

English for Academic Conversation



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PREFACE

Assalamu'alaikum wr.wb.

Welcome to English for Academic Conversation! In this book, you will improve your skill in speaking in academic settings and learn new vocabularies as well. You will learn the speaking skill using various activities. Sometimes you will discuss or do a performance in pairs or groups, but at other times you will work on your own.

Expressions that students need are introduced. Explanations that students need to know are presented to ease students' understanding. Speaking is often the most difficult skill for students. Hence, students are guided with scaffolding activities before producing a speaking performance. Moreover, English for Academic Conversation is supported with some conversations, videos, and recording to let you gain more understanding and examples.

Good Luck!

Wassalamualaikum wr. Wb.

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ABOUT THE UNITS

N o	Unit	Language Function	Meeting
1	Getting information “Could you tell me...?”	Asking for and giving direction	1-3
2	Using classroom language “Can you explain that again, Sir?”	Classroom language	4-5
3	Participating in Meetings and Discussions “I couldn't agree more”	Asking for and giving opinion Agreeing and disagreeing Clarifying	6-8
4	Going global “How is Indonesia like?”	Cross-cultural Understanding	9-10
5	Delivering oral Presentation “Today, I’m going to talk about...”	Delivering presentation	11, 12, 13, 14

UNIT 1

Could you tell me...?



LEARNING OBJECTIVES

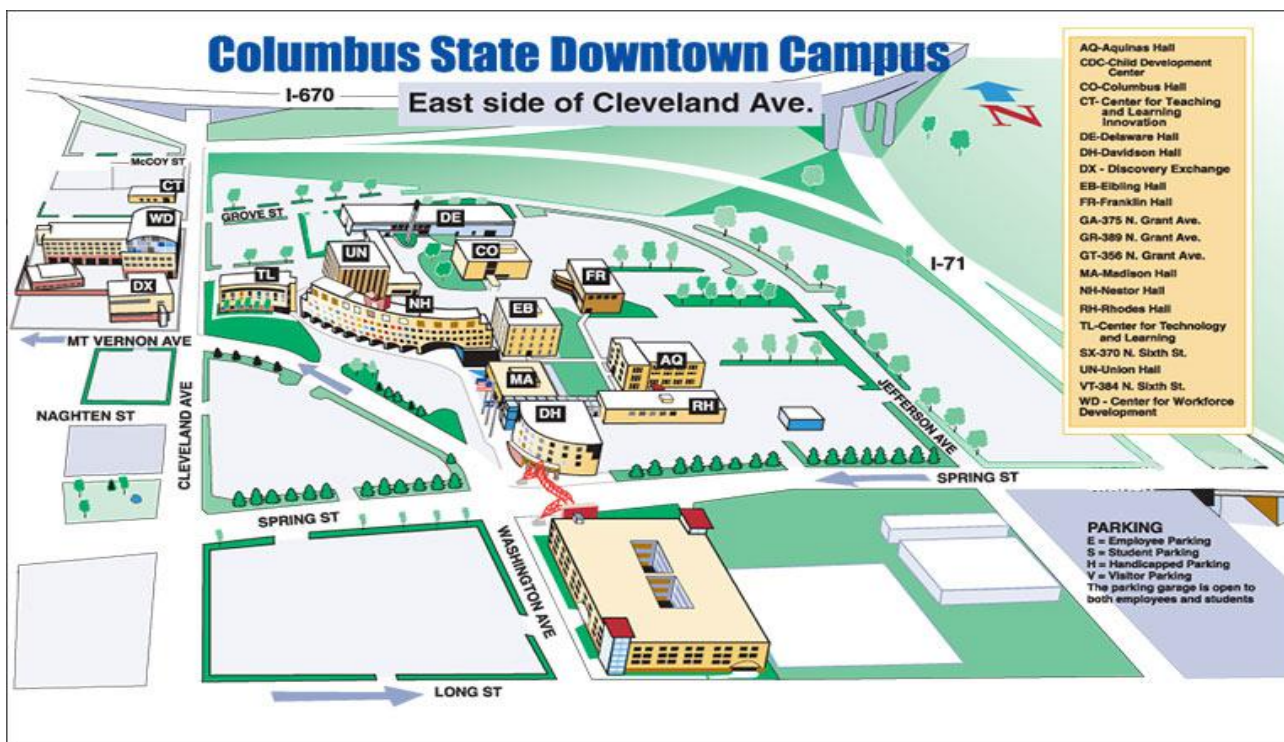
1. Students are able to ask and give direction in any situation
2. Students are able to use various expressions in giving and asking for direction.



LEAD-IN ACTIVITY

Pay attention to the campus map below and find the location of the following buildings:

1. Columbia hall
2. Center for Teaching and Learning Innovation
3. Center for Technology and Learning
4. Union Hall
5. Center for Workplace Development



CONVERSATION

DIALOGUE Vocabularies

Words	Meaning
Sport Center	A center of an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment
Stoplight	A set of automatically operated colored lights, typically red, amber, and green, for controlling traffic at road junctions and crosswalks; Another term for traffic light
Blocks	The area bounded by four streets in a town or suburb
Figure it out	Reach an understanding of something

Pronunciation

Pronounce the following words! Are they pronounced similarly or differently?

Know	Now
Post	Pause
Don't	Done
Three	Tree
Quite	Quiet

At Campus' Park

- Yuni : Assalamu'alaikum
Mrs. Shalihah : Wa'alaikumussalam
Yuni : **Excuse me, ma'am. Could you tell me how to get to the university's Library?**
Mrs. Shalihah : **Of course. It's on Cendikia Street, just across the campus' sport center.**
Yuni : Cendikia Street?
Mrs. Shalihah : That's right. Do you know where it is?
Yuni : I'm afraid I don't. I'm a new student here.
Mrs. Shalihah : Well, do you know where the campus' post office is?
Yuni : No, I don't. But, I do know where the Kartini Hall is.
Mrs. Shalihah : I'm not sure that's going to help us. Let me see. . .

Why don't you follow this street, Soedirman street, until you get to the stoplight.

Take a right there, that's Anggrek Street, and go up about two or three blocks, until you get to the Cendikia. Then, turn right. The library is on your left about ten meters ahead.

- Yuni : Hmm... Let me try to figure it out, Soedirman street, and... Anggrek Street, Cendikia, and then... turn right...hmm...
Mrs. Shalihah : That's correct, ten or fifteen meters.
Yuni : Well, thank you very much, ma'am. You've been very helpful!
Mrs. Shalihah : That's quite all right.

Discussion:

1. Where did the new student want to go?
2. How many streets does the student have to pass before she finds the library?
3. How far is from Cendikia street to the library?

DIALOGUE 2

Vocabularies

Words	Meaning
Management	The process of dealing with or controlling things or people
Communication	The imparting or exchanging of information or news
Department	A division of a large organization such as a government, university, business, or shop, dealing with a specific subject, commodity, or area of activity
Bus stop	A place where a bus regularly stops, typically marked by a sign

Pronunciation

Pronounce the following words! Are they pronounced similarly or differently?

Could	Cold
Course	Curse
Find	Fine

At Campus' gate

Fikri : Hi, Good morning.

Hasan : Good morning.
 Fikri : My name is Fikri, a Management student.
 Hasan :Hi, Fikri. I'm Hasan, from Communication Department. (shaking hand)
 Fikri : **I'm really sorry to trouble you, but could you tell me how I can get to the Soekarno-Hatta's building?** I'm going to have a class there at 7.30 in room 201.
 Hasan : **Yes. No problem. It's that way. You only need to keep walking straight ahead. Then, after you pass the library you have to turn left. After that, take your first right and it's just across from the bus stop. You cannot miss it.**
 Fikri : Thank you so much! It's my first day at the university, so I don't know how to get anywhere yet.
 Hasan : Oh, I know that feeling. My brother and I have started the course here since 6 months ago, and I still don't know how to find certain places! This university is so big.
 Fikri : It really is. So, just to double check. Keep walking straight ahead till I pass the library, then I have to turn left and take the first right. Then it's across the bus stop. Is that correct?
 Hasan : Yes, that is correct.
 Fikri : Well, thanks for helping me. I must go now. My class will be started in 5 minutes. Hopefully I haven't miss it!
 Hasan : OK, bye.

Discussion

1. What are the speakers' major?
2. Where does Fikri's class take place this morning?
3. Do you think Fikri is a new student at the university?
4. How long has Hasan studied in the university?
5. What building Fikri has to pass to get to his class?

DIALOGUE 3

Vocabularies

Words	Meaning
Quarter to one	12.45; fifteen minutes to one
Upstairs	On or to an upper floor of a building
Painful	of part of the body) affected with pain
Elevator	A platform or compartment housed in a shaft for raising and lowering people or things to different floors or levels
Crowded	(of a space) full of people, leaving little or no room for movement; packed

Pronunciation

Pronounce the following words! Are they pronounced similarly or differently?

Would	Wood
Message	Massage
Made	Maid

At Dean's Room

Amir : Assalamu'alaikum
 Secretary : Wa'alaikumussalam. May I help you?

Amir : Yes. I would like to meet Prof. Muhammad. Is the professor in the room?

Secretary : Oh, have you made any appointment previously?

Amir : Yes. I have sent him a message and he is willing to meet me at 1.p.m today.

Secretary : Alright. It's a quarter to one, now. I think the professor is still attending the seminar upstairs.

Amir : Oh, I see.

Secretary : You can wait for him here or you can go directly to the seminar's room.

Amir : Is it alright if I wait for the professor upstairs, in front of the seminar's room?

Secretary : Yes, I think so. The professor is fine to meet anywhere.

Amir : OK, then. I think I will go straight to the seminar's room. **But, anyway, can you direct me to the seminar's room?**

Secretary : **Oh, it's just upstairs, the second floor. You can pass this corridor and go up the stairs. When you get the second floor, you will see the seminar's room on your right side, at the corner of the floor.**

Amir : Is there any elevator in this building? I had an accident last two weeks, my leg is still painful.

Secretary : Oh I'm sorry to hear that. Yes, there is an elevator in this building for sure. **It is right there, just one block from this room.** But you need to be patient a little bit because it's usually crowded at this time.

Amir : Hmm.. Well, No problem. I'll take the elevator. Thanks for your help.

Secretary : You're welcome.

Discussion

1. What time did the student come to meet the professor?
2. Where is the professor now?
3. What happened to the student last two weeks?



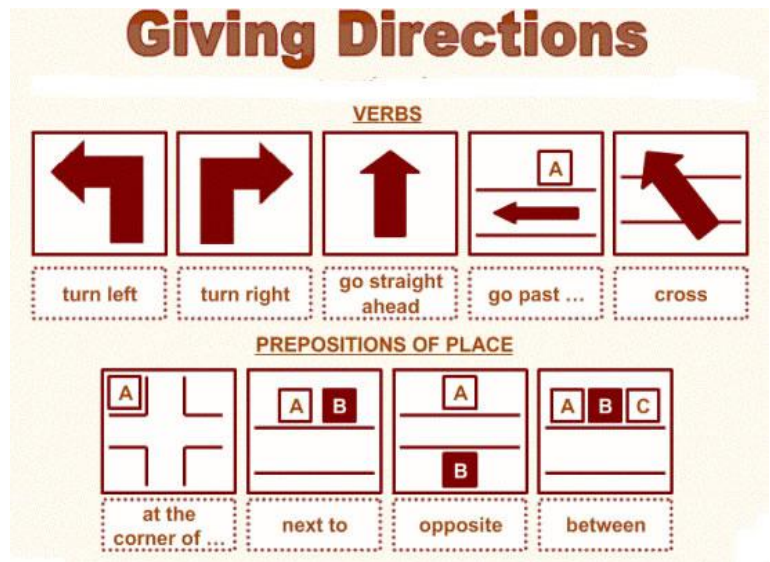
LET'S LEARN

ASKING AND GIVING DIRECTION

SITUATION	ASKING FOR DIRECTION	GIVING DIRECTION
More Formal 	Excuse me. Could you (please) tell me the way to...? Pardon me. Could you please tell me how to get to...? Could you tell me where (the nearest restroom) is? Can you tell me where (the library) is? Excuse me. How do I get to...?/ How can I get to...?	Go down/up this road until you get to... Keep going/Stay on this street until you see... Turn left/right. Make a left/right turn. Take the first left/right turn. Follow this street until you come to a traffic light/an intersection/ a road sign. It is the second U-turn. It is next to the library It is across the street from...

Less formal	Is this the way to...? Do you know where (the laboratory) is? Can you direct me to...?	You will pass..., you cannot miss it.
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USEFUL EXPRESSION	
In front of	Go past
Behind	Go across
At the back of	Go along
Next to	Go straight on
Beside	Go up
Across	Go down
Intersection	Go through
T-junction	Go out of
on the corner	opposite



EXERCISES

EXERCISE 1 COMPLETING DIALOGUES SITUATION 1

A: Assalamu'alaikum

B: Wa'alaikumussalam

A: _____?

B: You mean Diponegoro Hall?

A: _____

B: That's easy. Just _____

A: _____

B: Don't mention it.

SITUATION 2

A: _____

B: Excuse me. Do you know where Laboratory is?

A: _____. Just go through this corridor, then turn right. The Laboratory is on your left. You will see the room's sign.

A: _____

B: My pleasure.

EXERCISE 2
GUIDED DIALOGUES
SITUATION 1

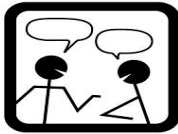
A will have a class in Teuku Umar Hall in room 105. He/she does not know where the room is. He/she meets B and asks for the direction to the room.

- | A | B |
|--|--|
| 1. greets B | 1. replies |
| 2. explains situation, asks where Teuku Umar Hall is | 2. gives direction |
| 3. asks for clarification and where 105 room is | 3. reexplain the direction, and gives complete direction to 105 room |
| 4. repeats directions | 4. confirms directions |
| 5. thanks B | 5. replies to thanks |

SITUATION 2

A is a student from Communication Department. He/She would like to attend an international conference in Diponegoro Hall. He/she has arrived at the hall's lobby but does not know where the conference exactly takes place. He/she then goes to meet the receptionist.

- | A | B |
|---|---------------------|
| 1. smile | 1. greets A |
| 2. replies | 2. offers help |
| 3. explains the situation and asks where the conference takes place | 3. gives direction |
| 4. thanks B | 4. replies to thank |
| 5. thanks B | 5. replies to thank |



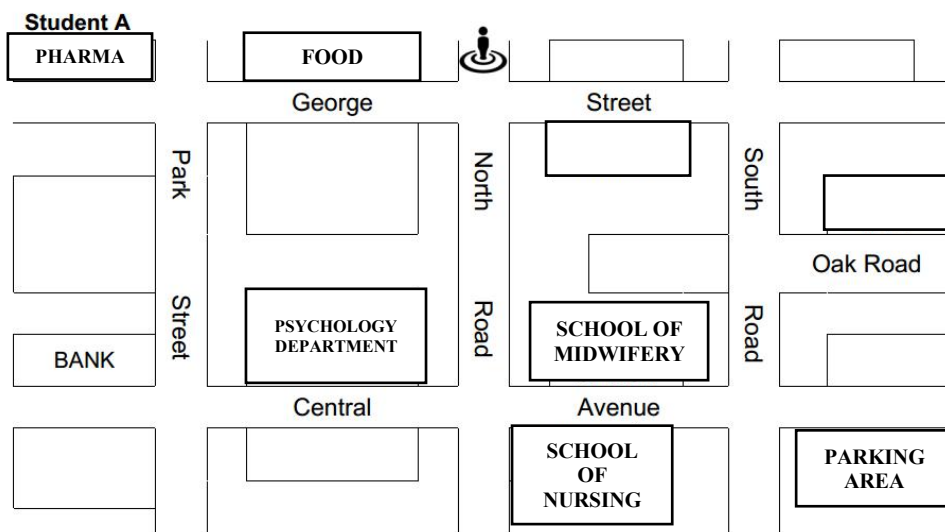
PRACTICE

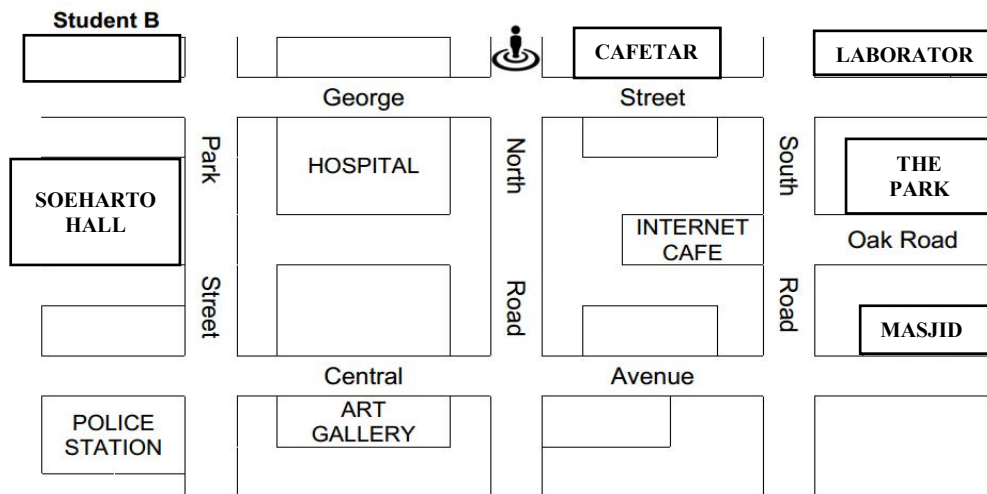
ROLEPLAY

Pair practice

You are A and your partner is B. Ask B how to get to these places. Write the numbers on the map. Answer B's questions. Always start from the starting point. You are strongly prohibited to look at your partner's map. Take turns.

1. Cafeteria
2. Hospital
3. Laboratory
4. The park
5. Soeharto Hall
6. Masjid





You are B and your partner is A. Answer A's questions. Ask B how to get to these places. Write the numbers on the map. Answer B's questions. Always start from the starting point. You are strongly prohibited to look at your partner's map. Take turns.

- | | |
|----------------------|--------------------------|
| 1. Food court | 4. Psychology Department |
| 1. Pharmacy | 5. School of Midwifery |
| 2. School of Nursing | 6. Parking area |



TIPS ON GIVING DIRECTIONS

Here are some helpful tips on how to give directions to others. Follow these tips, and you'll be a pro at giving directions in no time.

1. Use short phrases with the imperative form. Speak slowly and use very careful pronunciation.
2. Begin with an introductory phrase to put the listener at ease:
 - a. The easiest way is to . . .
 - b. The quickest way is to . . .
 - c. The best way is to . . .
3. Use transitions, words or phrases that signal a new idea/topic:
 - after that
 - then
 - next
 - when you get to...go/turn...
 - finally

4. Use set phrases:

Go/continue straight	Turn left/right	Stay on	Go/walk towards	Keep going
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5. Use landmarks, objects or structures on land that are easy to see and recognize.

Landmarks tell the person what to look out for. Examples:

- You will see a large clock on your left.
- Continue until you see the library on your right.
- You will pass a big parking lot on your left.

Adapted from: English Club. (1997-2015). *How to Give Directions*. <https://edition.englishclub.com/survival/how-to-give-directions/>

UNIT 2

Can you explain that again, Sir?



LEARNING OBJECTIVE

1. Students are able to use classroom language (expression) properly.



LEAD-IN ACTIVITY

Have you ever been late to class?

What would you say to your lecturer if you come late?

Match the picture and the situation that might happened in the picture.

Asking permission to go to restroom
Asking permission of being late
Asking for clarification
Asking questions to lecturer



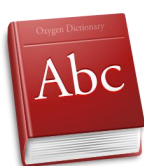
Based on the situations in the pictures, can you think of what will you say to your lecturer when you are in the situations.



CONVERSATION

- Lecturer : **May I have your attention, please?**
 Student 1 : **Shhhhhh!**
 Lecturer : **Now to begin with**, let's be clear what we mean by learning style. Learning style is the easiest way to learn or study. Different people have different learning style. Now, do you know how many basic learning style that have been identified by psychologist?
- Student 1 : **Pardon, can you repeat your question, Sir?**
 Lecturer : OK, can you mention how may types of learning style?
 Student 1 : There are seven basic learning styles, Sir.
 Lecturer : Seven, yes. What are they?
 Student 2 : Linguistics, Logical, Visual, Musical, Kinesthetic, and.. errr..
 Student 3 : **Can I add something?** The last two types are Intrapersonal and interpersonal.
 Lecturer : Yeah... **excellent!** So we are going to talk about linguistics first.

- Student 4 : (knock..knock) **I'm sorry, Sir. I'm late. Can I come in?**
 Lecturer : OK, but tell me why are you late?
 Student 4 : I had to pay the tuition in the bank and queued for an hour. I'm so sorry, Sir.
 Lecturer : It's okay. Please sit down. **Anyway..do you know how do linguistics people learn?**
 Student 1 : These people learn by using language, Sir.
 Lecturer : That's right.
 Student 4 : **What does it mean by using language, Sir.**
 Lecturer : Good question. Using language means linguistics people learn through listening, reading, speaking, and writing. **Do you follow me?**
 Students : Yes, sir.



MINI DICTIONARY

Vocabulary	Meaning
Attention	Notice, thought or interest
Repeat	To say or to tell people something more than once
Pardon	Used to say that you are sorry for doing something wrong or for being rude
Tuition	The money paid for teaching and learning process in a college
Queue	A line of people, usually standing to wait for something

Answer these following comprehension questions based on the conversation.

1. Where does the conversation take place?
2. What does student 1 say when she does not get the question?
3. What does student 3 say when he comes late?
4. Why are he late?
5. Can you analyze the sentences in bold?



LET'S LEARN

CLASSROOM LANGUAGE

Classroom language is phrases or sentences used for communication among teachers and students in class.

THINGS YOU MIGHT SAY TO YOUR TEACHER

ASKING FOR PERMISSION

I'm sorry I'm late. May I come in please?

May I go to the restroom?.

Add one more expression:

COMPREHENSION LANGUAGE

What does mean?
How do you say ... in English?
How do you spell this word?
How do you pronounce this word?
Can you repeat please?
I'm sorry, I didn't hear.
Speak more slowly, please.
Is this OK / right / correct?
Sorry, I'm lost.
What do you mean?
Can you explain that again?
Teacher, I have a question.

Add one more expression:

INTERRUPTING

Excuse me for interrupting, but...
Can I add something?
Can I add here that..

Add one more expression:

ASKING FOR INFORMATION

I'd like to know...
I'm interested in..
Could you tell me..?
Could I ask..?

Add one more expression:

EXPRESSIONS YOUR TEACHER MIGHT SAY TO YOU.

Attention, please!
May I have your attention, please?
Good morning! Take your seats!
Repeat after me.
Speak louder, please!
I can't hear you.
Do you understand?
Do you follow me?
Does that make any sense?
Are you with me?

Add one more expression:

THINGS YOU MIGHT SAY TO YOUR CLASSMATES

May I borrow your pencil please? Yes, sure. Here you are./ No, Sorry, I need it myself.

Add one more expression:



EXERCISES

EXERCISE 1

Label the pictures below using the right classroom expression.

Can I clean the board?	Sorry, I'm late. Can I come in?
Can I hand out the paper?	Sorry, I don't understand.
Can you repeat after me?	How do you pronounce...?

.....
.....

EXERCISE 2


Choose one of the options in the brackets to complete the sentences on several classroom expressions below.

1. I'm sorry, Ma'am. I'm late. Can I **(come/came)** in?
2. Zahra, **(might/may)** I borrow your book, please?
3. Pardon, can you **(repeat/repeating)** that, Sir?
4. Excuse me, may I **(gone/go)** to the restroom, Miss?
5. Miss Soraya, how do you **(pronounce/pronounced)** "queue" in English.


EXERCISE 3

Write a correct expression in the speech bubbles below.


1.




2.




3.



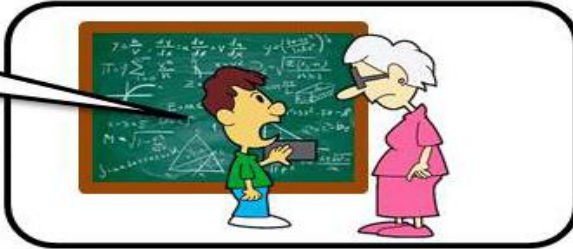
4.



5.



6.



islcollective.com

EXERCISE 4

Complete the dialogue based on the clue/situations in the brackets using correct classroom language.

Miss Fauzia : Now, we are going to begin with our homework. Please open your book and show me your homework.

Salsabila : *(what would she to her lecturer if she comes late)*.....

Miss Fauzia : *(respond to Salsabila and let her take a seat)*

.....

Salsabila : Thank you Miss. I won't be late again.
 Miss Fauzia : Anyway, all of you, now please show me your homework.
 Aziz : *(what would he say if he forgets to bring his homework?)*

Miss Fauzia : Why?
 Aziz : *(reason)*.....
 Miss Fauzia : OK Aziz, but you can't do it in the next homework.
 Fiki : This the homework Miss.
 Umama : *(ask questions about the homework)*

Miss Fauzia : Good question. Can anybody answer Umama's question?
 Rizal : *(ask permission to go to toilet)*

Miss Fauzia : Sure

EXERCISE 5

Classroom language ranking game

This is the list of some classroom languages that are useful for them to use in the classroom, including some more unusual ones. In pairs or threes, students debate which are the **top ten** most useful sentences. Also, make a list of five classroom languages that are not important/allowed to be used in class, give reasons.

- Can I blow my nose, please?
- Can you lend me some money, please?
- May I go to the restroom?
- Can you repeat, please?
- How do you spell this word?
- Speak more slowly, please?
- Can you explain that again?
- I can't see the board.
- Can you go out.
- May ask you a question? What do you mean by..?
- Can I add something?
- Pardon, I don't understand.
- Can I come in?
- Can I borrow your book?
- Silent, please!



In the United States, it is important to be on time, or punctual, for an appointment, a class, a meeting, etc. However, this may not be true in all countries. An American professor discovered this difference while teaching a class in a Brazilian university. The two-hour class was scheduled to begin at 10 a.m. and end at 12 p.m. On the first day, when the professor arrived on time, no one was in the classroom. Many students came after 10 a.m. Several arrived after 10:30 a.m. Two students came after 11 a.m. Although all the students greeted the professor as they arrived, few apologized for their lateness.

What about in Indonesia?

http://ngl.cengage.com/assets/downloads/rft_pro0000000019/issues_for_today_3_su.pdf



PRACTICE

EXERCISE 6.

ROLE PLAY: In the Classroom

Work in a group of 4 until 5 students. Make a 5-10 minutes role play. Imagine you are in a situation in a classroom. A student will become the lecturer and the other students will become the students. Use classroom language you have learned as many as possible in the proper situations.

Act it out in front of the class.

UNIT 3

I couldn't agree more.



LEARNING OBJECTIVES

1. Able to ask for and give opinion
2. Able to use expressions of agreement and disagreement
3. Able to clarify issues



LEAD-IN ACTIVITY

Look at the picture! What do you think they are doing?
Have you ever had a discussion or meeting in English?

Complete this questionnaire about discussions in English and keep a record of your answers.

Explain your answers to your partner, using examples where possible. Be honest!

1. You're at a brainstorming discussion where everyone is speaking English. The other participants seem to speak much better English than you. You have lots of ideas and opinions about their ideas. What do you usually do?
 - a. I interrupt others frequently in order to express my opinions, even though I know I make lots of basic mistakes with my English.
 - b. I wait for my turn to present my opinions, and then try to express myself as clearly as I can.
 - c. I only speak if someone asks me for my opinion, and keep my answers short to avoid mistakes.

2. You're at a discussion session in English where several participants are sitting silently and just listening. What do you do?
 - a. I ignore them – if they have nothing to say, they shouldn't be there.
 - b. I feel sorry for them – perhaps they are having problems with the language.
 - c. I do everything I can to involve them, by inviting them to speak and preventing others from interrupting them.

3. You're at a discussion session where a new member clearly can't speak English properly, and they keep making really basic mistakes like "it don't work". How do you feel?
 - a. Superior. My English is much better, and I'm glad I don't sound so stupid when I speak.
 - b. Irritated. If they can't speak English, they shouldn't be at this room.
 - c. Impressed. My friend is demonstrating excellent self-confidence and determination to overcome a language barrier. And they're making lots of useful contributions to the discussion.

4. At your discussion, everyone is talking at the same time in English. You can follow their conversations, but you're a few seconds behind. By the time you've thought of something to say, and planned how to say it, the conversation has moved on. How often do you experience this feeling?
 - a. All the time.
 - b. Quite often.
 - c. Rarely or never.

5. You are at a discussion session in English where you understand about 60–80% of what you hear. What do you do?
 - a. Keep interrupting to check what's going on. It's a bit embarrassing and frustrating for others, but it's important that I understand.
 - b. Participate actively in the discussion. From time to time I'll misunderstand the topic and my contributions will sound a bit stupid, but I'm prepared to take the risk.
 - c. Sit quietly and listen so as to avoid sounding stupid by talking about the wrong topic.

6. Who is responsible for overcoming your problems with English?
 - a. Nobody. I make mistakes but it's not a problem. I'm paid for my professional

skills, not for being an expert in English.
 b. My employer. They should provide more English lessons and give me time to study. My teacher could also do more to improve my English. Also, the other people at meetings should try to help me more.
 c. Me.

Analysis

Check your score and read the analysis. Discuss with a partner whether you agree.

Score key:

Q1: a: 10 b: 0 c: -10 Q2: a: 10 b: 0 c: -10 Q3: a: -5 b: -10 c: 10
Q4: a: -10 b: -5 c: 10 Q5: a: 5 b: 10 c: -10 Q6: a: 10 b: -10 c: 0

- If you scored between -60 and -30, you are too much of a perfectionist to participate actively in discussions in English. This is completely normal – most people hate making mistakes and looking stupid in front of their friends. But your friends may think even worse of you if you say nothing at all.
- If you scored between -25 and 25, you are a fairly typical user of English, with some good strategies for getting involved. However, there's always room for improvement.
- If you scored between 30 and 60, you are a risk-taker. You have a lot of self confidence, which means you can function effectively in English at work despite problems with the language. However, you may be rather dominant in group discussions. Also, some people may see your care-free attitude to English as a reflection of your care-free attitude to work.

Taken from: www.teachingenglish.org.uk



CONVERSATION

DIALOGUE 1

Vocabularies

Words	Meaning
Networking	A group or system of interconnected people or things.
Dangerous	Able or likely to cause harm or injury
Self-esteem	Confidence in one's own worth or abilities; self-respect
Commit	Carry out or perpetrate (a mistake, crime, or immoral act)
Platform	A raised level surface on which people or things can stand.
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
Broaden	Become larger in distance from side to side; widen.
Vision	The ability to think about or plan the future with imagination or wisdom
Ban	Officially or legally prohibit
Attitude	A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior

Pronunciation

Pronounce the following words! Are they pronounced similarly or differently?

Our	Hour
Should	Shoot
Safe	Save
Bad	Bed
Laugh	Love
World	Word

In the Classroom

Ahsan : Assalamu'alaikum Warahmatullahi Wabarakatuh

Luqman and Zaid: Wa'alaikumussalam Warahmatullahi Wabarakatuh

Ahsan : Alhamdulillah. Today, We're going to discuss our topic given by our teacher. It is about "Social networking can be too dangerous for young people and should only be available to adults".

Luqman : So, shall I start first?

Ahsan : Sure.

Luqman : Yeah, so we need to discuss whether social networking can be dangerous for young people and whether they should be only available to adults. So, **do you have any ideas?**

Zaid : **I'm sorry, but I have to disagree with that statement** because in my opinion, young people can keep contact with old or new friends on their social network and it can develop their good relationships and it can increase their self-esteem.

Luqman : **Yeah, I see your points, but** using social networking could be dangerous to young people because many of them don't know how to keep their personal information safe, so some of my friends even put their mobile phone numbers on their Facebook, so I think the criminals may use the information to commit some crimes. What do you think?

Zaid : **I see your point, but I think** it can give the teenagers a chance to notice who is good and who is bad and to try to learn how to protect themselves from these guys.

Ahsan : **That's a good point, but I think** social networking could also be a platform for cyber-bullying, which means that someone may take some photos of others, and for sure it's not very good photos, and put it on the internet and let people laugh at them. **So, I think** it could be very dangerous for the young people using social networking sites.

Luqman : **You're right, but I think** in the real world people can bully each other as well, so I think that it's not a big problem. And I'm not sure I can agree with that statement because in my opinion, people can make friends on the social network and they can share things in their life to each other which can broaden their vision.

Zaid : **That's true, yes.** Social networking provides many benefits to young people, I see that. **However, in my humble opinion,** young people shouldn't be banned from using social networking sites but adults need to teach them the correct attitudes in using the social networking. **That would be better, I think.**

Ahsan : Yeah, **you're right, so which means in conclusion we all think** social networking can be used and applicable for adults and teenagers.

Luqman and Zaid: Yes

Ahsan : Alright. That's all for our discussion today. Hopefully, what we have discussed be beneficial for our knowledge. At last, thank you very much for today and Assalamu'alaikum Warahmatullahi Wabarakatuh
 Luqman and Zaid: Wa'alaikumussalam Warahmatullahi Wabarakatuh
 Adapted from: www.britishcouncil.org/learnenglish teens

Discussion


1. What are the topic of the discussion?
2. Whose opinion that you agree the most?
3. Do you know some other bad effects of using social networking by teenagers? What are they?




LET'S LEARN

Here are some other expressions you need to learn in a discussion.

1. AGREEMENT

SITUATION	COMPLETE AGREEMENT	TENTATIVE AGREEMENT
Formal  Less formal	I agree completely... I agree with you 100 percent. That's just what I think, of course. In my opinion, you are correct. I have to side with Dad on this one. I couldn't agree more. You have a point there. That's exactly how I feel. I was just going to say that. You're right. You're absolutely right. Sure. Exactly. Absolutely. That's so true. That's for sure. (slang) Tell me about it! No doubt about it.	I suppose you're right. Well, maybe... I'm afraid I agree with James. (weak) I suppose so./I guess so. (agree with negative statement) Me neither.

2. DISAGREEMENT

SITUATION	INDIRECT DISAGREEMENT	DIRECT DISAGREEMENT
More Formal  Less formal	I'm not sure I can agree. I wonder if there's a mistake. In my opinion... I beg to differ. Are you absolutely sure? That really surprises me. I may be wrong, but... I'm afraid I disagree. But I thought... Really? Oh, I don't know Yes, but... I don't think so.	I'm sorry, but I have to disagree. I couldn't agree less. I couldn't disagree more. I refuse to believe that... That's not always true. That's not always the case. No, I'm not so sure about that. (strong) I totally disagree. (strong) I'd say the exact opposite. (strong and impolite) No, that's wrong. (strong and impolite) You're dead wrong. (strong and impolite) Nope. (strong and impolite) No way! (strong and impolite) Uh-uh! (strong and impolite) No way. (strong and impolite) Not necessarily.

3. STATING AN OPINION

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

4. ASKING FOR AN OPINION

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

5. INTERRUPTIONS

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

6. SETTLING AN ARGUMENT

- Let's just move on, shall we?
- Let's drop it.
- I think we're going to have to agree to disagree.
- **(sarcastic)** Whatever you say/If you say so.

TIPS IN GIVING OPINION

<i>DO</i>	<i>Don't:</i>
<ul style="list-style-type: none"> ● <i>Think about your opinion before the discussion starts.</i> ● <i>Say what you really think about the topic and explain why you think that.</i> ● <i>Listen to what your partner says and say if you agree or disagree.</i> ● <i>Make sure you know the language for agreeing and disagreeing.</i> ● <i>Be polite if you disagree.</i> ● <i>Ask your partner what he/she thinks.</i> ● <i>Use every second you are given to do the task.</i> ● <i>Finish the discussion by summarising what you have spoken about.</i> 	<ul style="list-style-type: none"> ● <i>Only give your own opinion but also respond to your partner.</i> ● <i>Worry if you don't agree with your partner. That's fine!</i> ● <i>Talk about things that are not relevant to the topic.</i> ● <i>Let the discussion stop. Keep it going!</i>



EXERCISES

EXERCISE 1 (COMPLETING DIALOGUES)

SITUATION 1

A: Well, in my opinion, _____.

B: Why do you say that?

A: _____.

B: That's an interesting thought, but _____.

SITUATION 2

A: What do you think of _____?

B: _____.

A: Oh, I don't know. _____?

B: _____.

SITUATION 3

A: How do you feel about _____?

B: If you want my honest opinion _____.

A: I couldn't agree with you more.

B: Sure.

EXERCISE 2

A and B are students from the same department at 'Aisyiyah University of Yogyakarta. They are having discussion about "full day-school for Elementary School Student" in the library.

A

Greets B

Describe about what they have to do in their assignments

Disagrees politely with B, and explain his/her opinion

Gives further explanation

Concludes the discussion, gives closing

B

replies

Tell his/her opinion on the topic

Expresses doubt and asks for more information

Gives tentative agreement

replies

EXERCISE 3
ROLE PLAYS
SITUATION 1

A, B, and C, all psychology students, are discussing the best way to raise children. A prefers on a strict method, whereas C prefers a permissive and relaxed method. B prefers to combine both methods, depending on the situation.

SITUATION 2

In group of three. Discuss about “Children should be prohibited to watch TV”. Express your opinion clearly. Whenever your group has come to a conclusion, present it to the class.

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UNIT 4

How is Jakarta like?



LEARNING OBJECTIVES

1. Students are able to explain about his/her culture.
2. Students learn cross cultural understanding.



LEAD-IN ACTIVITY

1. Do you have friends from other countries?
2. What are the things do you usually want to know from her/him?
3. Watch the video of interviewing someone about his/her culture. What are they talking about? <https://www.youtube.com/watch?v=1FuaB4y4id4>



CONVERSATION

Read the dialog between Ida and James. Then, answer the questions that follow.

James : Excuse me, May I have your favor?

Ida : Sure. What can I do for you?

James : I'm a new comer here and I'm looking for the lecturer room.

Ida : Oh lecturer room, just go ahead until you find the laboratory skill. Then turn right you'll find the library in the right. The lecturer room is in the opposite the library. Do you want me to accompany you to go there?

James : Yes, please if it doesn't bother you. Anyway, I'm James, an exchange student from London. Nice meeting you.

Ida : Nice meeting you too. Wow, London. How's London like?

James : It's a big and crowded city. Now, it's summer. But, it's not that hot. I'm sweating all the time here. Anyway, do I dress politely? I see everyone wears uniform. I don't know that. In my university, everyone is free to dress.

Ida : Hmm...to be honest, I don't recommend you to dress like that. If you don't have the uniform, it's better for you to wear shirt and trousers during the class.

James : Thank you for your advice.

Ida : Anytime. James, how are the students life there? I mean do they only study or doing part time job?

James : Many students have a side job beside studying. They work as a part-timer. I was a waiter in London. I studied in the morning until at noon after that I worked until night.

Ida : Unbelievable. You must be tired. I can't do that. The uni schedule and assignments force me to focus on my study. Do you live with your parents?

James : Nope. I stayed in uni dormitory. It's much cheaper than renting an apartment. My house is very far from the campus.

Ida : I stay in a borading house nearby the campus. The uni dormitory is only for new students here. Finally, here we are. The lecturer room is on your right side. Have a nice day James.

James : Have a nice day Ida. Thanks for helping.

Ida : Anytime.

Questions

1. Who is James?
2. How is London according to James?
3. Does James dress appropriately?
4. How are the students life in London?
5. Why cannot Ida work as a part-timer?



LET'S LEARN

Study the expressions below.

You can use these expressions to ask about something in general. You may get general answer, not focus in one point.

- How's it like?
- How's Jakarta?
- What's it like?
- What's the weather like?



EXERCISES

EXERCISE 1.

Listen to Nisa and Siwatra talk about their hometowns. What do they say? Check (v) the correct boxes.

1. Siwatra is a new student at the class.
2. Siwatra arrived in Yogyakarta two weeks ago.
3. Siwatra stays in a boarding house.
4. Siwatra has studied Bahasa.
5. Siwatra speaks Thai and Malay.
6. Siwatra lives in North Thailand.
7. The weather in Yogyakarta and Thailand is not different different.
8. Siwatra dislikes Tom yam.
9. Tuk tuk is four wheeled vehicle in Thailand.
10. The lecturer does not come.

EXERCISE 2

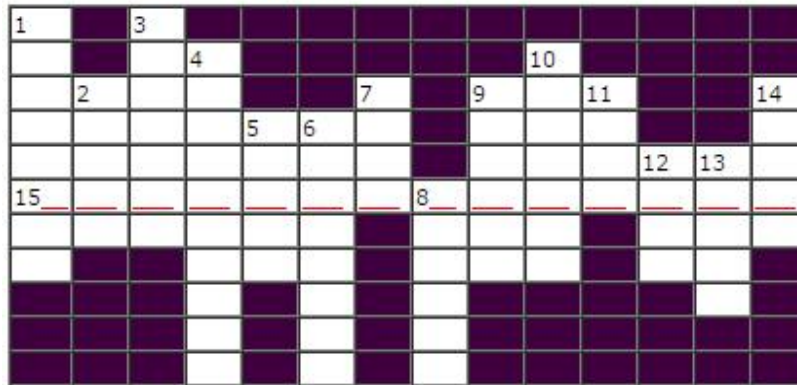
Match the questions with the answers. Then practice the conversations.

No.	Question	Answer
1	How's Hongkong like? Is't an instesting place?	a. Oh, really? It's summer now. The temperature could be 19°C. People like doing outdoor activities.
2	Do you like your hometown?	b. The students are mostly independent. They no longer live with their parents. They study while working..
3	What's the weather like in London? I've never been there.	c. Yes, it's. It's very exciting place. It's very crowded, however.
4	Have you ever celebrated Thanksgiving day?	d. No, I hate it. It's not too small, but pretty boring. That's why I moved away
5	How're the students life in Sydney?	e. Yes.In USA, we usually eat turkey for our dinner in that day.

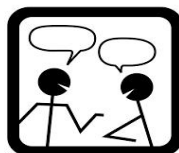
EXERCISE 3

Read the clues and write the words *downwards* in the puzzle. What are the two hidden words which go across the middle of the puzzle to make number 15? These words (7 and 7 letters) describe *one* influence on our business behaviour.

Print this page and complete the crossword offline



1. In Northern Europe, people feel comfortable when the distance between them is about 75 cm.
2. subjects are ones which should be avoided because they may cause offence or embarrassment.
3. In Germany, people are addressed by their titles and
4. It is usefully to know what kind of clothes are at business meetings in other countries.
5. In Britain, people hands less often than in the rest of Europe.
6. It is important not to be late but to be for a business meeting.
7. language is interpreted differently in different cultures. For example, crossing your arms in front of you means different things according to your culture.
8. A is an established and habitual practice which is typical of a particular group of people.
9. A is a ceremony which is often repeated in the same form.
10. A lot of people think that all Europeans have attitudes but they are often very different.
11. In Japan it is very important to take a when you visit colleagues.
12. A British businessman normally wears a at a meeting.
13. Attitudes to business are different. For example, in some countries short-sleeved shirts are not acceptable.
14. In Britain it is important to include when making a presentation because a sense of humour is valued.



PRACTICE

Interview your partner about his/her hometown. You may ask about the cuisine, traditional dance, traditional games etc. You can use the expressions you have just learnt or other expressions. After interviewing your partner, retelling the information you have got in front of the class.

UNIT 5

Today, I'm going to talk about....



LEARNING OBJECTIVE

1. Students are able to deliver oral presentation.



LEAD-IN ACTIVITY

Discuss these following questions in pair.

1. Have you ever spoken in front of many people?
2. Have you ever had a presentation?
3. How did you feel when doing a presentation, especially your first presentation?

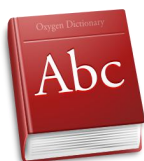


CONVERSATION

Nisa, is having a presentation about her company's new product. Listen to the recording and complete the following presentation transcript.

After that	illustrate	sums up
To start with	describe	specific
Illustration	thanks	outlined
Purpose	thank	
Finally	outline	
Then	specifically	
Sum up	tell you	

“Good morning, everybody. I hope you are all doing well today and I’d like to _____ you all for being here. Today I am here to _____ about our latest product, and more _____ about how it works and what it does. I’d also like to _____ the products’ features and _____ inform you about where you can get it and how. _____, I’d like to briefly _____ our current marketing policy in Canada. _____, I’ll _____ some of the problems we have encountered in our market share. _____, I’ll _____ our progress this year and continue on with our main _____ for being here; the product. “



MINI DICTIONARY

Vocabulary	Meaning
Purpose	Why you do something or why something exist
Sum up	To describe the important facts or characteristics about something or someone
Illustrate	To show the meaning of something more clearly by giving examples
Describe	To say what something is like
Outline	To give the main fact about something
Briefly	For a short time



LANGUAGE FUNCTION

It is very important to carefully structure your presentation so that the audience can easily follow and understand you. I suggest the following guidelines:

1. **Introduction** – introduce the presenters. Introduce what you will be presenting, let the audience know there will be time for questions at the end
2. **Overview** – give a general outline of your presentation
3. **State Points** – give your points in logical sequence, giving explanations and exceptions. Make a clear transition between each point.
4. **State results and conclusions**
5. **Summarize**
6. **Close** – relate the beginning of the presentation to the end
7. **Questions** – ask the audience if they have any question

Commonly used phrases

Introduce the topic:

- Today, I am going to talk about
- Today, I would like to present about
- I'm going to take a look at/examine
- Let's get the ball rolling.
- Shall we get started?

Overview:

- The issues I want to mention/discuss
- It is important to begin by saying
- There are a number of things to consider when looking at the issue of.....
- It makes sense to start by

Stating Points:

- In my opinion
- I consider important because
- In my view
- I think that
- An important point to consider is

Adding more points:

- In addition
- What is more
- Another point to consider is
- I'd like to move onto
- That's all I have to say about that, now I'd like to move onto

- Now I'd like to look at
- This leads me to my next point

Summarizing:

- I've talked about
- That brings me to the end of my
- Well, that's about it for now.
- We've covered
- To sum up
- In general

Relating end to the beginning:

- So I hope you're clearer on
- To return to the original question
- So if we look at what I said in the beginning

Closing

- In conclusions then, it is clear that
- To conclude, therefore, I would say that ...

Question:.

- Thank you for your attention, I'd be glad to answer any questions you might have.

Unable to answer questions:

- That's an interesting question, I don't actually know, but I'll get back to you later.
- Good question! I really don't know! What do you think?
- Unfortunately I'm not the best person to answer that.

If things go wrong:

- Let me say that another way
- Perhaps I can rephrase that
- What I mean to say is

<http://www.englishisapieceofcake.com/giving-a-presentation-vocabulary.html>



EXERCISES

Exercise 1

Choose one of the options in the brackets to complete the sentences on delivering a presentation below.

1. Today, I would like to (**present/presentation**) about the use of CT scan.
2. In this presentation, I'm going to (**discuss/discuss about**) my research paper.
3. It is important to begin by (**saying/say**) that CT scan and MRI are different.
4. In (**addition/additional**), I am going to discuss the use of MRI.
5. In (**generally/general**), MRI gives more specific details in tissue imaging.
6. In (**conclude/conclusion**), it is clear that both technique are different.

7. I'd be glad to (**answering/answer**) any questions you might have.

Exercise 2

Rearrange the following sentence of opening a presentation into a good order by writing the number of the order.

- The issue I want to discuss is the different between complete metamorphose and incomplete metamorphose.
- Shall we begin?
- Assalamu'alaikum Warahmatullahi Wabarakatuh.
- My name is Hamzah.
- Good Afternoon, Ladies & gentlemen
- Today, I would like to present about my research paper.

Exercise 3

Put the phrases into the right group of presentation expression.

Secondly,..	The topic of my presentation is..
I'd like to talk about...	However,..
Then again,..	Besides,..
First of all,..	In addition..
What's more,..	On the other hand,..
I'm going to talk about..	Also,..

Introducing your presentation	Ordering your presentation	Adding more ideas	Adding ideas from a different points
<i>I'd like to talk about..</i>			

Exercise 4

In pairs, discuss and answer these following questions?

1. Can you think of some of the great speeches in history in the world?
2. Who are the greatest speakers that you can think of (past and present)?
3. What are the characteristics of a great speech?

Exercise 5

Watch two video of good and bad presentation technique.

Work in a group of three. Then, make notes of errors made while watching the video. (<https://www.youtube.com/watch?v=S5c1susCPAE>)



Poor Presentation

1. Problem using the equipment - lack preparation
2. _____

Good Presentation

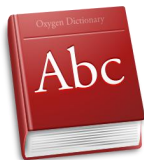
1. Confident with presenter kit - good preparation.
2. _____



CONVERSATION

Ali and Syifa are having small talk outside the class after Syifa had a presentation.

- Syifa : Alhamdulillah.. it's done.
- Ali : Congratulations Syifa. You did it. Next week is my turn. Can you just give me some **tips** to do such successful presentation?
- Syifa : Don't mention it. Well, I learned much from my sister. She is a manager in her company now. She often has to make a presentation in front of many clients.
- Ali : How lucky you are. So, what should I do for my next week presentation?
- Syifa : The first thing you have to do is learn your material. Take time to **commit your material to memory**. An educated **speaker** is one **worth** paying attention to, and will keep the audience **engaged**.
- Ali : It means that, as much as possible we should not read the **slides**, shouldn't we?
- Syifa : Exactly. It's too boring to present using our slides as a **script**.
- Ali : Okay, got it. Hmm, what about using visual? You used some **visuals** on your presentation, right?
- Syifa : Yes. Visuals facilitate **rapid** understanding for the audience. Don't try to get to **wordy**. It means that you don't need to write a lot of sentences in your slides.
- Ali : I see. Okay, thanks a lot for your tips. I hope that it will help me.
- Syifa : You're welcome. Good luck!



MINI DICTIONARY

Vocabularies	Meaning
Tips	a useful piece of information, especially about how to do something
Commit sth to memory	to make certain that you remember something
Speaker	a person who gives a speech at a public event
Worth	to be important or useful to have or do
Engaged	Involved in something
Slide	A single page of a presentation.
Script	The words of the speech
visual	Related to seeing
Rapid	Fast or sudden

Answer these following comprehension questions based on the conversation.

1. What do the speakers do?
2. What did Ali ask to Syifa?
3. Why does a speaker have to learn the material before presentation?
4. What is the advantage if we use visual in our presentation?
5. What does the word “wordy” mean?



EXERCISES

Please read the tips on how to make an engaging presentation.






<p>1. </p>	<p>WHY IS IT IMPORTANT? Why should they pay attention to what you're saying? "After this presentation, you will understand _____."</p>	<p>2. </p>	<p>PERSONAL EXPERIENCE Bringing some real life stories can make your presentation more interesting and memorable.</p>
<p>3. </p>	<p>HUMOR Laughter reduces stress and can make listeners feel more relaxed and open to learning. Share a good laugh with your audience, they'll appreciate it!</p>	<p>4. </p>	<p>VISUAL AIDS Use videos, images, graphs, charts, and incorporate physical objects to help listeners "see" and "feel" what you mean.</p>
<p>5. </p>	<p>PAUSE Don't keep talking non-stop. Make sure to give time for your listeners to think and participate by asking any questions.</p>	<p>6. </p>	<p>KEEP IT SIMPLE! Don't try to do too much in a little time. Keep your language, visual aids, stories and your jokes simple and easy to understand.</p>

Photo Credit: www.canstockphoto.com

HOW TO MAKE AN ENGAGING PRESENTATION

www.theenglishstudent.com

Exercise 6

Read the article. Then complete the sentences.

1. To get audience's attention, *state the importance of the presentation.*
2. To reduce the presenter's stress,.....
3. To make the presentation more interesting and memorable,.....
4. To make the listener feel more relaxed,.....
5. To help the listeners 'feel' and 'see' what you mean,.....
6. To make the listener think and participate,.....

Exercise 7

Work in pairs. Think one more tips on how to make a successful presentation. Then, share your idea in front of class.



Minimize Verbosity

Your slides are there to support what you are saying, not to say it for you. Keep your word count low, The language in your slides doesn't need to be in complete sentences. Pare the text to as few words as possible. Your audience will remember more when they have to read fewer words.

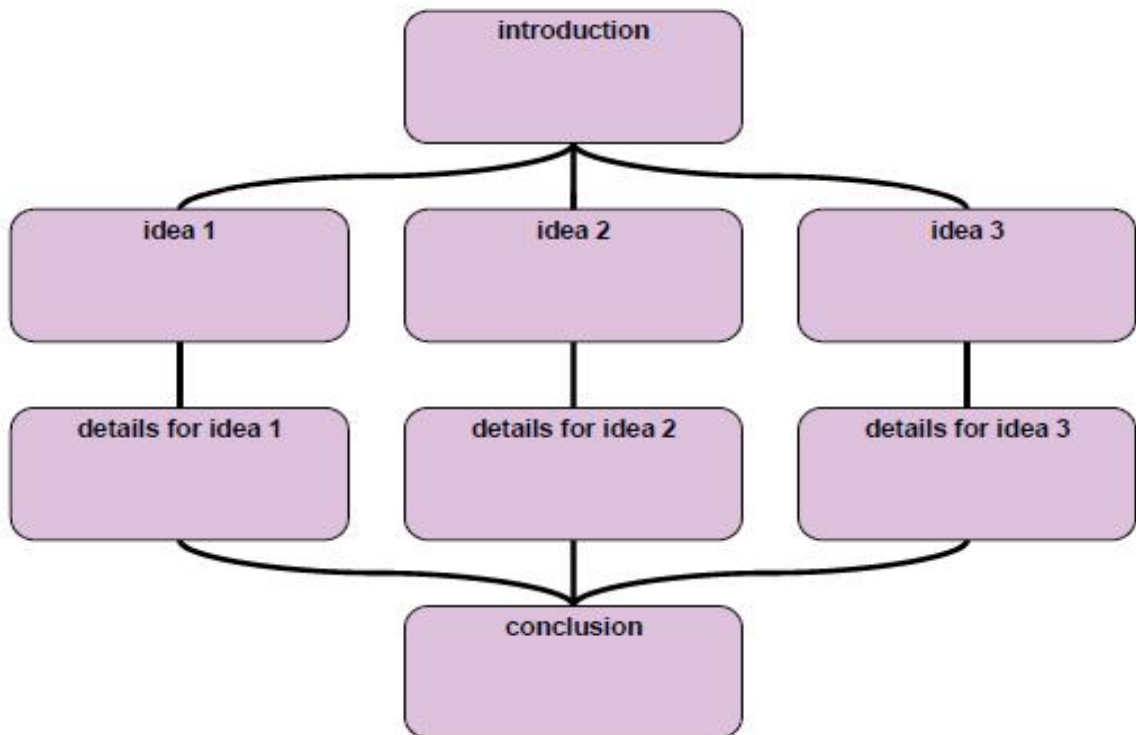
edutopia.com



PRACTICE

- ✧ You are going to have 5 minutes presentation in front of the class. To make you easier, first, please fill in the diagram below on what you are going to present. Choose one of the topics below.
- ✧ Deliver your presentation in front of class. Don't forget to practice the tips on making a successful presentation. As you are delivering your presentation, your friends will evaluate you using the rubric below.

This sheet is to help you plan your presentation. Write short notes in the boxes. Don't write full sentences.



Global Warming

RECYCLING

WOMEN'S RIGHTS




Animal experimentation

Online education

TV censorship

Presentation Rubric.

Put a tick (✓) on the column you choose.

			
He/She stayed on the topic			
He/She looked at the audience			
He/She spoke loudly and clearly			
He/She spoke fluently			
He/She used visuals			
He/She was not overreacted (gesture)			

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