Oral Interaction Skills

BBI 2420

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MODUL PEMBELAJARAN: BBI 2420 ORAL INTERACTION SKILLS disediakan dalam bentuk bahan pengajaran dan pembelajaran kendiri di bawah program Pendidikan Jarak Jauh, Universiti Putra Malaysia. Sebarang pertanyaan dan cadangan untuk memperbaiki gaya penyampaian dan isi kandungan modul ini bolehlah dikemukakan kepada penulis dengan menggunakan alamat Pusat Pendidikan Luar.

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

### Appendices

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OVERVIEW OF THE COURSE

Name of Course  Oral Interaction Skills

Course Code    BBI 2420

Credits
This is a three credit (2+1) course on developing skills in oral interactions.

Prerequisites
Students must have MUET Band 3 and above or have passed BBI 2409 English for Academic Purposes

Learning Objectives
By the end of the course, students are able to:
1. speak with appropriate pronunciation, stress, and intonation
2. communicate effectively in a range of formal and informal situations
3. deliver oral presentations with appropriate content, structure, and style

Course Synopsis
This course involves the learning of correct pronunciation, appropriate stress and intonation skills, speaking skills, and strategies in a variety of formal and informal situations, and making oral presentations for academic and professional purposes. It also provides interactive activities which include using grammar in communicative context, informal conversation practice, interview simulations, and outlining and delivering oral presentations.

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

This module contains five units. Every unit comprises notes and activities which are designed to help you develop the required skills and language for oral interactions in both formal and informal situations. In addition, doing the activities will help you to complete your assignment tasks. Answers to exercises are given at the end of each unit. You are advised to spend at least three hours each week on the module.

This module comes with a Lab Activity Portfolio with details and instructions to complete your weekly task. In order to supplement materials in this module, you will need to read and find information relevant to the skills that you are learning. Besides useful information, some of the recommended websites provide on-line interactive activities for additional language practice. We recommend that you spend at least one hour per week for this. Your work is to be recorded in the worksheets in the portfolio. Please submit the completed Lab Activity Portfolio for assessment at the end of the semester.
REFERENCES / RESOURCES


Longman dictionary of contemporary English and CD-ROM.
LEARNING SCHEDULE

The Learning Schedule is a guide to help you pace your study. You are encouraged to follow the schedule so that you would be well prepared to complete all the assignments for this course.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>READINGS / ACTIVITIES</th>
<th>LAB ACTIVITY PORTFOLIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to English pronunciation</td>
<td>Unit 1</td>
<td>WORKSHEET 1/14</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to English pronunciation</td>
<td>Unit 1</td>
<td>WORKSHEET 2/14</td>
</tr>
<tr>
<td>3</td>
<td>Conversation Skills</td>
<td>Unit 2</td>
<td>WORKSHEET 3/14</td>
</tr>
<tr>
<td>4</td>
<td>Conversation Skills</td>
<td>Unit 2</td>
<td>WORKSHEET 4/14</td>
</tr>
<tr>
<td>5</td>
<td>Conversation Skills</td>
<td>Unit 2</td>
<td>WORKSHEET 5/14</td>
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<tr>
<td>6</td>
<td>Language for Oral Interactions</td>
<td>Unit 5</td>
<td>WORKSHEET 6/14</td>
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<tr>
<td>7</td>
<td>Discussion Skills</td>
<td>Unit 3</td>
<td>WORKSHEET 7/14</td>
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<td>WORKSHEET 8/14</td>
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<td>Discussion Skills</td>
<td>Unit 3</td>
<td>WORKSHEET 9/14</td>
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<td>10</td>
<td>Oral Presentations</td>
<td>Unit 4</td>
<td>WORKSHEET 10/14</td>
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<tr>
<td>11</td>
<td>Oral Presentations</td>
<td>Unit 4</td>
<td>WORKSHEET 11/14</td>
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<td>Oral Presentations</td>
<td>Unit 4</td>
<td>WORKSHEET 12/14</td>
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<td>13</td>
<td>Oral Presentations</td>
<td>Unit 4</td>
<td>WORKSHEET 13/14</td>
</tr>
<tr>
<td>14</td>
<td>Language for Oral Interactions</td>
<td>Unit 5</td>
<td>WORKSHEET 14/14</td>
</tr>
</tbody>
</table>
ASSESSMENT

You will be assessed in the following manner:

1  Assignment 1 : 10%
2  Assignment 2 : 10%
3  Assignment 3 : 20%
4  Assignment 4 : 30%
5  Final Examination : 30%

100%

Description of Assignment Tasks

1  Assignment 1 - Conversation Report (10%)
   This is an individual task. Write a report of a conversation that you had with a friend, colleague, relative, or stranger. (Please refer to Appendix 1 - CONVERSATION REPORT GUIDELINE for details.)

2  Assignment 2 - Group Discussion (10%)
   This is an individual task. You are to write a discussion script with at least ten exchanges based on a topic of your choice. (Please refer to Appendix 2 - ASSIGNMENT 2 GUIDELINE for details.)

3  Assignment 3 - Lab Activity Portfolio (20%)
   You are required to complete one hour of lab activity per week. Please refer to your LAB ACTIVITY STUDENTS’ GUIDE for details. You will lose marks if your portfolio is incomplete or if you are found to have merely copied from your friends. This portfolio is to be submitted to your course coordinator at the end of the semester.
4 Assignment 4 - Oral Presentation (30%)

This is a group activity (3 - 4 people per group). Evaluation will be done during the second face-to-face session at UPM and selected centres. Each group member presents a part of the survey conducted by the group. Each presentation should be 15 – 20 minutes. You may choose your own topic. The presentation should be aided by audio-visual aid (AVA) such as Power-point slides. (Please refer to Appendix 3 - ORAL PRESENTATION GUIDELINE for details.)

5 Final Examination (30%)

This is a one-hour exam with 40 - 50 multiple-choice questions related to pronunciation, conversation, discussion and presentation skills, and language for oral interactions.

Submission dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Week</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>7</td>
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<tr>
<td>Assignment 2</td>
<td>10</td>
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<tr>
<td>Assignment 3</td>
<td>14</td>
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<tr>
<td>Assignment 4</td>
<td>Please refer to PPL</td>
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<tr>
<td>Final Exam</td>
<td>Please refer to PPL</td>
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</table>
ABOUT THE WRITERS

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List of Icons Used in the Module

- Overview
- Objective
- Review
- Answer Key
- Activity
UNIT 1

INTRODUCTION TO ENGLISH PRONUNCIATION

Overview

In this unit you will learn the phonetic symbols used by the International Phonetic Association (IPA) and the sound that is associated with each symbol. This will help you to pronounce words more accurately when you refer to the dictionary.

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 Interactions 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 your 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-ROM dictionary that will allow you to hear how the word is pronounced. You could also practise by recording your own voice and comparing it with what you heard on the CD-ROM dictionary.
Sounds in the English language can be broadly categorised into three classes: the consonants, the vowels, and the diphthongs. The phonetic symbols used by the International Phonetic Association are reproduced here for easy reference. Remember that each symbol represents a sound.

### RECOGNIZING THE PHONETIC SYMBOLS

#### Consonants

<table>
<thead>
<tr>
<th>Symbol</th>
<th>In Word</th>
<th>Word</th>
<th>Symbol</th>
<th>In Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>as in</td>
<td>pan</td>
<td>/s/</td>
<td>as in</td>
<td>sing</td>
</tr>
<tr>
<td>/b/</td>
<td>as in</td>
<td>bed</td>
<td>/z/</td>
<td>as in</td>
<td>zoo</td>
</tr>
<tr>
<td>/t/</td>
<td>as in</td>
<td>tin</td>
<td>/ʃ/</td>
<td>as in</td>
<td>sugar</td>
</tr>
<tr>
<td>/d/</td>
<td>as in</td>
<td>den</td>
<td>/ʒ/</td>
<td>as in</td>
<td>treasure</td>
</tr>
<tr>
<td>/k/</td>
<td>as in</td>
<td>cat</td>
<td>/h/</td>
<td>as in</td>
<td>hot</td>
</tr>
<tr>
<td>/ɡ/</td>
<td>as in</td>
<td>got</td>
<td>/m/</td>
<td>as in</td>
<td>mat</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>as in</td>
<td>chain</td>
<td>/n/</td>
<td>as in</td>
<td>net</td>
</tr>
<tr>
<td>/ʒ/</td>
<td>as in</td>
<td>jam</td>
<td>/ŋ/</td>
<td>as in</td>
<td>sang</td>
</tr>
<tr>
<td>/f/</td>
<td>as in</td>
<td>fan</td>
<td>/l/</td>
<td>as in</td>
<td>let</td>
</tr>
<tr>
<td>/v/</td>
<td>as in</td>
<td>van</td>
<td>/r/</td>
<td>as in</td>
<td>run</td>
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<tr>
<td>/θ/</td>
<td>as in</td>
<td>thin</td>
<td>/j/</td>
<td>as in</td>
<td>yell</td>
</tr>
<tr>
<td>/ð/</td>
<td>as in</td>
<td>then</td>
<td>/w/</td>
<td>as in</td>
<td>wing</td>
</tr>
</tbody>
</table>
## Vowels

<table>
<thead>
<tr>
<th>1. /ɪ/ as in /ʃɪp/ ship</th>
<th>7. /ʊ/ as in /bul/ bull</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. /iː/ as in /ʃiːt/ sheet</td>
<td>8. /uː/ as in /fuːl/ fool</td>
</tr>
<tr>
<td>3. /e/ as in /bed/ bed</td>
<td>9. /ɔ/ as in /pot/ pot</td>
</tr>
<tr>
<td>4. /æ/ as in /bæd/ bad</td>
<td>10. /ʌ/ as in /pɔː/ pour</td>
</tr>
<tr>
<td>5. /ʌ/ as in /bʌt/ but</td>
<td>11. /ə/ as in /əɡəʊ/ ago</td>
</tr>
<tr>
<td>6. /ɑː/ as in /pɑːt/ part</td>
<td>12. /ɜː/ as in /ɡɜːl/ girl</td>
</tr>
</tbody>
</table>

## Diphthongs

<table>
<thead>
<tr>
<th>1. /eɪ/ as in /reɪt/ rate</th>
<th>5. /ɔɪ/ as in /fɔɪr/ fear</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. /eɪ/ as in /daiv/ dive</td>
<td>6. /eə/ as in /peə/ pear</td>
</tr>
<tr>
<td>3. /ɔɪ/ as in /tɔɪl/ toil</td>
<td>7. /uə/ as in /pʊə(r)/ poor</td>
</tr>
<tr>
<td>4. /ɔu/ as in /ɔʊn/ own</td>
<td>8. /əʊ/ as in /nəʊ/ now</td>
</tr>
</tbody>
</table>
STRESS

Syllable Stress

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

For example: /ɪnˈfɜːm/ 

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

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 ‘permit’:

Noun – /ˈpɜːmit/ / I need a permit to enter this building.

Verb – /pəˈmit/ / Will she permit you to go?

However, there are exceptions, for example, the word ‘exchange’ is marked as /ɪksˈɛksəndʒ/ for both noun and verb.
### Activity 1

Use the dictionary and write the phonetic symbols for the list of words below. After you have written the answers, practise reading the words aloud paying special attention to the stressed syllable. The first one has been done for you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>academic</td>
<td>/ˈækəˈdemɪk/</td>
</tr>
<tr>
<td>1</td>
<td>allow</td>
<td>/</td>
</tr>
<tr>
<td>2</td>
<td>aren't</td>
<td>/</td>
</tr>
<tr>
<td>3</td>
<td>audio</td>
<td>/</td>
</tr>
<tr>
<td>4</td>
<td>birthday</td>
<td>/</td>
</tr>
<tr>
<td>5</td>
<td>bomber</td>
<td>/</td>
</tr>
<tr>
<td>6</td>
<td>breath</td>
<td>/</td>
</tr>
<tr>
<td>7</td>
<td>breathe</td>
<td>/</td>
</tr>
<tr>
<td>8</td>
<td>buffet</td>
<td>/</td>
</tr>
<tr>
<td>9</td>
<td>career</td>
<td>/</td>
</tr>
<tr>
<td>10</td>
<td>caught</td>
<td>/</td>
</tr>
<tr>
<td>11</td>
<td>chef</td>
<td>/</td>
</tr>
<tr>
<td>12</td>
<td>climber</td>
<td>/</td>
</tr>
<tr>
<td>13</td>
<td>clothes</td>
<td>/</td>
</tr>
<tr>
<td>14</td>
<td>colleague</td>
<td>/</td>
</tr>
<tr>
<td>15</td>
<td>graduate</td>
<td>/</td>
</tr>
</tbody>
</table>

The answer key is given at the end of the unit. Please do the task on your own before checking the answers.

If you are still not sure of the pronunciation of these words, use the CD-ROM that comes with the Longman's *Dictionary of Contemporary English*. The software allows you to hear the word in both English and American pronunciation. In addition, the CD-ROM also allows you to record and play back your own pronunciation. Practise as often as you can to improve your pronunciation.
Activity 2

Match each of the following word with its correct transcription.

1. teeth  
   a. / hɔɪ /
2. shirt  
   b. / kʌrt /
3. heat  
   c. / tiːθ /
4. post  
   d. / fɔst /
5. face  
   e. / hæt /
6. cheap  
   f. / fɛʃ /
7. high  
   g. / hɪt /
8. ham  
   h. / tʃæp /
9. cut  
   i. / hæm /
10. hit  
    j. / pæst /

Activity 3

Put in the stress marks for the words below. Refer to the dictionary to check your answer. Then, read the words, paying attention to the stressed syllables.

Nouns
address
record
permit
project
subject

Verbs
address
record
permit
project
subject
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, higher pitch and hold them longer.

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 categorised into content words and function words. We usually stress content words and not function words. Content words convey the meaning of the sentence, while function words show 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. *Maxis, doctor, Kuching, park*

- **Main verbs**: words that show action or state of being
  
  e.g. *teach, 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, cheerfully, very, quite

- Question words: words used for asking questions  
  e.g. how, who, which, when, what

- Demonstrative pronouns: words used to point out or contrast object  
  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, could
- Relative pronouns: e.g. that, which, who, whose
- Conjunctions: e.g. and, but, so
- Possessive adjectives: e.g. my, your, our, their
- Prepositions: e.g. in, on, at, of

**Stress Pattern with Emphasised Meanings**

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

> I will bake you a cake tomorrow.

However, this rule can be intentionally violated when we wish to emphasise other meanings. The following examples illustrate the possible meanings which are emphasised when different words are stressed:
Words stressed
I will bake you a cake tomorrow.

I will bake you a cake tomorrow.

I will bake you a cake tomorrow.

I will bake you a cake tomorrow.

I will bake you a cake tomorrow.

Meanings emphasised
I am the one who is going to do it, not anyone else.

It is a cake, not a pie or cookies, etc.

It's a promise. I will definitely do it.

I'm baking it specially for you.

I'm not free now. Please be patient.

Activity 4

Underline the content words in the following sentences. Then, read the sentences aloud, stressing on the content words.

0. Is he wearing a jacket?
1. Remember good things in your life.
2. I will not make any change in your test date.
3. I expect to see you in my office at 5:00 this evening.
4. Would you like me to post the card?
5. This is the second time he called today.

Activity 5

Explain the meaning emphasised as you stress the word in bold.

1. Go and tidy up your room now, Lisa.
2. Go and tidy up your room now, Lisa.
3. Go and tidy up your room now, Lisa.
4. Go and tidy up your room now, Lisa.
5. Go and tidy up your room now, Lisa.
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 exclamations  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 as I say.
- disappointment  e.g. I thought he would stand by me.
- disinterest  e.g. Really. Have a good time then.

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 Tawau, 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 him, don’t you?
The rising tone usually conveys emotions such as:

- **happiness** e.g. I'm going to Australia soon.
- **eagerness** e.g. Lucy, meet my good friend, Tina.
- **interest** e.g. How long will you be out?

### Activity 6

Listen to an English news broadcast on radio or television. Does the news presenter stress certain words? Which words are stressed?

Try to listen to English news broadcast on television or radio as often as possible. It's a good way to pick up good pronunciation, rhythm, and intonation.

Select an article from the newspaper and practise reading aloud. Please record your news presentation. Play back and listen. What do you think of your pronunciation, stress and intonation? You may want to let your tutor / friends listen and give feedback on your performance.
REVIEW

We have come to the end of Unit 1. In this unit, you have learned:

- Phonetic symbols used by the International Phonetic Association and the sound that each symbol represents
- Syllable stress in individual words
- Word stress in sentences
- Rhythm and intonation in spoken English

We hope that the activities in this unit have created a greater awareness in you about the way you speak, particularly the way you pronounce or articulate words. Once you have mastered the phonetic symbols, you are on your way to more accurate pronunciation.

Try reading aloud exercises for additional practice. You could use story books that come with audio-tapes to help you. Also speak English as often as you can, paying attention to your pronunciation.
UNIT 1 Answer Key

Activity 1

1. allow / əˈləʊ /
2. aren’t / ərˈnɛt /
3. audio / ˈɔːdiəʊ /
4. birthday / ˈbɜːθdeɪ /
5. bomber / ˈbɒmə /
6. breath / ˈbreθ /
7. breathe / ˈbreɪθ /
8. buffet / ˈbɒfɪt /
9. career / ˈkeərɪə /
10. caught / ˈkɔt /
11. chef / ʃef /
12. climber / ˈklaɪmər /
13. clothes / ˈkləʊdz /
14. colleague / ˈkələdʒi:

Activity 2

1. c
2. d
3. g
4. j
5. f
6. h
7. a
8. i
9. b
10. e

Activity 3

When you read these words aloud, you would stress the parts in bold by reading a little louder. If you read without syllable stress, both the verb and the noun would sound alike and this could be confusing to the listener.

Nouns
- address
- record
- permit
- project
- subject
- progress
- contest
- increase

Verbs
- adˈdress
- reˈcord
- perˈmit
- proˈject
- subˈject
- proˈgress
- conˈtest
- inˈcrease
Activity 4
1. Remember good things in your life
2. I will not make any change in your test date.
3. I expect to see you at my office at 5.00 this evening.
4. Would you like me to post the card?
5. This is the second time he’s called today.

Activity 5
1. It’s a specific instruction to tidy the room.
2. Lisa is to tidy her room, not someone else’s.
3. Lisa is not to delay tidying up her room.
4. Lisa is the one who has to do it.
5. Lisa is to stop whatever she is doing and go clean her room.
UNIT 2

CONVERSATION SKILLS

Overview

In this unit you will learn about skills useful for speaking in an informal situation.

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

In your daily activities, you will find yourself interacting with many people. At the beginning of each semester, you would probably have some dealings with administrators or coordinators about course registration procedures, schedules, assignments, and fees.

Like many students, you may need to seek advice from your 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 for a life time.
At your workplace, you will also be constantly communicating with colleagues as you collaborate on projects and meet to discuss various work issues.

In short, many daily activities demands interaction with other people, and that requires communication skills. Having good oral communication skills is very useful for socializing, networking as well as career advancement.

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

In our local situation, we often start a conversation using an expression in our mother tongue such as “Assalamualaikum” for Muslims or “Eppedi inkeengga” which means “How are you?” in Tamil. In a more formal situation, a Tamil-speaking person may say “Vanakkam” as a greeting.

Here are other expressions you could use.

Give a greeting:
Hello/ Hi.
(Good)* morning / afternoon / evening.

Listen for a response:
Hello/ Hi.
(Good)* morning / afternoon / evening.

Ask how the person is:
How are you?
How are you doing?
How are things?
How have you been?
Listen for a response:
(I'm) * Fine. How are you?
Not bad. And you?
Busy, but okay.

If you know the person but haven't met for some time, you may say:
It's been a long time.

Listen for a response:
Yes, it has.
Right. Since last July.

* 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.

INTRODUCING AND IDENTIFYING YOURSELF

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

Introduce yourself:
My name's Ain.
I'm Juraida. Please call me Ju.

Listen for a response:
Hello. (My name's) Sharif.
Nice to meet you, (Ain). I'm Sharif.
It's a pleasure to meet you (Ju). My name's Bob.
How do you do Ju? I'm Bob.

Give a basic fact about yourself:
I'm Ain's course mate.
Ain and I used to teach in the same school.
I'm from Johor.
INTRODUCING OTHERS

When introducing others, remember some introduction basics:

- a younger person is introduced to an older person
- a less important person is introduced to a VIP

In other words, say the name of the older and the VIP first.

Say you’d like to introduce a friend to someone:

There’s someone I’d like you to meet.
Let me introduce you to a friend of mine.

Follow by the introduction:

Professor, this is my colleague Razali Muktar. Razali, this is Professor Paul Lee from UNIMAS.

Listen for a response

Nice to meet you.
Pleased to meet you.

Say something about the following:

a. your relationship to the person:

   Razali and I are colleagues.
   Razali and I are old friends. We went to the same primary school.

b. an interesting fact about the person:

   Razali is from UK – Ulu Kelang.
   Ain speaks Spanish.

Revealing some basic facts about yourself or the person you’ve just introduced is very helpful to take the conversation to the next level. Otherwise, there could be some awkward silence right after you have introduced each other.
MAINTAINING A CONVERSATION

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

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-ended questions.
When you ask a closed question, you would usually get a one-word answer or a short answer. For example:

Question:  Do you like Vanilla Coke? (Closed question)
Answer:  Yes / Oh yes / Yes, very much

On the other hand, an open-ended question would often evoke a longer response. For example:

Question:  What do you think of the English course? (Open question)
Answer:  Well, I find it rather difficult and there are so many assignments.

However, this may not work in a situation where your conversation partner has very limited language ability. In such situation, you may have to ‘help’ by providing the words or repeating your question. Try to avoid asking only closed questions. Otherwise, you may sound like an interrogator rather than a conversation partner.

Using a short response to show that you are listening:

I see.
Of course.
Really?
Oh?
Yes.
Mmmmm
These are often accompanied by non-verbal or body language such as nodding, smiling or maintaining eye contact with the person you are speaking to.

Repeating a key word of phrase

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

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

Making small talk

Small talk helps to establish a friendly atmosphere and keeps relations smooth. Small talk could include casual and light everyday topics like football, news, or something that both of you have in common, such as your work or the course you are taking.

Using nonverbal communication

Nodding
Smiling
Gestures

Disclosing personal information

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

When you reveal some personal information, the other person also does the same.

For example:
Khir: I've been teaching ten years.
Ju : Oh, really? I only started last year.
Activity 1

The following are questions that people often ask each other in social settings. Identify each as O (open-ended) or C (close) question.

1. ___ Where are you from?
2. ___ When did you arrive here?
3. ___ Was your son or daughter drafted for National Service?
4. ___ What do you normally do during your free time?
5. ___ Will you be attending the face-to-face session at the main campus?
6. ___ What games do you play?
7. ___ How are you getting on with your assignment?
8. ___ Do you think class will be cancelled today?
9. ___ Why did you register for Japanese this semester?
10. ___ What do you think of the facilities at this centre?

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

Activity 2

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 the UPM programme your first choice?
3. ___ How much rent do you pay?
4. ___ How much did your cell phone cost?
5. ___ Do you have a girlfriend/boyfriend?
6. ___ Are you married?
7. ___ How many people are there in your family?
8. ___ How much money do you give your parents?
9. ___ Where do you live?
10. ___ Can I have your telephone number?
Activity 3

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 Sabah

6. here get to Kapit how do I from. there is a direct flight

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

8. you do know the meeting what was about all

9. our there is change in any academic calendar

10. is your which favourite team football
ENDING 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, but not necessarily in the same order as shown below. Sometimes people give pre-closing signals and the next moment, they continue talking. This could go back and forth several times before the conversation finally ends. You could say that ending a conversation is more difficult than starting one.

The stages of ending a conversation include:

Pre-closing signal

Oh, look at the time.
It’s getting late. I must be going now / I must get going.

Reason for ending the conversation

I am meeting my supervisor at two.
I have many assignments to complete.
I want to say hello to my friends over there.

Showing appreciation

I really enjoyed talking to you.
It’s been really wonderful meeting you.
I’ve learned so much about Iban customs.

Showing interest to meet up again

We should meet again soon.
I’m free on Fridays.
Perhaps we could catch a movie together one of these days.
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.

Activity 4

Complete the following conversation below with suitable language expressions.

Situation: Anne and her friend Suzi are at the foyer of Serdang Hospital waiting for the seminar on Emotional Health to begin when Anne saw someone familiar.

Anne:  See that man over there? That's my Physiology professor. I'm going to say hello to him. Come with me.

Suzi:  OK

Anne:  To greet (1) ______________________ Are you here for the seminar too?

Professor:  Hello Anne. Yes, in fact I'm chairing the first session.
Raman

Anne:  Oh, I see. To introduce (2) __________________________

Suzi:  To respond to introduction (3) __________________________

Professor:  How do you do, Suzi.
Raman  To ask a close question (4) __________________________

Suzi:  Yes, we're both doing Psychology 101. Anne and I are doing an assignment on psychological problems among undergraduates and we
thought perhaps we might be able to get some useful information from this seminar.

Professor: Oh I see...
Raman: To give a pre-closing signal (5)
The first session is about to start.

Activity 5

Match the underlined expressions in the conversation with the functions listed:

a) Pre-closing signal.
b) Reason for ending the conversation
c) Showing appreciation
d) Showing interest to meet up again
e) Actual goodbye and taking leave
f) Asking close question
g) Asking open-ended question

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

Allan: Oh my! Is it 2 pm already? (1) I have a meeting with a client at a quarter past two.
May: And I have to send this report to my Department Head.
Allan: It was really nice talking to you. (2)
May: Yes, we must catch up again with each other soon. (3)
Allan: Yeah sure. Give me a call. You have my number, don’t you?
May: Err... Is it 012-889....? (4)
Allan: Oh, that’s my old number... Here’s my card...
May: Thanks... Wow, I see you’re now the manager. When did that happen? Congratulations!
Allan: Thanks. Got promoted last year. Will tell you more when we meet again. I really have to go... (5) Don’t want to be late for my appointment. See you, May. Goodbye. (6)
May: Bye, Allan. See you.
Activity 6

You met a former colleague at Jaz Café. After a chat, it's time to leave. Complete the dialogue with appropriate language expressions.

You: ____________________________
(1. Give a pre-closing signal and a reason for leaving)

Maria: ____________________________
(2. Give an appropriate response or a reason for leaving)

You: ____________________________
(3. Show appreciation)

Maria: ____________________________
(4. Give an appropriate response and show interest to meet up again)

You: ____________________________
(5. Show appreciation)

Maria: ____________________________
(6. Actual goodbye and taking leave)

You: ____________________________
(7. Actual goodbye and taking leave)
Activity 7

Observe two people meeting each other for the first time or two friends talking to each other. Use the observation sheet below to guide you. What strategies do the speakers use to keep the conversation going? Put a tick (✓) to indicate the strategies used. Also, note the use of nonverbal behaviour used.

<table>
<thead>
<tr>
<th>Conversation Structure</th>
<th>Conversation Skills</th>
<th>Speaker A</th>
<th>Speaker B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Starting</strong></td>
<td>Greeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II Maintaining</strong></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>
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<tr>
<td></td>
<td>Disclosing personal information</td>
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<tr>
<td></td>
<td>Using nonverbal communication</td>
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<td></td>
</tr>
<tr>
<td><strong>III Closing</strong></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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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Actual goodbye and taking leave</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 8

Practise having a conversation in English with a friend or stranger. When you have finished, complete the sentences below:

1. The person I spoke to was ________________
2. The conversation took place at __________________
3. We talked about __________________________
4. We talked for about ____ minutes.
5. I started the conversation by ______________________
   [ ] using a greeting (e.g. Morning)
   [ ] using non-verbal language (e.g. smiling, shaking hands, ‘salam’)
   [ ] introducing myself (e.g. I’m Joe)
   [ ] asking a question (e.g. Is this the right place to wait for the bus to ...?)
   OR
   My conversation partner started the conversation by ______________________
   [ ] using a greeting (e.g. Morning)
   [ ] using non-verbal language (e.g. smiling, shaking hands, ‘salam’)
   [ ] introducing myself (e.g. I’m Joe)
   [ ] asking a question (e.g. Is this the right place to wait for the bus to ...?)
6. I tried to maintain the conversation by ______________________
   [ ] Asking open questions (e.g. __________)
   [ ] Asking closed questions (e.g. __________)
   [ ] Using a short response to show that you are listening (e.g. __________)
   [ ] Repeating a key word of phrase (e.g. __________)
   [ ] Making small talk (e.g. __________)
   [ ] Using nonverbal communication (e.g. __________)
   [ ] Disclosing personal information (e.g. __________)
7. Our conversation ended when ________________________
8 I ended the conversation by
   [ ] Giving a pre-closing signal [e.g. ____________________________]
   [ ] Giving a reason for ending the conversation [e.g. ____________________________]
   [ ] Showing appreciation [e.g. ____________________________]
   [ ] Showing interest to meet up again [e.g. ____________________________]
   [ ] Taking leave [e.g. ____________________________]

OR

   My conversation partner ended the conversation by
   [ ] Giving a pre-closing signal [e.g. ____________________________]
   [ ] Giving a reason for ending the conversation [e.g. ____________________________]
   [ ] Showing appreciation [e.g. ____________________________]
   [ ] Showing interest to meet up again [e.g. ____________________________]
   [ ] Taking leave [e.g. ____________________________]

9 Non-verbal features that I used throughout the conversation included ________
   [ ] Nodding
   [ ] Smiling
   [ ] Maintaining eye contact
   [ ] Gesturing
   [ ] Relaxed posture

10 Non-verbal features that my conversation partner used throughout the conversation included ________
   [ ] Nodding
   [ ] Smiling
   [ ] Maintaining eye contact
   [ ] Gesturing
   [ ] Relaxed posture

11 I would rate the overall conversation as a disaster/successful/quite
   successful/very successful because

   ___________________________________________
12 I had some problems during the conversation because


13 I think I could have improved the conversation by


- 30 -
**REVIEW**

We have now come to the end of Unit 2. In this unit, you have learned:

- the importance of having good oral communication skills in informal settings
- appropriate language expressions to start a conversation
- useful language expressions and skills to maintain a conversation
- helpful language expressions to end a conversation politely
- questions to avoid when talking to a stranger
- correct question forms and accurate language

Learning these conversation skills is just the beginning. It is important that you put this knowledge into practice. For some of you, it may seem a little awkward to speak in English to a friend or a stranger, but the only way to improve your conversation skills is to continue practising as often as possible. Conversations need not be limited to face-to-face situations. If there is no one to practise with, you could telephone a friend and have a telephone conversation instead. It is just a phone call away! Have fun!
UNIT 2 Answer Key

Activity 1
1. _O_ Where are you from?
2. _O_ When did you arrive here?
3. _C_ Was your son or daughter drafted for National Service?
4. _O_ What do you normally do during your free time?
5. _C_ Will you be attending the face-to-face session at the main campus?
6. _O_ What games do you play?
7. _O_ How are you getting on with your assignment?
8. _C_ Do you think class will be cancelled today?
9. _O_ Why did you register for Japanese this semester?
10. _O_ What do you think of the facilities at this centre?

Note: Open questions encourage the other person to give more information.

Activity 2
1. _N_ How old are you? (This question is considered rather personal especially if you are talking to a woman.)
2. _Y_ Was the UPM programme your first choice?
3. _N_ How much rent do you pay?
4. _N_ How much did your cell phone cost?
5. _N_ Do you have a girlfriend/boyfriend?
6. _N_ Are you married?
7. _Y_ How many people are there in your family?
8. _N_ How much money do you give your parents?
9. _Y_ Where do you live?
10. _N_ Can I have your telephone number? (This question could arouse suspicion if you were talking to a total stranger.)

Questions 1, 5, 6 and 8 should be avoided as they are considered personal. If it is necessary to find out information like this, try less direct methods or listen to carefully to what your conversation partner is saying. For example, married women may mention their children in the conversation.
Activity 3
1. Which department are you attached to?
2. What is your daily routine like?
3. Can you tell me a little bit more about your work?
4. Where do you come from?
5. Which part of Sabah do you come from?
6. How do I get to Kapit from here? Is there a direct flight?
7. Can you show me how to download the assignment from the website?
8. Do you know what the meeting was all about?
9. Is there any change in our academic calendar?
10. Which is your favourite football team?

Activity 4
1. Good morning/Hello Professor (Prof) Raman.
2. Professor (Prof) Raman, this is my friend, Suzi.
3. How do you do Professor?
4. Are you Anne’s course mate?
5. I had better be going

Activity 5
1. a
2. c
3. d
4. f
5. a
6. e
Activity 6 (Suggested answer)
A: Look at the time! I didn't realise it's almost 5. I have to pick up my daughter from her school.
B: And I have to get back to cook dinner.
A: It was really nice talking to you.
B: Yes, there's so much to catch up. Perhaps we could meet up again sometime.
A: That would be great.
B: I'll call you. Bye A.
A: Goodbye B. See you again.

Activity 7
This activity is designed to help you learn more about conversation by observing strategies used by other speakers of English. You could also use the observation sheet when you watch English programmes on television. Try to observe what native speakers of English do when they start, maintain and end conversations.

Activity 8
This activity is meant to help you reflect on a conversation that you actually carried out. Please try to do this as many times as you want as it will help you tremendously when you do your Assignment 1.
UNIT 3
DISCUSSION SKILLS

Overview

In this unit you will develop your speaking skills by learning language expressions to improve your ability to engage in meaningful discussions in English in small groups as well as in academic settings.

Objectives

By the end of this unit, you should be able to:

✓ use appropriate expressions to express opinions in discussions
✓ express agreement / disagreement in discussions
✓ use appropriate question and answer forms to respond or provide feedback during a discussion
✓ end a discussion
✓ use accurate language in discussions
✓ use appropriate non-verbal features

As a student or employee, you will find the need to participate in discussions for various reasons, such as to make a decision or to share information. Engaging in class discussion helps you to better understand a topic area better and helps your ability to think critically, as you listen and respond to the thoughts and ideas of other students or colleagues. In addition, participation in discussions helps to improve your language skills and increases your confidence in speaking.
INITIATING THE DISCUSSION
For the topic given, you and your group members can take turns to initiate the discussion to avoid having long pauses or breaks. You could give or ask for opinions using appropriate expressions to enable you to elicit different types of information from your group members.

MAINTAINING THE DISCUSSION
This is the stage in which the important issues need to be discussed. Nevertheless, it is the most interesting part of a discussion because group members put forward various suggestions, recommendations or proposals as they discuss causes, effects, and solutions for the issues being discussed. Often there will be different opinions, and justifications and clarifications which need to be done. Group members participate with varied feelings. By the end of this stage, the group should be in a position to make a decision or come to an agreement.

CLOSING THE DISCUSSION
This final stage ought to be done politely and firmly by the leader of the group or anyone who assumes leadership in the group. This may involve questioning and reporting the main points as discussed, or stating the final decision of the group based on what has been summarised. Usually it will be one decision or solution but when you are discussing a topic which asks for different causes, effects, or solutions, the conclusion will include all the accepted choices.

The following tips may be useful for discussion:
- Give adequate examples to support your points.
- Explain and expand develop other member's points.
- Suggest alternative choices and possibilities.
- Point out the good points and weaker points of other members.

Important points for the success of a discussion:
- Every discussion must have a purpose.
- Every group member participates actively to achieve the aim or task assigned to the group.
- Learn the various language functions and relevant expressions so you can get the desired information, effect or result by the end of the discussion.

Here is a list of language skills and expressions to start, maintain, and close a discussion.

**Getting started**
- Is everyone ready to start?
- Okay, are we ready to start?
- Shall we begin our discussion?

**Asking for opinion**
- What do you think of...?
- What's your opinion of ...?
- How do you feel about...?

**Giving your opinion**
- I think ...
- I believe ...
- I'd say that ...
- Personally, I think that ...

**Agreeing**
- Yes, that's right.
- Yes, I agree.
- Yes, you're absolutely right.
- I think so too.

**Partly agreeing**
- Yes, OK, but ...
- I see what you mean, but ...
- That may be true, but ...
- I accept that, but ...

**Disagreeing**
- But ...
- But don't you think ...
- I don't really agree.
- I have to disagree.
Making suggestions
What about...
Perhaps we could...
I think we should...
What do you about the idea of ...?

Getting attention
Sorry, but could I ask ...
May / Could I say something here?

Interrupting
Excuse me, but...
Sorry to interrupt, but...
Excuse me for interrupting, but...

Taking your turn
As I was saying ...
Going back to what I was saying...
What I was going to say was...

Encouraging participation
(Name), what do you think?
(Name), do you have anything to add?
Does anyone have anything to add?
Would anyone like to comment on what (Name) said?

Asking for clarification
I’m sure I understand what you just said (about...). Could you please explain again?
What do you mean?
Could you explain what you mean by...?

Checking for understanding
I think (Name) feels that...Is that right?
Let me see if I’ve got it right. You said ...
Do you see what I mean?

Keeping discussion on track
That’s an interesting idea, but could we get back to the main point ...
I think we are digressing. Could we get back to the earlier point about...
Reaching agreement and summing up
So, we agree that...
Do we all agree that...
So, to sum up, we’ve decided to...

Activity 1
Write your response to the opinion given. Use the cue given and support your opinion. The first one has been done for you.

0 Government projects should only be awarded to contractors with a good track record.
   Response: Agree – tax payers’ money involved.
   I think you are right because government projects involve tax-payers’ money and the government should be transparent and accountable to the tax payers.

1 The government should not increase the price of flour by 15 sen per kilo.
   Response: Agree – hardship for hawkers and consumers in lower income group.
   ________________________________________________________________
   ________________________________________________________________

2 People should not speak loudly on their hand phones in public places.
   Response: Agree – should show consideration, not polite
   ________________________________________________________________
   ________________________________________________________________

3 Talent rather than appearance should be the criterion for choosing the winner of American Idol competition.
   Response: Disagree - Talent alone not enough, talent and looks important
   ________________________________________________________________
   ________________________________________________________________
4 Teachers should be freed from paper work so that they can concentrate on their core business of teaching.

Response: Agree - more time to prepare and teach, students need guidance

5 Families should be less dependent of foreign domestic help.
Response: Agree – children do not learn basic living skills

Activity 2

Write your response to the opinion given. You may agree, disagree or agree partially with each statement.

1 Students should not be allowed to bring their cell phones to school.
Response:

2 The cost of private medical healthcare in Malaysia is much too high.
Response:

3 The speed limit on our highways should be increased to 120 km per hour.
Response:
4 Students should be less dependent on tuition classes to help them improve in their studies.

Response:

5 The price of books should be reduced to encourage the reading habit.

Response:

Activity 3

For the discussion below, match the language expressions underlined with the language functions given. The first one has been done for you.

- getting started
- ask for opinion
- give opinion
- agree
- disagree
- partial agreement
- keeping discussion on track

- 41 -
Chair: From the feedback that I got, the top two places that our colleagues are interested in include Pulau Redang and Taman Negara. We need to discuss and make a decision so that I can report this to management at our next meeting. *Let's get the ball rolling, shall we?* *(0)* First of all, we need to decide on a place. *What do you think Ali?* *(1)*

Ali: *I think Pulau Redang is ideal* *(2)*. To me, it's the best place to carry out team building activities. We could have the activities on the beach as well as in the water.

Bob: But, if that's the case, why go so far? *(3)* *Why not just go to Port Dickson or some nearer place?* PD is also an ideal place for team building activities. In fact, I heard there is an Outward Bound school with excellent facilities.

Crystal: *Outward Bound School? What's that?* *(4)*

Bob: It's a....

Ali: Err... sorry, but I think we are digressing here *(5)*. I don't think we should consider PD. When I did the survey, most of our staff members struck off the place. So we're not going to consider PD. It's either Redang or Taman Negara.

Answer:

*(0) Getting started*

*(1)  

*(2)  

*(3)  

*(4)  

*(5)*
Activity 4

For the discussion below, match the language expressions underlined with the language functions given. The first one has been done for you.

- ask for opinion
- give opinion
- interrupt
- ask for clarification
- explain
- retaking turn
- checking
- give suggestion
- express partial agreement

Chair What about you, Daniel? (1)

Daniel I think, the best choice is Taman Negara. (2)

Bob I feel that Taman Negara is a suitable venue too, but accommodation and transportation may be beyond most people’s budget. (3)

Crystal But, isn’t the trip sponsored by the company? Could Ali please clarify?

Chair Yes, the trip is sponsored, but up to RM 300 per person only. We’d have to raise the rest of the money ourselves (4).

Ali Well, if that is the case, perhaps we should choose a venue that most people can afford. The full package for 3 days, 2 nights at Redang costs around RM 300 on a twin-sharing basis at the Laguna View Resort.

Crystal Sorry... (5), but what do you mean by full package? (6)

Answer:
1. __________________________________________

2. __________________________________________
Activity 5

For the discussion below, match the language expressions underlined with the language functions given. You may use the functions more than once. The first one has been done for you.

- agree
- disagree
- give suggestion
- encourage participation
- reaching agreement
- summing up

Chair: So, it’s decided then. This year’s company retreat will be at Redang. (1)
It’s within our budget and we only need to raise money for transportation ourselves. The resort we are considering also has the facilities we need and since most people have not been there before, they would probably be very keen to go. (2)

Ali: And the timing is perfect. The best time to go to Redang is from May to September.

Crystal: Thank you, Ali. Let’s move on to discuss the retreat activities. I have come up with a tentative schedule. Perhaps you could take a look at this? (hands out a schedule).

Bob: ...I notice there’s a free slot on the second night. Perhaps we could have a Karaoke competition? (3) How about that?

Daniel: Karaoke? But I can’t sing (4) How about a Talent Night instead? (5)
Answer:
1. 
2. 
3. 
4. 
5. 

**DISCUSSION ETIQUETTE**

**Do's**
- Respect the contribution of other speakers. Listen attentively.
- Speak pleasantly and courteously to everyone in the group.
- Remember that a discussion is not a fight. Disagree politely.
- Respect that others may have a different view and are not necessarily wrong.
- Stick to the discussion topic. Don't digress.
- Be aware of body language when you are speaking. Avoid gestures that appear aggressive.
- Speak clearly.

**Don'ts**
- Don't be offended if someone disagrees with you. Everyone has a right to his / her own opinion.
- Don't make fun of others' contribution with comments like, 'That's ridiculous'.
- Don't use a loud or angry tone.
- Avoid negative body language when speaking. Gestures like finger-pointing and table-thumping appear rude and aggressive.
- Don't dominate the discussion. Give others a chance to speak.
- Don't interrupt unnecessarily. Listening to others earns you the right to be heard.
Activity 6

*Complete the following discussion with appropriate language expressions.*

Mrs Tan (Parent) : Do you think that the UPSR exam should be abolished? As a parent, I am in favour of the exam. (1. Ask for opinion)

______________________________, En Bakar?

En Bakar (Teacher) : (2. Give opinion)

______________________________
exams are necessary. I feel that we need to have a public standardised exam to measure students’ performance before they move on to secondary school.

Mrs Tan (Parent) : (3. Agree) __________________________ As a parent, I also want to know how my children are doing as compared to other children in the country.

Mr Nathan (Parent) : (4. Agree partially) __________________________ but there should not be so much emphasis on exams. (5. Give opinion) __________________________ schools should focus on the overall development of the child rather than just academic performance.

En Bakar (Teacher) : (6. Agree strongly) __________________________ That is certainly in line with the national education policy.

Mr Nathan (Parent): If that is the case, why do so many schools arrange for extra classes many months before the UPSR? How about sports activities?

En Bakar (Teacher) : (7. Explain) __________________________

______________________________
In Activity 6, you see an example of a discussion in which the participants share their viewpoints from their perspective as teacher and parent. Altogether there are seven exchanges. For your Assignment 2, you are required to write a discussion with at least ten exchanges.

**Nonverbal Communication in discussions**

When participating in a discussion, do sit in a circle so that you are facing each other. In this way, group members can maintain eye contact easily. Leaning forward slightly may also indicate that you are paying keen attention to the discussion at hand. You could also nod from time to time to indicate agreement to a point being raised.

During a discussion, you may sometimes find the need to get the attention of your members or indicate that you wish to take your turn. One way of doing this is to raise your hand.

In a discussion, always be respectful of the viewpoints of others. After all, there are many ways to look at an issue.
REVIEW

We have now come to the end of Unit 3. In this unit, you have learned how to use appropriate expressions to express and respond to opinions in discussions. In addition, you have also learned to apply appropriate question and answer forms to respond or provide feedback during a discussion and how to end a discussion.

To develop your discussion skills, you are encouraged to practise as often as possible. Reading the English language newspaper is a good way of keeping up with current issues and widening your vocabulary so that you will be able to contribute actively in a discussion.
UNIT 3 Answer Key

Activity 1 – Suggested answers
1. I agree with you. If flour price increases by 15 sen per kilo, it will cause great hardship for hawkers who sell cakes and noodles. Consumers in the lower income group will also suffer.
2. I couldn’t agree more. People need to show consideration to others. Besides, it is not polite to speak loudly in public.
3. I beg to differ / I disagree. Talent alone is not enough. Idols must have the complete package of looks and appearance.
4. I agree with you completely because teachers need time to prepare, teach, and give guidance to students.
5. I couldn’t agree more / I strongly agree. When there’s a maid around, the children tend to become lazy and do not learn basic living skills at home.

Activity 2 – Suggested answers
1. I agree because cell phones cause students to be distracted in class.
2. I couldn’t agree more. The high costs cause a lot of hardship to people in the lower income group.
3. I don’t think that’s a good idea. Increasing the speed limit will only cause an increase in road fatalities.
4. I think you are right, but some students need extra guidance or personal attention at tuition class.
5. I agree. Making books more affordable would certainly encourage the reading habit.

Activity 3
1. Ask for opinion
2. Give opinion
3. Disagree
4. Ask for clarification
5. Keeping discussion on track
Activity 4
1. Ask for opinion
2. Give opinion
3. Express partial agreement
4. Explain
5. Interrupt
6. Ask for clarification

Activity 5
1. Reaching agreement
2. Summing up
3. Give suggestion
4. Disagree
5. Give suggestion

Activity 6 (Suggested answer)
1. What do you think, En Bakar? or What is your opinion on this issue, En Bakar?
2. I think that exams are necessary.
3. I agree with you En Bakar.
4. I do see your point of view, but there should not be so much emphasis on exams.
5. I personally feel that schools should focus on the overall development of children.
6. I couldn't agree more / Absolutely.
7. Well, very often parents make the request for these classes to be held as other schools also have these classes. They even offer PTA funds to pay the teachers involved. On the other hand, sports activities generally do not get this kind of support from parents.
UNIT 4

ORAL PRESENTATION

Overview
In this unit you will learn how to give an oral presentation in an academic setting. The content of your presentation is based on a survey which you will carry out as a group.

Objectives
At the end of this unit, you should be able to:
✓ organise / outline an oral presentation
✓ use appropriate question form to design a questionnaire
✓ structure effective interview questions
✓ use visual aids effectively in presentations
✓ to give an oral presentation of a survey

Oral presentation is the art of delivering a speech or a presentation on a one to one basis or before a group of people. A good oral presentation involves attention to the needs of your audience, careful planning, and great attention to delivery.

When preparing for an academic presentation, you should bear in mind that an academic presentation is not a casual conversation with a friend, so a very informal style is not appropriate. An academic presentation is spoken, not written, so reading aloud from a written text is also not appropriate. What is an appropriate style then? It would be one which falls between the informal speaking style and the formal academic written style.
In this course you will work in small groups to carry out a survey on a topic of your choice. Once you have done that, you have to design your own interview questions and questionnaire to gather information related to your topic. Then you analyse your data and present your survey to your class members, using appropriate visual aids to support your presentation.

SELECTING A TOPIC AND PURPOSE
The topic usually is determined by several factors such as:

The audience
- Who will I be presenting to?
- How old are they?
- What is their attitude toward my topic?
- How can I keep them interested?
- What is their educational background?
- What is their cultural/ethnic background?
- What are their political and religious views?
- What is their economic background?

The occasion
- Is it a class assignment?
- Will marks be given?
- Is it a formal presentation?
- Where is the venue?
- How much time is given?

Once you have decided on a topic, you may need to narrow its scope.
Look at the example of how the topic "Reading" has been narrowed down.

Statement of Objective: *The objective of this survey is to find out newspaper reading habits of first year students in UPM.*

**Activity 1**

Narrow the following topics and write a suitable statement of objective.

a. Speaking skills

Statement of Objective: _____________________________

__________________________
METHODS OF GATHERING INFORMATION

Gathering information for your speech or presentation is just like gathering materials for your project. Many sources and resources are available for you to take advantage of. There are several ways to get information, such as doing library research, searching the internet, interviewing, and using the questionnaire as a research instrument.

For this course, you will use interviews and questionnaire. In order to come up with effective questions for your questionnaire or interview, you need to know some basics in the construction of question forms in English.

Two types of questions that you will find useful are:

i. Open questions / Wh- questions

Wh-questions are also called information questions. These include questions that begin with question words such as: who, what, where, when, why, which, whose, how, how many, how much, and how long.

E.g: Who do you usually travel with?
     How much do you spend on leisure activities in a month?
ii. Yes/No questions

These are questions which get a Yes/No response.
E.g.: Do you use Coco shampoo?
Will you buy this product if the price is reduced by 10%?

Activity 2

Rearrange the following to form open questions or Yes/No questions. The first one has been done for you.

0. you think do for you exercise is important
   Do you think exercise is important for you?

1. exercise you do daily

2. you often do how exercise each week

3. type of exercise do what you do regularly

4. you been have to a gym

5. personal trainer have a at the gym do you

6. you buy souvenirs do what you usually when travel

7. you preferred what mode of is your transportation when travel
8. you travel abroad do least once in year

9. do you plan overseas holiday to go on an this year

10. how long each week do you spend watching television

---

**Constructing a Questionnaire**

A questionnaire should be short and simple. Start with an introduction and explain the purpose of your survey. Allow a “Don’t know” or “Not applicable” response to all questions because these could really represent respondents’ most honest answer. These are three basic types of questions:

i. **Multiple choice**
   
   E.g: How much time do you spend on watching television in a week?
   
   [ ] less than 2 hours
   [ ] 3 hours
   [ ] 4 hours
   [ ] more than 4 hours
   [ ] others (Please specify: ______________________)

   E.g: How would you rate this product?
   
   [ ] excellent
   [ ] good
   [ ] fair
   [ ] poor

ii. **Numeric open**

   E.g: How much did you spend on food this week?

iii. **End and text open end questions.**

   E.g: How can our company improve its travel services?
Sample Questionnaire

A Survey on Sleeping Habits of Male Students at UPM

Please tick/write your responses in the space provided.

1. Semester: _____

2. Course: __________________________ (Example: B.A English)

3. What time do you usually sleep at night?
   11 pm-1 am [ ]
   1-3 am [ ]
   3-5 am [ ]
   Others: [ ] Please specify: ________________

4. How long do you sleep each day not including nap(s)?
   2-4 hr [ ]
   4-6 hr [ ]
   6-8 hr [ ]
   Others: [ ] Please specify: ________________

5. Do you feel that you are getting enough sleep daily?
   Yes [ ] No [ ]

6. Do you take any nap during the day?
   Yes [ ] No [ ]

7. How many hours of sleep does a student need?
   4 - 6 hr [ ]
   6 - 8 hr [ ]
   8 -10 hr [ ]

8. What do you prefer to wear when you sleep?
   Boxers [ ]
   Casual [ ]
   Others [ ] Please specify: ________________

9. What do you usually do before you sleep?
   Chat with friends [ ]
   Read [ ]
   Listen to music [ ]
<table>
<thead>
<tr>
<th>Have a hot drink [ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others [ ] Please specify:</td>
</tr>
</tbody>
</table>

For questions 10-12, use the following scale:

- 4 - very often
- 3 - often
- 2 - sometimes
- 1 - rarely

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. You have difficulty waking up in the morning?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. You feel sleepy in class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. You feel moody and depressed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Using an interview

An interview is an effective method to collect information especially if you are doing a survey to find out the opinion, feelings, or perception of respondents towards a particular issue. Before carrying out the interview, you will need to prepare your interview questions. While open questions are useful, you could also use close questions followed by "Why".

Apart from collecting data, interviewing also gives you an opportunity to practise your oral interaction skills.

**Sample Interview Questions on Group Work**

1) Do you like group activities? Why?
2) Do you find group activities help you to produce a better piece of work?
3) What do you think are the advantages of group work?
4) What do you think are the disadvantages of group work?
5) Should teachers use more of this method or approach?
Activity 3

Below is a sample questionnaire. Evaluate each of the following questions. Are the questions acceptable? If not, how can they be improved?

<table>
<thead>
<tr>
<th>UPM shuttle bus service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender: Female [ ] Male [ ]</td>
</tr>
<tr>
<td>2. Semester:</td>
</tr>
<tr>
<td>3. Course:</td>
</tr>
<tr>
<td>4. How often do you use the shuttle bus service?</td>
</tr>
<tr>
<td>5. Are you satisfied with the shuttle bus service?</td>
</tr>
<tr>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>6. Are you satisfied with the fee you have to pay for the service?</td>
</tr>
<tr>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>7. Do the buses come as schedule?</td>
</tr>
<tr>
<td>8. Are the shuttle buses frequent enough?</td>
</tr>
<tr>
<td>a. In the morning</td>
</tr>
<tr>
<td>No ( )</td>
</tr>
<tr>
<td>b. At night</td>
</tr>
<tr>
<td>No ( )</td>
</tr>
<tr>
<td>9. When do you find difficulty boarding a bus?</td>
</tr>
<tr>
<td>10. What do you think of the current route taken by the buses?</td>
</tr>
</tbody>
</table>

Once you have done your questionnaire, you may want to test the questionnaire with some people or friends. If your respondents do not understand your questions, you may want to revise the questions before carrying out the actual survey.
Next, you need to determine your sample. How many respondents do you need in your survey? Where will you carry out your survey? Try to limit your survey to the area where you live or work. This will make it easier for you to collect your questionnaire forms and to conduct your interviews.

**ORGANISING THE PRESENTATION**

Organising your presentation is an important part of the preparation time in the entire speech communication process. For this course, your oral presentation should include the following parts:

**Introduction**

The *Introduction* sets the stage in the beginning and prepares the listeners for what is to come. Start by giving a brief background on the topic you are researching. You should also be clear about the objective of your research. For example, if you are trying to find out about factors determining the choice of cell phones among students, you may need to include a brief history of the development of cell phone technology and related studies such as factors that determine consumer purchase. Therefore, some reading of related literature may be necessary even before you begin your research.

**Method**

Here you should explain the instrument or method that you used to gather information, i.e. questionnaire and interview. You should also give information on the number of respondents and where you carried out the survey.

**Results / Discussion**

This is an important part of your research where you present your findings through tables, charts, and graphs. You may also want to highlight some interesting or significant parts of your findings.

**Conclusion / Recommendations**

The conclusion ties together all the salient points in the findings while the recommendations are suggestions to solve the problem studied.
PREPARING VISUAL AIDS

Visual aids can contribute to the clarity and impact of your presentation. When handled well, they can make your presentation seem more dynamic and interesting.

i. The advantages to the audience are as follows:
   - Provide clarity
   - Generate interest
   - Help memory retention

ii. The advantages to the presenter are as follows:
   - They serve as a guide to keep the speaker on track
   - They are good replacements for the speaker’s notes.
   - They help to break monotony, listener’s boredom and fight against daydreaming, confusion and apathy

Effective use of those visual aids, however, requires careful planning and practice to integrate them into your speech delivery without distraction. Two most common types of projection are overhead projectors and transparencies and Power Point projection using a laptop computer and LCD projector. The latter is now standard practice in all international seminars and conferences. Therefore, you are encouraged to use this for your class oral presentation project.

Here are some useful points to remember when using visual aids.

Using an overhead projector:

- Print rather than write your text for a more professional appearance.
- Before your presentation, check that the equipment works.
- Decide on the best place to stand so that you do not block the view of the audience.
- Decide where to put the transparencies before and after use.
- If you want to point at the transparency use a pen as a pointer.
- Number your transparencies in case you drop them.
Using Power Point and LCD Projector:

- Check whether you should bring your presentation on a diskette, CD or thumb drive.
- If you are bringing your own notebook or laptop, check on the type of connection cable required.
- If possible set up your presentation before your talk as this can take several minutes.
- Have a backup plan. (e.g. photocopy your power point slides as handouts or onto transparencies)

**Activity 4**

*Indicate whether the following statements about Power-Point slides are True (T) or False (F) for an academic presentation.*

a) You should use only key words or phrases rather than complete sentences. [ ]

b) Slides should have bright and colourful background to appear attractive. [ ]

c) You should try to put in as much information as possible into each slide to reduce the total number of slides. [ ]

d) You should use a variety of fonts in your slides for creativity. [ ]

e) Animation should be dramatic as it will keep the audience alert. [ ]

f) The text should be in all capital letters to make reading easier for the audience. [ ]

g) The font size of your text should be at least 22 – 24 points. [ ]

h) You should use sound effects to add drama to your presentation. [ ]
i) You should use colourful texts to make slides more attractive. 

j) Slides should be accompanied by relevant graphics wherever appropriate. 

k) Dark blue texts on a light yellow background offers good contrast and adds to clarity. 

l) Charts and graphs must have a title and key or legend. 

m) Animated or moving graphics add impact to the presentation. 

MAKING YOUR PRESENTATION

Language signals

After organising your information and preparing your visual aids, you are now ready for the actual presentation. Remember that planning a well-structured presentation may not be enough.

When you actually give your presentation, you need to make the overall structure of your presentation clear to the audience. You can do this by:

- stating the topic clearly
- giving a preview of the outline
- using appropriate language signals

What are language signals? These function as signposts to tell the audience where you are in your presentation and where you are heading. They may signal the beginning or end of a new point, a contrasting idea, an example, or a point of special importance.
Here are some examples of language signals and expressions which you may find useful for your presentation:

Examples of useful language signals and expressions.

**Starting the presentation**

- Good morning, (Name), ladies and gentlemen...

**Introducing the group members**

- My name is ... and my group members are...

**Introducing the presentation**

- I'd like to present our survey on ...
- The topic of our survey is ...

**Giving a preview**

- In this presentation we will start off with the objectives of our survey, followed by the method we chose, our findings, and finally the conclusion.

**Moving to a new slide**

- Moving on to the next question / slide / graph...
- I'd like to move on to...

**Listing points**

- First...
- Another point...
- Also...
- In addition...

**Referring to visual aids**

- This slide / graph / chart shows...
- Here you can see...
- At the top right/left corner you can see...
Giving an example

To give you an example...
For example...
An example of this is ...

Emphasising a point

Actually...
Interestingly...
It is clear that...

Concluding the presentation

Finally
To summarise...
In conclusion...
To conclude...
And that brings me to the end of our presentation.

Showing appreciation to audience

Thank you.
Thank you for your kind attention.

Delivery

Just as language signals help your audience to understand and follow your presentation, you can also make meaning clearer by the way you speak. If you say all the words with the same emphasis and the speed, you sound monotonous and boring. Try grouping words into meaningful phrase and stress important words with your voice as you have learned in Unit 1. Speak the important word or phrase more loudly, more slowly or pause before and after the word.

Another point to remember is your pronunciation. Before your presentation, check the dictionary to see if you have the correct pronunciation especially for key words in your presentation. Making an error here would be very obvious to the audience and does nothing for your credibility.
Non-verbal Communication

You may want to use the following as a checklist when you practise your presentation.

Posture
- Stand straight as it makes you appear confident.
- Do not lean on the table or lectern.

Movement/Gestures
- Do not move or gesture too much as this is distracting.
- Do not be completely still because this is boring and uncommunicative.
- Avoid meaningless gestures.

Facial Expression
- Match your expression with your message.
- Relax your facial muscle.

Voice
- Project your voice to the back of the room.
- Speak a little more slowly than you usually do to sound more confident.
- Vary the speed, stress when necessary.

Eye Contact
- Start and end with direct eye contact.
- Don't just look at one particular spot or direction. Focus on one group for 1-2 seconds and then look at another group.
We have now come to the end of Unit 4. The activities in this unit have taken you through the process of doing a survey from choosing and narrowing down a topic to questionnaire design, data collection, data analysis, and AVA preparation for an oral presentation of your survey.

In the process of preparing a questionnaire, you have also learned how to use appropriate question forms and how to structure effective interview questions.

To have an effective oral presentation, organisation of content is important. In addition, you should remember to use appropriate language signals to help your audience to understand and follow your presentation better.

When you present in front of an audience, do not forget that your audience is looking at you, so make sure you are smartly dressed and that you maintain eye contact with your audience throughout the presentation. Finally, practice is essential for a successful presentation and it also gives you confidence when you speak in front of an audience.
UNIT 4 Answer Key

Activity 1 (Suggested answer)

a.

Speaking skills

↓

Speaking Skills in English

↓

Oral Presentations Skills in English

↓

Students' Perception of their Oral Presentation Skills in English

Statement of Objective: The objective of this survey is to find out students' perception of their oral presentation skills in English.

b.

Leisure Activities

↓

Leisure Activities of UPM students

↓

Sports activities that UPM students enjoy

↓

Sports activities that first year UPM students are involved in

Statement of Objective: The objective of this survey is to find out sports activities that first year UPM students are involved in.
Activity 2
1. Do you exercise daily?
2. How often do you exercise each week?
3. What type of exercise do you do regularly?
4. Have you been to a gym?
5. Do you have a personal trainer at the gym?
6. What souvenirs do you usually buy when you travel?
7. What is your preferred mode of transportation when you travel?
8. Do you travel abroad once a year?
9. Do you plan to go on an overseas holiday this year?
10. How long do you spend watching television each week?

Activity 3
Here are some comments about the sample questionnaire. Overall it is a poor questionnaire for the following reasons:
- The title of the survey is not clear. Suggested title – A Survey on Students’ Perception of the UPM Shuttle Bus Service.
- No instruction is given to the respondent. Suggestion: Please tick / write your responses in the space provided.
- Question 4 should not be open-ended. Instead it should provide multiple-choice responses.
- Question 7, 9 and 10 are poor because they are not clear. Providing multiple choice responses could help to make a question clearer.

Activity 4

a) T
b) F
c) F
d) F
e) F
f) F
g) T
h) F
i) F
j) T
k) T
l) T
m) F
UNIT 5

LANGUAGE FOR ORAL INTERACTIONS

Overview
In this unit you will review basic grammar and practise language points that will help you to communicate more effectively in oral interactions.

Objectives
By the end of this unit, you should be able to:

- use grammatically correct expressions in conversations, discussions and oral presentations
- construct question forms
- use correct tenses

In order to be an effective communicator, you need to use master some basic grammar points including tenses and question forms.

The Simple Present and the Present Continuous Tenses
Students are often confused when it comes to using the Simple Present and the Present Continuous Tense. Knowing the uses of each tense may be helpful.

1 The simple present tense

<table>
<thead>
<tr>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A habit or action that is repeated</td>
<td>She cleans her house every week.</td>
</tr>
<tr>
<td>A fact or something that is true</td>
<td>The sun rises in the east.</td>
</tr>
<tr>
<td></td>
<td>Rahman teaches at SM Keramat.</td>
</tr>
</tbody>
</table>
A future action which follows a time-table.  
(A future time marker is often used to indicate the future time)

<table>
<thead>
<tr>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A temporary action that will not last a long time</td>
<td>Can you hold on please? I’m talking to someone on the other line.</td>
</tr>
<tr>
<td>A temporary action of long duration. The action has started, is still going on, but will finish at some point in the future.</td>
<td>They are studying for a degree via the UPM distance education programme.</td>
</tr>
<tr>
<td>A future action that has been arranged.</td>
<td>He is flying over to KL for the face-to-face session at the end of the semester.</td>
</tr>
</tbody>
</table>

**Activity 1**

Underline the correct verb form in the following sentences.

1. She **goes** / **is going** to the art class at least two times each week.
2. Water **is freezing** / **freezes** at 0° C.
3. According to this schedule, the first train to Penang **leaves** / **is leaving** at 8am.
4. My neighbours **feed** / **are feeding** the cat until I get home on Sunday.
5. **I am singing** / I **sing** when I shower. It drives / is driving my wife crazy.
6. The traffic in KL **gets** / **is getting** worse. It now takes / is taking me one hour to get home.
7. He **drives** / **is driving** a Waja. That’s his dream car.
8. The Pacific Ocean **covers** / **is covering** one third of the earth.
9. She **believes** / **is believing** in buying gold as a form of investment.
10. They **read** / **are reading** about ten novels a year.
Activity 2

Complete the sentences with the Present Simple or the Present Progressive form of the verb.

1. She (have) **is having** a bath, so can you ring later?
2. Take Nina's dictionary, she (not use) ____________ it.
3. The university year (start) ____________ in June.
4. Where's Kumar? (drive) ____________ he ____________ Rita home?
5. We (meet) ____________ at the bus station at 8.30 every day.
6. They are having a party tonight, so they (clean) ____________ the house this afternoon.
7. How much tea (drink) ____________ she ____________ a day?
8. When she's away, she always (telephone) ____________ to say 'goodnight' to her children.
9. (work) ____________ Thomas ____________ here today?
10. The bus always (leave) ____________ ten minutes late.

Activity 3

Underline the correct answer.

1. I am **(thinking / think)** it's a terrible film.
2. They **(are thinking / think)** about moving house.
3. He **(is having / has)** a new mobile phone.
4. We **(are having / have)** a meeting – can you call back later?
5. She **(is knowing / knows)** a lot about architecture.
6. They **(are wanting / want)** some sandwiches.
7. I **(am liking / like)** going to the airport.
8. I don't think I **(am understanding / understand)**.
9. He **(is working / works)** in Langkawi this week.
10. She **(loves / is loving)** chocolate cake.
Activity 4

Are the sentences correct (√) or incorrect (x)? Correct the mistakes. The first two have been done for you.

1. x I usually working from 9.00 – 5.00. **work**
2. √ Where do they live?
3. ___ He never answer my phone calls.
4. ___ She rarely buys any new clothes.
5. ___ I often staying with them for the weekend.
6. ___ Does she has her own business?
7. ___ He doesn’t see his family very often.
8. ___ We don’t live in Penang now.
9. ___ She usually flies to Italy in the summer.
10. ___ Is he work this week?

The Simple Past Tense and the Present Perfect Tense

1. **The simple past tense**

<table>
<thead>
<tr>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>An action that is finished and completed in the past. (A time marker is used to indicate the past.)</td>
<td>I <strong>ate nasi lemak</strong> this morning. She <strong>studied</strong> Japanese in her first year at university.</td>
</tr>
</tbody>
</table>

2. **The present perfect tense**

<table>
<thead>
<tr>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>An action that began in the past and still continues in the present.</td>
<td>I <strong>have known</strong> Lisa for five years. (and I still know her now)</td>
</tr>
<tr>
<td>An action completed in the past and the result of which is still relevant.</td>
<td>He <strong>has eaten</strong> a burger. (so he’s not hungry now)</td>
</tr>
</tbody>
</table>
Activity 5

Complete the conversation with the correct Past Simple form of the verb.

Conversation 1
A: (leave) I left my teenage girls at home last weekend.
B: (have) _________ they _________ a party?
A: No. they didn't, but they (forget) _________ to walk the dog. They (eat) _________ everything that (be) _________ in the fridge, and they (not wash up) _________.

Conversation 2
A: (see) _________ you _________ the news last night.
B: I (not see) _________ the national news, but I (watch) _________ the local news. Why?
A: A reporter (speak) _________ to me at the station. I (be) _________ on TV.

Activity 6

Complete the sentences with the Present Simple, Present Perfect, or Simple Past form of the verbs in brackets.

Conversation 1
A: (eat) Have you ever eaten Thai food?
B: Yes, I have.
A: (like) Did you like it?
B: Yes, I did. I (like) _________ it a lot because it was spicy.

Conversation 2
A: Where (live) _________ you and your wife _________?
B: We have a flat near the station.
A: How long (live) _________ you _________ there?
B: Since we (get) _________ married in 2002. Before that, we both (live) _________ with our parents.

Conversation 3
A: (read) _________ you _________ novels?
B: Yes, I do.
A: (read) _________ you ever _________ an American novel?
B: Yes, I (read) _________ Great Gatsby at school.

Conversation 4
A: (climb) _________ you ever _________ a mountain?
B: No, I haven’t. Have you?
A: Yes, I have. I (climb) _________ Mount Kinabalu last year.

Activity 7

Underline the correct form of the verb.

Hi, I’m Alicia and I’m from Penang. I used to live on the island, but my family 1 (move / moved) to the mainland when 2 (am / was) in Year 3. This is my third semester at UPM where 3 (I’m / I was) doing a course in Computer Science. 4 (I’m majoring / I majored) in computer networking. When I 5 (graduate / graduated), I hope to find a job in a related field. I 6 (love / loved) working with computers 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

Read the following about the writer’s Wednesday routine.

What I do every Wednesday

On Wednesdays, I wake up at 6.30am. I have a shower and get ready for work. I leave my house in Subang Jaya by 7.30am and drive to UPM using the Damansara-Puchong Highway.

When I arrive, I clock-in and collect mail or circulars from my mailbox. Then I go to my own office. The first thing I do is to check and reply e-mail. After that I have coffee and read circulars or any other letters. I file the important ones and throw away the rest.

Five minutes before 10.00 am, I drive over to the place where my class is held. I teach for almost two hours and the go back for lunch at a cafeteria nearby before returning to my office. During this lunch break, I read STAR on-line. Sometimes I check my email again.

From 2.00 to 4.00 pm, I have another class. After class I return to my office, switch off my computer, lock up my room, clock-out, and head for home.

Rewrite by starting with “Last Wednesday…” Make changes to the verbs as well as other necessary changes in the time markers. The first sentence has been done for you.

Last Wednesday, I woke up at 6.30am.
Activity 9

The conversation below took place at a bus-stop in UPM. Which of the underlined expressions have errors. Write the correct expression in the space given. The first one has been done for you.

Alicia  Hi! I'm Alicia. And you're....?
Ben    Hi, I Ben (0).
Alicia Ben....So where you are from?(1)
Ben    Sarawak.
Alicia Really? Which part of Sarawak?
Ben    Kapit.... I don't think you've heard of it?
Alicia Kapit? Sorry, I don't know where is that (2). I never go to Sarawak before (3).
Ben    Never been to Sarawak? You must go sometime. It a nice place (4). You will like Kuching.
Alicia Yeah, I'd love to. I must start saving money now (5).
Ben    Actually, it's not very expensive. With Air Asia, now everyone can fly!
Alicia (laughs) You right (6). I should try to get one of the RM1.99 flights or something like that.
Alicia Hmmmm... which faculty you from? (7)
Ben    Computer Science... and you?
Alicia I do course in communication (8) at the Faculty of Modern Languages and Communication.
Bob    Communication? So, when you graduate, what will you do? (9)
Alicia Good question.... Actually I'm not so clear myself. I only first semester (10). My seniors tell me that I can major in broadcasting or journalism and so on.
Bob: Oh, I see... Which college are you staying at? (11)
Alicia: Zaaba College. What about you?
Bob: I'm at 12th College.
Alicia: That's very far...
Bob: Yes, you can say that again... Hey, the bus coming (12).

0. (X) I'm Ben.
1. ( )
2. ( )
3. ( )
4. ( )
5. ( )
6. ( )
7. ( )
8. ( )
9. ( )
10. ( )
11. ( )
12. ( )

Wh-Questions

Wh-questions are particularly useful when engaging in conversation. They also come in handy when you need to seek clarification or information for a survey, carry out an interview or participate in class discussion or presentations. Study the Wh-questions below and learn to construct Wh-Questions on your own.
1  **Wh-Questions (Simple Present Tense)**

<table>
<thead>
<tr>
<th>Wh-Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question word + (be) + subject + ...?</td>
<td>Subject + be</td>
</tr>
<tr>
<td>What is your name?</td>
<td>I am Joe.</td>
</tr>
<tr>
<td>When is his turn?</td>
<td>He is next after that lady.</td>
</tr>
<tr>
<td>Where are they from?</td>
<td>They are from Korea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question word + do(es) + subject + verb?</th>
<th>Subject + verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do they return?</td>
<td>They return next week.</td>
</tr>
<tr>
<td>What do you eat for lunch?</td>
<td>I eat roll oats.</td>
</tr>
<tr>
<td>When do we finish?</td>
<td>We finish at 2 pm.</td>
</tr>
<tr>
<td>Where does he live?</td>
<td>He lives in Puchong.</td>
</tr>
<tr>
<td>What does she like?</td>
<td>She likes simplicity.</td>
</tr>
<tr>
<td>When does it appear?</td>
<td>It appears at midnight.</td>
</tr>
</tbody>
</table>

**Wh-questions (Present Continuous)**

<table>
<thead>
<tr>
<th>Question word + (be) + subject + verb+ing?</th>
<th>Subject + be + verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is he doing?</td>
<td>He is doing his homework.</td>
</tr>
<tr>
<td>What are they watching?</td>
<td>They are watching Spiderman 3.</td>
</tr>
<tr>
<td>When is she graduating?</td>
<td>She is graduating next year.</td>
</tr>
</tbody>
</table>
Wh-questions (Simple Past)

<table>
<thead>
<tr>
<th>Question word + did + subject + verb?</th>
<th>Subject + verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did you sleep?</td>
<td>I slept at 1 am.</td>
</tr>
<tr>
<td>Who did she go with?</td>
<td>She went with her sister.</td>
</tr>
<tr>
<td>What did they buy?</td>
<td>They bought lots of souvenir.</td>
</tr>
</tbody>
</table>

Activity 10

Fill in the blanks with the correct verb in the box below:

- is
- are
- do
- does
- did

1. When _____ the Monsoon Cup held?  
   Answer: It is in December.

2. What _____ you taking as electives this semester?  
   Answer: I am taking Korean Level I.

3. What _____ you enjoy eating for breakfast?  
   Answer: I enjoy nasi dagang

4. Where _____ he go for a haircut?  
   Answer: He goes to the barber behind his house.

5. When _____ they arrive?  
   Answer: They arrive day after tomorrow.

6. When _____ she leave for Singapore?  
   Answer: She left yesterday.
7. What hand phone _____ you use?  
   Answer: I use a Nokia.

8. What hand phone _____ she using now?  
   Answer: She is using a Samsung.

9. Why _____ you choose this brand?  
   Answer: I chose it because of the price.

10. What _____ your opinion on this topic?  
    Answer: This topic is interesting.

2. Yes / No Questions (Simple Present)

<table>
<thead>
<tr>
<th>Yes / No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do / Does + subject + verb + ?</td>
<td>Subject + do / does (not)</td>
</tr>
<tr>
<td>Do you sing well?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Do they study there?</td>
<td>No, they don't.</td>
</tr>
<tr>
<td>Do we turn here?</td>
<td>Yes, we do.</td>
</tr>
<tr>
<td>Does she work in Kuantan?</td>
<td>No, she doesn't.</td>
</tr>
<tr>
<td>Does he go to the gym?</td>
<td>Yes, he does.</td>
</tr>
</tbody>
</table>

2. Yes / No Questions (Present Continuous)

<table>
<thead>
<tr>
<th>Yes / No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be + subject + verb + ing?</td>
<td>Subject + verb</td>
</tr>
<tr>
<td>Is she cooking now?</td>
<td>Yes, she is.</td>
</tr>
<tr>
<td>Are you doing your homework?</td>
<td>No, I'm not.</td>
</tr>
<tr>
<td>Are they eating out today?</td>
<td>Yes, they are.</td>
</tr>
</tbody>
</table>
Yes / No Questions (Present Continuous)

<table>
<thead>
<tr>
<th>Yes / No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did + subject + verb ... ?</td>
<td>Subject + verb</td>
</tr>
<tr>
<td>Did you speak to your mum?</td>
<td>Yes, I did.</td>
</tr>
<tr>
<td>Did he present a paper?</td>
<td>No, he didn’t.</td>
</tr>
<tr>
<td>Did they leave early?</td>
<td>Yes, they did.</td>
</tr>
</tbody>
</table>

Activity 11

Complete the conversations with Wh-questions.

1. A: _____________________________________ last night?
   B: I went to my aunt’s house.
   A: Really? ________________________________
   B: My sister. She wanted to pass a document to my aunt.

2. A: ______________________________________ yesterday?
   B: Oh, I did some cleaning and gardening?

3. A: _____________________________________?
   B: I’m calling my colleague. I feel too ill to work today.
   A: ________________________________?
   B: No, but I will get one (medical certificate) when I go to the clinic.

4. A: _____________________________________?
   B: I am watching Pirates of the Caribbean.
   A: ________________________________?
   B: It starts at 7 pm.

5. A: _____________________________________?
   B: I’m from China.
A: ____________________________

B: I started working here two years ago.

Activity 12

Underline the correct verb in the answers to the following questions. The first one has been done for you.

0. Where are you from?
   I is / are / am from Kota Baru, Kelantan.

1. Where were you born?
   I am / was / were born in Jertih.

2. How many siblings do you have?
   I has / have / having two sisters and one brother.

3. Where did you study?
   I study / studied / studying at Sekolah Menengah Teknik in Kuala Terengganu

4. What do you do now?
   I am / was / were an administrative assistant at MARDI.

5. How long have you been working there?
   I working / have working / have been working for around 4 years now.

6. What do you do at work?
   I assist / assisted in day-to day activities in the kitchen.

7. Why did you choose the PJJ course?
   I choose / chose / choosing the PJJ course because I want to upgrade myself.

8. How do you find the PJJ course?
   I find / found / finding it very interesting but I have problems with the assignments.
Activity 13

Look at the questions below. Indicate whether they are correct. If not write the correct question in the space given. The first one has been done for you.

0. What course are you doing? ( X )

What course are you doing?
I'm doing a course in electrical engineering.

1. Why you choose UPM? ( )

I chose UPM because many of my friends are here.

2. Why you choose degree in Education? ( )

I think a degree in Education will help me to get a job.

3. How you find the English course? ( )

I think there are many assignments, but I like to do the Lab Report.

4. When our BBI 2420 Conversation Report due for submission? ( )

I think the due date is the end of Week 7.

5. What you do during your free time? ( )

I enjoy gardening and craft work.
We have now come to the end of Unit 5. In this unit you learned and practised grammar related to oral interactions in both formal and informal settings. Using grammatically correct expressions in conversations, discussions, and oral presentations is essential for effective communication.

The Internet is a good resource for grammar exercises. You are strongly encouraged to search for websites for further practice on your own.
UNIT 5 Answer Key

Activity 1
1. goes
2. freezes
3. leaves
4. are feeding
5. sing, drives
6. is getting, takes
7. drives
8. covers
9. believes
10. read

Activity 2
1. is having
2. is not using
3. starts
4. is, driving
5. meet
6. are cleaning
7. does, drink
8. telephones
9. is, working
10. leaves

Activity 3
1. think
2. are thinking
3. has
4. are having
5. knows
6. want
7. like
8. understand
9. is working
10. loves

Activity 4
3. He never answers my phone calls.
4. She rarely buys any new clothes.
5. I often stay with them for the weekend.
6. Does she have her own business?
7. He doesn’t see his family very often.
8. We don’t live in Penang now.
9. She usually flies to Italy in the summer.
10. Is he working this week?

Activity 5
Conversation 1
A: (leave) I left my teenage girls at home last weekend.
B: (have) Did they have a party?
A: No, they didn’t, but they forgot to walk the dog. They (eat) ate everything that (be) was in the fridge, and they (not wash up) did not wash up.
Conversation 2
A: (see) **Did** you **see** the news last night.
B: I (not see) **did not see** the national news, but I (watch) **watched** the local news. Why?
A: A reporter (speak) **spoke** to me at the station. I (be) **was** on TV.

Activity 6

Conversation 1
A: (eat) **Have** you ever **eaten** Thai food?
B: Yes, I have
A: (like) **Did** you **like** it?
B: Yes, I did. I (like) **liked** it a lot because it was spicy.

Conversation 2
A: Where (live) **do** you and your wife **live**?
B: We have a flat near the station.
A: How long (live) **have** you **lived** there?
B: Since we (get) **got** married in 2002. Before that, we both (live) **lived** with our parents.

Conversation 3
A: (read) **Do** you **read** novels?
B: Yes, I do.
A: (read) **Have** you ever **read** an American novel?
B: Yes, I (read) **read** *Great Gatsby* at school.

Conversation 4
A: (climb) **Have** you ever **climbed** a mountain?
B: No, I haven’t. Have you?
A: Yes, I have. I (climb) **climbed** Mount Kinabalu last year.
Activity 7
1. moved
2. was
3. I'm
4. I'm majoring
5. graduate
6. love
7. know
8. is
9. am
10. signed
11. was
12. is
13. is
14. have
15. is
16. find
17. improve
18. hear
19. use
20. finish

Activity 8
The words in bold are verbs. Since last Wednesday refers to the past, the verbs have to be changed to the past tense as shown in the brackets.

Last Wednesday, I wake (woke) up at 6.30 am. I have (had) a shower and get (got) ready for work. I leave (left) my house in Subang Jaya by 7.30 am and drive (drove) to UPM using the Damansara-Puchong Highway.

When I arrive (arrived), I clock-in (clocked-in) and collect (collected) mail or circulars from my mail box. Then I go (went) to my own office. The first thing I do is (did was) to check and reply e-mail. After that I have (had) coffee and read (read) circulars or any other letters. I file (filed) the important ones and throw (threw) away the rest.

Five minutes before 10.00 am, I drive (drove) over to the place where my class is (was) held. I teach (taught) for almost two hours and then go (went) back for lunch at a cafeteria nearby before returning to my office. During this lunch break I read (read) STAR on-line. Sometimes I check (checked) my email again.

From 2.00 to 4.00 pm, I have (had) another class. After class I return (returned) to my office, switch (switched) off my computer, lock (locked) up my room, clock-out (clocked-out) and head (headed) for home.
Activity 9
1) So where are you from?
2) I don't know where that is.
3) I have never been to Sarawak before.
4) It's a nice place.
5) No error
6) You are right.
7) Which faculty are you from?
8) I'm doing a course in communication.
9) No error
10) I'm only in my first semester.
11) No error
12) Here comes the bus.

Activity 10
1. is
2. are
3. do
4. does
5. do
6. did
7. do
8. is
9. did
10. is

Activity 11
1. What did you do last night? / Where did you do last night?
   Who did you go with?

2. What did you do yesterday?

3. What are you doing?
   Do you have a medical certificate? Have you got a medical certificate?
4. What are you watching?  
   What time does it start?

5. Where are you from?

6. When did you start working here?

Activity 12
1. was
2. have
3. studied
4. am
5. have been working
6. assist
7. chose
8. find

Activity 13
1. (X) Why did you choose UPM?
2. (X) Why did you choose a degree in Education?
3. (X) How do you find the English course?
4. (X) When is our BBI 2420 Conversation report due?
5. (X) What do you do during your free time?
APPENDIX 1  CONVERSATION REPORT GUIDELINE

Instruction to students

Carry out a conversation in English with a friend, relative, colleague, or stranger. Jot down key points of the conversation. Then write a report of your conversation using the CONVERSATION REPORT GUIDELINE below. Your report should be divided into Part 1, Part 2, and Part 3. It should be written in complete sentences and not point form.

Marks will be given for detailed explanation of the skills or strategies used during the introduction, maintaining, and ending of the conversation. You should also provide appropriate examples from your conversation to support your report. Explain clearly the overall success of the conversation by identifying the problems that occurred and give constructive comments on ways to improve the conversation.

Marks will also be awarded for language and grammatically correct sentences, so do check your work before submission to the course coordinator.

The assignment should not exceed 3 pages (double spaced) with Arial font 12. Please use the standard cover page for assignments which can be downloaded from the PPL website.

CONVERSATION REPORT GUIDELINE

Part 1
Provide a brief description of the friend, relative, colleague, or stranger whom you spoke to, where the conversation took place, what both of you talked about, how long the conversation lasted.

Part 2
What strategies did you or your conversation partner use to start the conversation?
Give an example of the expression you used during your conversation.

What strategies did you or your conversation partner use to maintain the conversation?
Give an example of the expression you used in your conversation.

What strategies did you or your conversation partner use to end the conversation?
Give an example of the expression you used in your conversation.

What non-verbal features did you or your conversation partner use throughout the conversation?

Part 3
How do you rate the overall conversation? e.g. successful, not successful. Give reasons.
What problems did you encounter during the conversation?
How could you improve the conversation?
What do you plan to do this semester to develop your conversation skills?
APPENDIX 2 ASSIGNMENT 2 GUIDELINE

This is an individual assignment. Your task is to write a group discussion which involves two persons as stated in the table below. The discussion should have at least ten exchanges. Please use the language expressions you have learned in Unit 4. Please refer to Activity 6 as an example of what your finished work should be.

Choose one topic from the list of Discussion Topics (which can be downloaded from the PPL website) and write a group discussion which involves two people. Before starting on your assignment, try to read newspaper articles or other sources on the issue or interview friends and colleagues to gather various viewpoints on the topic which you have chosen.

Please use double spacing, Arial font 12 and the standard cover page for assignments which can be downloaded from the PPL website.
APPENDIX 3  ORAL PRESENTATION GUIDELINE

1. Form a group which consists of 3 - 4 people.
2. Choose a topic.
3. Determine your objective(s). Refer to Activity 1 in Unit 4.
4. Construct questions for your questionnaire.
5. Collect data using the questionnaire you have designed.
6. Analyse the data.
7. Prepare your AVA for the presentation of your survey and the findings.

The oral presentation should include:

- Introduction – greeting and introduction of topic and background of the survey
- Methodology – research method, sample population
- Findings
- Conclusion / Recommendations

8. Give an oral presentation of your survey at designated centres. Every group member must speak during the presentation. Your presentation will be evaluated by the course coordinator at the main campus via LIP (Lintas Langsung). Please refer to PPL for the evaluation schedule and venue.

How you will be evaluated:
The whole group will get the same marks for AVA and content, but each group member will be evaluated individually for delivery and language. Merit will be given to a presentation with clear outline and sufficient details, accurate use of grammar, appropriate vocabulary, effective use of language signals, accurate pronunciation, effective stress, intonation, and appropriate non-verbal communication strategies.