. Ask your friend about his/her health condition. Maintain the conversation.

Situation 7
Speaker A
You are a sales person selling stationery. You see two people eating at a restaurant and approach them to sell your stationery. Try to convince them to buy a number of items.

Speaker B
You and your friend are having lunch at a restaurant. A salesperson approaches you to sell some stationery. You are only interested in buying a calculator.

Speaker C
You and your friend are having lunch at a restaurant. A salesperson approaches you to sell some stationery. You are only interested in buying a geometry set but when you open it, one of the items is missing.
Activity 11

Work in groups of three. Take turns to practise the conversations in pairs. The third person should use the Observation Sheet below to give feedback.

Observation Sheet

What strategies does each speaker use to keep the conversation going? If possible, tick (✓) the strategies used by both speakers. Also, note the use of nonverbal behaviour such as nodding.

<table>
<thead>
<tr>
<th>Conversation Structure</th>
<th>Conversation Skills</th>
<th>Speaker A</th>
<th>Speaker B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Starting</td>
<td>Greeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II Maintaining</td>
<td>Using a short response to show that you are listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeating a key word or phrase</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Asking questions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Making small talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disclosing personal information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using nonverbal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III Closing</td>
<td>Pre-closing signal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reason for closing the conversation</td>
<td></td>
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<tr>
<td></td>
<td>Showing appreciation</td>
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</tbody>
</table>
Activity 12
Complete the cartoon strips below with suitable dialogues.

1. Tell a friend why you feel disappointed

Tell your friend how that feels. Give him/her a chance to think about it.

Your friend will probably think of something to help you feel better.

Be sure to thank him, and let him know if you feel better, or how long you may need before you feel better.

2. [Cartoon images need to be described or clarified]

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