

A STUDENT BOOK

Soni Ariawan, S.Pd., M.Ed.



**INTENSIVE SPOKEN**  
COMMUNICATION PRACTICE **2**

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2



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# INTENSIVE SPOKEN COMMUNICATION PRACTICE

# 2

The logo for Sanabil, featuring the word "Sanabil" in a blue, sans-serif font. Above the letter 'a' is a red graphic element consisting of two curved lines that resemble a stylized wave or a pair of wings.

Intensive Spoken Communication Practice 2

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## FOREWORD

Alhamdulillah, all praises belong only to Allah SWT. Hopefully salawat and salam will always be delivered to the great Prophet Muhammad SAW, along with His family, friends and followers until the day of the resurrection. Thanks to the grace and guidance of Allah SWT, the textbook and reference writing program has been completed.

The obligation of lecturers to write and produce books, both textbooks and reference books, has actually been regulated in Law Number 12 of 2012 concerning tertiary institutions and Law Number 14 of 2005 concerning Teachers and Lecturers and some other regulations. Article 12 of Law No.12 of 2012 clearly states that lecturers individually or in groups are required to write textbooks or textbooks published by tertiary institutions as a learning resource.

The textbook and reference book writing competition (KOBAR) 2020 held by Faculty of Tarbiyah and Teacher Training (FTK) is an effort to contribute to the implementation of the law above, which quantitatively, the research charts and publications of PTKI lecturers still have to be improved. Another goal is to improve the quality of learning by creating a conducive academic atmosphere and an effective, efficient learning process with easy access to learning resources for lecturers and students. This publication is also expected to support the advancement of lecturers' careers in the context of advancement of lecturer functional positions, which in turn will have an impact on the increasing of the university and study program accreditation status.

Gradually, the Faculty continues to strive to increase the quantity and quality of the published book. There were 10 books in 2019 and increased quite significantly in 2020 into 100 that consisted of 50 textbooks and 50 reference books. The efforts of the faculty do not stop at the publication level, but continue with the registration of Intellectual Property Rights (HKI) of the books at the Directorate General of Intellectual Property (DJKI) of the Ministry of Law and Human Rights of the Republic of Indonesia, would result 100 HKI for lecturers in 2020.

The 2020 textbook and reference competition is oriented towards the interconnection-integration between religion and science, with the spirit of UIN Mataram Horizon Ilmu with inter-multi-transdisciplinary science that discusses methods in conventional Islamic studies with deductive-normative-theological characteristics with contemporary humanities studies methods such as sociology, anthropology , psychology, economics, hermeneutics, phenomenology and also the natural sciences which have an inductive-rational character. Among the 100 books, there were 10 thematic titles that answer the epistemological problems of Islamic education, especially those related to the mission of the Indonesian Ministry of Religion such as Islamic moderation (Islam washathiyah), inclusive education, anti-corruption education, character education, multicultural education, ethno-pedagogic, and online learning, education & gender issues, various Islamic boarding schools (coastal, entrepreneurial), and the most current themes, namely independent learning and independent campuses (Kampus Merdeka).

Representing the Faculty, I am grateful for the policies and support of the Rector of UIN Mataram Prof. Dr. H Mutawali, M.Ag and his staff, to 100 writers who contributed in the 2020 book competition, and the unforgettable editors from lecturers in the same field as well as publishers without a touch of zauq, the books will not be as attractive as these. There is no ivory that is not cracked; indeed there is still a shortage, both in substance and in technical writing. Through this «space», we expect critical suggestions from the readers. Hopefully this agenda will become an amal Jariyah and bring blessings to the academic community of UIN Mataram and the ummah in general.

Mataram, 29 October 2020 M  
12 Rabi'ul Awal 1442 H

Dekan



**Dr. Hj. Lubna, M.Pd.**

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## PREFACE

I would like to express my deepest and greatest gratitude to almighty God, Allah SWT, for his mercy during my first experience writing this student handbook. I am conscious of “His Hand” that eases and puts my way on the track. I am also thankful to the Rector of State Islamic University of Mataram, the Dean of Faculty of Education and Teachers Training, the Vice Deans and the Head of Study Program whose encouragement and support to all lecturers are beneficial academically. Speaking as one of productive skill is really crucial to be mastered by the students. English Language Education Study Program has designed such comprehensive curriculum that integrates skill based courses with theoretical based course. However, to achieve best quality of outcomes through such great learning process, the curriculum actually should be supported with a comprehensive learning resources as well as supportive learning environment. Some practice based courses such as Intensive Spoken Communication Practice should be completed with a well-designed handbook that fits the students’ need. It is the main aim of this handbook writing. I do hope that it can contribute toward effective learning that benefits both lecturers and students. Finally, this book is an initial version of Intensive Spoken Communication Practice handbook which has errors or lack of learning resources, so constructive feedback and critics are needed.

Mataram, November 2020  
Author

Soni Ariawan, S.Pd.,M.Ed.

# UNIT 1

## GETTING TO KNOW YOU

### A. INTRODUCTION



The course is started with introduction where students and lecturers get to know with each other in the class. This topic is critical since it is used in day-to-day conversation. In this chapter, students will be introduced to common expressions used in

greeting and looking for someone's detail information. Individual and group practices are provided. The topics included are greetings, initiating conversation and introduction. Basically, this unit becomes one of the most important parts because the application is found in every day's live. Take "greetings" as an example. Greeting means to recognize someone's presence, the one who we speak with. Sometimes we feel sad or upset when we don't receive a greeting. It just basically means the same as ignoring one's presence. Greeting means connection, no greeting can disconnect the relationship since it is the basis of human relationship.

In this unit, you are going to find a lot of phrases and expressions in English that can be used to greet, to get to know each other or to initiate a conversation. Read the expressions carefully, do the task and practice it.

## B. MATERIAL

*Students are able to use common expressions in initiating the conversation both in formal and informal way. They will also be able to build a closer relationship with friends in the class that is important for student engagement during the lesson.*

### 1. GREETINGS

<b>Formal Greetings</b> (Arriving)	<b>Informal Greetings</b> (Arriving)
<ul style="list-style-type: none"><li>• Good morning/afternoon/evening</li><li>• Hello, how are you?</li><li>• Good day Sir/Madam</li></ul>	<ul style="list-style-type: none"><li>• Hi/hello</li><li>• How are you?</li><li>• How are you doing?</li><li>• What's up</li></ul>
<b>Formal greetings</b> (departing)	<b>Informal greetings</b> (departing)
<ul style="list-style-type: none"><li>• Good morning/afternoon/evening</li><li>• It was a pleasure seeing you.</li><li>• Good night.</li></ul>	<ul style="list-style-type: none"><li>• Nice seeing you.</li><li>• Goodbye/Bye</li><li>• Later</li></ul>
<b>Informal greetings after a long time</b>	
<ul style="list-style-type: none"><li>• It's great to see you!</li><li>• How have you been?</li><li>• Long time, no see.</li><li>• How are you doing these days?</li></ul>	

Match an expression in table A with one in table B. Which are more formal?

#### A

- 1) Good morning!
- 2) See you tomorrow!
- 3) How do you do?
- 4) Thank you very much

#### B

- a) Bye! See you later.
- b) Of course I can. No problem.
- c) Never mind. Perhaps

- |  |   |
|--|---|
| indeed.                                | another time.                           |
| 5) Excuse me!                          | d) Thanks! Same to you.                 |
| 6) I'm sorry. I can't come tonight.    | e) Good morning! Lovely day again.      |
| 7) Can you help me with this exercise? | f) Yeah! About nine, in the coffee bar. |
| 8) Can I help you?                     | g) It doesn't matter. You're here now.  |
| 9) Bye!                                | h) Not at all. Don't mention it.        |
| 10) Bye! Have a good weekend.          | i) No, thank you. I'm just looking.     |
| 11) Sorry I'm late.                    | j) How do you do? Pleased to meet you.  |
| 12) Cheers!                            | k) Cheers!                              |
|  | l) Yes. Can I help you?                 |

- Test your partner. Say an expression from A. Can your partner give the correct responses from B?
- With your partner, write two short conversations that include some of the social expressions. Act your conversations to the class.

## 2. INTRODUCTION

### Introduction

- Hi, I am....what is your name?
- Nice to meet you.
- Where are you from?
- Where do you come from?

### Responses

- Hi, I am....
- Nice to meet you too.
- I am from Bima.
- I come from Bima.

- |                                    |  |
|------------------------------------|--|
| • Where do you live?               | • I live in Mataram.                                   |
| • Where do you stay?               | • I stay in Mataram<br>I stay at Swakarsa street No.9. |
| • May I have your WhatsApp number? | • Sure. It is...                                       |
| • Do you work or are you student?  | • I am a student.                                      |
| • What is your major?              | • I study English.                                     |
| • Are you going to be a teacher?   | • Yes, I am.   |

Before you go to the other list of some expressions, do the task below. Match the questions and answers.

- |   |                                  |
|---|----------------------------------|
| 1) Where were you born?                   | a) A year ago.                   |
| 2) What do you do?                        | b) Three times a week.           |
| 3) Are you married?                       | c) In Mexico.                    |
| 4) Why are you learning English?          | d) Because I need it for my job. |
| 5) When did you start learning English?   | e) I'm a teacher.                |
| 6) How often do you have English classes? | f) No, I'm single.               |

### 3. Can I ask some questions?

#### Personal details:

- What is your name?
- What is your surname?
- Can you spell that, please?
- How old are you?
- Where are you from?

#### Family:

- Do you have a big family?
- How many brothers and sisters do you have?
- Are they older or younger than you?

- Where do you live?
- What's your address?
- What's your phone number?
- What's your email address?
- Are you married?
- Do you have any children?
- How old are they?

**Work:**

- Do you work or are you a student?
- What do you do?
- What's your job title?
- Where do you work?
- Have you done this job all your working life?
- What's your dream job?
- Where would you like to work?
- What jobs are you interested in?

**Hobbies/interests:**

- What kind of things are you interested in?
- Do you have any hobbies?
- What do you do in your free time?
- If you had more time, what pastimes would you take up?
- Do you do enough physical exercise?
- What were your hobbies when you were young?

**Goals:**

- What was your dream job when you were a child?
- What is your goal in life?
- Do you have any short term goals?

**C. SUMMARY**

The main point of this topic is that you have to be confident in initiating the conversation. Do not keep silent when you meet a foreigner. That's an opportunity to practice your English. My teacher says that if you want to be able to speak English fluently and effectively, speak with whoever, whatever, wherever and whenever. Before initiating the conversation, you may consider speaker's background. We, as a muslim, always greet with salam "*assalamualaikumwr.wb*". People also use their local languages to sound friendly to others.

## D.PRACTICE

### 1. You know me so well

Answer these questions according to your context. Let us see whether you really know who you are.

- a) What do you like most about your job?
- b) What do you like least about your job?
- c) What work activity is most challenging for you?
- d) What is your favorite work activity?
- e) What work-related skills are you good at?
- f) What work-related skills would you like to learn more about?
- g) If you could change anything about yourself, what would it be?
- h) When you have a bad day at university, it is usually because...
- i) When you have leisure time, what do you like to do?
- j) What other career(s) are you interested in?
- k) Do you take outside lessons or classes of any kind?
- l) Do you have any pets?
- m) What is your favorite:
  - Food ·
  - Place ·
  - Sport
  - Indoor Activity
- n) Who is your favorite:
  - Friend
  - Relative
  - Movie Star

Complete this sentence: Happiness is...

## 2. Finding people

Find 3 other students in your class and introduce yourself to them. Once you finish the introduction, try to ask detail information about them. Use the following table to write down the details.

Name	Address	WhatsApp Number	Hobbies	Goals/Dream

## 3. Find someone who...

Students should stand up and walk around the class to ask other students about the detail information below. Use full sentences to get the information.

Example:

Q: Hello, what is your name?

A: Hi, I am Adi.

Q: Do you like traditional music?

A: Yes, I do.

Then you write Adi in the right column and find other students.

Find someone who...	Names
Doesn't smoke	
Doesn't have TV	
Cannot cook	
Cannot drive motorbike	



Wants to study abroad	
Never tells lie	
Gets up at 4.00 am	
Read 10 pages Al Quran/day	
Read 1 book/month	
Fasting on Monday and Thursday	

#### 4. Meeting people:

*Divide the students in the groups of eight and give number of each student for the identity card and the task card. The students will go around the group to introduce themselves and find out two people on their task cards and introduce them to each other. Students should make sure they find the right people as the names and jobs are very similar.*

When the students are looking for two people, they should use target language:

Edi : *Assalamualaikum, Hi, I am Edi, I work as a sales manager.*

*Waalaiikumussalam, bello Edi, I am Adul, I am an engineer.*

Adul :

(After the students meet two people, they introduce them to each other using target language)

Edi : *Adul, let me introduce you to Lusi.*

Adul : *How do you do?*

Lusi : *How do you do? What do you do Adul?*

Adul : *I am an engineer. And you?*

Lusi : *I am a translator.*

#### Identity Cards

<b>Identity 1</b> Your name is Peter Brown. You are a doctor.	<b>Identity 5</b> Your name is Lucy Harris. You are a nurse.
<b>Identity 2</b>	<b>Identity 6</b>

Your name is Peter Brown. You are a teacher.	Your name is Lucy Harris. You are a teacher.
<b>Identity 3</b> Your name is Lucy Brown. You are an engineer.	<b>Identity 7</b> Your name is Peter Smith. You are a sales manager.
<b>Identity 4</b> Your name is Lucy Brown. You are a nurse.	<b>Identity 8</b> Your name is Peter Smith. You are a doctor.

### Task Cards

<b>Task 1</b> Find Lucy Brown, an engineer. Introduce her to Peter Smith, a sales manager.	<b>Task 5</b> Find Peter Smith, a sales manager. Introduce him to Lucy Brown, a nurse.
<b>Task 2</b> Find Lucy Brown, a nurse. Introduce her to Peter Smith, a doctor.	<b>Task 6</b> Find Peter Smith, a doctor. Introduce him to Lucy Brown, an engineer.
<b>Task 3</b> Find Peter Brown, a doctor. Introduce him to Lucy Harris, a nurse.	<b>Task 7</b> Find Lucy Harris, a nurse. Introduce her to Peter Brown, a teacher.
<b>Task 4</b> Find Peter Brown, a teacher. Introduce him to Lucy Harris, a teacher.	<b>Task 8</b> Find Lucy Harris, a teacher. Introduce her to Peter Brown, a doctor.

### E. REVIEW

After you complete all tasks and act practices, how far do you know yourself?

What are your strength and weakness?

Do you know more about your friends 'character now?

Here is suggested formative assessment can be done by observing the students while practice and feedback can be given directly or after the practice.

Item	Very Good	Good	Fair	Poor
Fluency				
Pronunciation				
Grammar				
Vocabularies				

## F. REFERENCES

[https://teflpedia.com/Getting to know you conversation questions](https://teflpedia.com/Getting_to_know_you_conversation_questions)  
[www.teach-this.com](http://www.teach-this.com)  
<https://www.thoughtco.com/>  
<https://eslflow.com/icebreakersreal.html>

# UNIT 2

## DAILY ROUTINES

### A. INTRODUCTION



In this part, you are encouraged to discuss your daily activities at home and at work or University. It aims to provide opportunities for you to talk about familiar context which relates to your activities. You will find it easier to initiate a conversation or an explanation as

you have list of activities. Individual and group practices instruction are provided as well. In this unit, you will explore your context especially about personal daily activities. Talking about our own context is easier as we already have a prior knowledge and information what we are going to talk about. In this unit, you will also learn about some phrases used to initiate a conversation about daily activities through a video. Pay attention on the way speakers pronounce particular words or phrases. Repeat and practice a lot in order to achieve correct pronunciation and fluency. Follow the explanation in this material, do the task and practice.

### B. MATERIAL

*After students finish this topic, they are able to explain daily activities at home, at the university and at work. They will also be able to discuss various activities done by some profession through role play practice.*

## 1. Weekly planner

Before starting the material, answer the following questions and ask your partner. Do it in turn.

- *Are you a morning person?*
- *What time do you usually get up?*
- *How many hours do you spend for reading book? What about surfing on social media?*

Four people were asked to write down their work routines. They are a teacher, a doctor, a politician and a sales manager. Guess which person makes which writing?

*The beginning of the day is pretty much standard. I just have my breakfast before going to the office. I make sure that everything is compiled in marketing folder in the computer and all reports have been sent. At 9 am, I should attend regular briefing with all staffs.*

Well, early in the morning, I should look at my schedule as I am a typical of person who easily forgets a schedule. I have a lot of activities in many places and I have to attend the invitation from many people. I just spend three or four hours in my office every day. I love to walk around the village to be a problem solver for society. I guess, not many people do the same thing as I do

**I have to get up early morning as I should go to office at 7.15 I have big responsibility in the office and Many people need my hand.**

***My daily routines are very monotonous. Fortunately, I meet with various characteristic of human every day. I should arrive at 7.30 am in my room and directly start the lesson. I finish my activities at 2 pm. Apart from my main activity, I love gardening because it gives me more time to spend with the nature.***

*Discuss these questions:*

- Which of these jobs seems most attractive to you?
- Do you prefer to have daily, weekly or monthly routines?
- When you are studying, do you have a routine?

## **2. Share your daily routines**

Read the following sharing from Carl about his habit.

“I wake up at 5 AM every weekday morning and spend the first 45 minutes studying Korean and then 15 minutes in quiet meditation. At 6 AM I will check my email for 20 minutes (that’s a strict 20 minutes) I will reply to emails that can be replied to in less than 2 minutes and save other emails that need a longer reply to my “Action Today” folder which I will deal with when I have time later that day. 10:00 AM is nap time, usually 20 to 40 mins. It depends on how tired I feel but I try to allow a complete hour for resting. 2 PM is exercise time. This has set days. Sunday to Thursday are exercise days and at 2 PM on those days, I will stop what I am doing and do my exercise for the day. 8:30 PM is 40 minutes dog walking. During that time I have no digital devices with me. It’s just me and my dog and nature. This is the best time of the day for reflection and idea generation. At 10 PM, I will close down my day with a set routine of some basic admin tasks, setting my objectives for the next day and closing out my journal for the day. This usually lasts around 30 minutes. Then it’s bed time around 11 PM.”

Carl has been following this routine for over 10 years — nap time, email time, exercise, dog walking and closing down his day. He thinks the biggest benefit of having a set routine is that you will start doing things you may not want to do. These things will become your habits.

- Do you have the same way as Carl in setting the routines?

- What are your current habits as a result of your routines setting?

### 3. Watch the video

Before you watch the video, do the preparation task. Match the two parts of the sentences (1-6) with (a-f).

- |                             |                     |
|-----------------------------|---------------------|
| 1) What do you do           | a) any hobbies?     |
| 2) Have you got             | b) you practise?    |
| 3) How often do             | c) or twice a week. |
| 4) I practice               | d) to find time.    |
| 5) I normally meditate once | e) when you're not  |
| 6) Sometimes it's hard      | working?            |
|                             | f) most morning     |

Now, watch the video:

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/talking-about-personal-interests>

*Decide which sentence gives the best summary of the video.*

- Emir and Paul talk about all the different things they do when they aren't working.
- Paul asks Emir if he would like to try meditation.
- Emir and Paul find out that they have the same hobby meditation.

*Now, watch the video again and look at the transcript. Pay attention on the pronunciation. You may read the transcript along the video.*

### **Transcript**

Ana: Hi! I'm Ana. Welcome to What to Say! Do you know what to say when you talk about your personal interests? Listen out for useful language for talking about personal interests. Then, we'll practice saying the new phrases – after this.

Emir	Hi, Paul. I made you a cup of tea. Just how you like it, milk and two sugars.
Paul	Oh, thanks, Emir.
Emir	You're welcome. So what do you do when you're not working?
Paul	Oh, umm, not much. I'm always really tired in the evenings and at weekends.
Emir	Haven't you got any hobbies?
Paul	Well, I've recently started doing meditation.
Emir	I didn't know you did meditation.
Paul	I do too! Paul: Oh, right. So, um, how often do you practise?
Emir	Most mornings usually, but if it's really busy, then sometimes it's hard to find time.
Paul	Yeah, I know what you mean. I normally meditate once or twice a week. I never have enough time to do it more than that.
Emir	What are you doing now?
Paul	Nothing much, just drinking my tea ...

Hello again! Now that's something you don't see in the office every day! So, did you notice the useful phrases used for talking about your personal interests? Listen to me and then repeat.

- *What do you do when you're not working?*
- *I didn't know you did meditation.*
- *I do too!*
- *How often do you practise?*
- *Most mornings, usually.*
- *Sometimes it's hard to find time.*
- *I normally meditate once or twice a week.*
- *I never have enough time.*



Ana: Try and use some of these phrases the next time you talk about your personal interests in English. Bye for now!

Practice the conversation in the video with your partner. Do it in turn. You may change the context to your own.

### C. SUMMARY

Use simple present tense to tell daily activities that you continuously do every day. Make sure that you follow all activities provided in this topic.

### D. PRACTICE

#### 1. My best time of day

Think back over the last week. Remember as many things as you can that you did during that week. Write down those activities into the appropriate column of the weekly planner.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- Did you have various kinds of activities during that week?
- Which one was the most favorable activity for you?
- Compare and share your weekly planner with other students.

## 2. Role play

Please write down list of daily routines that these people usually do.

<b>Occupation</b>	<b>List of activities</b>
Governor	
Tour Guide	
Youtuber	
Lawyer	
President	
Artist	
Policeman	
Online Driver	
Religious Leader/Scholar	

Choose one of the professions you like and share your list of daily routines to the class. Find three friends who have different profession to compare your daily routines.

## 3. Group work (making a video)

In this practice, you will share daily routines that mainly all of you do every day as a student. You should talk about activities at home (boarding house) and at campus. You will be divided into six groups

with five members each. Choose two or three speakers from your group and the rest of the members will be in charge to take a video, to edit etc. The video duration should not be more than 7 minutes. Make a short video but it can tell the whole daily routines. Upload to YouTube and share to your social media. Ask your mutual friends to comment and share the video in order to get a feedback.

### **E. REVIEW**

Once you finish all materials and practices, do you have various activities every day or seems monotonous?

What about your time management strategy, do you always plan before act or just do the activities randomly?

*Here is suggested assessment form for this unit.*

#### Individual work

Item	Very Good	Good	Fair	Poor
Fluency				
Pronunciation				
Grammar				
Vocabularies				

#### Group work

Item	Very Good	Good	Fair	Poor
Fluency				
Pronunciation				
Grammar				
Vocabularies				
Collaboration				

## **F. REFERENCES**

<https://www.lifehack.org/677367/powerful-daily-routine>

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/talking-about-personal-interest>

# UNIT 3

## MEMORY

### A. INTRODUCTION



Learning a language requires a lot of memory works. Having wide range of vocabularies will be really helpful to speak fluently. In this chapter, you are going to have some discussions dealing with problems to remember

things and the way to improve your memory. The practice includes individual and group work.

### B. MATERIAL

*After students finish the topic, they will be able to understand some techniques of remembering things especially vocabularies.*

*Discuss the following questions in a small group.*

- When you meet people for the first time, what do you notice: their face, their names, their clothes, their voice or something else?
- Is your first impression really accurate?
  1. Have you ever met anyone famous? Where were you? What do you remember about him/her?
  2. What's her name?

Read the following explanation for improving your memory. Match the headings (1-4) with the appropriate paragraph (a-d).

- 1) *Connect the name and the appearance*
- 2) *Pay attention*
- 3) *Use the name and repeat it*
- 4) *Visualize the name*

**What's the best way to make a really good impression at a party? By wearing the best clothes? Telling the best jokes? Dancing like a professional? Or any idea? Well, that's easy. Try to remember people's name. Here are some easy steps.**

a. \_\_\_\_\_

At parties, we sometimes don't hear the other person's name, not because the music is too loud, but because we're too focused on ourselves. So the first step is to pay attention. When you meet someone for the first, listen carefully to the name and look at to person's face.

b. \_\_\_\_\_

When you're speaking to the person, use the name. For example "Nice to meet you, Danny". "Danny, it was nice talking to you". Then repeat the name in your head at least three times.

c. \_\_\_\_\_

Franklin Roosevelt amazed his staff by remembering the names of nearly everyone he met. His secret? He visualized the name on the person's forehead. It's also a good idea to imagine yourself writing the name in your favourite colour.

d. \_\_\_\_\_

In your mind, say the name and something memorable about the person's appearance. For example, Charles, looks like a banker; Ann, long blond hair; George, moustache; Sophia, looks friendly. Finally, if you want to remember other people's names as well as your own name, drink orange juice!

### 3. Mnemonic

According to Cambridge dictionary, mnemonic is an adjective to indicate a help to remember something. Example: He uses mnemonic device to help him remember the street.

- *Do you have specific technique to remember things?*
- *How do you remember: phone numbers? The names of people you meet? List of activities?*

Well-known mnemonic

- Use something physical
- Write notes and leave them in visible place
- Associate each item with something
- Write note on the back of your hand
- Repeat things
- Organise the idea

### 4. Remember English words.

- How do you usually remember words in English?
- With your partner, discuss the following techniques.

#### **Translation**

You translate the words into your own language.

#### **Contextualising**

You use the word in sentences to find the context.

#### **Visual association**

You try to visualize word with specific image.

#### **Similar sound**

You write the words that have similar sound.

Your own. Do you have your own technique to remember vocabularies?

## C. SUMMARY

The conclusion of this topic is that student should find their problems in memorizing things. Furthermore, you have to consider that there are a lot of techniques you can use to improve your memory. Through this topic, you can analyse your memory level that might influence the mastery of vocabularies.

## D. PRACTICE

### 1. I can remember

Write down things that are easy to remember and hard to remember.

I find it easy to remember...	I find it hard to remember...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

- Find your partner and discuss with each other. Talk about problems when you remember things.
- Walk around the class and survey what the majority of students in the class find most difficult to remember.

### 2. Memory tasks

Remember what are there in front of your university building. Write down words as many as possible.

- Try to remember the following things:



<p>This is your new phone number:</p> <p><b>087925762108</b></p>	<p>These are irregular verbs:</p> <ul style="list-style-type: none"> <li>• Bite-bit</li> <li>• Hold-held</li> <li>• Eat-ate</li> <li>• Throw-threw</li> <li>• Hit-hit</li> <li>• Win-won</li> </ul>
<p>Memorise your shopping list:</p> <ul style="list-style-type: none"> <li>• Ice cream</li> <li>• Some tomatoes</li> <li>• A black pen</li> <li>• A new English dictionary</li> <li>• Eggs</li> </ul>	<p>A new person you meet has given you his email:</p> <p><b>charloseca@gmail.com</b></p>

### 3. Remember your schooldays

Which of the following sentences are true about your schooldays?

- I used to love math
- I used to hate English
- I still remember the names of all teachers.
- I still have exercise books from junior high school.
- I used to be frightened of some of the teachers.
- I always used to finish my homework.
- I used to be very good at math.

*Pick three sentences that you find them true and share the reasons to your friends.*

## E. REVIEW

Apart from fluency, pronunciation, accuracy, vocabulary, there are other two indicators for speaking assessment: interaction and communication.

- **Interaction:** This refers to the ability to interact with others during communicative tasks.
- **Communication:** This refers to the students' ability to transmit her/his ideas.

Individual speaking assessment can be done by using this template:

Name	Fluency	Pronunciation	Accuracy	Vocabulary	Interaction

## F. REFERENCES

*Cunningham, Sarah. Moor, Peter. 2005. Cutting Edge. England: Pearson Education Limited.*

# UNIT 4

## TRADITIONAL MUSIC

### A. INTRODUCTION



In this part, students will learn about language practice “used to” to indicate past habits. It is important especially when people intend to discuss about their past hobbies or activities. This context is commonly appeared in our daily

interaction. This chapter contains vocabulary building, language practice and conversation example. Furthermore, the topic, traditional music, aims to give insight to the students in order to be aware of local culture. Recently, not many teenagers or youngsters play traditional music. They tend to claim that traditional music is not suitable with today’s era. However, they forget that traditional music has a lot of historical values which is interesting. It is part of the integration of local culture and a national heritage. It is the representative of history, traditions and thoughts of a community. Through this lesson, students are able to explore traditional music from West Nusa Tenggara and discuss some more about it. To give a global perspective, you will be introduced to music in UK through the conversation in the audio. You have to follow along the materials and do the task and practices provided. There will be an audio talking

about music in Manchester as well. Pay attention on the pronunciation and fluency from the speakers. It is a good opportunity to listen directly from native speaker on how to pronounce some words or phrases.

## **B. MATERIAL**

*After students finish this chapter, they are expected to be able to initiate conversation using “used to” grammar to indicate past habits and they will be able to initiate a discussion on traditional music.*

### **1. Vocabulary building**

*Do these schools exist in your country? How old are the students?*

Preschool	Kindergarten	Summer school
Nursery school	Junior high/middle school	Language school
Elementary school	school	Vocational school
Islamic boarding school	High school	
	University/College	

- *Did you belong to a club in school?*
- *Which one?*

### **2. Language practice**

- I used to be in art class.
- I used to play traditional music.
- Did you use to play a traditional music when you were in school?
- Yes, I did. I used to be in school traditional music club.
- No, I didn't. I didn't use to play traditional music, but I used to play a drum.
- I never used to play a traditional music instrument, but now I love it.

Practice this conversation with your partner.

Andi *Aldo, you are really great musician.*

Aldo *Thank you.*

Andi *Do you play music a lot?*

Aldo *Not anymore. I used to when I was younger.*

Andi *Really?*

Aldo *Yeah, I used to be in the school band.*

Andi *Really? Was it amazing?*

Aldo *It was excellent. We used to join many competitions.*

Andi *So, why did you stop playing the music?*

Aldo *I don't know. I guess I wanted to try different things.*

Andi *Well, I think you should start again. You can play the music after studying, so you will not get bored.*

Aldo *Thank you. I will think about it.*

### 3. Traditional music

- *Look at the picture. What are the people doing?*
- *In what occasion, do you usually see this traditional music?*



Read the following article about traditional music from Lombok, West Nusa Tenggara and discuss the questions.

Culture or tradition of a nation is the national identity, because with the existence of the culture, we know who we are and where we come from. Indonesian has many cultures and traditions because every region has different and unique culture, such as West Nusa Tenggara –NTB which has *Gendang Beleq*. Precisely, *Gendang Beleq* is from Sasak tribe, Lombok, NTB. The word of Beleq is from Sasak language meaning big. Earlier, *Gendang Beleq* was for the spirit of the soldiers who fought in the war and returned after the war. The sound, which was produced, was believed to make the soldiers be braver defending the kingdom. Now, *Gendang Beleq* is played to accompany traditional ceremony, such as wedding, circumcision, Aqiqah, and other ritual ceremonies. *Gendang Beleq* is made from Meranti tree which is flourish in Lombok. It produces big and echo sound. The sound is produced with 50 diameters and length 1.5 meters of tree trunk. Its center of the tree is perforated and covered with leather of goat, cow or buffalo. *Gendang Beleq* is traditional instrument which is played in a group. It is usually played along with other instruments such as *gong*, *terumpang*, *pencek*, *oncer*, and *flute*. With a thunderous sound, *Gendang Beleq* performance is more interesting and entertaining. *Gendang Beleq* player is called “Sekaha”. Sekaha consists of 2 main players. Those Sekahas perform by wearing Lombok traditional clothes including “Sapo”, Lombok typical headband. Although the size of *Gendang Baleq* is big, Sekahas have no difficulty to play it by hanging on their shoulder.

*Discuss with your friends about the question below:*

- Tell about the historical and cultural background of Gendang Beleg.
- Do you think young people tend to listen modern music more than traditional one?
- How to conserve and to promote the traditional music so it becomes popular to the entire generation?

#### **4. Listen to the audio**

Listen to Ella talking about Manchester, a city in the north of England with a very exciting music scene.

<https://learnenglish.britishcouncil.org/general-english/audio-zone/music-in-manchester>

*Circle the best answer according to the audio.*

1. Where was Ella born?
  - a. Manchester
  - b. London
  - c. Canada
2. What was the Hacienda?
  - a. A mill
  - b. A club
  - c. A restaurant
3. The Northern Quarter had mills in the industrial era, but what is there now?
  - a. Coffee shops, clubs and restaurants
  - b. Parks and green spaces
  - c. Houses and schools
4. What does Ella play?
  - a. Violin and saxophone
  - b. Guitar, piano and electronic instruments
  - c. She doesn't play any instruments.

5. According to Ella, who spends more time in the studio?
  - a. Manchester people
  - b. London people
  - c. Canadian people
6. According to Ella, who likes to socialise more?
  - a. Manchester people
  - b. London people
  - c. Canadian people

Do you like music? What types of music do people play where you live? Do you like listening to bands or going a traditional music club?

### C. SUMMARY

“Used to” is employed to indicate past habits. You can initiate a discussion to explore past hobbies or past activities and compare to current hobbies or activities. Apart from this phrase, this unit is a combination of information on traditional music and modern music. *Gendang Beleg* as a traditional music from Lombok is discussed and music in Manchester is also provided. These two insights will enrich students’ knowledge and experience.

### D. PRACTICE

#### 1. Telling about past habit

##### Individual practice

*Complete the sentences with information about you and tell to your friends about the past habits you write in these sentences.*

- a) When I was a child, my family used to.....
- b) I used to visit....., but I don’t like that place anymore.
- c) I never used to like....., but now I love it so much.
- d) I did not use to....., but now I do.
- e) When we were younger, my friend and I used to.....



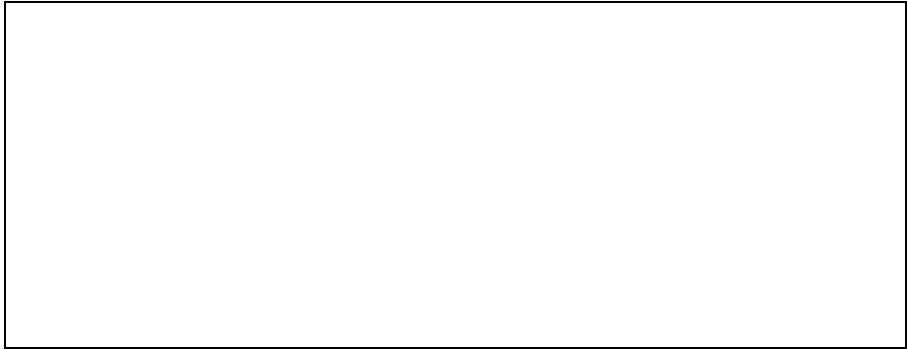
Pair work

*What did you use to do?*

<p><b>Home</b>  <i>Find someone who used to...</i></p> <ol style="list-style-type: none"> <li>1. listen to the music before sleeping.</li> <li>2. watch cartoons on Sunday morning.</li> <li>3. sleep with the lights on</li> <li>4. ....</li> </ol> <p><i>(your choice)</i></p>	<p>Name</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
<p><b>Hobbies</b>  <i>Find someone who used to...</i></p> <ol style="list-style-type: none"> <li>1. play hide and seek.</li> <li>2. go fishing.</li> <li>3. collect something.</li> <li>4. ....</li> </ol> <p><i>(your choice)</i></p>	<p>Name</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
<p><b>First year-University</b>  <i>Find someone who used to...</i></p> <ol style="list-style-type: none"> <li>1. think I couldn't pass the selection.</li> <li>2. depend the work on friend.</li> <li>3. wear university jacket every day.</li> <li>4.....</li> </ol> <p><i>(your choice)</i></p>	<p>Name</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>

2. Pick one of traditional music from your hometown. Tell and share to the class how does it look like, in what occasion do you usually play it and how is the popularity among the people in your hometown. You can make a draft in the table below.

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## **E. REVIEW**

The focus of assessment in this topic is the use of “used to” in a proper context. It can be observed through individual practice when students are asked to tell their past habits to the class as well as once the students practice pair work.

After you finish all lesson, what do you know about traditional music from your hometown?

Do you have idea how is the popularity among generation?

Have you discussed with your friends about an action you want to formulate to conserve and to promote the traditional music?

## **G. REFERENCES**

*Wilson, Ken.2007. Smart Choice. New York: Oxford University Press*

<https://learnenglish.britishcouncil.org/general-english/audio-zone/music-in-manchester>

<https://voinews.id/index.php/component/k2/item/1945-gendang-beleg-from-west-nusa-tenggara>

**Transcript:**

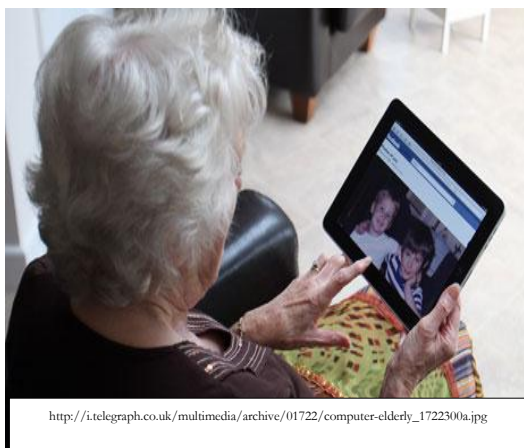
Interviewer	Hi, Ella!
Ella	Hello!
Interviewer	Thanks for talking to me today. What do you want to talk about?
Ella	Well, I love music. So I'd like to talk about music.
Interviewer	Fantastic.
Ella	As you might be able to tell, my accent isn't from the UK. I was born in Canada but I live in Manchester now and I'm so happy that I do because I love the music scene there. It's really interesting: the history that's come from the acid house movement through bands like the Happy Mondays, the Dillons, through the culture of clubbing that came from the Hacienda has now left this really cool community of artists of all different genres who still gig and perform there in Manchester. It's really cool hanging out in the Northern Quarter. It's an area that used to be mills back in the industrial era of Manchester but now it's turned into coffee shops and clubs and restaurants.
Interviewer	Cool! And do you make music yourself?
Ella	Yes. I play guitar and piano and I sing. And getting to play with the other musicians there has introduced me to playing a lot more electronic instruments as well, like drum sequencers, playing with Ableton and playing with DJs. What's really interesting about Manchester is the musicians in Manchester focus a lot more on what they love to make than, in my opinion, musicians in London. Musicians in Manchester really like to focus in on the time they spend in the studio and the time they spend creating, forming smaller and smaller communities to hone into a weird or specific

	<p>sound, whereas in London people are a lot more out and about, and they like performing and socialising and being around each other.</p>
Interviewer	<p>Mmm. Do you think you'll stay living in Manchester for a long time or are you planning to go back to Canada?</p>
Ella	<p>I really like Manchester. I think I'll stay there because the smaller population has meant that the community is a lot more connected and we see each other by circumstance a lot more frequently. So, yes, I would like to stay in Manchester!</p>
Interviewer	<p>Great. Thank you very much for talking to us.</p>
Ella	<p>Yes – thank you.</p>

## UNIT 5

### KEEP IN TOUCH

#### A. INTRODUCTION



It is the basic need of human to keep in touch. As a social creature, we tend to communicate and interact with other every time. Talking about this topic is interesting as it is directly relates to the advancement of technology. There is no reason for people to feel

alone as they can communicate through smart phone and many other technologies. In this topic, students will be introduced to some expressions used to keep in touch as well as to discuss ways to keep in touch.

#### B. MATERIAL

*At the end of the lesson, students are able to use phrases and expression to keep in touch and are able to initiate a conversation about keep in touch in various context.*

Before going to the material, answer the preparation question below.

- Do you have family who live in distant part?
- How do you usually keep I touch with them?

- On average, how many times a month do you communicate with them?
1. Read the following reflection on why you are not good enough at this (Keeping in Touch)

### **Reflect on Why You're Not Good At This**

So when you are honest and you recognize that you're not good at keeping in touch, you want to think about why exactly that is. It may be part of your personality, it may be something that you just haven't made a priority, or you may have never really thought about this. It matters to others in your life, and so reflecting upon this in your life can make a huge difference in your relationships. So start off by thinking through why you aren't good at keeping in touch.

- ***Are you busy?*** Do you have a lot going on in your life? If you are trying to juggle work, kids, or any other number of responsibilities, then it can be tough. Though everyone is busy sometimes life and all of its responsibilities can get in the way.
- ***Are you not good with technology?*** For some people the idea of keeping in touch via email, text, or even phone can be overwhelming. If you happen to be one of those people who aren't great with technology, then it can be challenging to keep in touch with people. You may have the desire but not know how to pull it off.
- ***Are you forgetful?*** Even if you try to remember to call or keep up with the communication, you might forget. Some people are just forgetful and though they don't mean any harm, this can make keeping in touch with people difficult.
- ***Are you stressed?*** If you are under a lot of stress, this might take up most of your time and focus. If you have a lot of

stress, then just be honest about this. Then you spare people's feelings and you don't look as if you don't care.

- ***Are you going through a big life change?*** Sometimes when life gets difficult or big changes come about, it can take all your time. If you are going through a big life change, then it may not allow you to keep in touch like you want to.

Be honest and tell the person if any of these reasons apply to you and your life. The focus today is on if you have been in touch with someone for a while and you're excited to talk but you want to tell them it's hard for you to do so. It may be letting them know that you don't have time or things are keeping you from getting together, talking, or just keeping in touch in general.

Discuss with your friends:

- Are you good at keeping in touch with others?
- Do you feel that sometimes you lose touch without meaning to?
- Why you are not really good in keep in touch with friends?

If you have trouble keeping in touch with people, you are not alone.

## 2. Keep in touch with your teacher

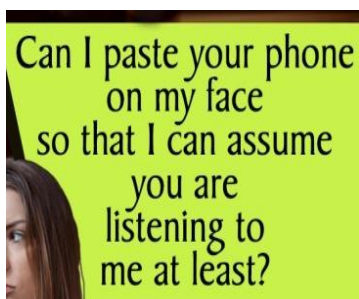
Read the following article [www.techmoran.com](http://www.techmoran.com) about how technology can be used to keep in touch with school during the pandemic.

While most schools are not physically open, they still try to operate online. Colleges have set up online classes for their students to try to keep up with their course work while at home. Some are simply posting useful materials for their students to access and use whenever they can. While it may not be possible to attend all online classes or keep a constant online presence in your school's online portal, you can still try to check in occasionally in order to not miss any crucial happenings.

Most college students use the school library as their main source of information. However, during lockdown, this may not be possible. That does not mean that you should not keep studying. Thanks to technology, you can access a great amount of information online at all times. With a steady internet connection, all you have to do is find relevant and useful resources. In fact, you can find more data on the internet than you would in a library especially when it comes to recent publications.

- Do you study at home during the pandemic Covid-19?
- Do you experience the same condition as what is written in the article?
- What kind of platform does your university use for online learning?
- Do your lecturers conduct online discussion during the online learning?
- What is your evaluation about online learning in your university?

### 3. Communication is important



Have you experienced this situation?  
How's your feeling?

Every day we communicate with each other in some ways or another. It can be verbal, non-verbal, formal and informal context. Recently, we spend most of the time through

online communication both written and spoken. In this case, do you agree to this quote *“Rather than bringing me closer to others, the time that I spend online isolates me from the most important people in my life, my family, my friends, my neighborhood, my community.”?*



- These are the biggest reasons why conversations between two people fail.
  - ✓ *Failure to listen*
  - ✓ *Failure to respect*
  - ✓ *Failure to articulate*
  - ✓ *Failure to express honestly*
  - ✓ *Failure to compromise*
- Can you elaborate the explanation of those reasons?
- Which reasons do you agree with?
- Would you like to add other reasons?

#### 4. Phrases for reconnecting with old friends

Greet them. People who haven't met for a long time may act surprised.

- *Oh my God, look who is coming!*
- *Oh my gosh, look who it is!*

You can say about it's been long time you never see them.

- *Hey man! Long time no see!*
- *It's been far too long.*
- *I can't believe it's been ten years!*
- *When was the last time we saw each other?*

It is also a good idea to compliment them:

- *It's so nice to see you!*
- *Look at you! You look great!*

Instead of "How are you?" or "How are you doing?" you can ask when you haven't seen someone in a long time:

- *How have you been?*
- *What have you been up to?*

Ask about their family:

- *How are your folks? Are they doing OK?*

- *How old is Nathan now? Ten? Eleven?*

You can ask about people that you both used to know:

- *Have you kept in touch with Armando?*
- *What's Peggy up to these days?*

To end a conversation with an old friend or acquaintance, you can use these phrases:

- *It was great to see you again.*
- *I'm so happy we reconnected.*
- *Let's do this again soon.*

### **5. Listen to the audio**

The woman greets someone she hasn't seen for ages.

<https://learnenglish.britishcouncil.org/general-english/how-to/how-to-greet-someone-you-havent-seen-for-ages>

*What do you when you are in similar condition?*

### **C. SUMMARY**

This phrase is usually stated when you are going to say goodbye to someone but you really want him/her actively communicate with you as usual. In some context, it is stated when you:

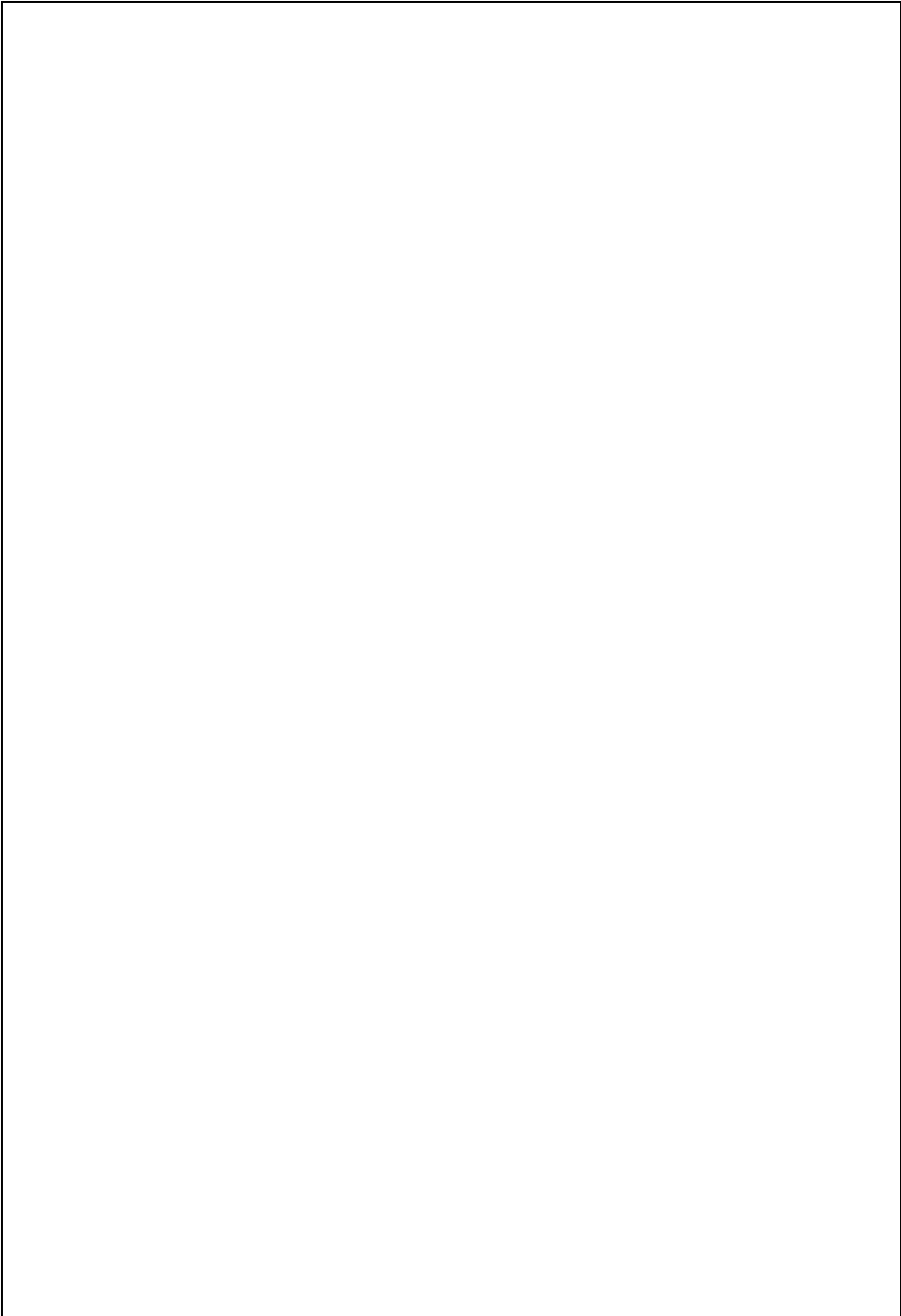
- leave a job
- graduate from a school
- move to another city

To keep doing something means that you really want to continue it. In touch means always communicate as usual.

### **D. PRACTICE**

#### 1. Unforgettable moment

Remember of the saddest moment in your life where you have to go leaving for your beloved family or friends. Write down how was your feeling and did you remember anything they say? After writing down the feelings find your partner and share your story with him/her.



## 2. Conversation 1

- Now practice this conversation with your partner.
- Discuss what they are talking about.

Are you pretty good at <u>keeping in touch</u> with your old friends, like from <u>middle school</u> and <u>high school</u> ?	I'd say so. I'm still very close with a lot of my friends from high school and even before that.
How do you <u>keep track</u> of them? Do you talk to them on Facebook, or on the phone, or in person?	Um, pretty much all three of those, although the popularity of Facebook has made things easier. It's easier to communicate with old friends and people are more willing to do it. What about you?
I have my best friend. We'll have been friends for ten years this summer, and, you know, we still talk on the phone.	How did you guys meet?
We met in high school, first day of high school.	Best buds from right off..right from the start
Yeah, and we really <u>bonded</u> because we had a lot of the same <u>taste</u> in music and we don't have anything <u>in common</u> anymore whatsoever, we're in like completely different places in our lives, but I think we'll always have that bond from our past that'll keep us together, and I don't think I'll ever <u>lose touch</u> with her because we just have that past that we shared.	Yeah, I think that's pretty natural to still keep in touch with your friends but not share the same interests that you used to.

- Walk around the class and interview your friends how they keep in touch with old friends like elementary or middle school friends.

Name	Name of friend who he/she keeps in touch with	How

## 6. Conversation 2

- Now practice this conversation with your partner.
- Discuss what they are talking about.
- How do they initiate a conversation?
- What phrases dealing with keep in touch do you notice?

<b>Linda</b>	Well, hello there, Deborah! Wow it is a long-time no see! It is great to see you again.
<b>Deborah</b>	Linda! Hello! What a coincidence! I have not seen you in ages! It is great to see you. What are you doing in Manchester? Are you just visiting?
<b>Linda</b>	I just got a new job in Manchester in finance, so I am shopping for some new clothes. Hey, what do you think of this skirt?

<b>Deborah</b>	Hmmmm... well, you remember how much I love black. See? I have got the same skirt as you!
<b>Linda</b>	You have always had great taste in clothes! Well this is a small world.
<b>Deborah</b>	We must keep in touch. You still have my mobile number?
<b>Linda</b>	No. I lost my phone here is my new number.
<b>Deborah</b>	OK. I will save your number.
<b>Linda</b>	I have got to go back to work, give us a ring so we can arrange dinner sometime.
<b>Deborah</b>	For sure, take care bye.

### E. REVIEW

- ✓ How do you usually keep in touch with friends and family?
- ✓ Why do you think people fail in communication?
- ✓ After you do a self-reflection, why you find it difficult to remember particular things?

Speaking assessment in this part is in form of rubric with 1 to 5 scales. 1 = poor, 2 = average, 3 = good, 4 = very good, 5 = excellent. Apart from numerical assessment, please provide qualitative assessment through feedback. It will be really beneficial for students.

<b>Students</b>	<b>Pronunciation (1-5)</b>	<b>Fluency (1-5)</b>	<b>Vocabulary (1-5)</b>	<b>Syntax (1-5)</b>	<b>Feedback</b>


**F. REFERENCE**

<https://techmoran.com/2020/07/09/how-college-students-can-use-technology-to-keep-in-touch-with-school-work-during-covid-19/>  
<https://www.businessinsider.com/5-reasons-youre-failing-to-communicate-and-how-to-fix-it-2016-10?r=US&IR=T>  
[https://www.englishbaby.com/lessons/5269/eavesdropping/keeping in touch](https://www.englishbaby.com/lessons/5269/eavesdropping/keeping_in_touch)  
<https://www.allearsenglish.com/aee-1288-fluent-english-are-you-good-at-keeping-in-touch/>

## Transcript

**Woman:** Hey! Hello there! Haven't seen you in ages!

**Man:** Oh ... all right, yeah.

**Woman:** Great to see you again! You're looking really well!

**Man:** Oh! You think so? Thanks ...

**Woman:** So, how are you?

**Man:** Well, you know, mustn't grumble.

**Woman:** What've you been up to? Still working in that coffee shop?

**Man:** Yeah ... same one ...

**Woman:** Still trying to be an actor?

**Man:** Well, yeah, you know ...

**Woman:** So Hollywood hasn't called then yet?

**Man:** Not yet ...

**Woman:** Still living in ... that ... er ... little flat?

**Man:** Yeah. Same one.

**Woman:** Well, great.

**Man:** How about you? You still ... er ... working in the fast-food place?

**Woman:** No! Stopped that a long time ago! I'm working in the city now. Financial industries!

**Man:** Oh. Great. Are you still sharing that house with all those other people?

**Woman:** No way! I bought a big house with ... four bedrooms and a garden ... the works.

**Man:** Hmm ... good for you.

**Woman:** Listen! We should get together for a drink sometime! Catch up!

**Man:** Yeah, I'd love to.

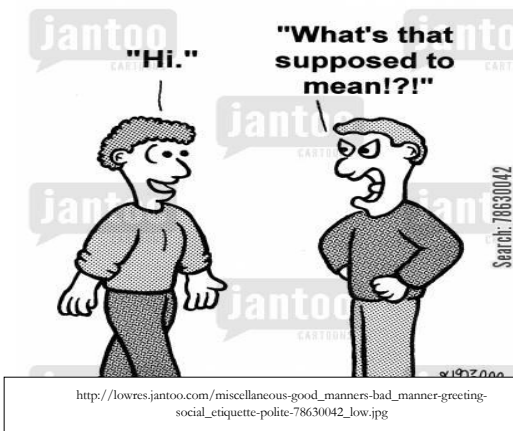
**Woman:** Let's do it! Keep in touch, yeah?



# UNIT 6

## POLITENESS AND RUDENESS

### A. INTRODUCTION



Language and culture have close relationship. Learning a language means learning its culture. Understanding particular language cannot be really understood if we don't know the context of the language. It is not only about what to use but also how and when to use the

languages. In this unit, students will discuss politeness and impoliteness (rudeness) that will be contextualized to their own cultural background. Some expressions in English that are considered polite and impolite are introduced. As usual, instruction of individual and group practices are provided. The material is pivotal as it will help students build cultural competence where they will be aware of their own cultural as well as intercultural competence where they will be aware of other cultures. As a result, students will be more careful in using certain vocabularies or phrases in their communication. They will pay attention on the communication context.

## B. MATERIAL

*After students finish this unit, they will be able to understand intercultural communication concept indirectly through the reflection of this material. They will be able to use phrases that are considered polite or impolite in English.*

- Do your cultural values deal with politeness and impoliteness?
- Do you have culturally different kind of rudeness with your friends?
- What things are considered as rudeness in your culture?
- What are some things that define a culture? For example, music, language, ...
- What do you think is interesting about your culture?
- Do you know much about your own culture?
- When people from other countries think about your culture, what do they usually think of?

### 1. Being polite in English

Tick which expression you consider polite or impolite.

Expression	Polite	Impolite
Can you pass me		
Give me		
Go away		
Could you give me five minutes		
Excuse me		
Move		
I'm afraid I can't		
No		
I would like		
I want		
Stop it!		
Would you mind		

Can you hold, please?		
Wait		

Here are basic tips to remember when speaking politely in English. These tips are pivotal to be remembered when communicating in English.

**Titles:**

*Male: ‘Mr.’ (or ‘Mister’)*

It can be used to person that you know, but they are older than you and you want to respect them. You would say ‘Mister’ and then their last name, so for example: “Mr. Adi”. If you don’t know their name you can say ‘Sir’.

***Female: ‘Mrs.’ or ‘Ms.’***

‘Mrs.’ – as in “Mrs. Indra” – is used to address a married woman, and even then it might not be appropriate as nowadays many women choose not to change their title when they get married. Sticking to the more general ‘Ms.’ may be a safer option to use.

**Greetings:**

When speaking in English we have many ways to say things, but some are more polite and formal than others. For example:

“Good morning/afternoon/ evening”

“Goodbye”

“Have a nice day”

These are all ways to say ‘hello’ and ‘goodbye’ in the workplace or a more formal situation.

**Minding your manners**

Always remember to mind your manners! ‘Please’ and ‘thank you’ go a long way when we speak to each other.

“Try your best to speak politely no matter where you are in the world. It’s just a nice thing to do.”

How would you speak to:

- Your lecturer?
- Your partner’s parents?
- Your best friend?
- Your co-workers?

## 2. Different culture, diverse opinion

- Read the article written in [www.au.reachout.com](http://www.au.reachout.com). Find the ideas where you agree or disagree with.

Even if you hear or read something about a certain culture, it’s important to realize that this doesn’t mean everyone from that particular background acts/thinks/believes the same thing. Just as not everyone you know has identical beliefs, people who come from different cultural backgrounds aren’t all a certain way, either.

### **Don’t stereotype**

One of the biggest difficulties to overcome in understanding cultural differences is making judgments based on one opinion. Do your own research and make an effort to actually learn about people, instead of making broad-brush assessments.

### **Everyone is unique**

The main thing to remember is that everyone, no matter what their cultural background, has different opinions, habits and ways of life. The sooner you accept that everyone is different, the easier it becomes to understand and embrace cultural differences.

- Do you live in multicultural environment?

- Have you experienced or seen people stereotyped other?
- Do you have a close friend who comes from different cultural background with you? How do you maintain a communication with him/her?

### C. SUMMARY

Communication does not really have value if it loses the context. Cultural values that lie within the language itself should be considered during the communication. Use expression that people really like and expect. If you do so, effective communication will be achieved toward mutual understanding.

### D. PRACTICE

#### 1. Rudeness level

Discuss the items below with your partner and label each item.

Statement	Very rude	A bit rude	Not rude
Watching people while they are eating.			
Eating with your left hand.			
Smoking in person's home without asking permission.			
Using person's first name when you've just met him.			
Asking how much someone earns.			
Asking about age.			
Pointing with left finger.			
Asking about marital status.			
Laughing with your mouth wide open.			

Blowing your nose.			
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- Do you have different opinion with your partner?
- Which items are different?
- Why are they different?

2. Practice the conversation with your partner.

<b>Todd</b>	<b>Keiko</b>
Now, Keiko, you said you lived in America	Yeah.
How long did you live in America for?	I lived there for five years.
Five. That's a long time. What was it like when you came back to Japan?	It was quite difficult because I look Japanese and obviously I am Japanese but I act a little bit different from other people and the way I wanted to mingle with my friends was a bit different from how the Japanese people mingle with their friends, for example there's no hugs between friends. Those little things in daily life kind of shocked me a little bit.
Or, even in university, I've heard about this before, but in universities, you know people go to bathroom together, you know they always think about in	That's in Japan or in the U.S.?

<p>a group, OK, what should we do, should we eat lunch, should we go to the bathroom, should we, you know, do this after school. It's kind of always in a group.</p>	
<p>In Japan. (In Japan) Yeah, is what I felt.</p>	<p>Wow, so it was hard because everybody was always together all the time, like you couldn't be an individual, or?</p>
<p>It was hard because I think in The States you are expected to have your own opinions where as in Japan it's important to have harmony with other people and so you don't usually say, "OK, this is what I want to do? Do you guys want to come with me or not?" It doesn't work like that. You say, "OK, what do you want to do? You ask other people first and people ask each other, "OK, what do you want?" You sort of, they come up with one thing that we want to do which takes about maybe fifteen minutes or twenty minutes just to do one thing and I'm not criticizing but it was just kind of a different culture coming back.</p>	<p>And then, now I've kind of got used to that culture now and I think it's kind of one of the good things about Japanese cultures and Japanese people because they really do respect the other people's opinions, even with friends, they don't take each other for granted so I'm getting used to it, but when I just came back it was just little things.</p>

- What can you conclude from the conversation?
- Are you familiar with term “culture shock”?

**E. REVIEW**

- ✓ After you learn about politeness and rudeness, do you notice that any changes about politeness or rudeness in your culture?
- ✓ What kind of politeness and rudeness in your culture? Provide 5 examples.
- ✓ When you talk or practice speaking with your friend who has different culture with you, is there any differences in certain values or cultural items dealing with politeness and rudeness?

**Here is suggested speaking assessment for this material.** Speaking assessment in this part is in form of rubric with 1 to 5 scales. 1 = poor, 2 = average, 3 = good, 4 = very good, 5 = excellent. Apart from numerical assessment, please provide qualitative assessment through feedback. It will be really beneficial for students.

Students	Interaction (1-5)	Communication (1-5)	Manner/Behavior (1-5)	Feedback



## **F. REFERENCES**

<https://englishlive.ef.com/blog/english-in-the-real-world/polite-english-2/>

<https://au.reachout.com/articles/understanding-a-different-culture>

<http://www.englishwithjo.com/english-conversation-culture/>

## UNIT 7

### HALAL TOURISM

#### A. INTRODUCTION



In this part, you will discuss the tourism places in Lombok and other cities. You will be introduced to the term of “halal tourism” as a tourism brand in Lombok. This topic would like to combine the local wisdom with modern issues which relate to tourism. At the

end of the material, you will be given a task to design a tour guide for particular group of people for a few days. It is kind of the implementation of one of the outcome from English education study program to create students who are able to be a guide or to involve in tourism industry. In addition, this topic aims to include local wisdom in order to provide an opportunity to students explore their own island. As a result, they will know the local potentials and it can be share to the visitors. Students will be an agent of change not only in the context of intellectual, but also social context. It is why this material becomes very important. Students are expected to be able to express and share their knowledge and experience visiting tourism sites in their region. At the end of the day, when tourists or visitors come, they will be able to be their guide.

## B. MATERIAL

*After students learn this material, they will be able to use phrases and expression in describing things and places.*

Before you start to read the material, please answer these preparation questions.

- Have you heard about “halal tourism”? What is your definition about it?
- Think of one of the most beautiful place that you have ever visited. How beautiful is it? Share to your friends.

### 1. Lombok Island



Lombok Island is one of the best destinations that provide the best halal holiday experience. Awards as World Best Halal Tourism Destination and World Best Halal Honeymoon Destination have been achieved. Lombok island has wonderful nature and scenery,

beautiful beaches and it is well-known as the island of thousands mosques.

- *Have you guided a friend or visitor to Islamic Center?*
- *Do you have additional information or explanation about halal tourism in Lombok?*

### 2. Conversation between tour guide and tourist

Read the following conversation and pay attention on the expressions used. You may practice with your partner.

<i>Assalamualaikum. Hello everyone, good morning.</i>	<i>Hello, waalaikumussalam. Good morning.</i>
<i>I am your tour guide. Welcome to</i>	<i>Yes, this is first time for me and my</i>

<i>Lombok. Is it your first time in Lombok?</i>	<i>family. We really need your help.</i>
<i>Well, if you have a question please do not hesitate to ask. Let's go to our first destination.</i>	<i>Where is our first destination this morning?</i>
<i>We are going to visit Islamic Center as the biggest mosque in West Nusa Tenggara. After that, we will visit one of most beautiful beach in Lombok. It is Kuta beach.</i>	<i>The name is same as Kuta in Bali.</i>
<i>Yes, exactly, but it is more natural.</i>	<i>I see. Is there anything else around the beach?</i>
<i>There are many beautiful spots actually. One of interesting spot is Moto GP circuit. The construction is unfinished but we can go sightseeing around there.</i>	<i>That sounds great. I might visit Lombok again next year for holiday and watching Moto GP.</i>
<i>That's good idea and you will meet me again.</i>	<i>Sure. I will contact you three or four months prior to my flight to Lombok.</i>
<i>Perfect. There are some traditional villages as well near Kuta beach. You will be introduced to local villagers, traditional culture and many local attractions.</i>	<i>Nice. I will have a wonderful day. I want to pray in Islamic center and take some pictures there. Then, I really want to swim and enjoy the sandy beach as well as spectacular views in Kuta.</i>

### 3. Describing towns or cities

Is it village, town or city? How big is it? Describe its location using some of phrases below to help you.

- It's in the west/southeast/center
- It's near the border with...
- It's famous for...

- It's on the river
- It's about 50 km from...
- It's on the way to..

Which of the following things does the place have?

- an industrial area
- a carnival, festival or other event
- beautiful scenery nearby
- an underground system or trams
- sandy beaches
- docks or a harbor
- spectacular views
- shopping malls or street markets

*Does it have any other important things not on this list?*

Which of the following adjectives would you choose to describe the place?

- Cosmopolitan
- Exciting
- Historical
- Industrial
- Peaceful
- Popular with tourists
- Crowded
- Noisy
- Old-fashioned
- Polluted
- Romantic

Recommending places, food etc.

- You must see...
- You should definitely visit/try...
- I'd recommend...
- Personally, I'd...
- It sounds amazing/really interesting!
- So how long should we stay in...?

### **Descriptive words for places**

Clean	Hot	Rural
Cold	Humid	Sandy

Colorful	Industrial	Smoky
Cool	Modern	Wide
Crowded	Mountainous	Windy
Flat	Narrow	Beautiful
Fresh	Old	Fantastic
Hilly	Quiet	Awesome
Stressful	Small	Large / big
Spectacular	Magnificent	Amazing

4. Describing place/thing

<b>Three parts in describing place/thing</b>	<b>Descriptions of places or buildings can be found</b>
<p><b>a) an introduction</b>  <i>Mention the name and location of the place or building and/or the reason for choosing it.</i></p> <p><b>b) a main body</b>  <i>Describe the main aspects of the place or building in detail – for example, when you describe a place you should describe what you can see and do there; when you describe a building you should describe its exterior and interior, as well as give historical facts about it.</i></p> <p><b>c) a conclusion</b>  <i>which includes your comments, Feelings and/or a recommendation.</i></p>	<p>a) <i>in tourist magazines,</i>  b) <i>travel brochures,</i>  c) <i>stories,</i>  d) <i>letters, etc.</i></p> <p>The style you use depends on the situation and the intended reader.</p> <p>For example,</p> <ul style="list-style-type: none"> <li>• <i>in an article for a magazine use semi-formal style and a polite tone.</i></li> <li>• <i>You normally use present tenses to describe a place/ building.</i></li> <li>• <i>You use past tenses to write about the historical facts.</i></li> </ul>

Example of describing a place:

### **An Ideal Seaside Resort**

**Introduction** Under an hour from London, Brighton is located on England's south coast, between the stunning South Downs and the English Channel. It is a charming seaside resort and the perfect destination for a peaceful weekend.

**Main body** Brighton has several tourist attractions which are worth visiting. Among these is the Royal Pavilion, the spectacular seaside palace of the Prince Regent (George IV) a beautiful Indian-style palace which was built in the early nineteenth century. Brighton's most famous attraction is the lively Brighton pier, a Victorian pier with various food and drink outlets, fairground attractions and Palace of Fun arcade. Both young and old can have fun while admiring the spectacular view of Brighton's seafront.

There are plenty of places to go shopping in Brighton. The town centre has a large modern shopping centre. There are also narrow lanes, eg. Brighton Lanes offer a shopper's paradise of independent shops, boutiques. and lovely antique shops that are always bustling with tourists.

The nightlife in Brighton is exciting. Every night is show night in Brighton, as the city's music venues, concert halls, cabaret bars, theatres and comedy clubs burst into action with some of the best entertainment in the business. The area is also well-known for its fashionable restaurants. Whether you're after award winning cuisine, veggie treats, a tasty beachfront brunch or delicious cheap eats, Brighton is bursting at

the seams with every type of international cuisine on the menu.

**Conclusion** Brighton is a town that has something to offer everyone. Whether you want to spend your time shopping or seeing the sights, or simply relaxing and enjoying the fresh sea air, Brighton is the ideal choice for a few days away from the city.

Adapted from: <http://www.visitbrighton.com/>

### C. SUMMARY

In this chapter, you are able to explore Lombok Island and tell its beauty to the visitors. Use appropriate greetings to particular visitor. You may consider their cultural background. In short, follow the practices provided and you will be able to describe the destinations or particular places. Use your own experience to describe the places. Furthermore, material and practice in this chapter will be very useful for you even after you graduate and choose to be a tour guide or a tourism businessman. It is time for you to improve your communication skill that will be very beneficial in the future.

### D. PRACTICE

#### 3. Design a tour

You are going to accompany your friends who come from Australia next week. They are really excited to visit your Island. They plan to stay for about 7 days. Arrange the itinerary for them and decide which places you are going to visit, then describe what things can be enjoyed there. You may describe the beauty of each destination.

Day	Destination	Description
-----	-------------	-------------



Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
DAY 6		
DAY 7		

#### 4. Making a conversation

You are going to make five-minute conversation with your partner. Student A is looking for a foreigner to practice his English. Student B is a foreigner who just came from Netherland. The conversation is taking place at the beach.

Student A	Student B

## 5. Round the world

- If you are given an opportunity to visit a country either for studying, working or travelling, which country will be your first list?
- Put your dream countries in the following table:

Country	City/Specific place	Reason
1.		
2.		
3.		
4.		
5.		

## E. REVIEW

After you learn how to describe things and places, do you recognize that many beautiful places around us? Even some of them have historical background. Do you think this good news should be share to many people even to world?

Speaking assessment in this part is in form of rubric with 1 to 5 scales. 1 = poor, 2 = average, 3 = good, 4 = very good, 5 = excellent. Apart

from numerical assessment, please provide qualitative assessment through feedback. It will be really beneficial for students.

Students	Pronunciation (1-5)	Fluency (1-5)	Vocabulary (1-5)	Syntax (1-5)	Feedback

## F. REFERENCES

<https://mithaputery.blogspot.com/2013/11/normal-0-false-false-false-en-us-x-none.html>

<https://en.islcollective.com/english-esl-worksheets/search/describing+a+place>

# UNIT 8

## AGREEING AND DISAGREEING

### A. INTRODUCTION



It is very common to have different views or perspectives of particular issues in our daily interaction. We tend to show a conflicting view about a variety of different issues from food and music to science and politics. With the development of advanced communication

technologies, this fact has become more visible than ever. It is why a discussion needed toward a solution. The thing which is more important is you have to be able to use some expressions to deliver opinion or state your agreement and disagreement. You may find that not many phrases are used in Indonesian language, but English language has variety of phrases to indicate your stand. In this unit, students are going to be familiarized with common phrases or expressions to indicate agreement and disagreement. Apart from the phrases used and expression, it is also important to provide such clear reason why do you agree or disagree. In this unit, you are going to have practical exercise on how agree or disagree to a controversial issue. It aims to not only to increase your understanding on the expression and phrases but also to increase your critical thinking.

## B. MATERIAL

*At the end of this lesson, students will be able to use phrases dealing with agreeing and disagreeing and they will be able to understand how state their agreement or disagreement.*

### 1. Expressions for Agreeing and Disagreeing

Phrases that we use when we agree or disagree with someone in English.

Agreeing	Agreeing tentatively or reluctantly	Disagreeing
<ul style="list-style-type: none"> <li>• That's right.</li> <li>• You're right.</li> <li>• I know.</li> <li>• Exactly.</li> <li>• Absolutely.</li> <li>• You can say that again.</li> <li>• You're telling me.</li> <li>• I agree (entirely / absolutely).</li> <li>• I couldn't agree more. (Yes.)</li> <li>• It is / It should / They did etc.</li> </ul>	<ul style="list-style-type: none"> <li>• I suppose so.</li> <li>• I guess so.</li> <li>• I'm inclined to agree.</li> <li>• Agreeing partially</li> <li>• I agree up to a point, but...</li> <li>• I wouldn't go as far as to say that...</li> <li>• I take your point, but ...</li> <li>• You've got a point there, but ...</li> <li>• That's true, but ...</li> </ul>	<ul style="list-style-type: none"> <li>• I'm afraid I can't agree with you.</li> <li>• I'm sorry, but ...</li> <li>• Excuse me, but ..</li> <li>• Of course not.</li> <li>• I disagree.</li> <li>• I don't know.</li> <li>• Speak for yourself.</li> <li>• Don't make me laugh.</li> <li>• Are you kidding?</li> <li>• You must be joking.</li> <li>• Nothing of the kind!</li> <li>• Rubbish! Nonsense!</li> <li>• How can you say that?</li> <li>• (No.) It isn't / It shouldn't / They didn't etc</li> </ul>

## Stating an opinion

- *In my opinion...*
- *The way I see it...*
- *If you want my honest opinion....*
- *According to Lisa...*
- *As far as I'm concerned...*
- *If you ask me...*

## Asking for an opinion

- *What's your idea?*
- *What are your thoughts on all of this?*
- *How do you feel about that?*
- *Do you have anything to say about this?*
- *What do you think?*
- *Do you agree?*
- *Wouldn't you say?*

## Interruptions

- *Can I add something here?*
- *Is it okay if I jump in for a second?*
- *If I might add something...*
- *Can I throw my two cents in?*
- *Sorry to interrupt, but...*
- **(after accidentally interrupting someone)** *Sorry, go ahead. OR Sorry, you were saying...*
- **(after being interrupted)** *You didn't let me finish.*

*Example 1:*

**Ikal** Hi, what do you think about this movie?

I think this movie is fantastic.

**Ipan** Are you kidding me? I don't think so. This movie is so boring that I sleep while watch it. The plot is flat. I am keen on watching film but this time I disagree with you.

*Example 2:*

- Samsul** I was thinking of spending our long holiday in mountain. Does it sound good?
- Ardi** That's great idea, but I worry if that might be too cold. I am not sure about it.
- Samsul** What about in the end of September?
- Ardi** Yes, I absolutely agree with you. What if we find more information about the weather first and decide when will we go?
- Ucup** I couldn't agree more.

## 2. Watching a Video

Pay attention on the use of language for agreeing and disagreeing in this video. Practice saying these phrases. You have to do the preparation task before watching the video.

*Put the phrases (a–h) in the correct group (1–2).*

### **Groups**

1. Agreeing  
.....
2. Disagreeing  
.....  
.....

### **Phrases**

- a. I think I disagree.
- b. I'm not so sure.
- c. Maybe you've got a point there.
- d. Don't get me wrong, but I don't think so.
- e. I agree.
- f. I'm not convinced.
- g. I think you're right.
- h. Yes, definitely

Video link:

<https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/agreeing-disagreeing>

a) *Write down new words which are not familiar for you and try to find the meaning.*

b) *Which sentences give the best summary of the video?*

- 1) Emir and Paul discuss the design, but cannot agree on any changes.
- 2) Emir and Paul discuss the design but they make some changes finally agree.
- 3) Emir and Paul both agree on the design and decide no changes are needed.

### **C. SUMMARY**

In this chapter, you are able to state an agreement or disagreement by using phrases or certain expressions. It is important to show how do you agree or disagree rather than just end with inevitable debate without using appropriate expressions to elaborate the reasons. Almost any conversation that you find yourself participating in will include having to agree or disagree. It is why you have to learn.



## D. PRACTICE

### 1. Areas of Agreement

Complete the sentences below with the information that is true according to you.

- I like watching .....
- I like reading .....
- I like to eat .....
- After I wake up, I usually .....
- I am interested in learning .....
- My favorite kind of music is .....
- I am very good at .....
- My weakness is .....
- I have a dream to be .....
- Inspiring person in my life is .....
- Our teachers' quality is .....
- I believe that Indonesia will .....
- Our country is rich .....
- I hope our university will .....
- Indonesia is rich with .....

After you complete the areas of agreement above, find your partner and read the statement number 1 and let your partner agrees or disagrees with your statement. Do it in turn when you have finished all statements. Pay attention whether the statement is positive or negative and use the language below.

"So...I" and "Neither/Nor...I" are used to express agreement to a statement		
<b>So + auxiliary</b>	B. I am hungry.	A. So am I.

<b>verb + subject</b> is used to agree with a negative statement.	C. I went to class. D. I want to eat pizza.	B. So did I. C. So do I.
<b>Neither/Nor + auxiliary verb + subject</b> is used to agree with a negative statement.	A. I am not hungry. B. I didn't go to class. C. I don't want to eat pizza.	A. Neither am I. B. Nor did I.  C. Neither do I.
Subject + positive or negative auxiliary verb is used to express disagreement		
If the auxiliary verb is positive in a statement, <i>make the reply negative to disagree</i> . If it is negative, make the reply positive.	A. I am hungry B. I didn't go to class. C. I want to eat pizza.	A. I am not hungry. B. I go to class. C. I don't want to eat pizza.

2. Discuss with your group whether you agree or disagree with these controversial topics and present the reasons you agree or disagree. One group might discuss one topic only and share to other groups.

- a) Studying grammar is more important than practising conversation skills.
- b) Smoking should be banned in public places.
- c) Money is more important than love.
- d) Social media brings more harms than good.
- e) Men and women can never really be equal.
- f) We should tax the rich to help the poor.

You can make a draft here.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for creating a draft.

## E. REVIEW

After you learn all lesson and practices, do you have any reflection on the learning? Compare how do you state your opinion (agree or disagree) on particular issue before and after learning this unit.

The following assessment is suggested to assess students' activity during the lesson both individual and group work.

Individual Assessment Form

<b>Students</b>	<b>Pronunciation (1-5)</b>	<b>Fluency (1-5)</b>	<b>Vocabulary (1-5)</b>	<b>Interactive Communication (1-5)</b>	<b>Feedback</b>

## Group Assessment Form

Name	Group	Participation	Collaboration	Performance

## F. REFERENCES

<https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/agreeing-disagreeing>

<http://englishadmin.com/2013/03/expressing-agree-and-disagree.html>

<https://www.teach-this.com/functional-activities-worksheets/agreeing-disagreeing>

## Transcript

Ana: Hi! I'm Ana. Welcome to *What to Say!*

*Do you know what to say when you agree and disagree? Listen out for useful language for agreeing and disagreeing. Then, we'll practice saying the new phrases – after this.*

**Paul** : So?

**Emir** : I'm not convinced by that idea.

**Paul** : Why?

**Emir** : Well, this design is just too simple.

**Paul** : It's not simple, it's minimal. Plus, it's what the client  
: asked for.

**Emir** : I'm not so sure. Look ... Look at these designs  
: here. I think this is the style that the client wants.

**Paul** : Hmmm ... I think I disagree. They said they wanted  
: it clean and minimal.

**Emir** : These designs are clean and minimal.

**Paul** : Look, don't get me wrong, Emir. I like them, but I  
: don't think they fit the brief. For example, here,  
: there's just a bit too much going on.

**Emir** : OK, I see what you mean, but without all the  
: colour, it would look a bit ... empty.

**Paul** : True. OK, how about taking that and that away? So  
: it still looks interesting, but less busy.

**Emir** : OK ... maybe you've got a point there. Actually,  
: that has given me an idea.

.....

**Emir** : So we remove the blue. I think that creates a nice  
balance.

**Paul** : Yeah, yeah. I think you're right. Changing the circles  
helped too.

**Emir** : I agree. So we're happy with this now?

**Paul** : Yes, definitely.

**Emir** : So it looks like we can agree!

**Paul** : Occasionally.

*Ana: Hello again! I'm pleased that Paul and Emir agreed with each other in the end. So, did you notice the useful phrases used for agreeing and disagreeing? Listen to me and then repeat.*

I'm not convinced by that idea.

I'm not so sure.

I think I disagree.

Don't get me wrong, but I don't think they fit.

I see what you mean, but it looks a bit empty.

OK, maybe you've got a point there.

I think you're right.

Yes, definitely.

I agree.

# UNIT 9

## RESPONDING TO NEWS

### A. INTRODUCTION



Every day we always listen, watch or read news from all over the world through various resources. Due to the advancement of technology, online resources are more favorable for some people. However, for those who have more time at home

tend to watch news from TV channels, listen to the radio and perhaps read newspaper. Considering its mobility where it can be accessed everywhere and anytime, many people currently access the news through Smartphone either directly goes to the news website or YouTube channel. This chapter will introduce the expressions used to respond news in spoken context. Some topics dealing with this will also be discussed in this part both in individual and group form.



## B. MATERIAL

*At the end of the lesson, the students will be able to respond the news by using appropriate expressions and will be able to initiate a conversation or discussion from the news.*

### 1. Read a News



Pay attention on the picture, what comes to your mind when you look at this picture in one of online media page? What is your first response? Discuss with your friend.

Can you guess where the location is and what is happening?

Read the news article carefully and discuss the questions below:

A photo of a Komodo dragon facing a truck has raised concerns about a "Jurassic Park" attraction being built on an Indonesian island. The multi-million dollar site is part of the government's plans to overhaul tourism in Komodo National Park. The viral image has sparked questions about the impact on the conservation of the famed dragons, the world's largest lizards. Officials said no dragons had been harmed and their safety was paramount. Komodo dragons are only found in the wild on a handful of Indonesian islands where they are estimated to have roamed for millions of years. They draw visitors from around the world and in recent years authorities have grappled with how to manage conservation and tourism in the national park.

Last year a controversial decision to close Komodo Island - home to most of the lizards - and expel the 2,000 inhabitants who have lived alongside the reptiles for generations was dropped.

Instead authorities said they would introduce a \$1,000 membership

scheme to visit the island, moving away from mass tourism in a bid to protect the dragons and their habitat.



But around the same time they also unveiled plans for a mass tourist development on neighbouring Rinca Island, which is home to the second-largest population of Komodo dragons.

The project has been dubbed "Jurassic Park" in Indonesia after the architects posted a video last month on Instagram of their proposal - set against the music from the dinosaur film franchise. The video generated a lot of attention as it was shared by local campaigners on social media.

Greg Afioma, a member of the coalition, told the BBC that the group is concerned the planned development will affect the reptiles and the residents.

"This kind of massive development disturbs the interaction of the animals. It will change their habitat," he said. Government officials told BBC Indonesia they had reviewed the photo being shared on social media and could confirm no Komodo dragons had been harmed during the construction work. "No Komodo dragons will become victims," said Wiratno, Director-General of Nature Conservation and Ecosystems at the Indonesian Ministry of Environment and Forestry.

He added that a team from his ministry would go to the island to ensure safety protocols were being followed to protect the dragons. Indonesia currently has a Komodo population of about 3,000, according to government data. The dragons can grow up to 3m (10ft) long, have razor-sharp teeth and a venomous bite.

Most of them - around 1,700 - live on Komodo Island, and around 1,000 more live on Rinca. The national park as a whole is a Unesco World Heritage site.

*A report by Muhammad Irham, BBC Indonesia*

<https://www.bbc.com/news/world-asia-54701239>

What do you think about the news article above, is it good or bad news? Why do you think so?

## 2. Watching the Video

### *Task a)*

Before watching the video, please do this preparation task first. Put the phrases (1-8) in the correct group (a-b).

- |                            |                                |
|----------------------------|--------------------------------|
| 1. Responding to good news | a. I'm really pleased for you. |
| .....                      | b. I'm so sorry.               |
|                            | c. Oh dear.                    |
|                            | d. Oh no, that's awful.        |
|                            | e. Oh wow! Congratulations.    |
| 2. Responding to bad news  | f. That's wonderful!           |
| .....                      | g. Well done.                  |
|                            | h. What a shame.               |

### *Task b)*

Now, watch the video and answer the following questions:

<https://learnenglish.britishcouncil.org/skills/speaking/responding-to-news>

- What was Noelia expression when she read the news for the first time?
- What happened to her actually?
- Did you notice some phrases used by the speakers?

Task c)

Complete the dialogue with the words from the box.

Awful            believe      Congratulations      dear  
Happened      pleased      shame                      wonderful

- A    Hey, Good news. They liked the presentation.  
B    Oh wow! (1).....!  
A    Thank you! I was so nervous. I can't (2) ..... It!  
B    That's (3) ..... Well done. I'm really (4) ..... for you.  
A    How are you anyway?  
B    Not so great, actually.  
A    Oh (5) ..... What (6) .....?  
B    I didn't get the job.  
A    Oh no, that's (7) .....!  
B    It's OK.  
A    I'm so sorry, really. What a (8) .....  
B    Thanks. Anyway...we should celebrate your presentation!

### 3. Giving and Responding Good and Bad News

Here are some expressions that can be used to give and to respond good and bad news in our daily conversation.

#### Giving good and bad news

- I'm really pleased to tell you...
- I've got a bit of good news to tell you..
- I've got some good / brilliant / great / wonderful / splendid news for you...
- You know what! I've got a bit of great news for you...
- Great news for you...
- I'm afraid I've got some bad news for you...
- I'm sorry I've got a bit of bad news to tell you..
- I really don't know how to say it, but ...
- I'm sorry to have to say this, but ...
- I really feel bad to have to say this, but ...

### Responding to good news

- Wow, that sounds exciting !
- That's great!
- How fantastic!
- What fantastic / good / brilliant / great / wonderful / splendid news!
- That's good / brilliant / great / wonderful / splendid news!
- That sounds like great news!
- Congratulations!
- That's wonderful / fantastic!
- I'm glad to hear that!
- Great news!
- Incredible!
- Superb!
- Sounds great!
- Lucky you!
- I can't believe that!

### Responding to bad news

- I'm awfully sorry that...
- I'm sorry to hear that..
- I'm sorry to hear such terrible news.
- My goodness!
- I can't believe it!
- Poor you!
- I do sympathize with you.
- Please, accept my deepest sympathy.
- I know how you must be feeling.
- That must be awful
- Oh, dear!
- Too bad!

- That's awful / a pity / unfortunate.

### **C. SUMMARY**

In this chapter, you are able to use appropriate phrases and expression to deliver and to respond good and bad news. It is almost every day we listen or receive good or bad news. In this condition, a person who we share to is important. A good friend is the one who congratulate you when you get good news and motivate you when you receive a bad news. They will be there for you. As a Muslim, of course, we have to address the gratitude to God, Allah SWT, for every good thing and ask for forgiveness that might result something bad to us.

### **D. PRACTICE**

After you watch the video between Noeli and Yuna, please review these two questions according to your context and share the responses to your class:

- a) How do you usually help friends in time of need?
- b) Do you use certain phrases to show sympathy?

You may make a draft of your responses.

## Practice the Conversation

Watch the video again while reading the transcript provided below.

Pay attention on the phrases and the pronunciation.

Ana: Hi! I'm Ana. Welcome to *What to Say! Do you know what to say when you respond to news? Listen out for useful language for responding to news. Then, we'll practice saying the new phrases after this.*

**Noelia** : *Yes, yes, yes. Ah, I did it!*

**Yuna** : *Good news, then?*

**Noelia** : *Yes, I won the award!*

**Yuna** : *Oh wow! Congratulations!*

**Noelia** : *Thank you! It's so exciting. I can't believe it!*

**Yuna** : *I know! That's wonderful! Well done, Noelia. I am really  
: pleased for you.*

**Noelia** : *WHAT? You cannot be serious!*

**Yuna** : *Oh dear. What's happened?*

**Noelia** : *They sent me the wrong email. I didn't win. Someone else  
: won.*

**Yuna** : *Oh no, that's awful.*

**Noelia** : *Yes. It is.*

**Yuna** : *I'm sorry, Noelia. What a shame. Can I do anything to  
help?  
Please pass me that magazine. Thanks.*

Ana: *Hello again! Oh, poor Noelia! That's really disappointing. So, did you notice the useful phrases used for responding to news? Listen to me and then repeat.*

Oh wow! Congratulations.

I can't believe it.

That's wonderful!

Well done. I'm really pleased for you.

Oh dear. What's happened?

Oh no, that's awful.

I'm so sorry.  
What a shame.  
Can I do anything to help?

*Now, practice the conversation above with your partner. Do it in turn.*

**E. REVIEW**

Name	Indicators			Feedback
	Students are able to use the phrases to deliver/express good and bad news.	Students are able to use the phrases to respond good and bad news.	Students are able to engage and to participate in every task.	



## **F. REFERENCES**

<https://learnenglish.britishcouncil.org/skills/speaking/responding-to-news>

[https://www.myenglishpages.com/site\\_php\\_files/communication-lesson-good-bad-news.php](https://www.myenglishpages.com/site_php_files/communication-lesson-good-bad-news.php)

<https://www.bbc.com/news/world-asia-54701239>

# UNIT 10

## INTERVIEW

### A. INTRODUCTION



<http://content.timesjobs.com/thumb/msid-76944807,width-300,height-225,resize-mode-4/5-most-important-job-interview-questions-for-graduates.jpg?45804>

In this part, you will read, learn and practice interview for several purposes. An interview is a structured conversation that aims to investigate information from the interviewee. The interviewer will ask a set of questions to the interviewee with a clear goal and time

limit. It is mainly set in formal way. For instance, when you want to apply a job, before a company decides to receive your application, they will conduct an interview session that aims to look at your real personality and potentials. They want to ensure what you wrote in the application is the same with your performance. Another popular interview is a scholarship interview. The nature of this interview is pretty much same where the scholarship provider wants to see such real performance from you. In addition, interview may occur in a wide variety of contexts: psychology or health (a doctor interviews his/her patient), a research (researcher interviews the respondent), journalism (reporter interviews the guest or people to gain the information) and many other contexts.

Apart from the formal one, I think informal interview might also happen in the context of daily conversation when you ask about someone's opinion at the tourism site, for instance, that seems interesting. In this chapter, students will be asked to master the preparation before attending an interview as well as to practice interviews in several contexts.

## **B. MATERIAL**

*At the end of the lesson, students will be able to understand some preparation before attending an interview and will be able to use phrases or expression when attending the interview.*

### 1. Attending job interview

- Did you have experience to be an interviewee or interviewer?
- In what context did you join the interview?
- How was your impression?

#### Task 1)

Before you continue to read the article, do the preparation task first.

Match the definition (a-h) with the vocabulary (1-8).

- |  |   |
|--|---|
| 1. to deal with something.             | a. causing worry because something is difficult to do.            |
| 2. nerve-racking                       | b. Not related to what is being discussed or what is important.   |
| 3. hypothetical                        | c. An important skill that is needed to do a job.                 |
| 4. irrelevant                          | d. To handle something; to take action in responses to something. |
| 5. to be the perfect fit for something | e. To remember a past event                                       |
| 6. competency                          | f. Imagined and not necessarily real or true                      |
| 7. to recall                           | g. To not be working that day                                     |
| 8. to be off work                      |   |

h. To be exactly what is needed

Job interviews Job interviews can be a nerve-racking experience, especially when you don't feel prepared for them. And with the variety of interview questions that can be asked these days, it's hard to know what type of questions you should prepare for. Here are three types of interview questions that you should practice answering before that important job interview.

### **Common interview questions**

- ✓ Tell us about yourself.
- ✓ What are your strengths and weaknesses?
- ✓ Why do you want to leave your current job?

These questions are for the interviewer to get to know you and to see if you're the best person for the job. Don't simply list things like your hobbies, your strengths or your work experience

### **Competency questions**

- ✓ Tell me about a time you had to work as a team.
- ✓ Tell me about a time you had to use your creativity to solve a problem.
- ✓ Tell me about a time when you experienced conflict with a colleague and how you handled that situation.

Here, the candidate is asked questions about situations they have faced in the past that can demonstrate a particular skill they have. These could include skills like critical thinking, influencing, problem solving or flexibility. Interviewers often want to hear about challenges you've had, not just about times when everything went smoothly, so be ready with examples such as how you resolved conflict in your team or dealt with someone who was not working well. This will demonstrate that you can handle difficult situations.

### **STAR** Technique

- **Situation** – Give details about the context of your example and what you were trying to do.
- **Task** – Describe your responsibilities and the challenges you faced.
- **Action** – Describe what steps you took to deal with the situation.
- **Result** – Talk about the end result and how you contributed to this outcome.

### **Hypothetical questions**

- ✓ What would you do if you had a different opinion from your boss about how to do something?
- ✓ How would you deal with a large volume of work with several staff members off work?
- ✓ What would you do if you had to introduce a new policy that you knew was going to be unpopular in your team?

Hypothetical interview questions are similar to competency questions except that instead of asking you to talk about an experience you've had in the past, they present you with an imaginary situation that you might face in your new job.

Whatever type of questions they ask, interviewers want to find the right person and are keen to give you the opportunity to demonstrate what you can do. With some preparation, you can show them that you're the perfect fit for the job.

[www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)

After you read the article which type of questions that is really burdensome for you? Why?

Task 2)

Now, read list of questions in the table and put them into correct groups.

- a) Describe a difficult decision you've made.
- b) Why do you want this job?

- c) What would you do if a team member was performing badly?
- d) Tell us about a time when you led a team to achieve an objective. What would you do if your project goals suddenly changed?
- e) Do you consider yourself successful? Why?
- f) What would you do if you became dissatisfied with your job?
- g) What motivates you?
- h) Tell us about a new skill that you've learned for work.

Common interview questions	Competency questions	Hypothetical questions

Task 3)

Look at the list of sentences below. Do you think these are good or bad things to say in an interview? Put 'G' (Good) or 'B' (Bad)

1. I'm looking for new challenges.
2. I'm really nervous.
3. How much will I earn?
4. In the short-term I want to develop my skills and gain more experience in sales.
5. My weakness is that I work too hard.
6. I really need this job!
7. I work pretty well under pressure. I find it very motivating.
8. My current boss is horrible.
9. No, I don't have any questions for you.

10. I love the idea of free snacks on Fridays!

Task 4)

Now complete the text below with statements from Exercise 2.

Never say these things in a job interview Here are 7 things you should never say in a job interview:

1. \_\_\_\_\_

If you don't know your potential salary, you shouldn't ask about it too early in the interview. If you do this, the interviewer will think you're only interested in money and nothing else. Employers want people who are a good match for the position that they're offering. Salary negotiations should wait till the end of the interview.

2. \_\_\_\_\_

Companies don't want to hire someone who doesn't have any confidence. So, it's not always good to be honest. If you're nervous, you should try not to show it.

3. \_\_\_\_\_

If the interviewer asks about your weaknesses, you shouldn't reply with a standard response that sounds like a hidden strength. Experienced interviewers know this trick. Instead, tell the employer about a real weakness, but a weakness that isn't so important for the job.

4. \_\_\_\_\_

Don't mention how much you like some of the company's benefits, such as free snacks. The interviewer will think that you don't care about the success of the company.

5 \_\_\_\_\_

Try not to show that you're desperate for the job. Desperation is a sign of weakness.

6 \_\_\_\_\_

Never criticize a former boss or company. It's not classy, and it'll make you sound negative.

7 \_\_\_\_\_

When the interviewer asks if you have any questions, don't say "no." This makes you look unprepared for the interview or not interested in the job or company.

## 2. Listen to a job interview

Before you listen to the job interview, do the preparation tasks to give you initial information about the topic.

Match the abbreviations (1–4) with the definitions (a–d).

- |              |                             |
|--------------|-----------------------------|
| 1. B2B ..... | a) learning and development |
| 2. B2C ..... | b) human resources          |
| 3. L&D       | c) business to business     |
| 4. HR        | d) business to customer     |

Now, listen to the audio:

<https://learnenglish.britishcouncil.org/skills/listening/advanced-c1/a-job-interview>

Answer the following question according to the audio.

1. What is the context of the interview?
2. Do you think Maria is a great interviewee?
3. Can you notice several questions delivered by the interviewer?
4. If you are the interviewer, what would be your decision?
5. As interviewee, how do you prepare for an interview?

## 3. Scholarship interview

- Do you have experience in attending a scholarship interview?
- What questions they might ask to the interviewee?

If you apply for a scholarship, you may start with administration selection. In this step, you have to fill out the online form or paper based form that contains the applicant details, statement of purpose, study plan or study proposal and other administration document. After you pass the first selection, it might continue to interview selection. There several questions asked in this context:



- ✓ Introduce yourself please.
- ✓ What do you study?
- ✓ What is your proposed university and what major?
- ✓ Why do you want to study there?
- ✓ Why do you want to take this major?
- ✓ What will be your thesis topic about?
- ✓ How far do you know about this topic?
- ✓ What is your research framework or method?
- ✓ How is your English proficiency?
- ✓ How are you going to contribute after you get the degree?
- ✓ Etc.

I suggest you to have a clear goal when you apply for a scholarship to continue your study. Interview session will be a final decision whether you are eligible or not, whether you deserve the scholarship or not. You have to really prepare for it. Dress properly, study up, keep it smile, watch your language, be confident and calm down. Good luck!

### **C. SUMMARY**

You have to remember variety of questions delivered in the interview as well as the expressions used to respond the interview. You need to carefully read and do the task as well as the practice if you want to get a comprehensive understanding of this material. It is important to note that you have to be clear first with what context of interview are you going to attend: health interview, job interview, journalism and media interview, scholarship interview or other. Different context of interview may require different specific strategy. However, the questions might be universal consisting of common question, competency question and hypothetical question.

## D. PRACTICE

### 1. Interview friend

You are HRD manager in Kuta Hotel and today is an interview day. You are going to interview the applicant. Prepare your questions and find a partner as your interviewee.

Common interview questions	Competency questions	Hypothetical questions

### 2. Interview a tourist

You are going to practice informal interview setting where it happens in a tourism site. As a student, you want to know visitors' detail and the reasons why they choose particular place as their destination. You may take some notes during the interview. You can add some questions.

- Name :  
 Nation :  
 Phone number/email :
- List of Questions** : **Notes**
- How long have you been here? :  
 Where do you stay? :  
 Are you coming with family? :  
 Do you like this :  
 beach/waterfall/...? :  
 Do you like the weather? :  
 How is the weather compare to :  
 your country? :  
 How do you know this place? :  
 Why do you visit :  
 Indonesia/Lombok/Sumbawa?

**E. REVIEW**

After you learn the entire lesson, are you ready to attend an interview? Yes, you have to be ready. It is expected that this material will be very useful for you in the future.

Now, reflect how is your feeling when you practice an interview with your friend? Are you a great interviewee or interviewer?

Here is suggested speaking assessment form for this unit.

Students	Pronunciation (1-5)	Fluency (1-5)	Vocabulary (1-5)	Interactive Communication (1-5)	Feedback


## F. REFERENCES

<https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/keeping-conversation-going>

<https://www.linguahouse.com/en-GB/esl-lesson-plans/general-english/attending-a-job-interview>

## Transcript

Interviewer	Hello, Maria. Thanks for coming in for the interview.
Maria	It's my pleasure. Thanks for inviting me.
Interviewer	Well, as you know, the company has been expanding and we have an opening in our HR department. We're creating a new role for someone to lead our training and development within the company.
Maria	Yes, I very much think that my skills and experience are a good fit for what you're looking for.
Interviewer	That sounds great. So, your CV looks strong, though it would be good if you could give us an overview, in your own words, of what you've been doing over the past four years or so.
Maria	Well, in my first job, four years ago, I was working for a small HR services provider which offered HR services, including L&D, to corporate clients.
Interviewer	OK, so it was only B2B?
Maria	We only offered services to other companies, not

Interviewer	B2C. Right, and it says here you then left that company about three years ago.
Maria	Yes, that's right. I was looking for a little more stability and also to be part of a larger organisation. So I joined a company with around one hundred staff and a small HR team. As there are only a few of us, we each deal with a range of HR topics. In addition to payroll, one of the areas I was responsible for was learning and development.
Interviewer	I see. And, so why do you want to change jobs now?
Maria	Well, I very much like the L&D side of my role and I've always had particularly good feedback for my work in this area. I believe I excel in that field. So, I'm looking to specialise, and as your company has around 2,000 people, right ...?
Interviewer	Yes, that's right.
Maria	Well, an organisation of this size would give me the scope to specialise in L&D. I'm also a big follower of your brand and feel fully aligned with your image and values.
Interviewer	Well, that all sounds good. And I can see you have an L&D qualification.
Maria	Yes, I got a diploma two years ago. I am also currently working on a further diploma in psychology, with a specific focus on learning and performance management.
Interviewer	Very good. Well, it looks like you have the qualifications and experience we're looking for. What do you think will be the main challenges of coming to a much larger company?
Maria	I can see that it might be perceived as a weakness

	to not have experience in an organisation of this size, though I see that it could also be a benefit. I won't be bringing too many preconceived and possibly inflexible ideas with me to the role.
Interviewer	Yes, that would be a good thing.
Maria	Also, I'm used to taking a very personal approach to employee development. I realise that such an approach with 2,000 staff members will have to happen in a different way, but I bring many ideas with me that can be replicated on a larger scale.
Interviewer	I see what you mean. Right, so, do you have any questions for me?
Maria	Um, I think we've covered many of the areas I had wanted to address. I have two quick questions though.
Interviewer	Go on.
Maria	Who would I mostly work with on a daily basis?
Interviewer:	
Interviewer	Well, there's the HR manager who you would report to. And then the HR team, which currently has six people in it. There's usually an intern or two who you can get some support from also.
Maria	OK. Thanks. That's all really clear. And my other question is how performance in this role will be measured. What does success look like?
Interviewer	That's a good question. As you know, we have a performance management system in place, and from that we have identified some learning and development needs within the organisation. But we haven't devised a strategy. Your role would be to devise and then successfully implement this strategy.
Maria	Thank you. That sounds interesting.

Interviewer	Great. So, thanks again for coming in today. We'll be discussing all candidates next week and then I'll get back to you by the end of next week to let you know the outcome.
Maria	Thank you for your time. I'd welcome the opportunity to continue discussing this role with you.

# UNIT 11

## DEBATE

### A. INTRODUCTION



<https://cdn2.vectorstock.com/i/1000x1000/50/01/debate-two-speakers-political-speeches-debates-vector-3415001.jpg>

In a formal forum, people tend to have discussion toward a decision. However, sometimes, debate is inevitable due to the nature of human who may have different perspectives of particular issue. In this time,

people deliver argument to exchange ideas with one another. It does not only happen in formal situation, debate can be at home, at work, at class and ever where. In this unit, students will learn about how to build a strong argument and get familiar with the debate format. Furthermore, this topic seems crucial because students should possess critical thinking skill that will be required in the future endeavor. As a student at university level, you have to be able to analyse information whether it is true or not, it is weak or strong argument and it is useful or not. Critical thinking skill play very significant role to determine one's success. In addition, students will be introduced to several debate formats and conduct several practice in order to be able to apply the strategy and style in daily lives. In addition, this unit will start with an introduction to debate. There will be a lot of information and key words that you have to be familiar



with in the beginning and you need to follow some simulation or practice in order to experience comprehensive debate.

## **B. MATERIAL**

*After students finish this unit, they will be able to use phrases and expressions in a debate and they will be able to construct a strong argument.*

Before you continue to the main material, answer the following preparation task.

- Did you have experience involve in a debate?
- What was kind of debate?
- What did you debate about?

### **1. Argument vs opinion**

May be you ask what is the difference between argument and opinion. Yes, arguments and opinions sound alike. Someone with an opinion asserts a claim that he thinks is true. Someone with an argument asserts a claim that she thinks is true. Although arguments and opinions do sound the same, there are two important differences according to (Devries, 2018):

**Arguments have rules; opinions do not.** In other words, to form an argument, you must consider whether the argument is reasonable. Is it worth making? Is it valid? Is it sound? Do all of its parts fit together logically? Opinions, on the other hand, have no rules, and anyone asserting an opinion need not think it through for it to count as one; however, it will not count as an argument.

**Arguments have support; opinions do not.** If you make a claim and then stop, as if the claim itself were enough to demonstrate its truthfulness, you have asserted an opinion only. An argument must be supported, and the support of an argument has its own rules. The

support must also be reasonable, relevant, and sufficient.

To structure an argument follow these steps:

1. **Claim** – You must present a clear argument and clear statement. This claim is one reason why you're in favor of/against the motion.
2. **Evidence** - the evidence supporting your claim, such as, statistics, references, quotes, analogies etc.
3. **Impact** - explain the significance of the evidence - how does this support your claim?

Public libraries should be funded in every community because they provide learning resources for all ages and provide safe spaces for people to read, study, and gather.



THE ARGUMENT

they provide learning resources for all ages



PREMISE #1

provide safe spaces for people to read, study, and gather



PREMISE #2

Public libraries should be funded in every community



THE CONCLUSION

## 2. Key words

World Schools Debate Format (WSDC) consists of three speakers per team. British Parliamentary (BP, mostly used in the UK and in universities worldwide). There are two speakers in each team and there are four teams in one debate session. Karl-popper format (KP, widespread in central and eastern Europe). Lincoln-Douglas (used in the USA).

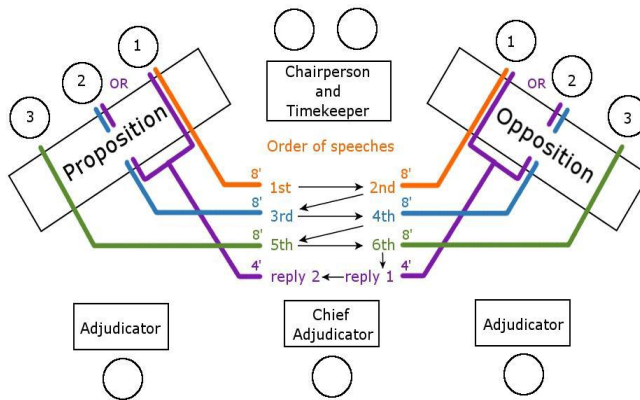
Motion is given topic to be debated about. It usually starts with THBT (This House Believe That...), or simply THW (This House Would...) and TH (This House...). "This House" actually refers to the British parliament chamber but it is freely used to address any setting needed in the debate. Motion can be prepared or impromptu. Here are the examples of motion in debate:

- THBT smoking in public places should be banned
- THBT we should abandon nuclear energy
- THW lower the voting age
- THW ban beauty contests

The team known as the *proposition* (PROP), or *government* or *affirmative*. This team propose a change in the status quo, whereas the *opposition* (OPP), or *negative*, is defending it. If side PROP wants to win the debate, it generally has to deliver the *burden of proof* on which grounds and according to which line of argumentation (the so-called *case* or *model*) this change should take place, including giving reasons and examples for each of these particular arguments .

It is the OPP's task to *rebut* and *refute* the arguments given by side PROP and to defend the status quo by explaining why a) side PROP's arguments don't stand and b) why things are good the way they are. This constitutes the OPP's *case* or *model*.

**Point of information (POI).** *substantive speeches.* It is only delivered between minutes 2 and 7 (one minute into the speech and one minute before it ends), it is the obligation to ask question or make a short point to indicate that you involve and consistently defend your argument. The flow of the debate can be seen from the picture below (Sanchez, 2014).



### 3. Example of motion and argument

#### **Teachers can be replaced by computers.**

**Pro:** Teachers can be subjective and unfair to students whereas computers are not. Teachers can make mistakes whereas computers will never give you a wrong answer.

**Con:** Teachers can understand the student's emotions and help them with these, whereas a computer only expects the right answer.

#### **School uniforms should be compulsory.**

**Pro:** No need to buy new modern clothes all the time.

**Con:** It is better to retain your own style at school.

#### **It is more fun to be an adult than a child.**

**Pro:** Adulthood comes with independence, a job, your own money, romance.

**Con:** Adulthood comes with lots of responsibilities, stress and old

age. Childhood is more carefree.

**E-books are better than paper books.**

**Pro:** E-books are huge space savers, more convenient, cheaper and more environmentally friendly.

**Con:** E-books can break, get stolen, have their batteries die while you are reading and they can cause eye strain.

**Social media decreases human communication.**

**Pro:** Online communication cannot be compared to face-to-face interaction. It can be fake, dangerous and does not rely on genuine emotions.

**Con:** It is easier, more convenient, faster to talk to friends and learn to communicate with people abroad using social media, so it improves and increases human communication.

Now choose two partners (3 members in each team) and pick one of the motion above. Try to prepare your argument and debate with other teams). You can make an outline in the table below:

Motion:

Background of the problems:

1<sup>st</sup> speaker's argument:

2<sup>nd</sup> speaker's argument:

3<sup>rd</sup> speaker elaboration and summary:

Rebuttals:

#### 4. Alice and Amith go head to head

It's debate time! Alice and Amith are in the studio talking about modern technology. Listen to what they say about modern technology. Which of the following topics do you think they mention?

- communication
- watching TV
- reading
- working
- writing

Listen to the debate and see if you guessed correctly.

<https://www.bbc.co.uk/learningenglish/course/lower-intermediate/unit-17/session-1/activity-2>

Did you get it right? Alice talked about communication - talking to her friends and family in Asia, Africa and Australia. Amith talked about reading and writing - he said he liked going to the library and writing letters. But they didn't mention working or watching TV.

## 5. Useful expressions

### *Welcoming the audience*

- Ladies and Gentlemen welcome to this debate.

### *Stating the issue*

- The motion for debate today is ...
- People / Dr. Johnson... believe(s) / feel(s) / insist(s) / think(s)...that...
- Let's first define some important concepts...

### *Phrases to present the most important point*

- This argument/idea is of paramount importance.
- The most important argument for ... is ...
- The main idea/thing is ...
- The most important idea is...
- Most importantly, I want to mention that...
- The primary argument for... is...
- Two/three... important arguments support my point of view...

### *Conceding an argument*

- It's true/obvious/evident that ... However, ...
- While you might say that ..., it's important to remember that ...
- I agree with you that ... On the other hand, ...
- Although/even though it is true that... I believe that...
- I agree/admit/concede that... , but we must remember that...
- I can understand that... Nevertheless, ...

### *Sequencing a list of arguments*

- First of all, I'd like to state ...
- Firstly, ... Secondly, ...Thirdly, ...
- The second argument in favor of ...
- To begin with, ...
- I'd start by...
- For a start, ...
- The next argument I'd like to state is...

### *Adding an argument to strengthen your point*

- In addition to that,...

- You also have to consider...
- Furthermore,...
- Moreover,...
- What is more,...
- I might also add that...
- Perhaps / maybe I should also mention...
- Not to mention the fact that...
- Not only that but also...

### *Concluding*

- Let me recap/recapitulate my point ...
- As a final word, let me summarize my point of view ...
- To reiterate my point of view, ...
- My final thought is ...
- It all boils down to ...
- In a nutshell, what I am trying to say is ...
- To sum up, ...
- Finally, ...

## **C. SUMMARY**

Debate happens every day in our life. We need to be able to understand the strategy in constructing and giving a strong argument. This chapter seems significant to understand the debate format as well as to exercise brain through the analysis of various issues. There are several benefits of debate as follows:

- ✓ Gaining broad, multi-faceted knowledge from several disciplines outside the learner's normal academic subjects.
- ✓ Increasing learners' confidence, poise, and self-esteem.
- ✓ Providing an engaging, active, learner-centered activity.
- ✓ Improving rigorous higher-order and critical thinking skills.
- ✓ Enhancing the ability to structure and organize thoughts.
- ✓ Enhancing learners' analytical, research and note-taking skills
- ✓ Improving learners' ability to form balanced, informed arguments and to use reasoning and evidence.



- ✓ Developing effective speech composition and delivery.
- ✓ Encouraging teamwork.

## D. PRACTICE

### 1. Challenging someone's ideas

Do this preparation task before going to practice part.

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. I'm a bit lost. What ... | a. do you see this working?   |
| 2. Have you considered .... | b. are you talking about?     |
| 3. I take your ...          | c. with you here.             |
| 4. I see where ...          | d. point, but I'm not really  |
| 5. I think I agree ...      | sure.                         |
| 6. How exactly ...          | e. both sides.                |
| 7. I'm very aware           | f. the fact that Monday's a   |
| 8. You have to look at it   | national holiday?             |
| from ...                    | g. you're coming from. h. of  |
|                             | the challenges here, but it's |
|                             | worth a try.                  |

Now, watch the video. In this video, Vanya tells Paul and Emir about her latest idea. Listen to the language they use for challenging someone's ideas and practice saying the useful phrases.

<https://learnenglish.britishcouncil.org/skills/speaking/upper-intermediate-b2/challenging-someones-ideas>

- Discuss with your group, do you find any debate or clash argument in this video? What are the arguments used to challenge someone's ideas?
- Have you experiences any debate like this video where you have to convince people to follow your idea? Tell your friends about the experience.

## 2. Debate Practice

The lecturer will divide you into four groups. You are going to practice British Parliamentary System (BPS). There are two speakers in each team and there are four teams in one session. The motion will be released 15 minutes before the debate. You may use this table to make outline.

--

## E. REVIEW

After you learn a lot about debate, how do you feel? Do you think debating is such easy activity? Well, it is but it requires a great argument. Apart from the content, manner is also important if we talk about social norm. However, matter and method are considered most important.

Here is suggested assessment form of debate practice at class.

Criteria	4	3	2	1	Grade:
<b>1. Organiza tion &amp; Clarity:</b> Main arguments and responses are outlined in a clear and orderly way.	Complet ely clear and orderly presentat ion	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorgan ized through out	
<b>2. Use of Argumen t:</b> Reasons are given to support the resolution	Very strong and persuasiv e argument s given througho ut	Many good argumen ts given, with only minor proble ms	Some decent argumen ts, but some significa nt problem s	Few or no real argumen ts given, or all argumen ts given had significa nt problem	

				s	
<p><b>3. Use of cross-examination and rebuttal:</b>  Identification of weakness in Negative team's arguments and ability to defend itself against attack.</p>	<p>Excellent cross-exam and defense against Negative team's objections</p>	<p>Good cross-exam and rebuttals, with only minor slip-ups</p>	<p>Decent cross-exam and/or rebuttals, but with some significant problems</p>	<p>Poor cross-exam or rebuttals, failure to point out problems in Negative team's position or failure to defend itself against attack.</p>	
<p><b>4. Presentation Style:</b>  Tone of voice, clarity of expression, precision of arguments all</p>	<p>All style features were used convincingly</p>	<p>Most style features were used convincingly</p>	<p>Few style features were used convincingly</p>	<p>Very few style features were used, none of them convincingly</p>	

contribute to keeping audience's attention and persuading them of the team's case.					
					TOTAL SCORE: _____

## F. REFERENCES

<https://www.englishclub.com/>

<https://www.bbc.co.uk/learningenglish/course/lower-intermediate/unit-17/session-1/activity-2>

<https://qatardebate.org/benefits-of-debating/>

<https://viva.pressbooks.pub/letsgetwriting/chapter/chapter-3-argument/>

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[https://www.myenglishpages.com/site\\_php\\_files/communication-lesson-useful-expressions-for-debating.php](https://www.myenglishpages.com/site_php_files/communication-lesson-useful-expressions-for-debating.php)

<https://learnenglish.britishcouncil.org/skills/speaking/upper-intermediate-b2/challenging-someones-ideas>

## Transcript 1

**Mike**

Hello and welcome to the Great Debate with me, Mike. Now here on the show we discuss the important topics of the day and give you listeners the chance to vote for what you agree with. In the studio with me today I have Alice...

**Alice**

Hello.

**Mike**

And Amith...

**Amith**

Hi.

**Mike**

Here is the deal. Each of our guests this morning has 30 seconds to argue their point of view. Then we hand it over to you at home to decide who was most convincing. The topic we're discussing today is **Modern technology has made our lives much better**. Arguing for this motion we have Alice. Alice, are you ready?

**Alice**

Yes, absolutely, Mike. I'm always ready.

**Mike**

Can I have 30 seconds on the clock? Alice, when I say go, you'll have half a minute to convince us all that modern technology is indeed a wonderful thing. Three, two, one. Go!

**Alice**

Well, firstly smartphones are fantastic because we have everything we need **at the touch of a button**. We can access any information we need 24 hours a day. They help us stay in touch with our friends and family when we live far away from each other. I've got friends in Asia and Africa and family in Australia. It's so far away. It used to take months for a letter to reach the other side of the world. Now I can message or email and they receive it instantly. We can even **video call** which feels like we're in the same place.

**Mike**

And your time is up. Thank you for that, Alice. Amith, she argued her case well didn't she?

**Amith**

Yes. But I disagree on some points.

**Mike**

Well, now we're going to hear from you arguing against the motion. Amith, when I say go, you'll have half a minute to argue your case. Tell us why you think modern technology is not all that great. OK, 3, 2, 1 go!

**Amith**

I'm **old-school**. Life used to be so much simpler when we didn't have to rely on all these stupid [technologies]. I used to like going to the library. I love the feeling of books and writing letters. But now it's all about social network, which I find absolutely **bizarre**. We didn't use to have to rely on our phones to remember our phone numbers. We used to be able to disconnect. Now it's all about sharing your daily life on social network. Technology is way too fast to keep up-to-date with. So I have to disagree with Alice.

**Mike**

Stop! And another very convincing argument! So who do we think has won the Great Debate this time? Well, sorry both of you, it's actually down to our listeners to decide. Tell us what you think at home at [bbclearningenglish.com](http://bbclearningenglish.com). That's all from The Great Debate this time.

**All**

Bye!

## **Transcript 2**

*Ana: Hi! I'm Ana. Welcome to What to Say! Do you know what to say when you want to challenge someone's ideas? Listen out for useful language for challenging someone's ideas. Then, we'll practise saying the new phrases – after this.*

**Vanya:** Guys! I've got it! I've figured it out!

**Emir:** Figured what out?

**Paul:** That it's polite to knock on the door before coming in?

**Vanya:** This idea is just too good, Paul! It's too good! **Paul:** Go on, then.

**Vanya:** So! Cats!

**Emir:** I'm a bit lost. What are you talking about?

**Vanya:** Videos. Cat videos! For our social media account. Hundreds of them. Everyone loves cats!

**Paul:** I hate cats.

**Vanya:** Everyone except you, Paul.

**Paul:** Have you considered the fact that we're a branding agency, not a pet shop?

**Vanya:** I take your point, Paul, but, come on, be imaginative! Cat videos are some of the most searched videos on the internet.

**Emir:** I see where you're coming from, Vanya, but I think I agree with Paul here. How is this relevant for a branding agency?

**Vanya:** Look. Social media, it's a numbers game. If we share dozens of cat videos each day, then we get more followers.

**Emir:** That's true. So how exactly do you see this working? I mean, who's going to find all these videos?

**Vanya:** Erm, OK, I'm very aware of the challenges here, but I'm convinced this is going to work.

**Paul:** I'm not so sure. **Emir:** Well, I guess you have to look at it from both sides. Why don't we try it for a couple of weeks and see if there's any impact?

**Vanya:** Great! We are going to get so many more followers. I'm absolutely positive!

**Paul:** Good luck with that! I hope it doesn't turn out to be a catastrophe ... What? ... It's a good joke.

*Ana: Hello again! Well, I thought that was a good joke! So, did you notice the useful phrases used for challenging someone's ideas? Listen to me and then repeat.*



**I'm a bit lost.**

**What are you talking about?**

**Have you considered the fact that we're a branding agency, not a pet shop?**

**I take your point, but be imaginative.**

**I see where you're coming from.**

**I think I agree with Paul here.**

**How exactly do you see this working?**

**I'm very aware of the challenges here, but I'm convinced this will work.**

**You have to look at it from both sides.**

*Ana: Try and use some of these phrases the next time you want to challenge someone's ideas in English. Bye for now!*

## UNIT 12

# SOCIAL MEDIA

### A. INTRODUCTION



<https://th.bing.com/th/id/OIP.OLPz8iRIZvW2GOv08pnzrQHaf72pid=Api&rs=1>

In this unit, students will discuss the impact of social media on daily lives. Reading, audio and video will be presented with the relevant topic. It is important to note that social media not only function as a network or media of communication, but also media for learning. Mobile learning platform becomes more and more favorite recently due to learning online (from home). It is clearly seen that social media is the most affordable learning platform that can be generated by the teachers. A lot of teachers and lecturers use WhatsApp group for learning or Facebook group and many other type of social media. In this unit, students are expected to actively follow the task and discussion to gain useful information about social media for learning.

### B. MATERIAL

*At the end of the lesson, students are able to use phrases or expressions in order to initiate conversation or discussion on social media. They will be able to use social media for learning platform, apart from its function to connect a virtual friendship.*

Before reading the material, discuss with your friends about these questions.

- ✓ What kind of social media do you have?
- ✓ When did you have Facebook account?
- ✓ What is the most active used of social media platform?
- ✓ Can social media be a learning platform?

### 1. Music and social media

Before listening to Jordan talk about music and social media, you have to do the preparation task below. Match the definition (a-h) with vocabulary (1-8).

- |                          |  |
|--------------------------|--|
| 1. instant gratification | a. the process of sending products to where they are sold        |
| 2. to open doors         |  |
| 3. distribution          |  |
| 4. Top of the Pops       | b. British music show that was on TV between 1964 and 2006       |
| 5. detrimental           |  |
| 6. a studio              | c. to become very popular very quickly on the internet           |
| 7. a cover               | d. to provide opportunities                                      |
| 8. to go viral           | e. a room with special equipment where music recordings are made |
|                          | f. immediate satisfaction  |
|                          | g. harmful or damaging   |
|                          | h. a new version of an old song                                  |

Now, listen to the audio.

<https://learnenglish.britishcouncil.org/general-english/audio-zone/music-and-social-media>

What do you think? What are the positive and negative effects of social media on music?

Write a number (1–6) to put the items in the order that Jordan talks about them.

1. \_\_\_\_\_ How music is shared online nowadays
2. \_\_\_\_\_ How he listened to music when he was young
3. \_\_\_\_\_ The advantages of social media for musicians
4. \_\_\_\_\_ His favourite way to share his music with fans and subscribers
5. \_\_\_\_\_ The disadvantages of social media for musicians The name of his YouTube channel

2. Read the following article about the impact of social media

The digital landscape has put increased pressure on teenagers today, and we feel it. There are so many social media channels: Facebook, Twitter, Instagram, Snapchat, Tumblr, you name it. I made a conscious decision to avoid Snapchat and Instagram because of the social pressure I saw them putting on my 14-year-old little sister. If my mum turned off the WiFi at 11pm, my sister would beg me to turn my phone into a hotspot<sup>1</sup>. She always needed to load her Snapchat stories one more time, or to reply to a message that had come in two minutes ago because she didn't want her friend to feel ignored. If I refused, saying she could respond in the morning, I'd get the "You're ruining my social life" speech. Even as a teenager as well, I sometimes find this craze a little baffling.

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7 and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on just to make sure they don't miss out. Perhaps the worst thing about this is that

teenagers need more sleep than adults do, so night-time social media use could be detrimental to their health. A lack of sleep can make teenagers tired, irritable, and depressed.

During the summer holidays, I lost my phone. And for the week that I was phoneless, it felt like a disaster. I love my phone. It gives me quick access to information and allows me to be constantly looped in with my friends, to know exactly what is going on in their lives. So when I didn't have my phone for a week, I felt a slight sense of FOMO, or if you're not up to speed with the lingo, fear of missing out. By the end of the week, I'd got used to not having a phone and I'd quite enjoyed the break from social media. But there was still a lingering sense of sadness at the back of my mind that there would be conversations I had missed, messages that had been sent, funny videos shared and night-time chats that I would probably never get to see.

By June Eric Udorie

*in*

<http://www.theguardian.com/commentisfree/2015/sep/16/social-media-mental-health-teenagers-government-pshe-lessons>

**<sup>1</sup>a place where a wireless Internet connection is available**

- What is the main point of the article above?
- How was June feeling when she gets ready without social media even without phone?

“A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression.”

- Do you agree with the finding of the study?
- What will happen you live without social media?

### C. SUMMARY

Here are some tips to use social media for educational purposes:

- 1) Use a Facebook Page to broadcast updates and alerts.
- 2) Use a Facebook Group to stream live lectures and host discussions.
- 3) Use Twitter as a class message board.
- 4) Use Instagram for photo essays.
- 5) Create a class blog for discussions.
- 6) Assign blog posts as essays.
- 7) Create a class-specific Pinterest board.
- 8) Include social media links on your school website.
- 9) Share school events and photos.
- 10) Create interest-based Facebook Groups.
- 11) Create a social media crisis strategy.
- 12) Manage your accounts all under one roof.

### D. PRACTICE

#### 3. Interview friend

You are going to interview your friends in the class about several items related to social media activity.

Question	Names
Do you have social media? What kind of social media do you have? Which one do you use most? What are the differences compare to other social media? How many hours per day do you use social media? What will happen to you if the entire social media account	

<p>were broken and you will live without social media?</p> <p>What is positive about social media?</p> <p>What is negative about social media?</p>	
--	--

#### 4. Do social media bring more harm than good?

You are going to have a debate on social media impact whether positive outweigh negative or the other way round. There are two teams that will practice the debate in front of the class. One team has three members. You can make your outline here.

<p>Motion: Do social media bring more harm than good?</p> <p>Background:</p> <p>1<sup>st</sup> speaker's argument:</p> <p>2<sup>nd</sup> speaker's argument:</p> <p>3<sup>rd</sup> speaker's argument:</p>
--

#### E. REVIEW

- What do you about the benefit of using social media?
- What are the disadvantages?
- Is it good idea to introduce social media to children?
- How could you use social media for educational purposes?

## **F. REFERENCES**

<https://learnenglish.britishcouncil.org/general-english/audio-zone/music-and-social-media>

<https://www.theguardian.com/commentisfree/2015/sep/16/social-media-mental-health-teenagers-government-pshe-lessons>

<https://sproutsocial.com/insights/social-media-for-education/>



## Transcript

**Interviewer:** Hi, Jordan.

**Jordan:** Hi.

**Interviewer:** Thanks for talking to me today. Erm. What would you like to talk about?

**Jordan:** Today I was going to talk about music and, erm, how it's changed in terms of **distribution** and influence on social media in today's generation.

**Interviewer:** Great.

**Jordan:** Erm, so, I'm a big fan of music. I grew up listening to it on the radio and my mum's old CDs in the car. And, erm, it's funny how growing up you see how in today's digital age and generation, how music is distributed and shared. Erm, when I was young and my parents were young, you'd only ever hear music on the radio or on television on Top of the Pops. But nowadays, music gets shared around all the time on YouTube and Twitter and Instagram. As an artist myself, I found it really interesting how, erm, songs are going viral and acts are breaking not from a prime slot on a television show but just by, erm, music gaining heat online, getting shared around and numbers exponentially growing. Er, it's also made things very difficult because the pool's so much bigger now – everybody's doing it. Er, but, equally, you could have a hit in your bedroom as some, many people, many artists are. They have one song that goes online, a DJ ends up playing it in a club and, er, it goes viral overnight. And it's a great, and a lot of people are making a career that way, erm, which I just find really interesting. As a musician myself, I'm making a lot more of my music from a home studio because it's more accessible for a lot more people now.

**Interviewer:** Do you think the changes are for the better or for the worse?

**Jordan:** Er, I'm interested to see how it goes. I think in many ways it's a good thing because it opens lots of doors to many people that

otherwise wouldn't be able to afford studio time and being able to get their creativity in the best possible format it can be. But, equally, I think there are negatives to it because the opportunities are getting less and less, and people's interests and hopes for instant gratification are having a detrimental effect on the ability of making new music. Erm, there's not much time given to be able to really make your craft and sonically engage in an audience 'cause you don't have long enough, you don't have their attention long enough, for them to really listen and invest in your development.

**Interviewer:** Right. And what, which is your favourite platform for putting your music out?

**Jordan:** My favourite platform is YouTube because, erm, that's where most of my subscribers are, and what I do is every week on my channel I put out covers of my most favourite songs and the most famous artists of the songs that are doing really well. So that's how I'm able to garner more fans and subscribers over to my channel, so they can hear more of my music and through that they are able to hear my original music as well.

**Interviewer:** Uh huh. Do you want to mention the name of your channel in case our listeners want to subscribe?

**Jordan:** Sure. My channel's called JordanClarke500 [note from the LearnEnglish Team: Jordan's channel has changed to JJ Clarke], erm ...

**Interviewer:** Clarke with an 'e'?

**Jordan:** Yes, it's JordanClarke (with an e) 500.

**Interviewer:** Ha ha.

**Jordan:** You'll find covers and some original material on there. And you can find out more about me. So, yeah, please check it out!

**Interviewer:** Great. Thanks so much, Jordan. Jordan: Thank you.

# UNIT 13

## STAY AT HOME

### A. INTRODUCTION



In this unit, student will learn about some phrases and expressions to persuade or to convince the audience or listener. The material is needed in our daily lives. As a lot of activities end in a debate due to different

view, the power of negotiation and convincing people is truly needed. You have to be able to recognize which expressions are appropriate and how you will address different perspectives. Some experts say that persuasion skill is a useful tool for employees in every company. If you are able to influence other, present effective argument and get other to act, you will achieve a success in workplaces. Recently, people tend to choose collaboration rather than competition in achieving their targets. In order to get many friends, you should be able to be friendly and trusted. Again, it is about your ability to cope with others and persuade them to collaborate. Without influence, you won't be able to communicate your unique value to the world. There will be various activities and practices in this unit. The students are expected to read the materials and finish all tasks as well as practice. You will not only gain a lot of vocabularies but also experience through individual and group work provided.

## **B. MATERIAL**

*At the end of the lesson, students are able to use phrases or expressions in persuading or convincing people. They will also be able to negotiate a deal.*

Before reading the material, discuss with your friends about these questions. Decide which five sentences are asking or persuading someone to do something.

- a) I'd really appreciate your help with this.
- b) Why don't you give it a go?
- c) I'm not very good at that.
- d) You'd really be helping me out.
- e) I don't usually do that kind of thing.
- f) You'd be brilliant at it!
- g) Come on! There's nothing to lose!
- h) OK, I'll think about it.

### **1. Stay at Home**

During Covid-19 pandemic since March 2020, people are encouraged to stay at home: work from home, learn from home. You can go out of home just to buy daily needs or to do something urgent. What do you think, did people really stay at home? Did government successfully persuade and convince the people to stay at home and keep social distancing? Discuss with your friends.

Read the following article to understand the context. Why staying at home is so important.

#### **Why staying at home is so important**

April 16, 2020

Last week, it was reported that the number of COVID-19-related deaths could be lower than originally estimated as people are following social distancing and stay-at-home guidelines.

The primary way COVID-19 spreads is through close contact between individuals. The virus is transmitted when droplets from

an infected person enter a non-infected person's mouth or are inhaled into his or her lungs. This can occur through coughing, sneezing or talking.

Social distancing can make it harder for the virus to spread, as the droplets are unlikely to travel too far. However, there is still a risk. Following stay-at-home orders reduces the risk even more by removing human contact, except with family members in the home.

While there are other factors that impact how the virus spreads, isolating is one of the most important things someone can do to help avoid infection or becoming a carrier. Here are some tips from the Centers for Disease Control and Prevention about keeping yourself safe in this situation:

- Follow guidance from your local authorities
- Use home delivery for medication and groceries, if possible
- If you need to go out in public, stay at least 6 feet away from others and cover your mouth and nose with a cloth face cover
- Work from home, if you can
- Avoid using any kind of public transportation, ridesharing or taxis as much as possible

During your time at home, it's still important to practice good hygiene, take extra care keeping your home clean and to be cautious and safe when handling deliveries and packages.

Thank you for doing your part to help slow the spread of COVID-19. We're getting through this together.

- How does the virus spread?
- Do you think stay at home is such better option during the pandemic?

- List 10 words or phrases that sound unfamiliar for you in the article. Try to make a conversation with your partner using the words/phrases.

Word/phrases	Sentences
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## 2. Negotiation phrases

It is important to win a negotiation by showing logic and fair options to a client. You have to consider value or something that the client or the customer belief. Make an offer that is beneficial for them. Read the following business negotiation between a seller and potential buyer for a contract to supply television components to a television manufacturer. The buyer is negotiating for a better price. From the context, try to guess what the meaning of the words/phrases in **bold** are. Then do the quiz at the end to check if you are right.

**Seller:** So, we can offer you 40,000 components at a unit cost of \$4.35 per unit.

**Buyer:** \$4.35 per unit. Hmm...

**Seller:** You don't seem entirely pleased. **Could I ask you what the issue is?**

**Buyer:** We weren't expecting the price to be so high.

**Seller:** It's an extremely competitive price for the quality of the

component that you'll be getting.

**Buyer:** As you are aware, **we've had a number of different offers** and in comparison with those, the price that you're offering us is a lot higher.

**Seller:** **I can understand why you're looking around** other companies for offers. I would do the same. I recently concluded a negotiation for microcircuits and I was in your position. I visited so many different suppliers. It's a very **time-consuming process**. At times it feels like it'll never end.

**Buyer:** Yeah. I've been very busy with negotiating for this order for the last couple of weeks. This is the third meeting this week that I've had with a supplier about it. It's tiring.

**Seller:** **I can appreciate how you feel.**

**Buyer:** It's what we're paid for.

**Seller:** True. Let's have a break.

*(5 minutes later)*

**Seller:** Although you see the price is high, **what I'd like you to consider** is the quality of the product that you're obtaining. This component is not only the best built and most reliable on the market, it's also the most innovative and advanced. In fact, it won first prize at this year's Berlin TV component fair. So, **what this gives you** is the confidence that this component in two years time will still be at the cutting edge. Unfortunately, with some of the components on the market from other manufacturers, in six months they'll be obsolete.

**Buyer:** It's something that we have taken into consideration, but the price you're asking is very high.

**Seller:** **Let's put the question of money to one side for the moment.** You know that our company has one of the best reputations in the industry for not only the quality of the product and innovation, but also the quality control system in our factories. We have the lowest rate of returns of any company in the sector. **So you know what you're getting**, a cutting edge quality product with

a negligible risk of failure.

**Buyer:** The quality and innovation of the product is not in doubt. But the price is higher than we're willing to pay.

**Seller:** I understand that you see the price as a little high, and I'm sure that you've been offered less. But how much do you spend each year replacing faulty components? **What would you say if** we guaranteed each of the components not for the standard 3 years but for 5 years. Plus, if one of your televisions breaks down due to a failure of one of our components, we'll not only replace the component for free, but also cover your labour costs of repair.

**Buyer:** So, if I understand correctly, you offering a 5 year guarantee and you'll pay for all labour costs where one of your components has caused a television to break down?

**Seller:** Yes.

**Buyer:** Hmm..

**Seller:** **Don't give me an answer straight away.** Think about it and get back to me.

- What is the result of negation between seller and buyer?
- Practice the conversation with your partner.
- Make a list of phrases that you find in the conversation above.

### **Negotiation Phrases**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



### 3. Expressions

Pay attention on all phrases or expression to sound persuasive and convincing.

#### Trying to persuade

- Are you sure you ought to make that complaint?
- You really should invite your boss, you know.
- That's quite a good idea, you know.
- He's an excellent Teacher, actually.
- Don't be silly John, it's not that expensive.
- Don't forget that he's your uncle.
- What about your friends?
- What about the time and energy you've already invested, then?
- Don't you think you should do something for your institute?
- I could do with your support, you know.
- I can assure you of my full support.

#### Trying to convince

- I can guarantee...
- I tell you, it's a fact.
- I tell you, it's true.
- I am absolutely certain.
- I saw him just now, really.
- I saw it with my own eyes.
- I saw it myself.
- I can assure you...
- It's quite true.
- It must be true.
- It's quite true.
- It's here in black and white.
- It's crystal clear...
- Yes, really. It's quite true.
- Don't you feel that he could have been mistaken?
- But can't you see that he's interested in the idea?
- That's all I know, honestly.
- But surely you must agree that this is an extraordinary case.

- He's honest, I can assure you.
- Isn't it possible that he doesn't know anything about it?
- I can guarantee that you'll get a promotion soon.
- But don't you agree that he was not in station at that time?
- This is the best quality we can get – there's no doubt about it.

### **Insisting on or on doing**

- I insist on a written report from him.
- I insist you do it.
- I'm afraid you'll have to do it.
- I want to know when you'll do it.
- I don't mind waiting. It's very important.
- I won't go until you give me a full refund.
- I'm not leaving until I know. I'm sorry. I can't accept that.
- You must go and meet the Director.
- You simply must do it.
- You really must help him.
- You will come before five in the evening – I insist.
- You'll have to finish it by tomorrow.
- You must stay for dinner.
- You must stay for lunch, I insist.
- Do stay for tea.
- It's essential that you

meet him.

- If you can't help me, I'd like to see your boss.

#### 4. Watch the video

Watch the video. In this video, Noelia tries to convince Paul to DJ at the office party. Listen to the language Noelia uses for persuading Paul to do something and practise saying the useful phrases.

<https://learnenglish.britishcouncil.org/skills/speaking/persuading-someone-to-do-something>

After you watch the video, choose the best option to complete the sentences.

1. Noelia wants Paul to DJ at a party for
  - a. her friends.
  - b. the people they work with.
  - c. their customers.
2. Noelia says Paul would
  - a. be good at it.
  - b. enjoy it.
  - c. learn something new from it.
3. Paul thinks his music taste is
  - a. excellent.
  - b. out of date.
  - c. weird.
4. Noelia says their colleagues will dance to
  - a. any pop music.
  - b. any type of music.

c. anything from the 90s.

5. Paul is worried about

- a. his DJ equipment.
- b. missing the party while he's DJing.
- c. what people will think of him.

6. In the end, Paul says

- a. yes.
- b. no.
- c. maybe

*Are you good at persuading people to do things?*

### **C. SUMMARY**

Here are the strategies you may consider to sound persuasive and convincing.

#### **Pathos**

It is a strategy where we use emotional language to persuade or convince the listener.

*"If my allowance isn't increased, I won't be able to go out with my friends and do everything they do."*

#### **Big Names**

The speaker uses someone's name to strengthen his/her sentence. In more formal context, the speaker mentions an expert or a public figure.

*"Dad agrees that increasing my allowance will..."*

#### **Research and Logos**

The speaker mentions data, report or statistic to persuade or convince the audience. It is also used to construct a logic idea.

*"As you can see in the pie chart, at my age the average child's allowance is..."*

## **Ethos**

A persuasion strategy that involves language related to his/her personality or character. It is expected that the listener or audience will believe him/her.

*"As you may recall, I've always been willing to put ten percent of my allowance in my bank account, thus..."*

## **Kairos**

This type of argument creates a sense of urgency about how this is the right moment to act.

*"If I don't get an increase in my allowance today, I will miss out on the chance to..."*

## **D. PRACTICE**

### **1. Make a campaign**

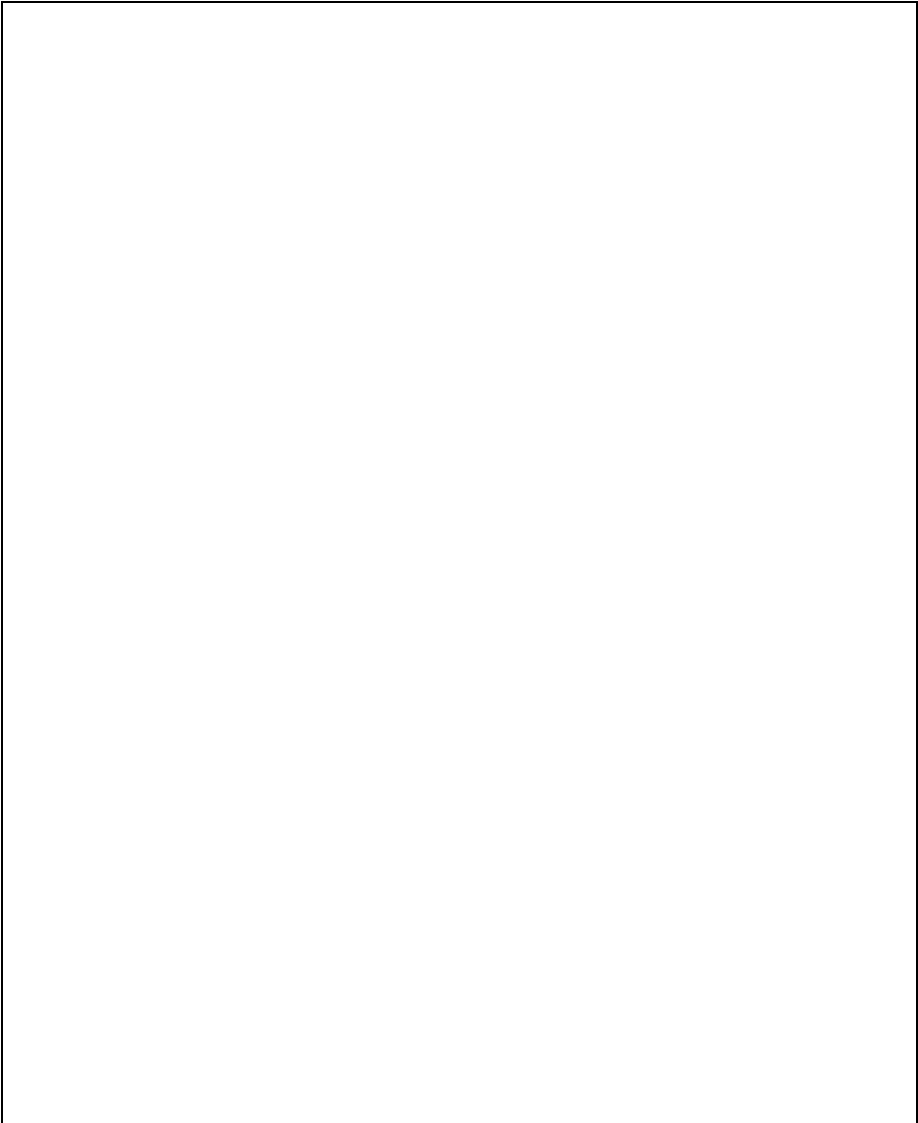
Make a campaign on particular issue you want to address. The content should be clear, interesting, understandable as well as convincing. You can use either descriptive campaign (writing it) or visual (illustration).

For example: You want to make a campaign on using a mask amid the pandemic. You have to include a language or expressions that persuade people consistently wearing a mask. You can make a draft in the table below and practice it when you are ready.

--

## 2. Join my course

In this practice, you are going to persuade people to join your course. Make a conversation with your friend. One of you will be a sales marketing from one of the best English course in your town. Your partner will be a potential customer.

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for students to write or perform a role-play conversation based on the instructions above.

## E. REVIEW

After you learn this unit, what is your idea about staying at home? Is that really important? What do you understand about the spreading of Covid-19? In some countries, lockdown will be the first option. Does Indonesia need to take the same policy?

Can you repeat some expressions or phrases used to persuade or convince people? Do you have experience talking to persuade people?

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## Transcript

*Ana: Hi! I'm Ana. Welcome to What to Say! Do you know what to say when you want to persuade someone to do something? Listen out for useful language for persuading someone to do something. Then, we'll practise saying the new phrases – after this.*

**Paul:** OK. Yeah, all right. I'll send them over tomorrow. OK, yep, bye. People are always asking for favours. Paul, can you do this? Paul, can you do that?

**Noelia:** Hey, Paul, have you got a minute?

**Paul:** Go on, then.

**Noelia:** I've got a small favour to ask you.

**Paul:** Right.

**Noelia:** So ... how would you feel about DJing at the office party next week?

**Paul:** Office party? I don't usually do work parties.

**Noelia:** Oh, right. So where do you usually DJ then?

**Paul:** No, I mean I don't usually go to work parties, let alone DJ at them.

**Noelia:** Come on, I think you'd be brilliant at it!

**Paul:** Oh, I don't know ...

**Noelia:** Look, I wouldn't usually ask, but you are the only DJ I know.

**Paul:** I'm not a very good one though. My music taste is ... quite strange. Everyone will probably hate it.

**Noelia:** Come on! These guys will dance to anything when they are at a party! Why don't you give it a go? You'll be great!

**Paul:** Urgh ... I think I'm probably busy that day anyway.

**Noelia:** Come on! There's nothing to lose!

**Paul:** Except my reputation and credibility ...

**Noelia:** Paul, you'd really be helping me out.

**Paul:** OK, I'll think about it.

**Noelia:** Great! Thanks, Paul!



*Ana: Hello again! It's very difficult to say no to Noelia! So, did you notice the useful phrases used for persuading someone to do something? Listen to me and then repeat.*

**I've got a small favour to ask you.**

**How would you feel about DJing?**

**You'd be brilliant at it.**

**I wouldn't usually ask, but you're the only DJ I know.**

**Why don't you give it a go?**

**There's nothing to lose.**

**You'd really be helping me out.**

**OK, I'll think about it.**

*Ana: Try and use some of these phrases the next time you want to persuade someone to do something in English. Bye for now!*

# UNIT 14

## PEOPLE AND RELATIONSHIP

### A. INTRODUCTION



<https://www.schneiderb.com/wp-content/uploads/2012/01/socialmedia-relationships.jpg>

In this unit, students will explore the topic on personality and social relationship even in a small scale personal relationship (friendship). Having social relationship is one of basic need in our lives. Many studies also indicate that having such solid

friendship helps promote brain and mental health. It also said that friendship also help us to handle stress and make better life cycle. This topic becomes more important as we study about productive skill where a friend is needed to practice with as well as to give feedback for improvement. Many people find life difficult since they have no friends to share the burden or problem with. As long as we have a friend and we really keep the friendship, a lot of people will help us. Believe or not, friendship may improve the quality of our lives when we have good conversation and interaction, share the problems and a lot of laughter. Friends are there when we face difficulties and help us to put things in perspective, and even give us new ones we might never have found ourselves.

In this unit, students are introduced to such an easy topic but very meaningful. A variety of sub topics are discussed as well through

reading, listening to a song and an audio. Students should follow the material from the beginning and do the task. The more you practice, the better.

## **B. MATERIAL**

*Students will be able to use phrases and expressions about personality character and friendship and are able to initiate conversation dealing with the topic.*

Before reading the material, do the preparation task.

### **1. Character and Personality**

a) Do you know the meaning of these words?

ambitious	good fun	nosy	reliable
blunt	hard-working	open-minded	self-assured
clever	impatient	outgoing	sociable
creative	judgmental	over-sensitive	stingy

b) Which adjectives in exercise 1 are negative and which are positive? Put the words into correct column.

Positive	Negative

c) Which words are you going to use to describe yourself?

I consider myself to be	
I would say, I was	

d) Find these words in the word search.

Angry

Homework

Favorite

Jokes

Finds

Kinds

Lends

Problems

Lies

Shares

A D M S N A D F M O L I E S

H R S H A R E S B S F C Q B

M A S B D G F I P O A A L E

X D W U E A N G R Y Z N R F

Y O U F S E T X W I T A B A

L O F X T I A K I H H O M V

P K I N D X S I C O L D B O

R W N G S O A K H M W U Z U

O E D P E U C I M E K A S R

B X S G A F B N S W X L Y I

L H I C H S T C Y O S E B T

E S H L E N D S J R T A L E

M G O L D I M L X K V W Q Y

S G J O K E S S K L L Y M A

e) Use the words from preparation task to complete these sentences.

- 1) A good friend always laughs at your \_\_\_\_\_.
- 2) A good friend helps you do your \_\_\_\_\_.
- 3) A good friend knows all your \_\_\_\_\_ things.
- 4) A good friend never \_\_\_\_\_ to you.
- 5) A good friend \_\_\_\_\_ things with you.
- 6) A good friend listens to your \_\_\_\_\_.
- 7) A good friend \_\_\_\_\_ you books and games.

- 8) A good friend always \_\_\_\_\_ time to be with you.
- 9) A good friend doesn't get \_\_\_\_\_ with you.
- 10) A good friend is always \_\_\_\_\_ to you.

## 2. Friends

- a) Write down the names of three people who are important to you:

Item	Name	Reason
------	------	--------

Relative	1.	
	2.	
	3.	

Friend	1.	
	2.	
	3.	

Famous person	1.	
	2.	
	3.	

- b) Ask a partner about the people they have chosen. Find out as much as you can.
- c) Read the questionnaire about the American actor, David Schwimmer. According to his answers, which of these famous people doesn't belong in this group?

Charlie Chaplin	Leonardo da Vinci	Sophia Loren Martin
Michael Jackson	Dostoevsky	Luther King Jr.
		Mahatma Gandhi

**David Schwimmer was born in New York and grew up in Los Angeles. He appeared as Ross Geller in the popular TV show, Friends. He's also a stage actor and a movie director.**

**When were you happiest?**

Before I realized my parents, sister and I were mortal.

**What is your greatest fear?**

Besides death? Standing on stage in front of thousands of people, forgetting what happens next, but knowing I'm supposed to be doing it. Also, being in the ocean alone and feeling something large brush against my leg.

**What is your earliest memory?**

Diving off a piece of furniture and onto my parent's bed.

**Is it better to give or to receive?**

I am always happier giving, rather than receiving, a gift and happiest when I give anonymously.

**Where would you like to live?**

Near the ocean, one day.

**What is your guiltiest pleasure?**

Pizza and TV, hopefully together.

**Who would you invite to your dream dinner party?**

Dostoevsky, Sophia Loren, Mahatma Gandhi, Gene Kelly, Martin Luther King JR., Leonardo da Vinci, Charlie Chaplin, Cole Porter, Sade, my family, my friends, my lady and a translator.

**When did you last cry, and why?**

Three days ago, when I saw the movie *La Vie en Rose*. It reminded me how brief our time is here, and how wonderful it is to fall in love.

*Choose the five most interesting questions from the questionnaire and think about your own answers. Work with a partner and compare your questions and answers.*

- d) Read the following text and answer the questions. People write about their friends.

I've always been a very extroverted person and I've never had problems to make new friends. Getting to know new people is a great experience. I'm not one of those people that have a BFF and spend all the time with her. I could say I have lots of BFFs!

Jane, 18 (New York)

My best friend is called Alice and she's also my cousin. We're the same age and we've grown up together. She always gives me the best advice, especially when it comes to girls! She also shares a lot



of my interests and we always enjoy each other's company.

Matt, 19 (Seattle)

Some people say that you cannot make real friends on the Internet but that's not true! I met my friend Laura online and we've been friends for 4 years. We discovered very soon that we had a lot in common. We've kept in touch through email and Facebook. I will meet her when she comes to London this summer but I already consider her a very close friend.

Jessica, 21 (London)

I know I have a friend for life in Tom. We started high school together. We had moved to town with our families and we were the new kids. Some people started to pick on us at school but we always had each other's backs. Now we're going to different colleges but I know my buddy will always be there for me.

Jack, 18 (California)

My best friend Helen and I have known each other since kindergarten. We've gone through everything together and I know that I can always count on her. She's one of the people that I know I can trust. We're going to attend the same college together and I'm really excited to start this new stage of my life with her.

Amy, 18 (Chicago)

I met my friend Peter when we were in primary school. We always got on very well. We played together all the time because he was also my neighbour. We lost touch when he moved to another city. Now, we're studying at the same university and we can spend a lot of time together. I'm glad I've found my mate again!

Taylor, 20 (Sydney)

**Match the underlined words in the text with the definitions:**

- 1) To tell someone what you think he/she should do about a problem: \_\_\_\_\_
- 2) To stay in contact: \_\_\_\_\_
- 3) To like someone and have a friendly relationship with them: \_\_\_\_\_
- 4) Informal word that means 'friend' and is mainly used in the United States: \_\_\_\_\_
- 5) To rely on someone to support you or help you: \_\_\_\_\_
- 6) To pass time in a specific way: \_\_\_\_\_
- 7) To look out for each other, to protect each other: \_\_\_\_\_
- 8) To have a good time when you are with someone: \_\_\_\_\_
- 9) To treat someone badly, to bully someone: \_\_\_\_\_
- 10) Informal word that means 'friend' and is mainly used in the UK and Australia: \_\_\_\_\_
- 11) To like the same things than another person: \_\_\_\_\_
- 12) A very good friend: \_\_\_\_\_
- 13) To believe that someone is honest and will not do anything against you: \_\_\_\_\_
- 14) To stop having contact with someone: \_\_\_\_\_
- 15) To know a person better: \_\_\_\_\_

**C. SUMMARY**

This unit seems longer compare to other units. It aims to provide a lot of vocabularies and phrases or expression dealing with this topic. Furthermore, there are many resources available for this topic. Friendship is an easy topic that may trigger students to speak up. A lot of exercises and practices are provided in this unit. It is expected that

students will follow the material from the beginning till end. Do not forget to repeat the audio and video in order to get insight on how to pronounce or to stress the pronunciation of certain words.

#### **D. PRACTICE**

**1. Which of these “firsts” do you remember? Describe who they were or how your feeling was.**

Your first  
English teacher

Your first hero

Your first home

Your first laptop

Your first flight

Your first gift to

your parent

Your first time  
to city

Your first best  
friend

## 2. What's your type?

**Choose a, b, c, d or e that best represents you.**

- |  |  |
|--|--|
| 1. The quality you admire most in other people is their... | 5. On Saturday night, you're most likely to be |
| a. Artistic talent   | a. at the opening of a new art gallery         |
| b. Ambition  | b. making important new work contact           |
| c. Love of nature  | c. halfway up a mountain                       |
| d. Intellect   | d. at home reading a novel                     |
| e. Sense of humor  | e. in a crowded place                          |
| 2. In a relationship, it's important to...                 | 6. You're most comfortable wearing             |
| a. Give each other space                                   | a. black clothes                               |
| b. Respect each other's career                             | b. stylish clothes                             |
| c. Enjoy the same outdoor activities                       | c. sport clothes                               |
| d. Discuss things  | d. jeans and T-shirt                           |
| e. Laugh together  | e. colorful clothe                             |

- |  |  |
|--|--|
| <p>3. Your favorite place for dinner is..</p> <p>a. A cool new restaurant</p> <p>b. Somewhere the rich and famous go</p> <p>c. A barbecue in the backyard</p> <p>d. A crowded place with loud music</p> <p>4. Your ideal weekend is</p> <p>a. Going to a jazz festival</p> <p>b. Shopping in designer boutique</p> <p>c. Walking in the mountain</p> <p>d. Going to theater</p> <p>e. Go to cafe</p> | <p>7. On television you mist like watching</p> <p>a. foreign movies</p> <p>b. business news</p> <p>c. nature documentaries</p> <p>d. political debates</p> <p>e. comedies</p> <p>8. Which phrase best describes you?</p> <p>a. I don't like following crowd</p> <p>b. I live to work</p> <p>c. My idea of heaven is sleeping in a tent</p> <p>d. I love a good argument</p> <p>e. life's too short to stay at home, let's party.</p> |
|--|--|

- Compare your answers with your friends.
- Now you can count which latter (a, b, c, d or e) is more dominant in your answer (mostly).

**Notes:**

**Mostly a:** your ideal mate is the artistic type. The artistic type is sensitive, creative, confident and independent, but can be unreliable.

**Mostly b:** your ideal mate is the career type. The career type is ambitious, sociable, serious and hard-working, but sometimes dull.

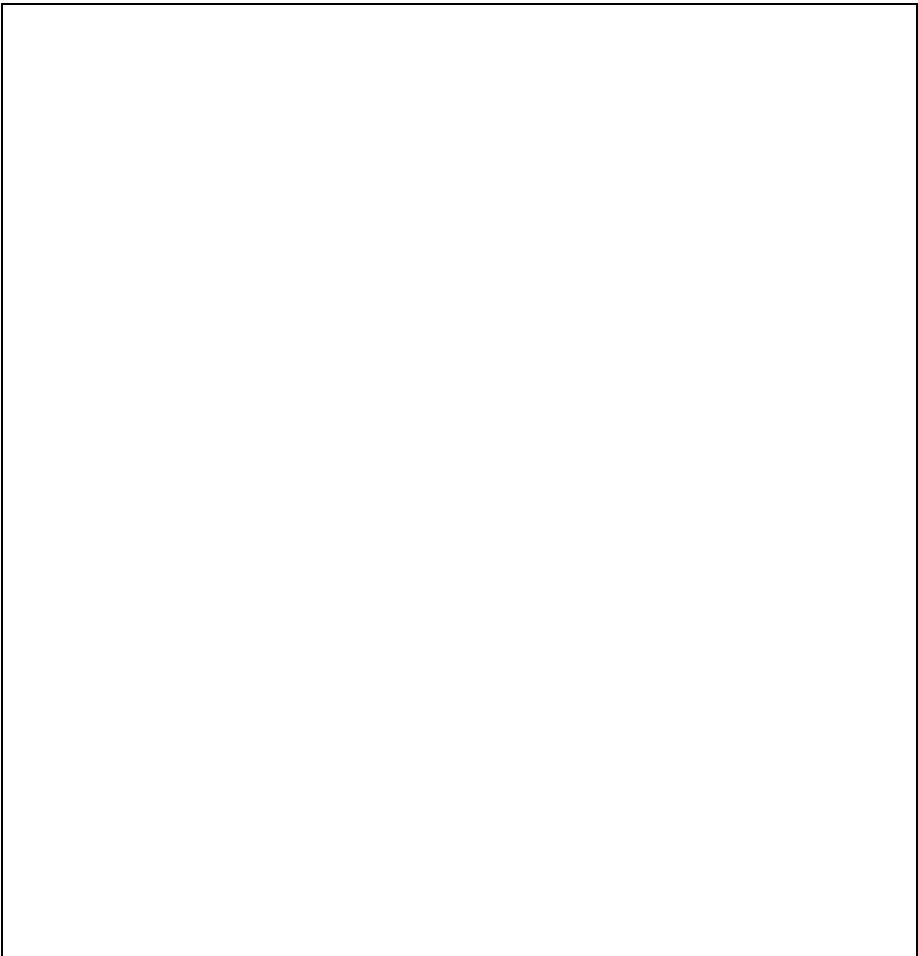
**Mostly c:** your ideal mate is the outdoor type. The outdoor type is do-to-earth, reliable, easygoing and optimistic, but can be demanding.

**Mostly d:** your ideal mate is the brainy type. The brainy type is intelligent, witty, interesting and broad-minded, but can be beg-needed.

**Mostly e:** your ideal mate is the party type. The party type is cheerful, funny, sociable and outgoing, but sometimes selfish.

### **3. Inspiring person in my life**

Describe the most inspiring person in your life. You may talk about his/her personality, what makes him/her inspiring for you and what are great moments that really impress you.

A large, empty rectangular box with a thin black border, intended for the user to write their response to the prompt above.

## E. REVIEW

In this review, you will listen to a song entitled Lessons in Life by Bridgette Bryant and Daniel Ho.

Music link:

[https://americanenglish.state.gov/files/ae/resource\\_files/bridgette\\_bryant\\_-\\_lessons\\_in\\_life.mp3](https://americanenglish.state.gov/files/ae/resource_files/bridgette_bryant_-_lessons_in_life.mp3)

Having a friend is like planting a flower Show love and kindness it one day will bloom Let's be aware as we walk on this planet Even the tiniest creature needs room. 5 Lessons in life aren't always so simple Nothing you're given will ever come free Even the smallest of gifts deserves "thank you" I respect you and you respect me I think of you and you think of me.

Remember everyone here is important. When you're forgotten, it makes you feel sad Know that you matter and you make a difference Let no one shame you or make you feel bad. Lessons in life aren't always so simple Nothing you're given will ever come free (nothing ever gonna come to you freely) Even the smallest of gifts deserves "thank you" I respect you and you respect me I think about you and you think about me. (I think of you and you think of me)

Lessons in life aren't always so simple Nothing you're given will ever come free Even the smallest of gifts deserves "thank you" I respect you and you respect me I think of you and you think about me. (I think of you and you think of me)

**To understand the song, answer the following question. Listen to the song again and fill in the blank with correct word.**

- 1) Having a friend is like planting a \_\_\_\_\_.
- 2) Show \_\_\_\_\_ and kindness, it one day will bloom

- 3) Let's be aware as we walk on this planet
- 4) Even the tiniest creature needs \_\_\_\_\_.
- 5) Lessons in life aren't always so \_\_\_\_\_.
- 6) Nothing you're given will ever come free
- 7) Even the smallest of gifts deserves " \_\_\_\_\_ "
- 8) I \_\_\_\_\_ you and you \_\_\_\_\_ me
- 9) I think of you and you think of me.
- 10) Remember everyone here is \_\_\_\_\_
- 11) When you're forgotten, it makes you feel \_\_\_\_\_
- 12) Know that you matter and you make a \_\_\_\_\_
- 13) Let no one shame you or make you feel bad.
- 14) \_\_\_\_\_ in life aren't always so simple
- 15) Nothing you're given will ever come \_\_\_\_\_ (nothing ever gonna come to you freely)
- 16) Even the \_\_\_\_\_ of gifts deserves "thank you"
- 17) I respect you and you respect me
- 18) I think about you and you think about me. (I think of you and you think of me)
- 19) Lessons in life aren't always so simple
- 20) Nothing you're given will ever come free
- 21) Even the smallest of \_\_\_\_\_ deserves "thank you"
- 22) I respect you and you respect me
- 23) I \_\_\_\_\_ of you and you \_\_\_\_\_ about me. (I think of you and you think of me).

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## **Transcript**

*Ana: Hi! I'm Ana. Welcome to What to Say! Do you know what to say when you want to persuade someone to do something? Listen out for useful language for persuading someone to do something. Then, we'll practise saying the new phrases – after this.*

**Paul:** OK. Yeah, all right. I'll send them over tomorrow. OK, yep, bye. People are always asking for favours. Paul, can you do this? Paul, can you do that?

**Noelia:** Hey, Paul, have you got a minute?

**Paul:** Go on, then.

**Noelia:** I've got a small favour to ask you.

**Paul:** Right.

**Noelia:** So ... how would you feel about DJing at the office party next week?

**Paul:** Office party? I don't usually do work parties.

**Noelia:** Oh, right. So where do you usually DJ then?

**Paul:** No, I mean I don't usually go to work parties, let alone DJ at them.

Noelia: Come on, I think you'd be brilliant at it!

**Paul:** Oh, I don't know ...

**Noelia:** Look, I wouldn't usually ask, but you are the only DJ I know.

**Paul:** I'm not a very good one though. My music taste is ... quite strange. Everyone will probably hate it.

**Noelia:** Come on! These guys will dance to anything when they are at a party! Why don't you give it a go? You'll be great!

**Paul:** Urgh ... I think I'm probably busy that day anyway.

**Noelia:** Come on! There's nothing to lose!

**Paul:** Except my reputation and credibility ...

**Noelia:** Paul, you'd really be helping me out.

**Paul:** OK, I'll think about it.

**Noelia:** Great! Thanks, Paul!

*Ana: Hello again! It's very difficult to say no to Noelia! So, did you notice the useful phrases used for persuading someone to do something? Listen to me and then repeat.*

**I've got a small favour to ask you.**

**How would you feel about DJing?**

**You'd be brilliant at it.**

**I wouldn't usually ask, but you're the only DJ I know.**

**Why don't you give it a go?**

**There's nothing to lose.**

**You'd really be helping me out.**

**OK, I'll think about it.**

*Ana: Try and use some of these phrases the next time you want to persuade someone to do something in English. Bye for now!*

## UNIT 15

### CONVERSATION PRACTICE

#### NEED CONFIDENCE?



<https://fellowshipcommunitychurchinbrazil.files.wordpress.com/2016/03/practice-speaking-english.jpg?w=660>

This unit consists of several practices in form of conversation, self practice as well as group practice. This aims to trigger students practice speaking both individually or collectively. Audio and video can be accessed through the provided link.

#### 1. Four conversations

*Listen to the audio. There are four conversations in the audio. Pay attention on the pronunciation and listen again but see the transcript, then practice with your friends.*

<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/four-conversations>

**A.**

**Man:** How did it go?

**Woman:** Umm, I think it went quite well. I did a lot of research and prepared a lot. I was in there for ... I don't know ... half an hour?

**Man:** And? What did they say?

**Woman:** Nothing much. At the end I asked them, ‘What happens now?’, and the woman said, ‘We’ll call you back with news in three or four days.’

**Man:** Really?

**Woman:** Yeah, I think I’ve got the job. There weren’t a lot of other people there. I was the only interview that day, you know? **Man:** Well, good luck with it.

**B**

**Man:** Anyway, you were saying ...

**Woman:** Oh, yeah, um ... let’s see. Yes, so I was in the museum and there were, I don’t know, a hundred people waiting to get into the room. Finally, I got in, and I tried to see the *Mona Lisa* but I couldn’t look at it.

**Man:** Why not?

**Woman:** Because the room was filled with people taking photographs of it!

**Man:** Oh, right.

**Woman:** Yes! And selfies.

**Man:** Wait a minute. You can take photos while you’re in there?

**Woman:** Yes, but you can’t use flash. I don’t know ... Why do we take photos of everything we see when we travel?

**Man:** I know. And we never look at the photos after.

**Woman:** Exactly! I’m tired of always taking photos. I don’t feel I’m enjoying things.

**C**

**Man:** Who took this?

**Woman:** I can’t remember. Hmmm ...

**Man:** What am I doing?

**Woman:** You’re sitting on the sofa, watching TV and eating chocolates. Nothing changes!

**Man:** Ha! Very funny. You look very young, though.

**Woman:** I know. Look at my hair – it was so long!

**Man:** Mine too, look at me! Hey ... I think I know who took this photo.

**Woman:** Umm ... who? Was it Dad?

**Man:** No, it wasn't Dad or Mum. Do you remember Barry? **Woman:** No.

**Man:** Yes, YES! You do remember. Barry, your boyfriend at high school. You were seventeen and he was sixteen and he was so very polite: 'Hello, I'm Barry. It's very nice to meet you ...' **Woman:** Stop it! He was nice.

**Man:** Yeah, well, he took the photo.

## D

**Woman:** Let's see. OK. I'm glad we could talk about this. It's not easy to say.

**Man:** What?

**Woman:** Well, you're not in our group – for the class project. **Man:** What do you mean? You know I'm always in a group with you.

**Woman:** I know. It's just that this time ... this time we made the group differently and because you were late ...

**Man:** I see. You don't want me in the group?

**Woman:** No, no. It isn't that. It's that we've already made the group, see? There's four of us already.

**Man:** So? We can't be a group of five?

**Woman:** Well, the teacher said four people per group.

**Man:** Oh.

**Woman:** It's not about you or your work or anything like that. It's ... errrr ... well, we already have the group.

**Man:** So I have to find another group.

**Woman:** I'm sorry.

## 2. How to ask someone to repeat something

Watch the video and pay attention on pronunciation and expressions. Practice with your friend after you watch the video.

<https://learnenglish.britishcouncil.org/general-english/how-to/how-to-ask-someone-to-repeat-something>

Man: (Have you seen a green pen anywhere?)

Woman: I'm sorry, I didn't quite catch that.

Man: (I said, 'Have you seen a green pen?')

Woman: Could you say that again?

Man: (Green pen, see it anywhere?) Woman: I'm sorry ... I still didn't get that.

Man: (I said, 'Have you seen a green pen anywhere?')

Woman: Could you say that again?

Man: (Green pen, see it anywhere?)

Woman: One more time?

Man: (Have you seen a green pen anywhere?)

Woman: No, sorry. Nothing.

Man: (Have you seen a green pen anywhere?)

Woman: Look! I can't hear a word you're saying.

Man: I said, 'Have you seen a green pen?' Oh, there it is!

## 3. How to ask someone where they got something

Watch the video and pay attention on pronunciation and expressions. Practice with your friend after you watch the video.

<https://learnenglish.britishcouncil.org/general-english/how-to/how-to-ask-someone-where-they-got-something>

**Man:** Hey, nice shoes!

**Woman:** Thanks!

**Man:** Could do with a pair like that myself.

**Woman:** Oh really? They're very comfortable.

**Man:** Yeah. Where did you get them?

**Woman:** Just that place on the high street.

**Man:** Oh yeah, I'll have to go and take a look sometime. -----

**Man:** Hey! **Woman:** What?

**Man:** I've been looking for that book for ages!

**Woman:** Really?

**Man:** Yeah ... where did you get it?

**Woman:** I bought it online. I just did a search and found it, you know ... **Man:** Really?

**Woman:** Yes. It's not that difficult.

**Man:** I'll have to have a look. -----

**Man:** Hey! **Woman:** What?

**Man:** That's a tasty-looking sandwich!

**Woman:** It's a tasty-tasting sandwich too ...

**Man:** Where did you, er ...

**Woman:** Where did I get it?

**Man:** Yeah! That's exactly what I was going to say!

**Woman:** I made it myself.

**Man:** Oh. **Woman:** Here – have it!

#### **4. How to pay a compliment**

*Watch the video and pay attention on pronunciation and expressions. Practice with your friend after you watch the video.*

*<https://learnenglish.britishcouncil.org/general-english/how-to/how-to-pay-a-compliment>*

**Man:** Good morning!

**Woman:** Morning!



**Man:** By the way, I just wanted to say well done on clinching that deal!

**Woman:** Oh, thanks. It wasn't too difficult.

**Man:** You're being modest! You did really well.

**Woman:** Thank you.

**Man:** You're a great manager, you know.

**Woman:** Do you think so?

**Man:** Oh, yeah.

**Woman:** I appreciate that. -----

**Man:** Have you cut your hair?

**Woman:** Oh yes, I did, actually. Thanks for noticing!

**Man:** Where did you get it done?

**Woman:** Oh, just that place on the high street.

**Man:** They did a great job and it looks great with the outfit.

**Woman:** Do you think so?

**Man:** Oh yeah. Very fashionable.

**Woman:** Oh, it's just an old thing.

**Man:** Well, you've got a great sense of style.

**Woman:** Thank you, you too.

**Man:** Thank you. -----

**Man:** Nice perfume, too. Is that Dream?

**Woman:** Well, yes, it is, actually.

**Man:** You wear it well.

**Woman:** I'm flattered.

**Man:** My pleasure.

**Woman:** Listen, do you want something?

**Man:** No. I'm just being polite, you know. **Woman:** Hmmm

## 5. Changing plans

Listen to the audio. Pay attention on the pronunciation and listen again but see the transcript, then practice with your friends.

*<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/changing-plans>*

**Francesco:** Sachi? Sachi? Sachiko!

**Sachi:** Francesco! Is everything OK?

**Francesco:** Yes. Yes. Sorry, I saw you and I was across the street ...  
I ran.

**Sachi:** I see. What's up?

**Francesco:** Do you have the tickets ... for the play?

**Sachi:** No, I don't. I'm going to buy them this afternoon.

**Francesco:** Oh good, good. Listen, don't buy tickets for this Friday.

**Sachi:** Oh? Why not?

**Francesco:** I can't go to the theatre on Friday. Something's come up.  
I have a concert this Friday.

**Sachi:** Another concert? But you said ...

**Francesco:** I know, I know. I'm sorry. I forgot.

**Sachi:** Francesco!

**Francesco:** How about next week? Are you free then? I can  
definitely go next Friday.

**Sachi:** Francesco. You did this two weeks ago, remember? I had  
cinema tickets for the new Marvel movie and you changed the plans  
then too. For band practice.

**Francesco:** I know, and I ...

**Sachi:** We also missed my favourite dance group. Because your band  
was playing at some child's birthday party.

**Francesco:** It was my nephew's birthday ...

**Sachi:** Ha!

**Francesco:** OK, why don't we go out for dinner before my concert?  
Then, next Friday we can go to the play.

**Sachi:** Oh ...

**Francesco:** Come on, Sachi. Just this one more time.

**Sachi:** OK, but promise me next Friday. OK?

**Francesco:** I promise. I promise!

## 6. Missing a class

Listen to the audio. Pay attention on the pronunciation and listen again but see the transcript, then practice with your friends.

*<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/missing-a-class>*

**Student:** Excuse me, Ms Henderson?

**Teacher:** Yes, Diana. How can I help you?

**Student:** I'm sorry, but I can't come to class next Wednesday. I have a doctor's appointment.

**Teacher:** OK. Thanks for letting me know.

**Student:** Is there anything to do at home?

**Teacher:** Let me just check my notebook. OK, first of all ... you need to read chapters 17, 19 and 20 in the book. There are also some articles and a video to watch – those are online. I'll post the links online in the usual place.

**Student:** Chapters 17 to 20.

**Teacher:** Yes, except chapter 18. Chapters 17, 19 and 20.

**Student:** Ah, OK. Um ... is there a deadline?

**Teacher:** Yes, this Friday. But there's something else. I was going to give you all a practice test.

**Student:** A practice test?

**Teacher:** Yes, to help people prepare for the mid-term exam.

**Student:** Ah. All right.

**Teacher:** Don't worry, I can send you the practice test by email on Wednesday. Can you send it to me before Friday?

**Student:** Sure, no problem.

**Teacher:** And don't forget to bring a certificate from the doctor to the office.

**Student:** Thanks, Ms Henderson! I'll do that. **Teacher:** You're welcome, Diana. Take care.

## 7. An interview about listening skills

Listen to the audio. Pay attention on the pronunciation and listen again but see the transcript, then practice with your friends.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/an-interview-about-listening-skills>

**Presenter:** So, today's expert teacher is Gabriella, a university English teacher from Leeds. Gabriella, hi and thanks for joining us today.

**Gabriella:** Thanks for having me!

**Presenter:** So, I have to confess today's topic is something I am really bad at: listening. Most people say speaking is the most stressful part of learning a new language but, for me, with B1 German, speaking isn't so bad. At least I'm in control of it. But listening ... woah ... people speak so fast and it's like my brain just shuts down. Am I just really strange and bad at listening? Tell me, honestly, I can take it.

**Gabriella:** No, you're not strange. In fact, it's really common. You know, in exams most people do pretty well in speaking compared with listening. Of course, exams are a different situation from real life because in an exam you can't ask for something to be repeated or explained. You usually have just one or maybe two opportunities to listen to the dialogue and then it's straight up gone.

**Presenter:** Right, but in real life I feel stupid always saying, 'Sorry, can you repeat that, please?', especially if I still don't understand even when they repeat it. And people out there listening, I hope you don't do this – quite often the person just repeats what they said equally as fast and I'm still lost!

**Gabriella:** They do, don't they? In real life, you've got two strategies. One is to pretend to understand and get out of the conversation as fast as you can.

**Presenter:** Yep, sounds familiar!

**Gabriella:** But, obviously that's not going to help if it's a conversation with high stakes. It might have important consequences. I mean, if you're just chatting with a stranger at the bus stop, it doesn't matter. But imagine you're at a government office or a bank, trying to find out what paperwork you need to get your ID or open a bank account. What can you do then?

**Presenter:** I hope you've got the answer, Gabriella, because I'm coming out in a cold sweat just thinking about either of those situations!

**Gabriella:** The other strategy is to summarise what they said.

**Presenter:** But how can you do that if you didn't understand what they said?

**Gabriella:** Ah, well, you only start the summary, so you might say, in German in your case, 'OK, so the first thing I have to do is ...?' and make it a question. Or, for example, 'And which office is that again?' Break it down into smaller questions and the other person will naturally start answering them. That way you're controlling the conversation a bit more.

**Presenter:** I get you ...

## 8. A phone call from a customer

Listen to the audio. Pay attention on the pronunciation and listen again but see the transcript, then practice with your friends.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/a-phone-call-from-a-customer>

**Junko:** Hello, Junko Mori speaking. How can I help you?

**Andrea:** Hi, Junko, it's Andrea here from Red Band. I'm calling about our latest order.

**Junko:** Everything arrived OK, right? We got the delivery confirmation at our end.

**Andrea:** Yes, everything's fine with the order. I'm calling about the invoice and the payment terms. I need a favor.

**Junko:** A favor? What do you need?

**Andrea:** This is a little, er ... difficult, but I need an extension on the payment terms. I know they're usually 30 days, but we're having some cash flow problems. You'd really be helping us out if you could extend it to 60 days.

**Junko:** I'm not sure if I can do that, Andrea. We've got regulations at our end, and also have to manage our own cash flow.

**Andrea:** I promise this won't become the norm, Junko. Actually, I also want to place another new order. The same size order as last time. It's for an important customer and they pay on delivery.

**Junko:** I see. So your cash flow problem will be solved after this new order is delivered.

**Andrea:** Exactly.

**Junko:** That sounds good. Hold on, Andrea. Let me see what I can do. Yes, I think we can make an exception this time.

**Andrea:** That's great, Junko. I appreciate your help.

**Junko:** And we appreciate your business, Andrea. It works both ways. Andrea: Thanks again, Junko. Can you send me a quick email confirmation of the payment terms extension?

**Junko:** Sure, no problem. We're happy to help you.

**Andrea:** Great. And I'll email you the new order.

**Junko:** Thanks. I'll keep an eye out for it. Talk to you soon.

**Andrea:** You too. Goodbye.

## 9. A Study Trip to the UK

Listen to the audio someone's telling the story about her trip in the UK. Pay attention on pronunciation and expressions used.

*<https://learnenglish.britishcouncil.org/general-english/audio-zone/a-study-trip-to-the-uk>*

## Transcript

I want to talk about my life in (the) UK. I went to study in the UK a few years ago. The most exciting experience is that I went to a host family for my Christmas holiday in December. I went there alone ... on a train. It took me about one or two hours to get there, to York, and then I stayed there for one week. This was the first time that I spent time with a UK family, which I learned a lot from them. They treat (treated) me like a family member, they took me out to eat, to play and to see all the different interesting culture of their region. On Christmas Day, they even bought me some presents to celebrate the Christmas (celebrate Christmas). When I went back to Oxford, which was the place that I stayed for that year, I had the chance to teach in a Chinese school every Sunday. The kids are (were) about 14 years old and I taught them Chinese. They were very cute but they all speak (spoke) in English. I spent lots of time to encourage (encouraging) them to speak in Cantonese. During my study (studies) in the UK, I lived with (a) few other students from different countries. They are very nice and we used to cook on our own, just like a big family. Every day we will go to ... every day we went to supermarkets to buy food and drinks and desserts. We cooked every day. I was not a good cook – normally I just put everything into (the) oven. And I've tried (I tried) to bake a cake before but failed and they all laughed at me. And every time when I bake(d) a cake, they never taste(d) it. We share(d) a flat together – we share(d) kitchen, bathrooms but we do (did) have our own sink and bedroom. The life (Life) in the UK is quite relaxing besides study because you can explore more and do different activities at school or even some other extracurricular activities. After I come (came) back (to) Hong Kong, I still keep in touch with all my friends in the UK, from different countries like Italy, Malaysia, Japan, UK and other countries. Sometimes we even send email(s) to each other, sometimes they may come to Hong Kong to visit and we will meet each other again. I really enjoy

(enjoyed) the time in the UK. I hope you will also have the chance to explore more in other different countries in the future.

## **10. Learning languages**

Listen to the audio someone's telling the story about learning languages. Pay attention on pronunciation and expressions used.

<https://learnenglish.britishcouncil.org/general-english/audio-zone/learning-languages>

### **Transcript**

I want to talk about learning languages. I've lived in many different countries, both in Western Europe, Middle East and now here in Hong Kong. And during all of that time, I've learned five or six different languages to one degree or another. I love learning languages. Not only are they important when you move to a country, I just find them fascinating. Before I came to Hong Kong, I lived in Barcelona, Spain, for ten years. And when I first arrived, the most important thing was being able to communicate with people locally. I don't attend classes. I don't think I'm particularly good in classes. I prefer to learn by just talking to people, finding out what I need to say, by looking at dictionaries and listening carefully. Other things that helped me when I first moved to Spain were watching the typical kinds of programs we see every day on channels around the world, for example the weather. This is great, because they always say the same things, so you can really quickly hear the same words repeated again and again. And the pictures help of course. Other types of program that helped me learn Spanish quickly were things like game shows, where the same thing happens. They have a catchphrase or a slogan that they repeat endlessly when contestants win or when they are called to compete. As well as that, I used to pick up the Spanish newspapers. First of all, I just accepted there was no way I was going



to understand anything but one or two words. But gradually, I found that I learned lots of new things about this. I was interested because I wanted to know what was happening in the country I lived in. But I also knew that I could learn a lot of language this way. So I'd take a dictionary with me sometimes, or I'd notice a word and I'd ask other people what ... it meant. Anyway, by far the best practice I ever had was just talking to people in the street or in shops, where I'd rehearse in my head what I wanted to say beforehand, before I went in. Usually, I made a right mess of it first of all, but after you get over the embarrassment, it's quite funny really. And people are very sympathetic and supporting in most cases. It took me a long time to develop a good level of Spanish. I lived there for ten years, and I think I'm very fluent now. But I think for the first two years that I was there it was quite a struggle to hold a decent conversation. There were always lots of words and expressions that I didn't pick up on. In particular with the colloquial expressions, idioms, that kind of thing, that people use in everyday talk, but you don't necessarily see written down. I didn't find those very easy to learn at all. But it was a lot of fun. And people, as I said, are really supporting when they know that you are genuinely interested in learning their language.

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# UNIT 16

## SPEAKING SUPPLEMENT



[https://media.istockphoto.com/vectors/speak-english-vector-id845888452?k=6&m=845888452&s=612x612&w=0&h=9wtBn\\_t-](https://media.istockphoto.com/vectors/speak-english-vector-id845888452?k=6&m=845888452&s=612x612&w=0&h=9wtBn_t-)

This unit is about the supplementary of speaking topic in previous unit. It enriches the book due to the inclusion of some tips to improve your speaking and common mistakes and common proverbs in English.

### 1. Tongue Twister

Tongue twisters are one of the ways to improve your fluency and pronunciation and accent. Many people practice it to sound clear when speaking. Here are some of the most popular tongue twisters that can be practiced. Say them as quickly as possible. Once you are successful, try to increase your speed. It will boost your confidence.

1	Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked If Peter Piper picked a peck of pickled peppers Where's the peck of pickled peppers Peter Piper picked?
---	---

2	Betty Botter bought some butter But she said the butter's bitter If I put it in my batter, it will make my batter bitter But a bit of better butter will make my batter better So 'twas better Betty Botter bought a bit of better butter
3	How much wood would a woodchuck chuck if a woodchuck could chuck wood? He would chuck, he would, as much as he could, and chuck as much wood As a woodchuck would if a woodchuck could chuck wood
4	If two witches would watch two watches, which witch would watch which watch?
5	She sells seashells by the seashore
6	How can a clam cram in a clean cream can?
7	I scream, you scream, we all scream for ice cream
8	I saw Susie sitting in a shoeshine shop
9	Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines
10	Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?
11	Can you can a can as a canner can can a can?
12	I can to can a can into the can as many can as I can
13	You know New York, you need New York, you know you need unique New York
14	I saw a kitten eating chicken in the kitchen
15	If a dog chews shoes, whose shoes does he choose?
16	I thought I thought of thinking of thanking you
17	I wish to wash my Irish wristwatch
18	Near an ear, a nearer ear, a nearly eerie ear
19	Eddie edited it

20	Willie's really weary
21	A big black bear sat on a big black rug
22	Tom threw Tim three thumbtacks
23	He threw three free throws
24	Nine nice night nurses nursing nicely
25	So, this is the sushi chef
26	Four fine fresh fish for you
27	Wayne went to wales to watch walruses
28	Six sticky skeletons (x3)
29	Which witch is which? (x3)
30	Snap crackle pop (x3)
31	Flash message (x3)
32	Red Buick, blue Buick (x3)
33	Red lorry, yellow lorry (x3)
34	Thin sticks, thick bricks (x3)
35	Stupid superstition (x3)
36	Eleven benevolent elephants (x3)
37	Two tried and true tridents (x3)
38	Rolling red wagons (x3)
39	Black back bat (x3)
40	She sees cheese (x3)
41	Truly rural (x3)
42	Good blood, bad blood (x3)
43	Pre-shrunk silk shirts (x3)
44	We surely shall see the sun shine soon
45	Which wristwatches are Swiss wristwatches?
46	Fred fed Ted bread, and Ted fed Fred bread
47	I slit the sheet, the sheet I slit, and on the slitted sheet I sit
48	A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk
49	Lesser leather never weathered wetter weather better

50	When you write copy you have the right to copyright the copy you write
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*Adapted from:*

<https://www.engvid.com/english-resource/50-tongue-twisters-improve-pronunciation/>

## 2. Most common mispronounce words

These words are the result of my observation during the course last semester. I have idea to insert these words within this book, so students may pay attention how to pronounce these words.

1	Culture, queue, rude
2	Generation, culture, opinion
3	Culture, manner, explain, table, close, excuse, interrupt, queue, suggest
4	Culture, performed,
5	Burping
6	Culture, behave, event, abuse, queue
7	Mouth, right,
8	chew, suggest, dirty
9	Generation, mouth, interrupting,
10	Queue
11	Rude

12	Generation, explained, culture
13	Mouth, impolite
14	Culture, cutting, queue
15	Culture
16	Culture, mouth, talk, chew
17	Culture, queue, public
18	Generation, polite, mouth, chew
19	Queue
20	culture, generation, mouth, closed, answer, queue, polite
21	cutting, queue

### 3. 50 common proverbs in English

1	PROVERB	<b>Absence makes the heart grow fonder</b>
	MEANING	Being away from someone or something for a period of time makes you appreciate that person or thing more when you see them or it again
	EXAMPLE	“I used to hate going to my aunt’s house, but now I kind of miss it. Absence makes the heart grow fonder.”
2	PROVERB	<b>Actions speak louder than words.</b>
	MEANING	What you do is more important than what you say
	EXAMPLE	“Don’t just tell me you’re going to change. Do it! Actions speak louder than words.”

3	PROVERB	<b>A journey of a thousand miles begins with a single step</b>
	MEANING	You must begin something if you hope to finish it; something that takes a long time to finish begins with one step
	EXAMPLE	“If you want to lose weight, you need to stop eating junk, and you need to start exercising. Today. Not tomorrow. A journey of a thousand miles begins with a single step.”
4	PROVERB	<b>All good things must come to an end</b>
	MEANING	Everything ends; good times don’t last forever
	EXAMPLE	“I wish this vacation would go on forever. It’s too bad that all good things must come to an end.”
5	PROVERB	<b>A picture is worth a thousand words</b>
	MEANING	An image can tell a story better than words
	EXAMPLE	“I wasn’t sure that he loved her, but then I saw them hugging at the airport. A picture is worth a thousand words.”
6	PROVERB	<b>A watched pot never boils</b>
	MEANING	If something takes time to do, it doesn’t help to constantly check on it. You just have to give it time.
	EXAMPLE	“I know you think he’s going to be a great guitar player one day, but stop criticizing him so much. He just started taking lessons two weeks ago! A watched pot never boils.”
7	PROVERB	<b>Beggars can’t be choosers</b>
	MEANING	If you’re in a bad situation and someone offers to help you, you have to take



		whatever they give you and shouldn't ask for more
	EXAMPLE	"I was unemployed, and they offered me a job cleaning prison toilets. I didn't like the job, but I accepted it. Beggars can't be choosers."
8	PROVERB	<b>Beauty is in the eye of the beholder</b>
	MEANING	What is "beautiful" is different for each person
	EXAMPLE	"I think their house is ugly, but they seem to like it. Beauty is in the eye of the beholder."
9	PROVERB	<b>Better late than never</b>
	MEANING	It's better to finish something late than to never do it at all
	EXAMPLE	"Hello, Mr. Jameson. Here is my final essay. Better late than never, right?"
10	PROVERB	<b>Birds of a feather flock together</b>
	MEANING	People who are similar spend time together
	EXAMPLE	"I think we all started hanging out because we all liked anime. Birds of a feather flock together."
11	PROVERB	<b>Cleanliness is next to godliness</b>
	MEANING	It's good to be clean. God is clean, and you should be too.
	EXAMPLE	"Go take a shower before your date. You know what they say; cleanliness is next to godliness."
12	PROVERB	<b>Don't bite the hand that feeds you</b>
	MEANING	Don't make someone angry or hurt someone who is helping you or paying for you
	EXAMPLE	"You had a fight with your boss? Are you

		stupid? Don't bite the hand that feeds you."
13	PROVERB	<b>Don't count your chickens before they hatch.</b>
	MEANING	Don't expect a positive result before you actually see it
	EXAMPLE	A: "This idea is going to make me millions of dollars!" B: "Whoa. Let's slow down. Don't count your chickens before they hatch."
14	PROVERB	<b>Don't judge a book by its cover</b>
	MEANING	Don't judge someone or something by appearance alone
	EXAMPLE	"Racism is still a problem today, and it will continue to be that way until we learn not to judge a book by its cover."
15	PROVERB	<b>Don't put all of your eggs in one basket</b>
	MEANING	Don't put all of your hopes and resources into one goal or dream
	EXAMPLE	"I know you really want to be an actor, but don't you think you're being financially irresponsible? Don't put all of your eggs in one basket."
16	PROVERB	<b>Don't put off until tomorrow what you can do today</b>
	MEANING	If you can do something today, do it. Don't wait until tomorrow; don't procrastinate.
	EXAMPLE	"You have 6 hours of free time now. You should start on that final psychology assignment. Don't put off until tomorrow what you can do today."
17	PROVERB	<b>Don't put too many irons in the fire</b>
	MEANING	Don't try to do too many things at the same

		time; focus on one thing at a time
	EXAMPLE	“No wonder you’re exhausted. You’re trying to work 4 jobs at the same time! You have too many irons in the fire right now.”
18	PROVERB	<b>Easy come, easy go</b>
	MEANING	When you make money quickly, it’s very easy to lose it quickly as well
	EXAMPLE	“I won \$200 at the casino, and then I spent it on a very expensive meal for me and some friends. Easy come, easy go.”
19	PROVERB	<b>Fortune favors the bold</b>
	MEANING	People who are brave and who take risks are more successful than people who do things safely all the time
	EXAMPLE	“It’s a risk, but the reward could be great. I say you go for it. Fortune favors the bold.”
20	PROVERB	<b>God helps those who help themselves</b>
	MEANING	Don’t just wait for good things to happen to you. Work hard to make them happen
	EXAMPLE	“If you want a better life, you can’t just sit on your butt thinking about it. You have to work to make it happen. God helps those who help themselves.”
21	PROVERB	<b>Good things come to those who wait</b>
	MEANING	If you are patient, good things can happen
	EXAMPLE	“I know you’re hungry, but stop being so impatient. We just ordered our food. Good things come to those who wait.”
22	PROVERB	<b>Honesty is the best policy</b>
	MEANING	It’s always better to tell the truth than it is to lie
	EXAMPLE	“If you want people to trust you, you need

		to be honest with them. Honesty is the best policy.”
23	PROVERB	<b>Hope for the best, prepare for the worst</b>
	MEANING	In any situation, be optimistic about the result, but always be ready for the worst outcome
	EXAMPLE	“We’re going on vacation next week. It’s supposed to rain a lot, so we’re bringing our umbrellas and a bunch of board games. Hope for the best, prepare for the worst.”
24	PROVERB	<b>If it ain’t broke, don’t fix it</b>
	MEANING	If something is already working well, don’t try to change it or improve it
	EXAMPLE	“Why are you trying to upgrade your PC again? It was working fine before. If it ain’t broke, don’t fix it.”
25	PROVERB	<b>If you can’t beat ’em, join ’em</b>
	MEANING	If you can’t change someone’s behavior or opinion, sometimes it’s better or easier to do what they want to do
	EXAMPLE	“I told Mark that we needed to study, but he kept playing video games. Eventually I gave up and just played video games too. If you can’t beat ’em, join ’em.”
26	PROVERB	<b>If you play with fire, you’ll get burned</b>
	MEANING	If you get involved in something dangerous or beyond your abilities, you will probably experience negative consequences
	EXAMPLE	“Don’t make him angry. If you play with fire, you’ll get burned.”
27	PROVERB	<b>If you want something done right, you have to do it yourself</b>

	MEANING	Don't depend on someone else to do a good job; do it yourself
	EXAMPLE	"I asked my roommate to wash the dishes, but they ended up super filthy! I guess it's true what they say: if you want something done right, you have to do it yourself."
28	PROVERB	<b>Keep your friends close, and your enemies closer</b>
	MEANING	If someone is your enemy, treat them like a friend so you can be ready if they ever try to betray you
	EXAMPLE	"We don't trust each other, but we have to be nice to each other because we work for the same company. I'm worried about him stealing my promotion, so I'm going to keep being nice to him. Keep your friends close, but your enemies closer, and all that."
29	PROVERB	<b>Knowledge is power</b>
	MEANING	The more you know, the more powerful you can be in different areas of your life
	EXAMPLE	"When we were kids, our parents taught us how to swim. That knowledge helped me to save my cousin's life when he was 5 years old. Knowledge is power."
30	PROVERB	<b>Laughter is the best medicine.</b>
	MEANING	When you're in a difficult situation, laughing can make it easier to get through that situation
	EXAMPLE	"I'm sorry to hear about your dog. Want to watch a funny movie? Sometimes, laughter is the best medicine."
31	PROVERB	<b>Like father, like son</b>

	MEANING	Said when a son is similar to his father; also, “Like mother, like daughter”
	EXAMPLE	“Ryan started playing hockey at a very young age. He’s just like his dad. Like father, like son.”
32	PROVERB	<b>No man is an island</b>
	MEANING	No one is truly capable of living alone. We need human connection to be healthy
	EXAMPLE	“You can’t just abandon your friends and family. No man is an island.”
33	PROVERB	<b>People who live in glass houses should not throw stones</b>
	MEANING	Don’t criticize someone if you’re not perfect either; don’t be a hypocrite
	EXAMPLE	“Why are you always bothering her about being addicted to her phone? You’ve been smoking for 20 years and haven’t been able to give it up. People who live in glass houses should not throw stones.”
34	PROVERB	<b>Practice makes perfect</b>
	MEANING	The more you do something, the better you will become at it
	EXAMPLE	“Don’t give up on learning the violin. Practice makes perfect.”
35	PROVERB	<b>The early bird gets the worm</b>
	MEANING	People who wake up early or who get to places early have a better chance of success
	EXAMPLE	“I got to the ticket office before anyone else. I got front row seats to the show! The early bird gets the worm.”
36	PROVERB	<b>The enemy of my enemy is my friend</b>
	MEANING	If someone whom I don’t like doesn’t like

		someone else whom I don't like, we can act like friends and unite against the other person (common in war)
	EXAMPLE	"I don't like you, you don't like me. But I think we can agree that we both HATE Daniel. Let's work together and get him fired! The enemy of my enemy is my friend, right?"
37	PROVERB	<b>The grass is always greener on the other side</b>
	MEANING	People always want what they don't have
	EXAMPLE	A: "I'm jealous of all the free time my single friends have." B: "Yeah, but your friends are probably jealous of you too in some ways. The grass is always greener on the other side."
38	PROVERB	<b>The pen is mightier than the sword</b>
	MEANING	If you're trying to convince someone of something, words and ideas are stronger than using physical force (common in politics)
	EXAMPLE	"We must avoid this war and use diplomacy to solve our problems. The pen is mightier than the sword."
39	PROVERB	<b>There is no place like home</b>
	MEANING	Your home is the most comfortable place in the world
	EXAMPLE	"What a tiring vacation! I'm glad to be back in my own bed again. There's no place like home."
40	PROVERB	<b>There is no such thing as a free lunch.</b>
	MEANING	Nothing is free. Even the things that are free

		have a hidden cost
	EXAMPLE	“His bank gave him \$50 for free, but he had to commit to opening a credit card account. There’s no such thing as a free lunch.”
41	PROVERB	<b>There is no time like the present</b>
	MEANING	Don’t wait to do something. Do it now.
	EXAMPLE	“Why don’t you stop talking about needing to call your mom? Just CALL her! There is no time like the present.”
42	PROVERB	<b>The squeaky wheel gets the grease</b>
	MEANING	The person who complains in a situation is more likely to get something.
	EXAMPLE	A: “I just don’t understand why she’s received so many promotions, and I’m still at the bottom of the company!” B: “She complains a lot. The squeaky wheel gets the grease.”
43	PROVERB	<b>Time is money</b>
	MEANING	Don’t waste your time or other people’s time; also, if you can use your time to make money in some way, you should do that.
	EXAMPLE	“Hurry up! Time is money!”
44	PROVERB	<b>Two heads are better than one</b>
	MEANING	It’s easier to do something as a team than by yourself
	EXAMPLE	“I’m stuck on this project. Can you help me out? Two heads are better than one.”
45	PROVERB	<b>Two wrongs don’t make a right</b>
	MEANING	Trying to get revenge on someone who has hurt you will only make things worse
	EXAMPLE	“I know she made you angry, but did you have to steal her phone? Two wrongs don’t



		make a right.”
46	PROVERB	<b>When in Rome, do as the Romans do</b>
	MEANING	When you are in a new place or situation, try to act like the majority of people in that place or situation.
	EXAMPLE	A: “You’ve been eating a lot of bread and cheese on this Paris vacation.” B: “Hey, when in Rome.”
47	PROVERB	<b>When the going gets tough, the tough get going</b>
	MEANING	When a situation becomes difficult, strong people don’t give up; they work harder
	EXAMPLE	“My great grandfather survived the Great Depression. You know the phrase, ‘when the going gets tough, the tough get going?’ That was my great grandfather.”
48	PROVERB	<b>Where there’s smoke, there’s fire</b>
	MEANING	If something seems wrong, it probably is; also, there is usually some truth to a rumor
	EXAMPLE	“Matilda came to school with a black eye today. She cried when I asked her about it after class and didn’t want to say anything about her parents. I don’t want to speculate too much, but where there’s smoke, there’s usually fire.”
49	PROVERB	<b>You can lead a horse to water, but you can’t make him drink it</b>
	MEANING	You can try to help someone by giving good advice, but you can’t force them to accept it or follow it
	EXAMPLE	“She tried to help her brother find a job by improving his resume, but he didn’t do

		anything with it. I guess you can lead a horse to water, but you can't make him drink it.”
50	PROVERB	<b>You can't always get what you want</b>
	MEANING	Don't complain if you don't get what you want
	EXAMPLE	A: I really wanted to see that movie, but I didn't have enough money last week B: It happens. You can't always get what you want, right?

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