

# SPEAKING FOR ACADEMIC PURPOSES

DIAN RAHMA SANTOSO, M.Pd  
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Buku Ajar  
Universitas Muhammadiyah Sidoarjo

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Oleh  
**Dian Rahma Santoso, M.Pd.**  
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Dilarang memperbanyak karya tulis ini dengan sengaja, tanpa ijin  
tertulis dari penerbit.

## **PREAMBLE**

Praise be to our gratitude for the presence of Allah SWT, for His grace and mercy, the Speaking for Academic Purposes Textbook can be completed properly and without significant obstacles.

The authors would like to thank:

1. Dr. Akhtim Wahyuni, M.Ag., the Dean of the Faculty of Psychology and Education, who provided direction and motivation to the authors in completing this textbook.
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3. Fellow speaking lecturers in the English Education Study Program who have shared experiences in teaching these courses.

Suggestions and critics are highly expected by the authors to create a better Speaking for Academic Purposes textbook and of course in accordance with the mandate of the applicable regulations. Thank you.

**Authors**

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## LEARNING OUTCOME AND SUB-UNIT INDICATOR

UNIT	LEARNING OUTCOME
Unit I Academic Speaking	Students are able to: <ol style="list-style-type: none"><li>1. Understand the concept of academic speaking</li><li>2. Understand what to prepare for academic speaking</li><li>3. Understand the definition of seminars</li><li>4. Understand the feature of academic spoken English</li></ol>
Unit II Meaningful Presentation	Students are able to: <ol style="list-style-type: none"><li>1. Understand the different expressions.</li><li>2. State the expression with correct pronunciation.</li><li>3. State the expression followed by statements and short opinions.</li><li>4. Present the statement and opinion in 1 – 2 minutes.</li><li>5. Evaluate pair’s presentation.</li></ol>
Unit III Discussion	Students are able to: <ol style="list-style-type: none"><li>1. Understand the concept of discussion</li><li>2. Think critically towards the topic discussed</li><li>3. Respond to other people’s ideas</li><li>4. Perform with teamwork a particular problem</li></ol>

Unit IV Debating	Students are able to: <ol style="list-style-type: none"><li>1. Understand the concept of debating</li><li>2. Think critically towards the topic debated</li><li>3. Respond to other people's ideas</li><li>4. Argue the other people's idea to win the case</li></ol>
Unit V Interviews	Students are able to: <ol style="list-style-type: none"><li>1. Understand the concept of an academic interview.</li><li>2. Acts as an interviewer and interviewee.</li><li>3. Presented his role as interviewer and interviewee.</li><li>4. Evaluate the strengths and weaknesses of a series of interview performances.</li></ol>



# Unit 1

## Academic Speaking



### Objectives:

After completing this unit, the students are able to:

1. Understand the concept of academic speaking
2. Understand what to prepare for academic speaking
3. Understand the definition of seminars
4. Understand the feature of academic spoken English

## 1.1 Brainstorming

Answer the following questions before reading all the materials below.

1. What do you know about speaking?

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2. What is academic?

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3. What is speaking for academic purposes?

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4. Write what you expect to learn concerning with speaking for academic purposes!

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5. Write five best ways you can learn this material so you can achieve your goals!

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## 1.2 Speaking



Speaking is an activity which happens when two people are engaged in talking to each other. Therefore, during this process

speakers share their ideas, thoughts, or opinions. However, the process of speaking which is intended to deliver the ideas or thought is not restricted to the oral utterance only.

(Harmer, 2007:343)

According to Chaney in Kayi (2006), speaking is the process of building and sharing meaning through using verbal and nonverbal symbols in a variety of contexts. This view suggests that the process of communication is not only carried out through verbal activities but also carried out through nonverbal clues such as gesture, facial expression, and the likes.

A speaker should define the topic, express the issue of the topic and analyze critically the issue and bring the audience to understand the whole context of speech, give

understanding about the focus based on the speaker's opinion, and it matches the discussion between the speaker and the audience. So, speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener (Kransch, in O'Malley and Pierce, 1996).

Lazarataon in Hervina (2017) describes activities in speaking class such as discussion, speeches, role play, conversation, audiotaped oral dialogue journal.

### **1.3 Academic Speaking**

Academic Speaking nowadays becomes highly matter for students of Higher Education. It involves pair work, group work, task-based project due to their need to fulfill the qualification before they graduate. In other words, collaboration is important to enhance academic speaking. It is quite necessary to be more concious about things involved in the seminar or group activities. Students can also learn some of the interactional language used inside the activity. Thus, practice making presentations and taking part in discussions on academic topics become the major need to start learning academic speaking.

Speaking for academic purposes, according to Jordan (1997), is an overall term used to describe spoken language in various academic settings. In addition, it suggests that the language used is normally formal or neutral, and obeys the conventions associated with the genre or activity. Typically, situations or activities covered are:

- a. asking questions in lectures

- b. participating in seminars/ discussions
- c. making oral presentations; answering ensuing questions/ points
- d. verbalizing data, and giving oral instructions, in seminars/ workshops/ laboratories.

It is similar to writing, what you want to talk in the oral presentation, plan it well. In case you have many things to share as what you do in writing, you should spend more time for your preparation on your talk. Remember that spoken language is different from the written one. In case you read the written text in front of your audience, none will listen or understand about what you say.

Well, we are going to learn part by part of conducting seminar in the classroom. So this is what you are going to do to establish your seminar.

a. Making a presentation:

The structure of making presentations and using notes as material for discussion; Introducing topics that provide sequential information in detail, describing similarities and differences that compare and contrast illustrating a point, providing examples and referring to research that emphasizes a point, summarizing and concluding.

b. Controlling the discussion:

Leading the discussion by changing the topic of conversation, moving by speeding things up to a conclusion.

c. Participating in the discussion:

It involves giving questions politely, asking for more information or clarification, stating your point of view, supporting your views on agree and disagree statements, challenging and commenting, making suggestions checks, ensuring that you have understood floor holding and preventing interruptions.

d. Listening and note taking:

Listen harder to other speakers, show your respect by taking some important note. In case the discussion is opened, you can share your idea or give questions to what you have noted.

## **1.4 Presenting a seminar paper**

To avoid the boredom of your audience, and to help you not read aloud the whole time, these several steps might help prepare your seminar.

- a. Make up your mind how many minutes you will speak. Say ten or fifteen minutes. It is necessary tell the audience what to talk and pay attention on the time limit.
- b. Write your oral presentation in the way you intended. This means you would have to be consistent on your paper or any writing work, in a certain case. Because written language is different from spoken language. Your seminar presentation

will probably take less time than a written paper and you won't be able to summarize it.

- c. Focus on the main points, ignore details. You can tell the fundamental points to make the audience clear.
- d. Create lively and interesting presentation. It is different from giving jokes, but you can think about attractive or amusing examples to illustrate your argument.
- e. Whatever you need to say, write them out. It involves examples, evidence, data or anything. Then, rehearse or practice until you are comfortable to speak in public.
- f. When you definitely know what you have to say, try to minimize using outline notes. Practice again, this time form the outline notes. Make sure you can find your way easily from the outline notes to the full notes, in case you forget something.
- g. When you are in the seminar, bring the notes and start talking with your note, but still bring the original paper to the occasion.
- h. When you are speaking, look at the audience. This probably make you nervous but try it. Read certain parts of note quietly, and then look at the audience and say what you have to say. Avoid speaking while reading. When you look at the audience, you sometimes need to judge what they are thinking. If you are sure they follow your topic, focus on them and avoid reading any paper in front of you.

- i. Say strong ending. You can rephrase the main and strong points of your speech with different words and restate the solution or opinion.
- j. As the audience, they are listeners. Remember that listening is different from reading. What they will listen must be well prepared in different way from what is intended to be read.

### **1.5 Features of Academic Spoken English**

As mentioned earlier that academic spoken English is similar academic written English that has one central point and it is presented in standardized language.

The style of academic speaking, as a matter of fact formal, must be less complex than written language. Yet, it is still explicit, hedged, responsible and objective.

#### **a. Complexity**

Spoken language however should be less complex than written language. Spoken language has shorter words, it is lexically less dense and less various vocabulary. It uses more verb-based phrases than noun-based phrases. Spoken texts are longer and the language has less grammatical complexity, including fewer subordinate clauses and more active verbs.

#### **b. Formality**

Remember academic speaking is usually in a formal occasion. Use formal language and avoid colloquial words and expressions.



c. Explicit

As an academic speaker, you are responsible to state clearly and clarify the listener about many points of your talk and how they relate each other. Those connections must explicitly be used in different words.

d. Fencing

Making decision about a particular topic, giving boundaries to the topic and strengthening the claims of the opinion are essential things to present academic speaking. Those are supposed to do in a different way. A technique common to certain types of speech is known by linguists as *fencing*.

e. Responsibility

As an academic speaker, you are responsible to demonstrate your understanding of the text. Providing evidence and justification and any claims you make become the speaker's responsibility.

f. Objective

A common spoken language has more words associated with its speakers. This means that while playing the role of primary care should be the information you want to provide and the arguments you provide, it is not uncommon to relate to yourself or your audience.

As this course is designed to provide the students the opportunity to initiate, conduct, and take part in English conversation of high-intermediate level that focuses on expressions, statements, and dialogues that reflects the students' opinions on their *prospective environments*. By

having all the above knowledge of academic speaking, and looking at the course description, what are going to discuss in this textbook are how to perform meaningful presentation, discussion, debating and interview.

## 1.6 Quiz

Discuss the following questions with your pairs then write some important points.

1. What is academic speaking?

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2. Why do you think academic speaking is important for your study?

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3. How many kinds of academic speaking do you know? Explain!

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4. What do you know about seminar?

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5. Why do you have to master before having a seminar?

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## Unit 2

# Meaningful Presentation



### **Objectives:**

After completing this unit, the students are able to:

1. Understand the different expressions.

2. State the expression with correct pronunciation.
3. State the expression followed by statements and short opinions.
4. Present the statement and opinion in 1 – 2 minutes.
5. Evaluate pair's presentation.

## 2.1. Study These Expression

Despite great preparation, presenting meaningfully needs some expressions which are important to emphasize your speaking points. Study the expression below and then practice with your pairs.

### a. Topic Introduction

- The aim/ purpose of this presentation is...
- The presentation in this opportunity is about...
- Today, I would like (I'd like) to talk about...

### b. Point-Listing

- The speech is divided into three (four) parts: the first..... the second..... the third..... the fourth.....
- after that..... then..... finally.....
- Firstly... Secondly... Thirdly,... Finally,...
- I'm going to start the speech by looking at..... Then, I'll move on to..... Towards the end I .....

**c. Topic Changing**

- Well, now I'd like to turn to.....
- Alright, let's look at.....

**d. Focusing on Audience's Attention**

- The interesting points of this speech is.....
- I'd like to notice.....
- What I'm observing here is that .....

**e. Backwards or Forwards Referring**

- As I mentioned earlier...
- We'll come back to this point later...
- Dicky discussed this in his part on... earlier

**f. Visual Referring**

- You can see from the graph that .....
- As you can see from the chart that.....
- The diagram indicates that .....

**g. Checking understanding**

- Is it clear?
- Is there any question?

**h. Speaker's attitude**

- The point I'm trying to make here is .....
- I believe ..... (or) I think that.....
- It seems to me that .....
- It's necessary/ important that .....
- It's quite important to notice .....

**i. Referring to Common Information**

- As we know (that) .....
- I'm sure we are all aware (of/that) .....
- It is commonly known that...

**j. Responding Questions**

- That's a good point .....
- Well, It's going to be in my speech later?
- I'm afraid I'm not the right person for this question.

**k. Ending the presentation**

- Overall, to summarize this speech, .....
- In conclusion, .....
- I'll be glad to answer if you have questions.

**2.2 Let's Practice 1**

Create the statements by complete the expressions.

No.	Statements
1.	<b>Topic Introducing</b> a. Decide your presentation topic. b. Choose one of the expressions c. Complete your statement.
	The aim/ purpose of this presentation is .....

	<p>.....</p> <p>.....</p> <p>The presentation in this opportunity is about .....</p> <p>.....</p> <p>.....</p> <p>Today I'd like to talk about .....</p> <p>.....</p> <p>.....</p>
<p>2.</p>	<p><b>Point-Listing</b></p> <ul style="list-style-type: none"> <li>a. Think about points you want to talk for your presentation.</li> <li>b. Choose some important points</li> <li>c. Take the expressions and then complete your statement.</li> </ul>
	<p>My talk will be in two (three, four) parts .....</p> <p>First, .....</p> <p>.....</p> <p>.....</p> <p>Second, .....</p> <p>.....</p> <p>.....</p> <p>Third, .....</p>



	<p>.....</p> <p>.....</p> <p>Fourth, .....</p> <p>.....</p> <p>.....</p> <p><i>Or you can also say with these expressions.</i></p> <p>I'm going to start the speech by looking at .....</p> <p>.....</p> <p>.....</p> <p>Then, I'll move on to.....</p> <p>.....</p> <p>.....</p> <p>Towards the end I .....</p> <p>.....</p> <p>.....</p>
<p>3.</p>	<p><b>Topic Changing</b></p> <p>After introducing the topic and telling the audience about the topic listed, you probably want to present one by one in detail. So you need to state the expression you go through.</p> <hr/> <p>Now I'd like to turn to.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

	<p>.....</p> <p>Now let's look at.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	--

### 2.3 Let's Practice 2

In this subchapter, you need to express your opinion by checking again the expression in 2.1.

No.	Statements
1.	<p><b>Focusing on Audience's Attention</b></p> <p>This step requires your speaking skill to attract your audience attention. As a newbie, give your audience easy words. Help them notice what is interesting or important point in your presentation.</p>

	<p>The interesting point in this presentation is .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>You can also start the opinion by saying this:</p> <p>What important thing to notice is that .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2.</p>	<p><b>Backwards or Forwards Referring</b></p> <p>In the middle of the presentation, a speaker usually, not always, needs to go back to the previous point, statement, or opinion. Use these expressions then emphasize something or giving example.</p>
	<p>As I mentioned earlier, the.....</p> <p>.....</p> <p>.....</p>

.....  
.....  
.....  
.....  
..... Therefore, .....  
.....  
.....  
.....  
.....  
.....

So, .....  
.....  
.....  
.....  
.....  
.....

However, below expression is different from the above one. You say this:

**Well, It's going to be in my speech later.**

That expression is spoken after you mention some points or opinion, but you do not want to discuss it at the present moment, maybe, because you have more important point to discuss. So, try to mention some opinion, then use that expression.

.....

.....  
.....  
.....  
.....  
..... Well, It's going to be in my speech later.

Now, let's see this expression:

**Dicky discussed this in his part on ..... earlier**

It shows that someone, Dicky, has talked about the part of the topic. Then, the word "on" followed by dots means the specification of the topic itself. So after saying this, you can continue the similar topic with different part or different perspective. Let's try.

Dicky discussed this in his part on .....  
..... earlier. He emphasized that .....

So, what I'd like to strongly clarify here is .....  
.....  
.....  
.....  
.....  
.....

3.	<p><b>Visual Referring</b></p> <p>To support the performance of the presentation and to make audience understand easily, you are allowed to use any properties including the graphs. Here are some steps:</p> <ol style="list-style-type: none"> <li>1. Make a graph related to your points.</li> <li>2. Use the one of these expressions.</li> <li>3. Explain the graph.</li> </ol> <p>You can see from the graph that .....</p> <p>As you can see from the chart that.....</p> <p>The diagram indicates that .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
4.	<p><b>Checking understanding</b></p> <p>Somehow in the middle of the presentation, after talking about a topic, you need to check the audience’s understanding.</p> <ol style="list-style-type: none"> <li>1. Try to use your opinion of a certain topic.</li> <li>2. Use one of these expression</li> </ol> <p>.....</p>

	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>..... Is that clear?</p> <p>Or try to make other question after answering one question.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....Are there any questions?</p>
5.	<p><b>Speaker's attitude</b></p> <p>Use this expression to:</p> <ol style="list-style-type: none"><li>1. emphasize your idea</li><li>2. make strong opinion</li><li>3. convince your audience</li></ol> <p>Use only one of these expressions.</p>
	<p>The point I'm trying to make here is .....</p> <p>I believe ..... (or) I think that.....</p>

	<p>.....</p> <p>.....</p> <p>It seems to me that .....</p> <p>.....</p> <p>.....</p> <p>It's necessary/ important that .....</p> <p>.....</p> <p>.....</p> <p>It's quite important to notice .....</p> <p>.....</p> <p>.....</p>
<p>6.</p>	<p><b>Referring to Common Information</b></p> <p>To make your presentation meaningful and accountable, you need to show some data.</p> <ol style="list-style-type: none"> <li>1. Find the data from news, research or books.</li> <li>2. Tell the data with one of these expressions.</li> </ol>
	<p>As we know (that) .....</p> <p>I'm sure we are all aware (of/that) .....</p> <p>It is commonly known that.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



	.....
7.	<p><b>Responding Questions</b></p> <p>After presentation, it is usually followed by discussion session which audience can ask you some questions.</p> <ol style="list-style-type: none"> <li>1. Make sure you are still well-behaved.</li> <li>2. Use these expressions to react the questions.</li> </ol> <p>See the different type of the reaction below.</p>
	<p><b>That's a good point...</b></p> <p>This is used to accept the question. It can also be used to say that the question is strongly related to your presentation. Try it.</p> <p>(question).....</p> <p>.....</p> <p>.....</p> <p>..... That's a good point!</p>
	<p><b>Well, It's going to be in my speech later?</b></p> <p>This expression is used to accept the questions but you are going to discuss it later in your next point. Try it.</p> <p>(question).....</p> <p>.....</p> <p>.....</p> <p>Well, It's going to be in my speech later.</p>
	<p><b>I'm afraid I'm not the right person for this question.</b></p> <p>This expression is used when you find a question which needs an expert's opinion. For example, you are a teacher, but the</p>

question is about the policy of changing the curriculum. So, you are not the right person to answer this kind of question. Try it.

(question).....

.....

.....

I'm afraid I'm not the right person for this question.

8. **Ending the Presentation**

As a good speaker, make sure you give nice conclusion before closing. See the different use of the expression below.

**So, to sum up...**

Use this expression to summarize your presentation from the first to the last point.

Overall, to summarize this speech, .....

.....

.....

.....

.....

**In conclusion**

1. Use this expression to conclude the points of the presentation by using different words
2. Tell what good or bad impact related to your presentation and the real life.

In conclusion .....

.....

.....

.....  
.....  
.....

**I'll be glad to answer if you have questions.**

1. This expression is used after you give your conclusion and you are about to close the presentation.
2. But, looking at the audience's expression, it seems that they still keep some questions.
3. Because the time is running out, you can say the conclusion first then use that expression.
4. Remember the words **I'll be pleased to answer them** is not used to open the question again, but answer at the different time.
5. Try it.

## 2.4 Presenting

When you have already prepared, you need to do several things before presenting. These may help you to reduce fear or nerve.

### a. Practice

- Practice speaking of your own topic, make it yourself from the opening, body and closing.

- Make yourself familiar with your own voice. Try to speak in your room, imagine the room capacity and then check the time limit while you are practicing.
- If you can enjoy your presentation, try it with your friends.

**b. Visualization**

- It can be any kinds of media that support your presentation, help your audience have better understanding of what you are stating.
- To know how your visualization can be effective, practice using your visual trying it in front of the camera.
- Practice also speaking before the audience, not in front of the screen or mirror.
- Practice speaking while presenting the slides, charts, or any visual aids.

**c. Notes or Scripts**

- If you write script, bring it with you, let it accompany your presentation on the podium.
- Try to avoid reading the script the whole time. It will take you out of the audience's attention.
- Understand the whole concept of the script but put the idea on cards consisting the outline notes.
- Keep the cards in sequence in front of your audience. Look at the cards for a while and the focus again to your audience.

#### **d. Orientation**

- Make sure you attend several minutes before the meeting begins.
- Take a few seconds to get familiar with people around you or even the environment.
- Make sure you are familiar using the equipment, for example: projector, audio visual or many more things, that you are going to use to support your presentation.
- Learning the situation, getting familiar with the environment before doing the presentation is called **orientation**.

#### **e. Breath**

- Nervous people seem to breathe inconsistently. It makes the voice sounds weak. This condition also makes them feel even more nervous. Relax while speaking.
- Breathe slowly and deeply, concentrate on filling your chest and stomach with air on each breath. Fill the air coming through your body.
- Exhale slowly, exhaling as much air as you can.
- Repeat several times

**f. Eye Contact**

- Use your eye contact in a friendly manner towards the audience.
- The audience will give better responds when you are talking to them, not only reading the text.
- In a smaller place, use eye contact with each audience member.
- In larger places, use eye contact with different groups of the audience.

**g. Sound**

- Speak clearly and slowly.
- Speak loudly so that everyone in the room can hear your voice and keep their eyes on you.
- Make sure the audience can hear you clearly. You may ask to assure wether they can hear or not.

**h. Body Movement**

- You are allowed to move as you give your presentation.
- It can help add variety and interest to come to the front of the podium to deliver a telling point.
- Try to avoid hiding behind the lectern.

## 2.5 Chapter Project

Perform your presentation with this evaluation guideline!

No	Description	Score				Comments
		4	3	2	1	
1.	Did the speaker well-prepared? How do you know?					
2.	Did the speaker present with visual aid?					
3.	Do you understand what the speaker has presented?					

4.	How did the speaker look at the script? Was is disturbing?					
No	Description	Score				Comments
		4	3	2	1	
5.	Did the speaker stand properly?					
6.	Was the speaker nervous looking at the audience?					
7.	Was the voice clear? Explain!					



8.	Was the body moving properly?					
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## Unit 3 Discussion



## **Objectives:**

After completing this unit, the students are able to:

5. Understand the concept of discussion
6. Think critically towards the topic discussed
7. Respond to other people's ideas
8. Perform with teamwork a particular problem

### **3.1 The Discussion Skill**

Getting involved in discussions such as asking question and giving opinions are necessary for the university students to increase the communication skill in academic context. Use the following strategies to speak or ask questions in your group discussion.

#### **1. Observation**

Follow various discussions both online and offline, and then ask yourself about:

- the way people state critical opinions,
- the way they ask questions,
- the way they reject or support arguments,
- the expression they use to show disagreement in polite way,

- the way they sign to interrupt, ask a question or make a point?

## **2. Discussion Etiquette**

Pay attention on what you may do (Dos) and what you may not do (Don'ts) during the discussion.

### **Dos:**

- Speak in a friendly and polite manner to the group.
- Respect the contributions of all speakers.
- Remember that discussing is not arguing. Learn to negate politely.
- Before speaking, think of what you are contributing in the discussing problem.
- Keep your mind on the discussing topic, and avoid irrelevant information.
- Be conscious of your gestures while speaking.
- Agree and admit on interesting statements.

### **Don'ts:**

- Loose your temper. Discussing is not arguing.
- Shout. Use medium tones and pitch.
- Move very often while speaking. Movements like pointing fingers and hitting a table means you are impolite.
- Dominate the discussion. A confident speaker tends to give quiet member of group discussion the opportunity to speak up.

- Draws on too many personal experiences or anecdotes, even though some people encourage others to reflect on their own experiences.

### **3.2 The Language Used in Discussing**

Helping you participate actively in a discussion, these useful expressions are somehow needed.

1. Begin the discussion:

- I'd like to begin the discussion with.....
- The aim of the discussion is.....
- The problem we need to consider is .....
- The issue we'd like to raise in this discussion is .....

2. Generalizing:

- On the whole .....
- In general, .....
- As we know, .....

3. Concluding:

- From all things we have talked earlier, we can conclude that .....
- Coming to the end of the discussion, I'd like to state again that .....

3. Asking or Giving Opinions:

Study some other useful phrases in asking opinions or giving opinions.

a. Asking opinions

- What is your opinion of .....
- What do you think of/ about .....

b. Asking for reactions

- What are you thinking of .....
- What do you think about that?
- Would you give comments to (name of a person)'s opinion?

c. Giving opinions

- I'm sure that .....
- In my opinion, .....
- I strongly believe that .....
- I think that .....

d. Summarizing:

- Well, to summarize, I think I disagree that .....
- All in all, we are in agreement on .....

4. Expression of agreeing or disagreeing that can be strong, partial, or neutral. The strong disagreement can be softened by adding some words. Remember dos and don'ts in discussion.

- a. Expressing agreement or disagreement:
- I definitely/ completely agree to your opinion.
  - I agree on point....., yet/ but .....
  - I disagree with your statement.
  - I'm afraid you mentioned incorrect data.....
  - I think I disagree with you on that point.

b. Expression for interruption in the discussion:  
 Interrupting a talking person in the middle of delivering speech is somehow impolite. Whereas, it is acceptable during the discussion, when the interruption is spoken at the right moment. For example: when the speaker hesitates of what he/she says, or when the spoken subject is directly changed. To interrupt a speaker in the middle of the speech, you can say these.

- Interruption:
  - I'm sorry to interrupt, but .....
  - I don't want to interrupt, but .....

- Feedback:

A feedback is normally short and relevant to the content of the speaker's topic. It can also be as comments.

- I'm wondering if I could give comment to the second aspect on your presentation.
- Excuse me, I'd like to point out that .....

- Coming back to a point:

The interruptions are mostly asking for clarification. As soon as the speaker has given the information, he/she can come back to return to what the earlier topic.

- As I was saying that .....
- Returning to the .....
- Coming back the point .....

- Rejecting the interruption:

- I probably could explain that point later.
- The point you are questioning would be on my speech later.
- Well, thanks for the questions, but you would be so kind as to let me finish.

## 5. Expression for requesting

Here are phrases for requesting clarification, repetition, correcting misunderstandings and asking general questions.

- Asking for Confirmation:

- Please correct me if I'm wrong, but I need to make sure that .....
- Excuse me, what you are saying is.....

- Asking for Repetition:

- I'm sorry, I have no idea what you mean.

- I'm sorry, I don't really get what you say.
- I'm afraid I didn't understand the first part.  
Would you go back that point again, please?
- Correcting Misunderstandings:
  - I think I found misunderstanding your view.
  - That isn't completely what I meant in the discussion.
- Rephrasing:
  - I probably did not inform clearly. What I was trying to say is .....
  - Allow me to rephrase that .....
  - Let me rephrase that .....
- Asking for Further Information:
  - Would you please clarify when you say .....?
  - Could you show the details about .....
- Giving yourself time to think:
  - That is a very interesting question.
  - Well, that is a difficult question.
- Saying nothing:

In case the audience gives you a difficult question, if you think it is hard, avoid saying nothing.



- Well, it's a bit hard to say at the moment.
- I'm afraid I do not have enough information to answer that question at present.

- Questioning:

The expressions below give you time to think of some answers. You can give back the question back to the speaker who is expert to explain what they mean.

- I'm not quite sure what you mean by that.
- Sorry. I don't understand. Could you restate your question please?

7. Giving Opportunity to Somebody

- Lind, would you like to say something about this?
- What's your point of views on this, Bill?
- Nana, do you have anything to say related to..... (mentioning the topic).....?

8. Finishing Points

- Is there anything to say before moving to the next points?
- Does anyone have anything further to say before we move on to the next point?

9. Directing

- What you are stating is not quite relevant to what we discuss today. What we're trying to do is .....
  - Could you stick to the topic, please?
10. Keeping order
- We cannot all speak at the same time. Tia, would you speak first, please?
  - Let's give Budi chance to talk first.
11. Voting
- Well, can we vote on this? If you agree, raise our hands please?
  - It seems that everybody is in favor.
12. Closing
- I think that covers everything, thank you very much.
  - That's all for today, thank you very much.

### **3.3 Chapter Project**



Start rehearsing your discussion in a semi-formal setting with your classmates. Start with asking questions of fellow students. Ask them about the course material. Ask for their opinions. Ask for information or ask for help.

Use the simple topic

like jokes or start the discussion by taking notes about a certain topic your group has agreed. Then, prepare some questions to ask, or be ready to agree with other speakers' opinions.

Well, now it is time to practice with your classmates. The discussion can be formed as a talk show to discuss the problem. Remember that in the discussion, you are not arguing but finding the solution.

Here are some mini cases you are going to be discussed. You all are expected to speak in different perspectives, not judging someone's opinion is right or wrong. Follow these instructions:

1. Make a group of 3 – 4 students.
2. Choose one of the mini cases below.
3. Read the mini case you have chosen carefully.
4. Divide your roles.

5. Remember you represents the role's perspective, not playing the role.
6. You may describe supporting data.
7. Give solution to the problem.

### **Mini Case 1: Virtual Learning**

Role Project:

1. Government
2. Teacher
3. Students
4. Parents

The difficulties that occurred due to the online learning, especially related to infrastructure and teacher capacity, prompted various parties to urge the government to improve the quality of learning from home. The government needs to improve the digital capacity of teachers, compile an adaptive curriculum during the pandemic, and ensure that all learning models - both online, semi-online, and offline - are of the same quality. There are many ways that teachers and school management can do. By starting from building a learning culture and learning motivation for teachers, schools can map the difficulties faced and find solutions together.

Some of the difficulties of students are the lack of guidance from the teacher during online learning, difficulty understanding instructions because they cannot meet directly with the teacher, or the large number of assignments

given by the teacher, so a virtual learning teacher forum is needed. Teachers can share information about how models, media, and learning strategies. Schools can also invite education experts in teacher learning forums to provide teachers' understanding of online learning.

Unlike conventional learning, online learning emphasizes students and teachers to be able to take advantage of information technology so they can communicate interactively. By studying online, teachers should be able to provide more varied material through the various available applications and students can study anytime and anywhere without being limited by space and time.

Actually there are many benefits that students get when carrying out online learning. One of them is that students can create a learning atmosphere that is comfortable and in accordance with their wishes. During the online learning process, students will learn independently and experience their own learning. No matter how sophisticated the technology is used, the role of the teacher is the key to successful learning. Schools and teachers must be realistic in dealing with unusual conditions. Adapting to changes and new situations is a necessity.

### **Mini Case 2: E-Learning**

Role Project:

1. Elementary School teacher

2. Elementary School Student
3. Psychologist
4. Carrier woman as a single parent

E-Learning, in the now wave of education, is already having a fair show despite posing challenges for both teachers and students. While teachers need to prepare intensive work and time to design the instruction, students need to equip themselves with appropriate technology to join the course material.

Today's problem, the time management is a difficult task for the e-learners, as online courses require a lot of time and intensive work. Furthermore, whereas it is mostly adults who prefer web-based learning programs for their place and time flexibility, they rarely have the time to take the courses due to their various everyday commitments. A regular schedule planner would be a significant help to these learners, as they could even set reminders for their courses and assignments.

Self-motivation is an e-learning essential requirement; however, many online learners lack it, much to their surprise. After enrolling in distance learning courses, many learners fall behind and nurture the idea of giving up, as difficulties in handling a technological medium also seem insurmountable. Students need to find the motivation to follow the new educational trends and also properly equip themselves for future challenges in their education and careers. Only a

positive attitude will help them overcome the challenges in e-learning. Even though this is hard to practice, students need to understand that it is necessary in order to reap the e-learning's benefits in the future.

High bandwidth or the strong internet connection is definitely needed by the students to support the online courses. This will help them get in touch with their friends and teacher during virtual classmates. Again, high specification of monitor and computer could also reduce the problematic learning experience. Moreover, most students live off campus and find it difficult to keep in tune with the technical requirements of the chosen course. Some of them do not even own computers and look for someone's help in learning for technical assistance. The only solution to this problem is knowing exactly what kind of technological support they will need for a certain course before enrolling in it, as well as properly equipping themselves for the course's successful completion.

### **Mini Case 3: Proning**

#### **Role Project**

1. Medical Doctor
2. Government
3. Pharmacologist
4. Muslim Figure

Proning, as mentioned by Doctor AQ Rifa'i from Florida, is advised to save Covid patients who were in the ICU. Patients can be placed in a prone for several hours to remove fluid that may have collected in their lungs and interfered with their breathing. This position helps increase the amount of oxygen that enters their lungs.

As Covid works like applying glue to the lungs so that it blocks oxygen from entering. That is what causes people who have been exposed to Covid to have difficulty breathing, then become weak, and need a ventilator to help with breathing.

So, before the lungs are glued or blocked by covid due to mucus and dead cells, we must precede it by introducing as much oxygen as possible to the lower part of the lungs so that the glue or blocking process does not occur because mucus and dead cells from the covid attack are not becomes the glue that blocks the lungs.

"When proning, take a deep breath and cough. Cough serves to get rid of mucus. Do that as much as possible, eight, ten or twelve hours a day, "said the doctor who practiced firsthand how to do proning. Be thankful we are proning every day, prostrate. After knowing how powerful the benefits are, let us enjoy a long time of prostration, especially when prostrating in the third of the night. Don't forget to take a deep breath. Don't forget to be grateful for His gift of lungs.



#### **Mini Case 4: Reading Koran**

Role Project:

1. Muslim Figure
2. Non-Muslim Figure
3. Government
4. Academician

Reading the Koran in a melodious voice can give the listener a more beautiful, pleasant, and amazing impression, especially for the audience. The urgency, paying attention to the superstition of the Quran is a good sign of one's faith. A Muslim who does not try to improve his reading of the Koran, his faith in the Koran as the book of Allah is doubtful.

Every Muslim should pursue that respectable position, fondly read the Koran, and get used to it every day one juz or once a month khatam the Koran. This is based on the hadith of the Prophet SAW regarding a friend who asked him about how many times it is best to recite the Koran.

From Abdullah bin Amru that he said; "O Messenger of Allah, how long do I have to memorize the Koran?" He said: "Within a month (once khatam)." (Narrated by Abu Dawud, and Al-Albani confirmed it).

Furthermore Abdullah bin 'Amru said, "In fact I can be more than that (a month can khatam more than once)." Abu Musa

(Ibn Mutsanna) repeated these words and Abdullah always asked to be compensated (to be allowed to recite the Koran more than once) until he said: "If so, recite the Alqu'an (until khatam) in seven days." Abdullah said, "I can still do more than that." He said: "It will not be able to understand people who observe the Koran for less than three days." (Narrated by Abu Dawud, and Al-Albani confirmed it).

The hadith illustrates how high the desire of a friend to be able to often read the Koran and recite it over and over again. The Prophet gave a fatwa, ideally reciting the Koran once a month.

However, because this friend still wanted to understand the Koran more, the Prophet SAW finally allowed him to read the Qur'an once a week. Furthermore, the Prophet warned to recite the Alqu'an as soon as every three days. Because, if it is less than three days, apart from not being able to understand the contents of the Koran properly, reading it will not be good, tartil, and beautiful (unable to do Quranic tahsin).

### **Mini Case 5: Life is a Gift**

Role Project:

1. Entrepreneur
2. Muslim Figure
3. Government

#### 4. Motivator

Life is an extraordinary gift from Allah SWT. Getting a chance to live means getting a chance to do something.

There are opportunities or opportunities that we must achieve with the life opportunities given by God. Life is not just life. Allah gives extraordinary potential to humans. Our job is to optimize our potential.

##### Sincerely Serve

We must sincerely devote ourselves to the great mission of life. So we need a system that is conducive to the implementation of this mission. What really is nothing but to let go of every self from the shackles of desire or low lust towards devotion only to Allah SWT. All play a role by giving whatever is entrusted to him by Allah optimally.

It does not mean that people know who we are, the title attached to our name, also how capable and rich our assets are, so that all must glorify ourselves. All that is just relative like dust swept away by the wind, vanishing without a trace.

But it is deeds based on sincerity that are true happiness, so that only Allah knows and will certainly reward them, as well as activities of kindness that are carried out by our right hand but our left hand does not know anything.

So the meaning of this life is correct before death picks itself up. So that when we die we can smile because we want to meet our beloved Beloved, and we have successfully carried out the mission of this life in accordance with the mandate that He has entrusted.

### **Mini Case 6: Treasure Is Just A Mission Tool**

Role Project:

1. Entrepreneur
2. Muslim Figure
3. Government
4. Motivator

The life of the world is only a means to be able to do the best for the mission of that life. The treasures and all the world's facilities that have been provided are only tools to make it easier for humans to achieve this mission.

These are not the goals of this life. If humans are trapped in collecting or competing to multiply their wealth, then surely they are trapped in the love of the world. In turn he will come out of the real mission. Such a person can also be called a person who is lost in life.

All the potential in us should be synergized with the potential in the universe. This abundant natural potential is none other than a means of support for us to carry out the mission of life itself.

Allah the Most Perfect has designed this life to be so pretty and extraordinarily beautiful. When human potential can synergize with the potential contained in nature, the results will be extraordinary. And of course all of that remains on the runway of our mission as representatives of Allah SWT.

Greed or greed for possessions makes us proud without shame. Even though the mandate of this life is very heavy, accountability in the future. Something that should be a means is even made a goal, so that it forgets the real mission.

So sharpening faith is a top priority activity. So that all things are not measured by mere assets. No one should be stingy or stingy with riches overflowing with him. Moreover, it is possible that it will continue to develop and develop.

### **Mini Case 7: Immunization**

Role Project:

1. Doctor
2. Muslim Figure
3. Government
4. Politician

Until now, immunization has received different reactions from the public. There are cons, some are pro. The contra states that the vaccine is haram because it uses pork as a

medium (catalyst), a dangerous side effect. More harm than good.

In fact, everyone has immunity. So they think, immunization is only a Western conspiracy and trickery because it is the big business behind this program. Immunization eliminates Muslim treatment and prevention methods: honey, olive oil, dates, and Black Seed.

This is supported by the existence of scientists who oppose the immunization and vaccination theory, as well as several reports that their children who are not immunized remain healthy.

Meanwhile, the pros think that prevention is better than cure. Vaccination is important to prevent infectious diseases from developing into epidemics, according to al Baqarah 195: "And do not let yourself fall into destruction". Even though there is immunity, we live in a developing country where environmental health standards are still low.

Harmful side effects can be minimized. Some Western countries do not use certain vaccines anymore, because their health standards are already high. And there are several halal fatwas and immunization permits.

## **Mini Case 8: Travelling**

Role Project:

1. Worker
2. Psychologist
3. Government
4. Influencer

Tourism is not just the beauty and uniqueness of a destination. More than that, tourism is also very much determined by how a destination is packaged and managed. Package and manage tourism destinations. So, these two keywords I think we need to discuss in more detail to optimize the tourism potential of West Sumatra.

Packaging and managing tourism requires competent and professional Human Resources (HR). Or at least understand the concept and mechanism of tourism. Also, not only human resources for packaging and management, tourism is also determined by environmental human resources around the destination. In short, the matter of tourism is quite complex, it doesn't work solely by relying on destinations.

It is simple like this. Human resources play a very strategic role in determining the success or failure of a tourist destination. A destination may be interesting and cool, but if

it is not managed properly and the community in the environment is not supportive, then the destination will no longer attract visitors.

Or more concretely like this, in West Sumatra we have several interesting tourist destinations. But because it is dirty there, parking is arbitrary, traders sell merchandise at exorbitant prices plus there are thugs working with nails or extortion, you definitely won't be comfortable traveling anymore right? At least that's why we really need to pay attention to human resources in tourism.

So, one of the efforts to find a way to help the government prepare human resources to support and manage this tourism, I tried to raise the issue to the WhatsApp group [pulangkampuang.com](https://www.pulangkampuang.com). Thankfully, from the group which was filled with Minang youths, the response was very positive and they realized that the key to tourism was indeed their human resources.



## Unit 4 Debating



## **Objectives:**

After completing this unit, the students are able to:

1. Understand the concept of debating
2. Think critically towards the topic debated
3. Respond to other people's ideas
4. Argue the other people's idea to win the case

### **4.1 Debating**

First, what is debate?

Debate is all about making and proving a reason, then defending it. And that consequently means to attack other contradictory reasons. So it means that a team will have a burden and responsibility to prove something. And the other team should prove otherwise.

Second, is what do we debate about?

The variety of issues that will be debated upon is not specified on what your field of study or interest is. But it would be general issues of Economics, Science and Technology, Domestic and International Affairs, Environment and etc.

So this will really require two things.

First is knowledge. You must know a lot, or find them. In this competition, the motions are released in the Technical Meeting so you have time to research.

Second, you will need to think critical and logical. Because a stack of information will mean nothing if you cannot use it and make it into a good case.

This issue will be packaged into a statement. This statement is the 'something' to be proven, or unproven. We call this a motion.

And since you will do a parliamentary simulation debate, so the forum will be referred to as 'This House'. Meaning that every motion will start by that phrase.

e.g. This House would liberate the non-liberal.

Or to simplify, "This House" is used as "We".

## 4.2 How to Debate?

Mainly, each team sets up a case to support (affirmative team) or refuse (negative team) the motion. Constructing reasons and sending responses to attack the other team.

There are three speakers in a team, and each with a specific function.

<b>Affirmative</b>	<b>Negative</b>
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1 <sup>st</sup> Speaker	<ul style="list-style-type: none"> <li>-Giving Definition and proposal</li> <li>-Giving a Theme Line and stating stance</li> <li>-Giving a Team Split</li> <li>-Deliver Arguments</li> <li>-Summary</li> </ul>	<ul style="list-style-type: none"> <li>-Giving Theme Line and Stating stance</li> <li>-Giving a Team Split</li> <li>-Deliver Rebuttals</li> <li>-Deliver Arguments</li> <li>-Summary</li> </ul>
2 <sup>nd</sup> Speaker	<ul style="list-style-type: none"> <li>-Defend previous team mate, and rebut</li> <li>-Deliver argument</li> <li>-Summary</li> </ul>	-Same as affirmative
3 <sup>rd</sup> Speaker	<ul style="list-style-type: none"> <li>-Rebuttals</li> <li>-Rebuttals</li> <li>-Rebuttals</li> <li><b>-No new arguments</b></li> <li>-Summary</li> </ul>	-Same as affirmative
Reply Speaker	<ul style="list-style-type: none"> <li>-delivered by 1<sup>st</sup> or 2<sup>nd</sup> speaker.</li> <li>It is Optional.</li> <li>-Summary and biased debate over view.</li> <li><b>-No new arguments and rebuttals</b></li> <li>-Why should we win?</li> </ul>	-Same as affirmative

The speakers order of the debate will go like this.

1st affirmative

→

1st negative

2nd affirmative	→	2nd negative
3rd affirmative	→	3rd negative
affirmative's reply	←	negative's reply

Notice: The reply speakers would be started by the negative team first. So that the last speech will be the affirmative's reply.

Here are the explanations of terms used in the debate as you see in the table:

**a. Definition**

Definition Is clarifying what the motion means and what it wants. Because it will contain words and phrases which will need explanation.

E.g. For a motion of This House approves AFTA. Giving a definition, is explaining what is AFTA, and what approval are we talking about. Explaining what AFTA means is not as simple as saying what it stands for (Asian Free Trade Area). But also explaining what a free trade is, and emphasizing that the scoop is only within Asia region. And approval is not a "Saying Yes". But it should be explained in detail. Who is approving, and in what form. What would be the common explanation will be "Indonesia will approve, so that it will ratify and join AFTA".

**b. Theme line**

Theme line and Stance: It is emphasizing what you want and why in one big sentence. It is your theme. It is your 'big word'.

E.g. We believe that we would negotiate with terrorists in life threatening situation, because every life matters, therefore at any cost we should defend it.

### **c. Team Split**

To make the adjudicators (judges) easy to understand what you say and where you are leading to, you have to tell them what you and your team mate will explain about.

Referring back to the table of speaker role in the previous page, you can see that the first speaker and the second speaker will have to deliver arguments. And note that the arguments should be different. A second speaker argument is commonly to extend the case into a further level. In a nutshell, team split is giving the titles of the arguments to the adjudicator and who will explain it.

E.g. THBT green tax is never a good concept. The team split would probably be "Me as the 1st speaker will explain how green tax will only justify companies to pollute, and not encouraging them to decrease production capacity or improve waste management system. And later on, my 2nd speaker will extend my case by explaining how in the long run, the drawbacks of green tax will only perpetuate harm to the society." It is just like a table of content in a book.

### **d. Proposal**

Pay attention to the type of motions wording. Some motions will ask you to believe in something. This is a philosophical debate. Such as THBT prostitution is a human right to be defended. So it is simply about right or wrong. Is it or is it not a human right? Or TH likes RUU APP. It is only about whether it is good or bad, right or wrong.

But some motions require you to do something. To implement something. Such as TH would legalize prostitution, or TH would apply RUU APP. It is all about solving a problem by doing an action. This action is called 'the proposal'.

This gives you an extra burden. Beside proving that you are true, you also have to show that your proposal is effective and solves the problem. And this requires you to explain what the problem is, what your action will be, and how will it solve.

So delivering a proposal, is all about explaining what you are going to do in details. It is like proposing a program, and you have to explain what the program is like.

E.g. in TH would legalize prostitution.

To define 'legalization', you must note that it is an action. So you explain that "what you mean with legalization, is establishing prostitution localizations where the sex workers are protected by law (or may operate legally). These localizations will be located far from public housings. Then these sex workers should be above 18 years old, registered. The customers should also be above 18 years old, and all sexual activities must use condoms."

### **e. Arguments**

These are reasons why you support or not support the motion. E.g. TH would ban radical movements that protect the environment.

An argument would be “Because they violate human rights”.

But an argument should not be thrown as simple as that sentence. It has to be explained, and contain four elements.

They are Assertion (must have a title), Reasoning (logical analysis behind), Evidence (example), and Link (connection to the motion). We may call this A-R-E-L.

As an example, lets use the argument above.

A: Radical movements, though protecting the environment, violates human rights

R: Their actions causes tangible damage to it’s targets.

Victims fall, and material losses are suffered.

E. Such as the Monkey Wrenches, who try to protect the forests of Arizona from illegal loggers. They plant pieces of metal inside trees. So when the loggers come to cut them, their chainsaws will accidentally clash with these pieces of metal. It creates splinters that seriously wound, or even kill, those loggers.

L: A human right violation is a reason to ban an organization, because governments have responsibility to uphold human rights. Any things against it should be eliminated.

### **f. Rebuttals**



These are also reasons, and very similar to an argument. In fact, it IS an argument. But what we refer as “Rebuttal” has specific characteristics.

First, it is always proving that something is wrong. Well, a negative team’s argument is also like this. But we have a second characteristic. When an argument refers directly to the motion, a rebuttal refers to an argument. So it is all about pointing out an opponent’s argument, and explaining why it is wrong.

E.g. a rebuttal to the previous argument.

“Those actions are not violating human rights, because it is proportional. These people have rights to do it.

Why? Because even though they harm the loggers, but the loggers also harm them by destroying the forest where they live. And everyone has rights to defend themselves.”

### **4.3 Time Specification**

For substantive speeches (1st, 2nd and 3rd), each speaker gets seven minutes. The timekeeper will knock once after the 1st minute, to announce that the time for P.O.I.s have started.

Then, another knock on the 6th minute will indicate that the time for P.O.I.s is over and you only have one minute left.

The timekeeper will knock twice on the 7th minute to indicate that your time is up, but you still have 20 seconds to finish your speech if it isn’t done yet.

After 7 minutes and 20 seconds, the timekeeper will knock continuously until you finish. Further continuance will not be listened by the adjudicator.

As for reply speeches, you will only have 4 minutes.

There will be one knock on the 3rd minute to indicate that you only have one minute left.

The timekeeper will knock twice on the 4th minute to indicate that your time is up, but you still have 20 seconds to finish your speech if it isn't done yet.

After 4 minutes and 20 seconds, the timekeeper will knock continuously until you finish. Further continuance will not be listened by the adjudicator.

#### **4.4 Points of Information (POI).**

A more common word for it is 'Interruptions'. Within the time allocated (as explained above), you may interrupt the speech of your opponent.

The speaker may accept or refuse. Do not refuse all, because it makes you a coward and adjudicators don't like that. But accepting all would waste your time. Accepting two would be ideal.

To give a POI, you have to stand up, raise your hand towards the speaker and say "Interruption", or "POI", or anything to let him know that you want to interrupt. The speaker may refuse by saying no or simply waving his hand would be sufficient. Or they may accept by saying 'yes' or even other styles.

When accepted, an interruption has to last maximum 20 seconds. Make it brief but clear. There are three functions of it. First, asking clarification if there is something you don't understand. Second, giving a rebuttal. Third, distracting. If your POI is rejected, you have to sit down and wait for another opportunity. When you accept a POI, you have to answer it straight away. You must not suspend it.

## **4.5 Signposting**

In language learning, Signposting means using phrases and words to guide the audience through the content of your presentation. This signposting language can be used both speaking and writing skill. Students learn this sub-chapter means they can actually integrate knowledge of oral presentation and written essay, and help them practice at once.

The signposting consists of two things, the structure of the speech and connecting words. The structure of the speech consists of introduction involving opening phrases, main body which involves outlining main arguments and the direction of the argument, and conclusion. Otherwise, connecting words help guide the audience or listeners through the argument by joining ideas.

### **a. Introduction**

- I shall demonstrate ...../ focus on.....
- Then, I'm going to assert/ clarify.....

Next, it closely examines..... in relation to.....

Finally, it gives solution on.....

And how this impacts.....

- Understanding the role of.....

The speech provides a debatable case .....

- I'm seeking to investigate or illustrate the impact of..... in relation to.....

The purpose of this debate is to.....

I argue that.....

The major issue that needs to be addressed is ...

The main questions addressed in this paper are ...

The following statements are used if you refer your case to any kinds of data from essays, journals, news or the similar media.

- This debate critically argue that.....
- This debate is organized in the following way: .....
- The team split is divided into three main parts: part one will..... part two, .... And part three .....

**Note:**

- Counting the debate presentation is however very helpful. For example, **this debate will address three aspects .....**
- Next, using connecting words like **firstly, secondly, thirdly** and or **finally**, through the debate signposts the different points. As a debater, you may signpost how the debate will do these things. For example: **By describing/ reviewing/ evaluating (sources of a**

**literacy text, related literature, proof, numerical data)**

## **b. The Main Body**

### **Introducing a New Idea**

- One aspect that describes..... can be identified as.....
- Current debate about..... identifying interesting viewpoints on..... First(ly, ...../ second(ly), ...../ finally, .....
- The first/ last section provides a general knowledge of...

### **Giving Opinions**

- In my opinion...
- From my perspective/ point of view...
- It's my sense that...
- In my mind...
- It seems to me / It appears to me...
- I am convinced that...
- I strongly/firmly believe
- There is no question/doubt that...

### **Stating facts**

- It's well known that....
- It's a fact that....
- I'm positive that....
- I'm absolutely sure that.....

### **Pinpointing a problem**

- It seems to me that...
- The real problem is...
- It's quite clear that...

### **Adding Information**

- Yes, but...
- Let me add another point...
- Let me just add on what was just said...
- I agree with what X said, but I'd like to add something...
- Furthermore...

### **Proposing a solution**

- What if X were to...
- Supposing X tried...
- Wouldn't a fair solution be...

### **Demonstrating Understanding (rebuttal)**

- If I understood you correctly, you...
- So what you're saying is...
- Just to clarify, you mean...
- I can understand your/that perspective in that ..

### **Focusing on difficulties**

- The argument falls apart/is weakened...
- The main issue/problem as I see it...
- Where I have difficulty with your notion(s) is/are...

### **Disagreeing**

- I disagree/ completely disagree
- I'm afraid that I can't quite agree
- I can see your point, but...
- I have some reservations about that point of view...

### **Seeing both sides**

- On the one hand...
- One way of looking at it is...
- Yes, but the flip side of the issue is...
- You can't ignore...

### **Developing a New Idea**

- Having established ..., I will now/next consider ...  
Building on from the idea that ..., this section illustrates that ...
- To further understand the role of ... this section explores the idea that ... Another line of thought on ... demonstrates that ...
- In addition to/As well as x, y must be/should be/needs to be established ...
- This is one/an important/the key issue that has to be considered. Another/A second/ of equal importance is ...
- This idea/theory had been extended/developed by....

### **Introducing a Contrasting View**

- However, another angle on this debate suggests that ...
- In contrast to evidence which presents the view that... an alternative perspective illustrates that ...
- However, not all research shows that... Some evidence agrees that ...
- This conflicts/contrasts with/is contrary to the view held by ..., who argues that ...

### **Summing Up a Paragraph/ Section**

- The evidence highlights that ... It is clear that ...
- The strength of such an approach is that ...

### **c. Conclusion**

- In conclusion, ... / To summarize, ... / As has been shown ...
- Clearly, this essay has shown that the main factors which impact upon ... are ... From the above, it is clear that ...
- Several conclusions emerge from this analysis ... The evidence presented has shown that ...
- This essay has focused on three factors affecting ... It has been established that ...

### **d. Connecting Words**

The following points are functions and examples of various connecting words that can be used in the middle of the speech:



- Adding more ideas:
  - In addition
  - Again
  - Furthermore
  - Moreover
- Comparing or contrasting ideas:
  - Whereas
  - Alternatively
  - Conversely
  - Contrastingly
- Proving:
  - Evidently
  - For this reason
  - Because
- Showing exceptions:
  - Yet
  - In spite of
  - However
  - Nevertheless
- Referring or repeating back to something:
  - As mentioned before, .....
  - As previously noted, .....
  - As discussed earlier, .....
- Showing that you will include something later:
  - The point you were questioning will be discussed in detail later.

- Emphasizing:
  - Obviously, Undeniably
  - Definitely, Inevitably
- Giving examples:
  - For instance
  - In this case
  - In particular
- Showing the order of things:
  - Previously
  - Following this
  - Initially, Subsequently
  - Finally

## **4.6 Chapter Project**

In this section, you will practice debating with your classmates.

Follow these instructions.

Large group of students:

1. Make a group of three.
2. Determine who becomes the first, second and third speaker
3. Decide who will do the reply speech.

With other group,

4. Choose one of the debate motion.
5. Determine which team becomes affirmative and which one becomes negative.
6. Prepare your team's case building for about thirty minutes.

On the other side,

7. Choose a time keeper

The time keeper's job:

- a. Knock once after the 1st minute, to announce that the time for P.O.I.s have started.
- b. Then, another knock on the 6th minute will indicate that the time for P.O.I.s is over and you only have one-minute left.
- c. Knock twice on the 7th minute to indicate that the speaker's time is up, but you still have 20 seconds to finish your speech if it isn't done yet.
- d. After 7 minutes and 20 seconds, the timekeeper will knock continuously until you finish.
- e. For reply speeches, one knock on the 3rd minute to indicate that the reply speaker has one-minute left.
- f. The timekeeper will then knock twice on the 4th minute to indicate that your time is up, but you still have 20 seconds to finish your speech if it isn't done yet.
- g. After 4 minutes and 20 seconds, the timekeeper will knock continuously until you finish.

## 8. Choose an MC

The MC's job:

- a. Reading the rules before the debate begin
- b. Open the debate
- c. Call the speakers according to the speaker order:

1st affirmative	→	1st negative
2nd affirmative	→	2nd negative
3rd affirmative	→	3rd negative
affirmative's reply	←	negative's reply
- d. Call the adjudicator to give evaluation feedback
- e. Close the debate session.

## 9. Choose three adjudicators

The adjudicator's job:

- a. Watch and listen carefully to both team arguments
- b. Pretend you know nothing about the issue
- c. Be neutral
- d. Make yourself believe to those who can be convincing
- e. Give oral feedback according to adjudicator's scoring sheet based on matter, manner and method.
- f. Give score to both teams.
- g. Determine the best speaker.
- h. Announce the winner.

## 10. When you are all prepared, do the debate.

## **Debate Motions:**

1. This House believes single-sex schools are good for education
2. This house would make voting compulsory
3. This house would let prisoners to vote
4. This House believes that internet access is a human right
5. This House would legalize the sale of human organs
6. This House would impose a BBC-style impartiality requirement on all news platforms.
7. This House supports the rapid global elimination of both tariff and non-tariff barriers to free trade.
8. This House would allow children to sue their parents for religious indoctrination.
9. This House would abolish the Olympic Games.
10. In liberal democracies, This House would implement a Social Credit System.
11. This House believes that ASEAN should abandon “the ASEAN Way”.
12. This House believes that the feminist movement should support the narrative that “beauty does not

matter” over the narrative that “all bodies are beautiful”.

13. This House would abolish primary and secondary school grades/years that group children based on age, and instead group them by competency and intelligence.
14. This House prefers a world where, starting today, all humans have identical intellectual abilities (equivalent to the current global average)
15. This House would abolish the private ownership of (housing) property in major metropolitan areas.
16. In a relatively equal society where the “protected sphere model” is the norm, This House, as a parent, would raise their children according to the “deferred happiness model”.
17. This House prefers a “Brave New World” to the status quo in Western Liberal Democracies.

### SCORING SHEET

Round : \_\_\_\_\_

Motion : \_\_\_\_\_

<b>Affirmative:</b>					
<b>Speaker</b>	<b>NAME</b>	<b>MATTER (24-32)</b>	<b>MANNER (24-32)</b>	<b>METHOD (12-16)</b>	<b>TOTAL (60-80)</b>
1					
2					
3					
<u>R</u>					
<b>TEAM SCORE</b>					

<b>Negative:</b>					
<b>Speaker</b>	<b>NAME</b>	<b>MATTER (24-32)</b>	<b>MANNER (24-32)</b>	<b>METHOD (12-16)</b>	<b>TOTAL</b>

					(60-80)
1					
2					
3					
<u>R</u>					
<b>TEAM SCORE</b>					

**WINNER : PROPOSITION / OPPOSITION**

**BEST SPEAKER :**

**ADJUDICATOR**

( \_\_\_\_\_ )

## Unit 5 Interviews





## **Objectives:**

After completing this unit, the students are able to:

1. Understand the concept of an academic interview.
2. Acts as an interviewer and interviewee.
3. Presented his role as interviewer and interviewee.
4. Evaluate the strengths and weaknesses of a series of interview performances.

### **5.1 Dialog.**

Read carefully the questions given by the interviewer (Mrs. Montez), and pay attention on the answers spoken by the interviewee (Zach).

Ms. Montez : Oh hi... Zach. Take a seat, please. I'm Ms. Montez.

Zach : Hello Ms. Montez. Nice to meet you.

Ms. Montez : You too. So, you've applied to do a teaching course here.

Zach : Yes, that's right.

Ms. Montez : Alright, first of all, tell me why you want to be a teacher.

Zach : OK. Well, I always love explaining things and helping people. I'm not looking for an easy job – I like a challenge! I also want to work with young people, that is a teacher.

Ms. Montez : Now, why have you decided to become a Physical Exercise teacher?

Zach : Well, I love sports and I really believe it is important for young people to do sport at school.

Ms. Montez : Yes, I agree with you. But why do you think it is so important?

Zach : First of all, we all know that sport is important for our health to keep physically fit. Second, physical exercise is good for our mental well-being and self-esteem.

Ms. Montez : Hmm ...

Zach : Finally, playing sport teaches young people important life lessons, like the importance of teamwork, discipline and fairness, for example.

Ms. Montez : Good, thank you. Where does your passion for sport come from?

Zach : Hmm, let me think. It's difficult to choose one thing in particular ... I grew up around sport. My mum was a really good athlete, actually.

Ms. Montez : Oh, really?

Zach : We used to go and see her running marathons, which made a big impression on me as a child. I suppose it's in my blood.

Ms. Montez : Right, fantastic. And how do you think PE teachers can influence their students to enjoy even love sport?

Zach : Hmm, the question is quite interesting. On one side, I think many students enjoy competitive sports. They want to be the best, it's a good start which can be motivating for them. On the other side, we need to encourage the ones who are not as confident. So we need to reward them for participating and trying their best. It's not all about winning!

Ms. Montez : OK, thank you very much, Zach. You make some good points.

Zach : It's my pleasure. Thank you.

### **Notice:**

1. The above interview shows that Zach never answers shortly even though the questions are very simple.
2. He answers a bit detail and use polite language.
3. Now it is your turn to read aloud the dialog above with your pair.
4. Then, practice the dialog of your own. As an interviewer, you may use the same questions, as an interviewee, you may answer with your own experience.

## **5.2 Interview:**

### **Introduction**

The following points are simple questions usually used in academic test, like IELTS. Make sure you practice answering

all questions no longer than 4 minutes. The possible subjects for the questions are: getting to know you, where you come from, your family, and interests. See these examples.

**a. Where do you come from?**

The possible answer is:

Actually, I come from small town in western Indonesia called Sidoarjo. Most people there work on the farms or in the industry and there's a good sense of community, everyone knows everyone else. I grow up and never moved there because there is a big university where I take my undergraduate study of Science. It's perfect because it's not far enough from home, so I can take care of my parents.

**b. What do you like doing in your free-time?**

The possible answer is:

I wouldn't say that I've got any specific hobbies, but I like meeting my friends, of course and gossiping about things going on at University. We usually go out for a coffee or something small to eat after lectures, but at the weekend we meet up at someone's home early morning and get ready to go out and then spend the whole weekend for climbing mountains. It's really good for our health to stay out, get closer to the nature, and get fresh air. When the sun comes up, we do a little exercise and cook simple meal for breakfast together.

**c. Why are you studying IELTS?**

The possible answer is:

Well, as part of my Science course there is the possibility to go on an exchange program with UNSW in Australia for 6 months. So, I really want to use that opportunity to broaden my horizons. But, it means that I need to get a 6.5 IELTS score. So, I've really been studying hard to try and secure my place, because I definitely want to experience London, as it's obviously one of the best cities in the world.

The interview process may let your heart beating a bit faster. It can appear some problems such that you could not hear the questions clearly or something else. See the following examples and focus on "say".

f. If you didn't hear properly:

Say: Sorry, I didn't catch that. Could you repeat the question, please?

g. If you don't understand a word/expression:

Say: Sorry, I haven't come across that expression/word before. Could you explain what it means, please

h. If you're not sure about the nature of the question, and you want to clarify what you THINK the examiner asked:

Say: Do you mean.....?

When you say..... are you asking about.....?

### 5.3 Two Minutes Talk

This section requires you to speak for 1-2 minutes about a topic. Read the topic below for one minute. You may make notes if you wish. See the guideline to help you practice.

a. Question: Healthy

#### **Talk about yourself having a healthy lifestyle.**

You should say about:

- What stops you from having a healthy lifestyle?
- What are the disadvantages of not having a healthy lifestyle?
- What can you do to have a healthier lifestyle?

#### **See the answer below:**

I should like to enjoy a healthier lifestyle although there are many factors that make this difficult. Like many people my working life involves many hours sitting down at a computer screen. This leads to a lack of exercise and is bad for eyes and body posture.

Travelling to work by car does not help either. Outside work there is not always time to take exercise or to prepare healthy meals. I know this kind of lifestyle affects my health and fitness and makes me more prone to suffer from illness. It also makes me put on weight. To have a healthier lifestyle I need to change the routine of my daily life, for example by cycling or walking to work instead of driving.

I need to ensure more regular exercise even if this is only 10 minutes yoga in the morning. I also need to eat more

carefully, especially fruit and vegetables, and not eat so much convenience food or red meat.

At work I should take regular breaks away from the computer to relax my eyes and stretch my body. I plan to slow down and take time to enjoy simple pleasures like a well-cooked healthy meal or some sport in the sunshine.

b. Question: Place

**Describe a place you visited when you were a child.**

You should say:

- where it is
- when you went there
- what you did there
- and explain why you would, or would not, like to return to this place again.

**See the answer below:**

I'd like to tell you something about a campsite I visited quite frequently when I was little. It was called Sendang Biru, and it was on the Southern Malang, East Java. It was near the sea, and it was really far from any big towns. I remember, and we always used to get excited when we got on the sea by boat, saw the small island across the seashore and feel the wind blows on our faces.

We also went to several famous places such as Jogja and Bali. We went there several times, usually in the holiday of Eid Mubarrak, a little long holiday after fasting month, until I was

at the university. I suppose after that, my parents thought I was too old for it.

So, we used to stay there in a caravan, which was great fun. We had to collect water from the taps outside the shower block and carry it back to the caravan. The caravans were all arranged around the edge of the field, so there was plenty of room in the middle to play ball games. There was a climbing frame in the middle too. There was a cabin which would open every evening at about 5 o'clock where we could buy sweets. During the day, we'd leave the site, of course, and go to the beach or go walking and sightseeing. In the evenings we'd go back, and play board games in the caravan. It was good.

I'm not sure whether I'd like to go there again or not, because I'm worried it might have changed, and I'd be really disappointed. Plus, it might be more fun to go there as a child, or as a parent. Otherwise it might be a bit boring.

c. Question: Charity

**Describe a charity which is important to you.**

You should say:

- What the charity does
- Why you are interested in this charity
- How this charity raises money
- and explain whether you think it is important for people to get involved in charity work

**See the answer below:**



I'd like to talk about the Wildlife trust. It's a local charity which I support. It protects the wildlife in my local area. It preserves natural areas like fields, lakes and rivers, where animals live, and it makes sure that the animals' habitats are safe from development. It also educates people about how to look after wildlife.

I'm interested in this charity because it is in my local area. There are lots of charities overseas that I could support, but you never know how your donation is being spent. Because this is a local charity, I can visit the projects and even get involved myself, if I have time. They organize quite a few events where you can help maintain forests and paths. I must admit, I haven't been on one yet, but whenever they send me a leaflet, I always say I will!

The charity raises money by asking people to donate money regularly, straight from their bank accounts. I first heard about the charity because they had a stall at the entrance to the supermarket. They probably get money from other ways too, but I'm not sure about that.

I think it is important to get involved in charity work. It's important to remember people who are less fortunate than you, or who are sick, poor or disadvantaged in some other way. And you can help people or animals that cannot help themselves. But I think getting involved in charity work is fun too. You get to meet lots of people and go to different places. And you can feel good about yourself.

## 5.4 Let's Practice 1

Work either pair of individual by using the following guidelines. Try all topic of questions below.

a. Question: Daily Routine

**Describe a time of the day you like.**

Answer by telling:

- The specific time of that day.
- What you do at that time.
- Whom you are usually with
- And explain why you like it

b. Question: Art

**Describe a kind of art you like.**

Answer by telling:

- Kind of work of art is
- The time you first saw it
- What you know about it
- The reason you like it

c. Question: Book

**Describe a book you recently read.**

Answer by telling:

- Kind of book

- What the book is about
- Kind of people who like reading it
- The reason you liked it.

d. Question: Exercise

**Describe an exercise you know.**

Answer by telling:

- Kind of sport
- How the sport is done.
- The time you first tried it
- kind of people that is suitable for that sport.

e. Question: Communication

**Describe a kind of advice you received lately.**

Answer by telling:

- The time you got the advice
- Who gave you
- What the advice was about
- How you felt about the advice in your life

f. Question: Family

**Describe a member family you are close to**

Answer by telling:

- Who the person is
- The relationship between you and that person

- Like what is that person
- The activity you do with him/her
- The reason you are close to him/her

g. Question: Trip

**Describe a trip which did not work as you have planned.**

Answer by telling:

- The destination you went to
- How you got there
- With whom you went with
- The things went unplanned
- The solution

h. Question: Present

**Describe a present you lately gave to someone.**

Answer by telling:

- To whom you gave the present
- Kind of person suitable for that present
- What exactly the present was
- For what kind of moment the present was
- The reason you chose that present

i. Question: Kindness

**Describe a kind person you know.**

Answer by telling:

- Who he/she is
- Kind of person is

- How you knew him/her at the beginning
- The reason he/she is kind.

j. Question: language

**Describe a language you have learned.**

Answer by telling:

- The name of the language
- The first time you started learning
- Was that difficult language to learn
- The difficulty in learning the language
- The reason you choose to study the language.

k. Question: Song

**Describe a song you like**

Answer by telling:

- Kind of song
- The song tells about ...
- The time you first heard it
- The reason you like the song

l. Question: Hobby

**Describe a thing you like.**

Answer by telling:

- Thing you like best
- How the thing is practiced/ done
- Approximately kind of people who do it

- The reason it is interesting

m. Question: Internet

**Describe a useful website.**

Answer by telling:

- The website is ...
- The frequency visiting the website
- Kind of website
- The information it gives
- The reason it is useful.

n. Question: Respect

**Describe someone you mostly respect.**

Answer by telling:

- The person is ...
- How you first met this person
- What is this person's job?
- What is this person like?
- The reason you respect him/her.

o. Question: Sport

**Describe a kind of sport you would like to learn**

Answer by telling:

- The name of sport
- Tools needed to play the sport
- How to learn that sport
- The reason you want to learn it

p. Question: News

**Describe some good news you lately received.**

Answer by telling:

- What was the news?
- How did you accept the news?
- Who told the news to you?
- The reason this was good news.

q. Question: Photograph

**Describe a photograph you like**

Answer by telling:

- What was in the photo
- The time it was taken
- The person took the photo
- The special thing or moment on that photo
- The reason you like it

r. Question: Unexpected

**Describe an unexpected event.**

Answer by telling:

- What event it is
- The time the event occurred
- The people attended the event
- The reason that the event was unexpected
- The reason you liked the unexpected event.

## 5.5 Let's Practice 2

This section is more simple than the above one. Work with your pair, one become an interviewer who asks the questions, and the other becomes interviewee. If you are done, switch your role. Try all topic of questions below.

### a. Topic: Daily Routines

- What time do you usually get up in the morning?
- Do you have the same activity every day?
- What is your daily routine?
- Have you ever changed your routine one time?
- Is your routine today the same as when you were child?
- Do you think it is necessary to have daily routine?

### b. Topic: Birthday

- What did you do on your last birthday?
- Do you enjoy your birthday?
- Do you usually celebrate your birthday?
- Can you remember a birthday you enjoyed when you were child?
- Do most people celebrate their birthdays with a party in your country?



- How do your people celebrate their birthday in your country?

**c. Topic: Childhood**

- Did you like your childhood moment?
- What do you remember if someone ask you about your childhood?
- Have you got many friends when you were child?
- What did you like doing when you were child?
- Which one do you think it is better for children growing up, in the city or countryside?

**d. Clothes:**

- Do you think clothes are important?
- What sort of clothes do you usually put on?
- Have you ever worn any traditional clothes of your country?
- Do you usually buy your clothes?
- Are you fashionable?
- Have you ever worn a kind of uniform?
- Do you think most people in your country follow trend-setter?

**e. Topic: Art**

- Are you good at art?

- Did you learn art at school when you were a child?
- What kind of art do you mostly like?
- Is art popular in your country?
- Have you ever gone to art galleries?
- Do you think that kids can take benefit from art galleries?

**f. Topic: Computers**

- Do you use a computer?
- How much time do you use the computer in a day?
- Do you usually go online with your computer?
- Which one do you prefer, a desktop or a laptop?
- What do you use your computer for?
- Do you think it is necessary to learn how to use a computer for children?

**g. Topic: Evening**

- What do you often do in the evening?
- Do you do the same activity every evening?
- Which one do you prefer, spending the evening with family or friends?
- Do you work or study in the evening?
- What is a common thing to do for young people in the evenings?

- Do you do the same activity at evening time like what you did when you were child?

**h. Topic: Friends and Family**

- Do you spend much time with your family?
- Whom are you closest with in your family?
- Which one do you prefer, spending time with your friends or family?
- Are you still friends with people from your childhood?
- Is family important in your country?

**i. Topic: Food**

- What's your favorite food?
- Is there any food you dislike?
- What is a common meal in your country?
- Do you have a healthy diet?
- What do you think of fast food

**j. Topic: Neighbor & Neighborhood**

- Do you like your neighbors?
- Are neighbors usually close to each other in your country?
- What does your neighborhood look like?
- Do you think that your neighborhood is a good place for children to grow up?
- How would your neighborhood be developed?

- Do you think it is necessary to have a good relationship with neighbors?

**k. Topic: Happiness**

- Are you a happy or sad person?
- What things usually make you happy?
- Has the environment ever affected how you feel?
- Have you ever felt your friends affect your happiness?
- What things make you unhappy?
- Do you think most people in your country are categorized as happy people?

**l. Topic: Hobbies**

- Have you got any hobbies?
- What tool do you need to do your hobby?
- Have you got a hobby when you were child?
- Do you think it is necessary to share your hobbies with people?
- What hobbies are recently popular in your country?
- Why do you think people have hobbies?

**m. Topic: Internet**

- Do you usually get online?
- How do you get online?

- Do you have your own computer?
- What do you think of using the internet for?
- What is your favorite website?
- Do you think children can access the internet freely without supervision?

**n. Topic: Leisure Time**

- What do you like doing in your leisure time?
- What was your favorite activity in your free time when you were child?
- Which one do you prefer, spending leisure time with other people or alone?
- What are common leisure activities in your country?
- Do most people in your country work five days and get two days off in a week?
- Do you think leisure time is important?

**o. Topic: Weather**

- Do you like the weather at the moment?
- What is your favorite weather?
- Do you enjoy the weather in your country?
- Is the weather the same all years in your country?
- Has the weather ever affected the way you feel?

**p. Topic: Music**

- Do you like music?
- What is your favorite kind of music?
- Do you think music is important?
- Can you sing?
- Did you learn music at school?
- If you have a chance to learn a musical instrument, what do you think it would be?

**q. Topic: Newspapers**

- Do you usually read the newspapers?
- How do you usually get your news?
- What sort of news do you usually follow?
- How do most people get the news in your country?
- Do you think that people should follow international news?

**r. Topic: Pets**

- Do you like animals?
- Do you have a pet at your home?
- What is your favorite animal?
- What is a common pet to have in your country?
- Did you have a pet when you were child?
- Why do people have pets?
- Do you have special memory with your pet?

**s. Topic: Reading**

- Do you usually read?
- What is your favorite kind of book to read?
- Do you have any e-books?
- How do you usually get your book?
- What books have you read when you were child?
- What stories did you like best?
- Do you think children should read?

**t. Topic: Shopping**

- Do you like shopping?
- What is your favorite things to shop?
- Do you like shopping alone, with friends, or family?
- What kind of shops are there around the place where you live?
- Have you ever bought anything online?
- Do you think it is different for men and women about shopping?

**u. Topic: Sport**

- Do you like sport?
- What is your favorite sport?
- Do you usually watch sport competition on television?
- Did you play any sports when you were child?
- What is the most popular sport in your country?

- How do most people in your country keep fit and active all day?

**v. Topic: Television**

- Do you often watch television?
- What things do you watch on television?
- What are your favorite television programs?
- Have you ever watched foreign programs or films on television?
- What program did you watch on television when you were child?
- Do you think it is important for children to watch television?

**w. Topic: Transportation**

- How did you go to school?
- What are your favorite modes of transportation?
- Have you ever used public transportation?
- Do you enjoy the transportation system in your country?
- What are the different things among taking a train and taking a bus?
- What are the newest transportation in your country lately?



### 5.6 Let's Practice 3

Work with your pair. Finish the interview in 4-5 minutes. One become an interviewer who asks the questions, and the other becomes interviewee. If you are done, switch your role. Try all topic of questions below.

**a. Topic: Job**

- What do you do?
- Why did you choose that job?
- Where do you work?
- Do you think it is a good job in your country?
- Do you like your job now?
- Are you in good relationship with your partners and colleagues?
- How was your first day at work?
- What are you responsible at your job?
- If you had any chances, would you switch or change your job?
- Do you plan to continue your job carrier in the future, or enjoy your position?

**b. Topic: Study**

- What do you study?
- Where do you study?
- Why did you decide to take that subject?
- Do you like that subject?
- Is the subject popular?

- Are you in good relationship with your classmates and colleagues?
- How was the first day?
- What are the major aspects of your study?
- If you got any opportunities, would you switch or change your study?
- Are you planning to have a job in the same field as what you study?

**c. Topic: Hometown**

- Where were you born?
- Do you live at the same place as you were born?
- Do you like your hometown?
- How many times do you visit your hometown?
- What does your hometown look like?
- Are there famous places in your hometown?
- Is there a nice place for a foreigner doing or seeing in your hometown?
- How could your hometown be developed?
- Do you think your hometown change much since you were child?
- Are there any good public transportations in your hometown?
- Do you think your hometown is a good place to bring up children?

**d. Topic: Home**

- Where do you live?
- Do you live in a house or an apartment?
- Whom do you live with?
- How many rooms are there in your home?
- What is your favorite room?
- How do you decorate your home wall?
- Would you improve your home?
- Do you want to live there forever?
- What facilities are there inside your home?
- What does your neighborhood look like?
- Do most people live in houses or apartments in your country?

**e. Topic: Art**

- What kind of art do you enjoy?
- Are there tradition art stuffs in your country?
- Do you think it is necessary for children to study art at school?
- How do you think learning art is advantages for children?
- How have the arts changed in the last few decades in your country?

**f. Topic: Clothes**

- Do you think that clothing tells you about certain personality?

- Why do some institutions ask their workers to wear uniforms?
- What are the advantages and disadvantages of having uniforms at work?
- When do people wear traditional clothes in your country?
- How have clothes fashions changed in your country recently?
- What is the difference between clothes that young people and old people like to wear?

**g. Topic: Family**

- What does a family look like?
- Do you think a family important?
- How did your parents play their roles of your growing up?
- How has the family quantity changed in the last few decades in your country?
- How would you think the family will change in the future?
- What do grandparents play their roles in the family in your country?
- Who do you think should be responsible to care old people, the family or the government?

**h. Topic: Education**

- What makes someone become a good student?

- What roles should the teacher and students have in the classroom?
- Do you think computers nowadays replace teachers' position in the classroom?
- How has teaching and learning changed in your country lately?
- What do you think about the differences of the way children and adult learn?
- If you become a teacher, how can you make lessons for children more interesting?

**i. Topic: Food**

- What do you think about healthy food?
- Do you think it is necessary to eat dietary meals?
- What do you think about a balanced diet?
- What do you think typical diet of people in your country to make them fit?
- Do many people eat in restaurants or home-made food in your country?
- With your family, do you prefer eating in the restaurants or at home?
- Why do you think that some people like eating out better than at home?
- What's the difference between restaurant food and home-made food?

**j. Topic: Health**

- How can you take care of your health?
- Do old people do some exercises in your country?
- Do you think that all kinds illness in the world can be prevented?
- Do you think that illness in the future will reduce or increase?
- Do you think health care should be free or paid?

**k. Topic: Internet**

- Do you think many people have a computer at home in your surroundings?
- Do you think that all information found on the internet is true?
- How do you think people could find accountable information from the internet?
- How could the internet change human's lifestyle?
- How could the internet change our working style?
- Do you think the internet is safe to use for children without supervision?

**l. Topic: Nature**

- What are the major natural problems in your country?

- Why do you think should people be aware about the environment?
- How should people protect the environment?
- Do you think money should be separated to spend on protecting animals?
- How do you think to protect natural beauty spots in your country?

**m. Topic: Travel**

- Why do you think some people like travelling abroad better than in their own country?
- Do you think travelling to other countries can change the way of thinking?
- Is it necessary for children experiencing life in a foreign country?
- How have holidays changed several years?
- Do you think travelling nowadays saver than travelling in the past?

**n. Topic: Work**

- In choosing a job, do you think working satisfaction is more important than salary?
- What skills are important and quite needed to get a great job nowadays?
- How do you think about women's job and men's job?

- Do you think the technology has changed the way we work?
- What do you know about white collar and blue collar jobs?
- What kinds of jobs are most valuable to your society recently?

**o. Topic: Society**

- What kinds of social problems commonly occurred in your country?
- What can be improved to minimize poverty?
- Are there any charity programs around you?
- What do you know about the major crime and minor crime?
- What causes over population in your country?
- What do you think the government do to all criminals?
- Why do you think a lot of people choose to move and live in cities rather than in their hometown?



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