

## SPEECH

MILIK PERPUSTAKAAN IKIP PADANG	
DITERIMA TGL. :	09 Mei 1996
SUMBER / MARGA :	K /
KOLEKSI :	Ks
NO. INVENTARIS :	812 / K / 90 - 52 (2)
KLASIFIKASI :	410 May S. 2

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**1996**

## PREFACE

Speech is the oldest of all the methods people have for communicating with one another. It is also the easiest, the cheapest and the fastest to use

(McRoberts, 1986:3)

This is collection of speaking materials and activities for the course of Speech that provide students with ample opportunities to express themselves effectively in English as well as to develop their listening skills.

The book deals with various speaking activities, mostly speech types ranging from conversation, discussion, debate, reporting, formal and informal speeches, news reading and master of ceremony, to role play, story telling and seminar. Each activity contains theory (preparation and procedures), sample of tasks and practice. Input of expressions and variation are also included.

Materials are selected from various sources, and some are adapted on the basis of the students needs. However, the students are also required to prepare related materials outside of class for full participation in class activities.

Padang, August 1996

Teaching Team

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MILIK UPT PERPUSTAKAAN  
IKIP PADANG

## SILABUS MATA KULIAH

COURSE : SPEECH

Description: This course is designed to enhance students ability to express themselves and communicate effectively in English in formal and informal situations. It will provide them with the opportunities to use English for group discussion, debate, role playing, story telling, and public reporting. Students are required to prepare materials outside of class for full participation in daily activities

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Week	Activity	Topic
1.	Introduction	clas policy; dialogues interview
2.	Group and Class Discussion	smoking, genderroles, tourism, development, environmental protection, etc.
3.	Reporting	Current events :National/local
4.	Informal Speech	Students choice
5.	Debate	Social Welfare, Unemployment,
6.	Debate	Human Right. Animal Rights Ageism, etc.
7.	Role Play	Students Choice
8.	Mid-Term Examination	Teachers prepared topics
9.	News Reading	students choice
10.	Story Telling	Students choice
11.	Formal Speech	students choice
12.	Formal Speech	students choice
13.	M.C	Formal and Informal Occasions
14.	Seminar	Language Teaching
15.	Seminar	Language Teaching
16.	Final Examination	Teachers Prepared Topics

# I. CONVERSATION : DIALOGUES AND INTERVIEWS

## A. Introduction

Conversation is a type of speech in which everybody engages in every day life, exchanging ideas and opinions, primarily for entertainment, In order to achieve successful conversation everyone of you should become an active speaker, as well as an active listener, and follow rules of conversation.

## B. Preparation

The following is some rules of conversation for you to consider to prepare an effective conversation.

1. Choose the right starter with familiar topics which every one has an opinion, say, a comment about weather
2. Keep the conversation going by sharing turns and ideas and by talking clearly and pleasantly about topic of mutual interest
3. Avoid monopolizing the conversation, rude interruptions, personal questions, unkind gossip, and overused "fillers"
4. Make sure that every one of you participates actively, not only as a good speaker but also as an attentive listener. Remember, the one who talkes most is not necessarily the best conversationalist.
5. Create a pleasant conversational atmosphere and don't get it turn into a 'heated' discussion or debate

## C. Input of Expressions / Phrases

### 1. Common fillers and Encouragement

- |                           |                                |
|---------------------------|--------------------------------|
| well ....                 | - really /is that right?       |
| um ..../er..../uh huh.... | - that's nice/how interesting! |

- |                                     |                                |
|-------------------------------------|--------------------------------|
| actually .../frankly ...            | - does s/he?                   |
| You know /see ...                   | - is it? / Oh yeah?            |
| I see                               | - yes                          |
| I / you mean ...                    | - no kidding!                  |
| As a matter of fact .../in fact ... | - are you serious?             |
| Let's see (now)                     | - then what did you do?        |
| I'll have to think about it         | - I can't believe it!          |
| I wonder ...                        | - that's amazing!              |
| Hang on ...                         | - Unbelievable!                |
|                                     | - You have been joking!        |
|                                     | - I know exactly what you mean |

(from Dornyei & Thurrel, 1992)

## 2. Changing the Subject in a Conversation

- (Oh) by the way
- That reminds me (of) ...
- Speaking about/of .../Talking of ...
- Before I forget ... Oh, I nearly forget!
- Oh! while I remember ...
- I just thought of something
- Oh, there's something else I wanted/meant to say .../ask you...
- Oh, I knew there was something I meant/wanted to tell you ...
- This has got nothing to do with what we are talking about, but ...
- I know this is changing the subject but ...
- Changing the subject (for a minute)
- Funny/strange ... you should mention/ say that ...
- That's funny, because something similar ...
- Incidentally ...

### 3. Interrupting a Conversation and then Returning to the Topic

To Interrupt	To return
- (I'm) Sorry to interrupt ...	- as I was saying ...
- Sorry to break in, but ...	- (now) what was I saying/what were we talking about ...
- Sorry, can/may I interrupt you for a second?	- Going back to ...
- Excuse me .../Pardon me ...	- Where was I ... ?
- Excuse/Pardon me for interrupting, but ...	- To return to/going back to what I was saying before ...
- It I may interrupt for a second ...	- To get back to what we were talking about ...
- Sorry, but did I hear you say ...?	- Let's get back to..
- I couldn't help overhearing ...	- (Yes, well)amfusy..
	- In any case ...

#### D. Practice

Prepare a conversation in pairs by choosing the topics below and practice it in front of the class. Discuss an example of good or ineffective. Conversation which you have engaged. Tell it specifically why it exemplifies good or poor conversation.

1. What is something you really want to learn to do before you die?
2. Where do you think you will be five years from now? Doing what?
3. How would your life be changed if there were no T.V.?
4. Tell me about someone special in your family.
5. Are you anxious to get married? Why? Why not?
6. What kind of social evening do you like?

7. What is a current problem that you have?
  8. Who is someone that you are always happy to see? Why?
  9. If you found \$50 in the street, what would you do with it?
  10. How do you spend your weekends?
  11. Where do you go when you want to be alone?
  12. Do you enjoy sports? Which ones?
  13. Whom do you miss the most in your country?
  14. What is the worst you have ever done for money?
- 
1. Would you consider marrying someone who is not of your race or cultural background?
  2. What is something really scary that happened to you?
  3. What is your favorite food?
  4. How do you feel about homosexuality?
  5. What is something you have that you would hate to lose?
  6. What kind of advice did your mother give you when you were young?
  7. Who is the "boss" in your family? How do you know?
  8. What is a present you would like to receive?
  9. Who helps you in the United States? Do you have a special American friend?
  10. Did your parents take you to any sort of religious service when you were a child? Will you take your children to learn religious teachings?
  11. What are you saving money for?
  12. Who gave you your first romantic kiss?
  13. Do you believe in life after death?
  14. Do you smoke? How do you feel about laws that control smoking in public areas?

(From Ladouse, 1987)



## II. DISCUSSION

### A. Introduction

A discussion is a method of solving problems about a selected topic. In the discussion you share information, knowledge, opinions and attitudes in order to aid in the solution of problems. You should participate in the discussion, as an active speaker as well as an active listener.

### B. Preparation

Before you begin a discussion, consider the following suggestions.

1. Speak loudly and distinctly enough to be heard by all the group
2. Speak after being recognized by the chairperson
3. State your question(s) briefly and clearly
4. Relate your comments to the topic under discussion
5. State your views in a friendly manner
6. Avoid making lengthy speeches from the floor
7. Watch the tone of your voice and your manner of speaking
8. Have a constructive contribution
9. Start to listen at the very beginning of the discussion
10. Listen for ideas and summaries to solve the problems
11. Use the time provided effectively
12. Come to the conclusion on time

### C. Input : Useful Phrases For Discussions

- |                              |                              |
|------------------------------|------------------------------|
| 1. Stating an argument:      | 2. Agreeing with an argument |
| 1. In my opinion, .....      | 1. Of course                 |
| 2. Personally, I think ..... | 2. Right                     |
| 3. I believe that .....      | 3. Exactly!                  |
| 4. The point is this .....   | 4. That's fine               |
| 5. If you ask me, .....      | 5. So do I (Neither do I)    |

- |                                   |                                         |
|-----------------------------------|-----------------------------------------|
| 6. I'd like to say that, .....    | 6. I agree completely                   |
| 7. I'd like to point out that ... | 7. I agree with you entirely            |
| 8. Speaking for myself .....      | 8. You are absolutely right             |
| 9. As for as I'm concerned .....  | 9. That's a good point                  |
| 10. In my experience, .....       | 10. I couldn't agree with you any more. |
3. Challenging an argument
- |                                                      |                              |
|------------------------------------------------------|------------------------------|
| 1. That can't be true because...                     | 11. That's just what I think |
| 2. But what about .....? What's your answer to that? | 12. I feel the same way.     |
| 3. Do you mean to tell me that .....                 |                              |
| 4. Are you seriously suggesting that .....           |                              |
4. Disagreeing with an argument
- |                                           |  |
|-------------------------------------------|--|
| 1. However, .....                         |  |
| 2. I'm afraid I disagree                  |  |
| 3. On the other hand, .....               |  |
| 4. On the contrary.....                   |  |
| 5. That's not (entirely) true...          |  |
| 6. I can't possibly accept that.          |  |
| 7. Good point, but,....                   |  |
| 8. All right, but don't you think ...     |  |
| 9. That's not the same thing at all ..... |  |
5. Clarifying
- |                                                       |  |
|-------------------------------------------------------|--|
| 1. What I said was ... (What I meant to say was ..... |  |
| 2. I did not say ....., what I did say was that ..... |  |
| 3. I think you misunderstood what I said.             |  |
| 4. Let me repeat (rephrase) what I said.              |  |
| 5. I'm not saying that what I am saying is .....      |  |
| 6. Yes, but don't forget I was only referring to ...  |  |
6. Asking for an opinion:
- |                                      |  |
|--------------------------------------|--|
| 1. Well, what do you think?          |  |
| 2. Do you agree ? (Don't you agree?) |  |
| 3. What's your view on the matter?   |  |
| 4. How do you see it?                |  |
| 5. Let's have your opinion           |  |
| 6. What's your take?                 |  |

(From Benetua)

7. Interpreting or reformulating what the other speaker has said

If I understood you correctly/Right ...  
Do you mean to say ...?/So you mean ...?  
Do you mean ...? Does that mean?  
Are you saying that ...?/So you are saying ...  
If I've got it right, (then) .../If I follow you correctly,  
then ...  
So am I right in saying that ...  
So the basic/general idea is that ...

8. Reforming what you said: When the listener has not understood

That's not quite/exactly it/What I mean (to say) ...  
That's not actually/quite that simple/complicated ...  
It's not more to it than that ...  
There's more to it than that ...  
What I said was .../Let me put it in another way ...  
Basically, what I meant is .../That is to say ...

When the listener misunderstood you and started to get upset

(No), don't get me wrong, (what I meant was) ...  
(No), don't misunderstand me ...  
You must have misunderstood me ...  
(No), I didn't mean that .../All I was trying to say is ...

9. Interrupting phrases to add a point

- \* Hang on .../Hold on .../Wait a minute
- \* Excuse me .../Sorry, but ...
- \* Sorry, can I stop you for a second ...
- \* Sorry/Excuse me for interrupting, but ...
- \* Can I just say/add that ...
- \* If I can just add something/make a point here ...
- \* Yes/You are right/I agree but ...
- \* But surely ...

10. Appealing for Help

- \* What do call it/someone who .../the thing which ...?
- \* What's the word for ..../to describe (it)?
- \* What's name for ...?
- \* I can't remember/I've forgotten the word for ...?
- \* How do/would you say ...?

(From Dornyei and Thurrel, 1992)

#### D. Practice

1. Discuss the problem in the sample text below in your class.

"A young married woman, who was very lonely because her husband spent most of his time working, decided to take a lover. Her husband was on a business trip so she agreed to spend a night in her lover's house on the opposite bank of the river to where she lived. To get back to her house before her husband returned, she left at dawn the next morning and in order to reach home she had to cross a bridge. Unfortunately, there was a maniac on the bridge who threatened her, and refused to let her across. She ran to a stranger to ask for help, but he refused to help her unless she gave him some money. She did not have any, and explained this to him, but the stranger refused to do anything unless he was paid in advance. The woman decided to go to her lover for money, but he refused and asked her to stay with him. She did not want to, so she went to see a childhood friend who lived near her lover. Her friend was a bachelor and had always declared his love for her, but she had never accepted him. She decided to tell him the whole story, and asked him for help. He refused to help her because he was disappointed in the way she had behaved. The woman went back to the bridge, and when the stranger still refused to help her, she decided to try to cross on her own. The maniac killed her.

Which of these people has most responsibility for her death: the woman, her husband, her lover, the stranger, her childhood friend, or the maniac?"

(Quoted From Nolasco & Arthur, 1987.)

2. The following is five different topics for you to discuss in your group

1) Hall's is a middle-sized book-keeping company. In the last year the directors have seen that they don't need as many book-keepers working for them as they needed before. There are two reasons for this: more and more work is now done by computer, and many smaller companies have stopped coming to Hall's because of their relatively high prices.

In department two of 'Hall's' is a very big problem. There are four men working in this department at the moment, and in the future only two will be needed. The owner of the company, Mr Thomas Hall, must decide which employees should go. Here is some information about the four men:

**Employee A**

age - 25

education - university degree in economics

experience - three years (two with 'Hall's')

status - single, planning to marry soon

personality - very friendly, works well with others

work - excellent

other points - willing to learn more

**Employee B**

age - 54

education - learnt through experience, trained at 'Hall's'

experience - 31 years with 'Hall's'

status - married with three children (two married, one at university)

personality - friendly and co-operative

work - reliable and efficient, perhaps a little slow

other points - must - must retire in 11 years, wife ill

**Employee C**

age - 35

education - commercial training at a technical college.  
learnt through experience

experience - 15 years with 'Hall's'

status - married, two young children

personality - very quiet, likes to work alone

work - excellent

other points - unwilling to spend more time learning,  
large mortgage on house

**Employee D**

age - 30

education - degree in economics

experience - one year with 'Hall's' (before he worked in a bank)

status - single

personality - very difficult, arrogant, can't work with  
other people

work - lazy worker, does the minimum only

other points - nephew of one of the directors, speaks two  
foreign languages

By law, Mr Hall must consider certain points. Before he can tell two of his men to leave he must be able to show that *their* jobs no longer. In this case it could be any two employees as they all have the same job. Also, many firms have a last in, first with out policy. In this case employees A and D should leave. If one of the other two must leave then Mr Hall would probably have to pay more compensation to them. Mr Hall would prefer to pay this extra than to keep the men he doesn't want. So now you can see that. Mr Hall is in a really difficult position. Which men should he keep in his company? When he is at home in the evenings he hears the arguments for and against each of these men in his head.

These are some of the ideas that go through his mind:

'Poor Mr B, he'll never get another good job at his age'

'Mr D should go, he's lazy *but* he is the director's nephew'

'Mr A will be good in a few years after more experience, he's very willing to learn.

'We can't tell Mr C to go, he's got a large family to support

But Mr Hall must make a decision, and soon!

### Some Questions

1. Why must two men leave the company?
2. Who must decide which men should leave?
3. Why will Mr A probably be such a good worker in a few areas?
4. Why would it be so hard on Mr B if he had to leave?
5. What financial problems would Mr C have if he found himself without a job?
6. It seems that Mr D doesn't work very well. Why would it be difficult to fire him?
7. Which of these four would have the most problems financially, be personally and with a new job, if lost his present job.
8. Could foreign languages be an advantage in this job?
9. Why would an arrogant or unfriendly personality be a disadvantage?

### NOW PLAY YOUR PART

You must be on the side of one of these men. You must try to persuade Mr Hall to keep your man and to sack two of the others. He, of course, can answer you and ask you questions too. You must push the positive points of your man as well as the negative points of the others.

## WRITTEN FOLLOW-UP

Well Mr Hall, have you made decision? Tomorrow you'll have to give your decision to the directors. Make a note of which two you want to keep (and why) and also which two you want to fire (and why).

(Quoted from Ramsey, 1978)

## 2) KIDNAPPED

Early yesterday morning, before anyone in the house was a wake, a small piece of paper was pushed through the letter-box belonging to the Chandler family. This is what the note looked like:

YOUR SON HAS BEEN KIDNAPPED DO NOT CALL  
THE POLICE IF YOU WANT TO SEE HIM AGAIN  
(A LIVE) PHONE THIS NUMBER  
75 - 1260 AT 11 A MEXACTLY THIS MORNING  
SAY ONLY THE WORDS BLACK HEART AND  
YOU WILL HEAR A MESSAGE REMEMBER DO NOT CALL  
THE POLICE

Christine Chandler, 21 year-old daughter of Mr and Mrs Chandler, found the note and immediately ran upstairs to her 17 year-old brother's room to make sure that it was not a hoax. The bedroom was empty. She rushed to the kitchen where her mother was preparing breakfast for the family.

'Here, read this, she said.

Her mother read it and went very pale.

'Have you looked ....?' she began to ask, but then she saw by the expression on her daughter's face that she had looked, and that the note was genuine. Mr Chandler was in his upstairs office reading through the financial page of the morning newspaper when Mrs Chandler called him on the internal telephone and told him to come downstairs as quickly as possible.



Together the family decided not to call the police and not to tell anyone until after the 11 a.m. phone call. Sure that his watch was correct, and then they Ar 10.00

10.59.... Mr Chandler dialled the number and someone answered the phone.

'We have your son. He is well and asked us to tell you not to worry. If you want him back again you must bring \$200.000 in used ten pound bank notes to the point where Grange Road and Steven Road cross. Leave the money there (in a bag) by the side of the gate to the farmer's field at 11.30 p.m. tonight and drive away. If everything goes as planned we will free your son exactly threc hours after the money has been taken by us. Do not call the police. We need this money to win our war. Mr Chandler taped this message and then went to the phone box and called the police in London, not the local police. Two detectives left Scotland Yard immediately to meet the Chandlers. (Not at their home, of course) They only had a few hours to think about this situation and to decide what to do.

These are the people who are joining the discussion:

**Mr Chandler:** You're a 45 year-old director of a car-manufacturing company. Of course you're very worried about your son but think that you shouldn't give in to the black-mail. You think it could be bad for business and also that other directors of your company would also be at risk. You think that the best thing to do is to sit and wait, or maybe to take would be too frightened to kill your son.

**Mrs Chandler:** You don't agree with your husband at all. You can't undertand why, at a time like this, he's thinking about business and the other directors. You want your son back at any cost. You're angry that your husband called the police.

In your opinion you should do exactly what the kidnappers say.

**Christine Chandler:** You are torn between two points of view. On one hand, of course, you want your brother to come home

safely. On the other hand you are very strongly against crimes such as blackmail, kidnapping, hijacking, etc. You can see the terrible risks to all rich people or companies, or famous people such as politicians and film stars. You think a very hard penalty is the best thing to stop these crimes.

Detective Miller: You're a young detective and this is the first kidnapping case that you have worked on. You have several ideas about what to do:

1. do nothing and wait for another message from the kidnappers
2. take the money to the crossroad, but not drive away
3. have a lot of policemen waiting at the crossroad
4. have only one car there that can follow the kidnappers when they have taken the money.

Detective Superintendent Smith: You are older than Detective Miller and this is not the first kidnapping case that you have worked on. You can disagree with Detective Miller's points by giving examples from other cases.

Case A: You did nothing and waited for another message, then they only asked for more money.

Case B: The family took the money but didn't drive away and the kidnappers shot at the car killing one person.

Case C: You had a lot of policemen at the meetingplace, but the kidnappers saw them and left.

Case D: A car followed the kidnappers to a house in the town. The result was a street gun-fight and many people were hurt-but the victim was freed.

#### NOW PLAY YOUR PART

Now take the part of one of people in the discussion, all talk together and try to decide what to do.

(Quoted from Ramsey, 1978)

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May

8:2

### 3) Musifest

Posters like the one shown here have been put up in many places in and around Ixworth. (Population about 1.500) to the organisers, a company called Musifest', the festival site seems ideal: open countryside, good roads, parking spaces. etc. Musifest' has come to an agreement with the landowner, but what they hadn't expected was the negative reactions from a lot of the inhabitants of Ixworth.

The organisers were rather shocked to find such a strong reaction against the festival and decided to come to the village hall for an informal public meeting. The festival director. Mr Frome is willing to accept some restrictions if this will make the villagers happier.

There are some of the people who will speak at the meeting. Of course, there will also be a lot of villagers who will want to say something or to ask questions. You can take the parts of these four guests:

Mr Frome: You are the director of Musifest You are an efficient businessman and you can be kind towards the villagers because as far as you can see there is no way that they can stop the festival. You must have all your information ready before the meeting. (Number of visitors, cost, time, etc). Also you'll have to answer questions about noise, security, facilities for eating, sleeping, etc. If there is anybody who is really strongly against the festival you might have to offer him/her this weekend away in a hotel (but this is only a last resort).

Mr Davies: You are a young man who works for the Citizens Rights Bureau. You are against the festival on principle because it is being forced upon the villagers when they don't want it. You argue on the side of every person who thinks he/she is being pushed into something he/she doesn't want or

who is worried about the results of the festival. If the festival must take place, then you want a restriction on the number of visitors, a time limit of ten-thirty at night with a maximum of live hours' music per day no sale of alcohol and security patrols.

Carol Dean: You are an intelligent 17 year-old pop fan from Ixworth. You can tell everybody about other open-air pop concerts that you have been to. Tell them how well the fans behaved, and about toilet, eating and sleeping arrangements. You feel sure that the young people will be responsible and not get out of control or do any damage. Try to explain to the villagers why a pop concert can be such a pleasant time. Freedom many people happy together, nice music You are polite to the other villagers but you get a little angry when they speak about things they know nothing about.

Mr Mitchell: You are very strongly against the festival - everybody saw this in your letter in the newspaper. As far as you can see the festival will be a two-day orgy of immoral activities. You tell of the ways you used to enjoy yourself when you were young. (Walking, reading, etc. Many things worry you apart from what the visitors might do on the site, eg, noise, the possibility that they might come to your house (you live nearest to the site), or break down your garden, the risk of fire, etc. You are against young people who go to pop festivals, you think they never work or wash themselves.

#### NOW PLAY YOUR PART

The public meeting:

The evening of the public meeting is here. Mr Dring, the vicar of Ixworth, is the chairman. He should now open the meeting, introduce the four guests and ask Mr Frome to begin by giving the planned details of the festival.

"Why not move?"

This is the question in Mr Harris's mind at the moment, and it's a very complicated problem for him. Perhaps you can help! Here are the important points about the situation:

- Mr Harris is married with two children, aged nine and eleven.
- He has an interesting job, specialising in electronics a big company.
- He and his family live in a rented flat in a village, about ten minutes away from the office by car.
- Five years ago Mr Harris's mother-in-law died. In her will she left a piece of land to her daughter (Mrs Harris) on the condition that the family would build a house for themselves on the land.
- Three years ago the house was completed. Mr Harris decided not to move into it himself but to let it to some university students for three years, so that he could earn some money from the house to pay back some of the loan he had received from the bank.
- When he advertised for some tenants he had lots of offers from people who were interested in buying it, at a good price. He refused to sell.
- He let the house to some students who are still living there. Their university course will finish soon and then they'll all move away to different parts of the country.

I'm sure your first reaction is 'Where's the problem? Mr Harris can now move into his new house.' It's not as easy as that, unfortunately. Look at this plan, and then read what Mr Harris said when he was talking to a friend about it.

This is what he said:

'I don't know! I sometimes wish that we'd never inherited that land. My wife and the children would love to live there-out in the country a nice garden, our own house, a dog .... and so on. I'd like all those things too, but I just don't know if it's worth it. Take my job, for example it's interesting and I enjoy it. There's no hope of getting the same kind of job near the new house, and I don't think I can face an hour by train twice a day! May be I should change my job .... oh. I don't know! At

the moment everything is so convenient; I can even get home for lunch and so I see more of the children than most fathers.

'And the financial side of things! My wife would need the car, so there's the train fare to consider. The payments for the house would be about the same as the rent we're paying for the flat. So life would, in fact, be more expensive. Is it worth all that just for the satisfaction of living in my own house and having a quieter life? I'm also worried about the children changing schools .... oh, I don't know! I wish someone else could decide for me!'

### Some Questions

1. Why does Mr Harris sometimes wish that they'd never inherited the land?
2. Mr Harris built the house when prices were very high-now he would make a loss if he sold it. Is this the only reason why he doesn't sell it?
3. If Mr Harris moved to the new house with his family how would his every-day life change?
4. Do you think it would be necessary to have two cars or only one?
5. Which members of the family would most profit from living in the house?
6. Life would be more expensive, but do you think it would be better?
7. What would the children be able to do in the new house that they can't do in the flat where they now live?

### NOW PLAY YOUR PART

You are all Mr Harris's. Some of you think he should move into the new house and some of you believe he should stay where he is now. You must all help him to decide one way or the other. So, play your part, tell him what you think!

Mr Harris - we need a decision from you?

(Quated from Ramsey, 1978)

3). To be or not to be ...

In order to increase the economic of Padang and the surrounding areas, the local government has agreed to sell a stretch of land along the river in Lubuk Minturun to the multinational lumber company, Choptree. Choptree will pay 200 million rupiah to the government for this land and for permission to build a new lumber factory on the site. Although there are benefits to this proposal many people are concerned about the side effects of this plan. In order to discuss the problem several people have been invited to the Cultural Center to voice their opinions to the public.

Mr./Mrs. Boss: You are the president of Choptree Co. You must explain how important it is to build the factory, (it will create many jobs, improve the economy, and the standard of living of the people in the area). Additionally, this is an ideal area for your company--a flowing river, tree filled hills, an eager work force and no fines for pollution! You feel responsible for all the people who will have to leave their houses and land so the factory can be built, but progress is progress and you don't want to delay construction any longer. Perhaps you will offer jobs to some of the people who must leave their land.

Mr./Mrs. Toko: You own a small shop near the proposed construction site. Lately, your business has been doing very poorly. You believe that the factory and its construction will bring new business to your shop. The construction workers and later the employees will need to eat and drink and you hope to add a small eating area to the front of your shop. You want the factory to be built, as it will help your own family.

Mr./Mrs. Wisata: You are a tour guide, living and working in Lubuk Minturun. You believe that tourism also brings in money to the area, but does not hurt the residents of the area, at least not as much as the factory will. You must argue that a better plan would be to develop the eco-tourism business, by advertising tracks through the countryside, offering classes on traditional medicines and herbs, dances, arts and Minang customs (including the famous art of cooking). This way, the tourists would bring money and the local people would be able to share their knowledge, thus making the Minang people known throughout the world. Villages could stay where they are, the trees would still be around for future generations, the river would not be heavily polluted, and maybe the villagers could learn something from the travellers.

Mr./Mrs. Rumah: You live in a house that has been in your family for generations. Your children are safe to play in the yard and in the neighborhood; the neighbors look after each others children. You have a small garden behind your house, raise chickens, and use the river water for cooking and washing. You are afraid of city life, which is where you will have to live if the factory is built. Your house is on the proposed construction site. In fact, the entire village is on the construction site. Choptree says they will give you a small house in the city and payment for your land. However, the house has no yard, the payment too low, and besides you don't want to move. This was your grandmother's house, is now your and will be your grandchildren's house if the factory is NOT built.

Mr./Mrs. Pohon: You work with a local environmental protection group. You object to the plan. You must speak strongly about the terrible changes that will come to the area if the factory is built. Not only will the factory displace villagers and the entire community, but it will also increase the level



of air and water pollution. You must also explain that the process of clear-cutting forests leads to erosion which in turn leads to flooding and more silt in the river. Although some people may benefit from the factory you feel that in the long run more people will suffer as the earth around them is destroyed for the sake of 'progress' and money.

Mr./Mrs. Pemerintah: You are a government official from Jakarta. You don't personally care about this project, but you were sent to make sure the plans continue. This project will certainly benefit the government, not only because of the payment for the land, but also for the amount of industry and to the entire country. Personally, you are a little upset that all the top managers are foreigners, and only the lower positions are available for Indonesians. However, it is not your role to get personal, your job is to make sure the plan is accepted. Progress and development must continue!

**Questions to think about before discussing the issue:**

- 1) Why should the factory be built?
- 2) What will be the advantages?
- 3) In what way will life be better in Lubuk Minturun when the factory is completed?
- 4) Why does the company want this area for their factory?
- 5) Why are some of the residents in favor of the factory? Why are some so against it?
- 6) What safety measures can be taken during the construction?
- 7) How will the factory affect local business?
- 8) Why does it seem unfair to make Mr./Mrs. Rumah move?
- 9) What is Mr./Mrs. Pohon's job? Why has s/he been invited to the discussion?
- 10) Why do you think the government is so eager to have this factory built?

(From Benetua)

### III. REPORTING

#### A. Introduction

There are many situations when you have to report on source materials you read or on a meeting you attend. As the nature of the report is conveying information gathered from outside source (s) you have to be objective, therefore, you don't include your own ideas or opinions.

#### B. Preparation

As you plan your report, consider the following suggestions:

1. State the topic you are reporting as well as its source
2. Explain your reason (s) of choosing the topic, if you can choose your own topic
3. Present the important point of the text or the meeting by showing its facts, values and arguments. Include figures or other supporting data if you should.
4. State the conclusion briefly.

#### C. Practice

The following texts are the examples of outside sources you can use to prepare your report on current events. You might choose your own topic and sources, and report it in front of the class.

## 1. SWEDES LEAD WORLD IN FIGHT FOR EQUALITY

FROM TAMARA HENDRY in Washington

Women in Sweden enjoy the highest status and greatest equality with men, while women in Bangladesh face the most discrimination, the Population Crisis Committee said in a study released this week.

The study ranked the United States third in women's status and equality with men - behind Sweden and Finland. But officials stressed that none of the 99 countries studied gave women 'full equality with men'.

Sharon Camp, committee vice-president and editor of the study, said the countries studied represented 2.3 billion women or 92 per cent of the world's female population.

Twenty indicators were used to measure women's well-being in five sectors: health, marriage and children, education, employment and social equality.

'Sweden was the the highest with 87 points. We decided - and this is the only subjective, arbitrary judgment we made about the data-that 87 was not good enough to be called excellent, 'Camp said in an interview.

'So we established an excellent category and we did not put any countries in it. The message obviously is however what countries are doing, they still fall down somewhere in terms of women's equal status,' she said.

Seven countries - with only 6.3 per cent of the world's women - were rated 'very good'. After Sweden on 87, Finland scored 85, the United States 82.5, East Germany 82, Norway 81.5, Canada 80.5 and Denmark 80.

Scoring 'good' were 23 countries with 15.3 per cent of the world's women. Ranking high in this category were Australia with 79.5, Bulgaria 78, Jamaica 77.5 and 77 for Belgium, Czechoslovakia, Hungary and the Soviet Union.

Eighteen countries, with 9.7 per cent of the world's women,

earned 'fair' ratings. They included Costa Rica and Hong Kong at 69.5, Cuba at 69. Japan at 68.5 and Argentina, Romania, and Trinidad and Tobago at 58.

But 28.4 per cent of the world's women live in the 16 countries rated as 'poor' and 21.8 per cent live in the 17 countries with 'very poor' ratings. Eighteen countries were rated 'extremely poor' and have 10.6 per cent of the world's women.

Countries receiving the lowest scores were Saudi Arabia with 29.5, followed by Nigeria with 29, Pakistan 28, North Yemen 26.5, Afghanistan and Mali 26 each, and Bangladesh 21.5.

'Women in rich countries simply can't imagine what it's like to be poor, powerless and pregnant in a country like Bangladesh', Camp said.

The world's poorest women live on the edge of subsistence,' she said. 'They are politically and legally powerless. They are caught in a life cycle that begins with early marriage and pregnancy and too often ends with death in childbirth'.

Camp said that despite the differences, the study revealed several 'universal patterns' for women in most of the countries.

Camp noted that women who gave birth at an early age often dropped out of any educational system and lost any early employment opportunities that might lead to economic stability.

In Bangladesh, the study said, women had five to six children and the average life expectancy for women was 49 years, two years less than for men.

More than two thirds of women aged 15 to 19 were already married. Only 25 per cent of married women used contraception and 16 per cent of women were literate compared with 40 per cent for men.

By comparison, Sweden women have one or two children and female life expectancy is 81 years, seven years longer than for men. Less than 1 per cent have been married by age 19. More than 75 per cent of married women use contraception and the literacy rate is 99 per cent for both men and women.

A second pattern was that virtually all the women had a 'do-

uble day', Camp said.

'Whether it's a Bangladesh women going out every day carrying dirt in a basket on her head for irrigation work, or the US female physician trying to balance responsibilities toward young children and a full-blown career, they are both working a double day,'she said.

In Bangladesh, there were 927 widowed, divorced or separated women for every 100 widowers and divorced or separated men.

(From Edwards, 1989)

## 2. CHILD CARE: WHO SHOULD PAY?

By the year 2000, it is predicted there will be 1.3 million pre-school aged children in Australia. Fiftyeight per cent of their mothers will be working.

These projections show just why child care shapes as a huge issue for government, trade union and community leaders - and employers - in the yearss ahead.

Does responsibility for daycare of the children of working mothers rest with parents? Should governments provide? Or should the boss pay the bill, as part of the employment package?

One of the options being looked at is work-based or work-related child care, where employers provide child care for their staff.

Work-based child care (if the centre is on-site and solely for the use of employees) or work-related (if places are reserved in nearby centres) is becoming popular in the United States but has been largely ignored in Australia.

With few exceptions, companies have kept well away from the concept. It is understood that one of the main reasons for this is employers are wary of setting a precedent which unions could use in their case for making child care an employer's responsibility.

The Government, a large employer itself, has also avoided

setting a precedent. Apart from the tax exemptions on the cost of setting up a centre, it does not directly fund work-based centres.

Companies in the US which have set up work-based centres found the benefits included reduced levels of absenteeism, reduced tardiness, a reduction in staff turnover, an increase in morale and productivity, and a better public profile for the company.

Parents using the centres say the benefits include reduced travelling time and being able to visit the child during work breaks.

Work-related child care also takes some of the pressure off government to provide child care. As more women enter the workforce (50.3 per cent of women are now in the workforce, according to 1988 ABS statistics), the demand for fulltime, affordable child care will increase.

(From Edwards, 1989)

### 3. WHAT'S A WIFE WORTH?

What, in pure economic terms, is a housewife worth? A mother who performs 'home duties' could be worth as much as \$361,000 over a lifetime, according to the latest study.

In an attempt to assign a monetary value to the housewife, insurance firm Liberty Life has calculated the cost of hiring someone to do her work around the home.

According to the Liberty Life figures, calculated by Sydney actuary Mr Ray Palmer, if a housewife were to die at the age of 35 it would cost \$319,000 to employ someone to do her work for a lifetime.

In the case of a 25-year-old mother, Mr Palmer estimates her 'worth' at \$361,000, based on a housekeeper being required for life and a nanny for two children for five years.

In a similar study, investment advisory firm Wheeler Grace and Pierucci has estimated a housewife could earn \$100.69 a day, or \$704.83 a week, if she were doing similar household tasks as part

of the workforce.

This figure did not take into account penalty rates, but even so the housewife would be doing work to the value of \$36,000 a year, well above the average annual wage.

This survey was based on a family of four, with the mother starting at 7.30 am, finishing at 9 pm and working seven days a week. Sick pay, paid holidays and superannuation were not taken into account.

Despite the growing realisation that a housewife is worth plenty in pure economic terms, life insurance companies seem to be only just realising that this is a largely untapped market.

According to one insurance manager, few housewives hold life insurance, with most of the policies covering only the husband, the traditional breadwinner.

The chief executive of Liberty Life, Mr Dennis Wallace, says, in Housewives are rarely insured, but it could cost \$36,000 a year to hire someone to do their work.

TIM BOREHAM reports on a growing insurance area.

(from Edwards, 1989)

#### 4. WOMEN: A FORCE AT WORK

In 1947 one in four women was in the paid workforce; now it is one in two. This influx of women - mainly married - into the workforce has been common in all industrialised countries.

In historical terms this change is rapid and revolutionary. Society is only slowly coming to terms with it, and our social structures are under strain because of it. Child care, parental leave, flexible working hours, equal pay, affirmative action and shared domestic responsibilities are some of the issues which have come into focus and are now being discussed from the level of government right down to the family living room.

It is a welcome sign, therefore, that the Assistant Minister

for Labour. Mr Spyker, has announced that his department is launching a new \$1.5 million program for before and after school child care and school holiday care.

Under the new program, any primary school in Victoria (government or private) may apply for a subsidy and assistance in setting up such a program. Parents will pay fees of between \$1 and \$4 a session depending on their income. The response from schools is enthusiastic.

This is not the first program of its kind. The Commonwealth Government through its child care program already funds an out of school hours' program through state and local governments. But that program is not reaching all who need it.

Victoria has more than 2000 primary schools but less than 100 have before and after school and vacation care programs. Of our 210 local government authorities, only about 50 are sponsors of vacation care programs.

With the majority of school aged children (57 per cent) having mothers in the workforce, it is clear that many are missing out. The problem is largely hidden but can be seen in children being dropped off at school an hour before the doors open, children going home to an empty house, and worried parents ringing their children from work to see they are all right.

It is heartening, then, to see a state government prepared to put in extra money for such a program, and for the Department of Labor (through its Women's Employment Branch) to devise a new and more flexible program which will spread the money more cost-effectively over a large number of schools.

Further initiatives are needed before we can say women workers have real equality. There is an increasing need for good-quality, subsidised child care, particularly for pre-school children. The Hawke Government is aware of this need and by the end of this year will have provided an extra 60,000 child care places since it came to power. But the Government has not yet spelled out what it will do when that program ends.

The ACTU has called on the Federal Government to provide more



places over the next three years and to enter into a new program with employers, jointly subsidizing child care in the workplace.

But child care is not just about having others look after your children. Many parents want more flexibility to combine work with looking after their own children.

The ACTU won maternity leave for all in 1979. Now, in 1988 and beyond, we need more flexible working hours for men and women, parental leave for fathers and time off for both parents when their children are sick. The ACTU is preparing test cases on these issues.

In addition, we need a reassessment of the work that is done in the home. If both parents work full time, it is only fair that they share on a 50-50 basis the work of child care, cooking, cleaning, washing, and other domestic chores. This happens in only a minority of homes, but attitudes are changing. Younger people find such sharing more acceptable than their parents did.

If we value our children and our family life, we must be careful in our handling of the issue of women and work. We do not want to follow the model of Russia and China, where women have no choice but to work full time and when they get home they have their 'second' job with little assistance. We do not want to follow the US model where equality for women means fitting into the male model of long working hours, little time for the family and almost nothing in the way of government assistance to child care and other family support services.

The Swedish model is much better with universal, high quality child care, paid parental leave for either parent, optional part-time work for both parents when their children are small and a strong emphasis on parents sharing domestic responsibilities.

(From Edwards, 1989)

##### 5. LESS CENSORSHIP, MORE RAPE?

The question has been around for at least 20 years - a long time before video entered our everyday world. Is there a link between pornography and rape, and if so, what is it?

The answer from Denmark in 1980 was quite clear - making sexually explicit materials (non-violent erotica we call it) available would cause a reduction in rape. Dr Kutchinsky's evidence was widely applauded, and it provided a lynch pin in the case for legalising pornography.

There were a few scientists who were sceptical of this evidence and examined it closely enough to find many scientific loopholes.

I never believed a simple causeeffect link could be shown from crime trends, but I did follow what then happened in Denmark and Australia as governments relaxed censorship.

In simple terms, a rise - not a fall - was the predominant outcome. Copenhagen's rape rate went from 8.88 in 1964 to 16.32 in 1984 (rapes per 100,000 population). In Australia, the rise over the same decade was from 2.35 to 6.10.

This looks paltry against inflated figures for Australia as new variables have entered. Both of these rises have followed the emergence of violent erotica, which is censored.

My argument at first was not intended to create a watertight case to show that pornography causes rape, but to dismiss the dangerous reverse argument from Denmark.

As I predicted, the rape rates began to rise in the 1970s. Public consciousness of this rise led to legislative change.

Other studies have since consolidated the link between pornography and rape. The best work has been reviews by the US Attorney General's Commission and the Video Materials Committee.

Recently, Larry Baron and Murray Strauss surveyed rape rates and the availability of sex magazines throughout the US. They found that where sex magazines were part of the popular culture, there was a high correlation with the incidence of rape.

In experiments with students in Los Angeles, violent erotica

and non-violent erotica were shown, and the outcome in relation to rape willingness was the same - both groups showed a high level of willingness to rape. It does not need explicit violence in the films to generate that kind of result. The arousal-effect theory, which explains this, argues that 'any dominant response may be energised by a state of increased arousal'.

Is the link a causal one? Most human behavior arises from multiple explanations, so we are wiser to ask, 'Could non-violent erotica be one among the causal factors?'

A 'yes' to that is probably as safe as asking about the relationship between tobacco and lung cancer.

In a general way, a Michigan State Police study found that, of 38,000 cases of sexual assault, 41 per cent involved pornography just before or during the assault.

More specifically, Dr W. Marshall has reported to the Canadian Justice Department that almost half of the rapists he studied used 'consenting sex' pornography to arouse themselves before seeking a victim to rape.

No one study on its own will ever prove the links between pornography and rape, but when studies of different kinds keep converging to support that link they deserve to be taken seriously.

In the past 20 years violent pornography and child pornography have emerged and been touted by those seeking to make a profit from human weakness.

They would still be legal but for public outcry and the evidence justifying legislation prohibiting them. (Dare we say 'censorship'?)

As the evidence against nonviolent erotica accumulates the combined lobby of financial exploiters, porn-pushers and naive optimists will continue to push the civil liberties case until the harm is overwhelming.

In the past the civil liberties argument said that adults should be free to have such materials if no harm arose. With the advent of video, the accessibility of such materials has escalat-

ed and is no longer subject to effective controls, whatever certificate may be attached.

At the same time, the evidence of harm is growing stronger and relating more convincingly to people's attitudes and behavior. The balance of individual freedom in this area is such that the porn industry is guilty of taking very uncivil liberties with our health and welfare.

For the sake of potential rape victims and abused children, I hope we will not wait as long as we not wait as long as we had to before getting fresh air to breathe. Now we have seen a case of passive smoking attracting compensation, it should not be long before the \$25 million video porn industry is successfully prosecuted for contributing to cases of sexual assault.

(From Edwards, 1989)

## 6. WOMEN IN ADS PORTRAYED AS SEX OBJECTS GOVT SURVEY

FROM SARAH TURNER, Canberra

Federal Government research has found that women portrayed in advertising are often shown as home bound, or sex objects.

Research shows most advertisements use male presenters; where women are used they are generally seen engaged in domestic duties; and one in 10 television ads exploits sex to promote the product.

These and other results were released today by the Minister Assisting the Prime Minister on the Status of Women, Senator Reynolds.

The research was conducted in three phases, involving a content analysis of 901 advertisements from all media in two-day period, conducted by Saulwick, Weller and Associates; in-depth consultations with 407 women on their reactions to a representa-

tive sample of TV ads; and a random telephone survey of 1002 women.

Some of the more alarming findings of the content analysis included.

Women were more often used as leading characters in ads for personal care, food and cleaning products.

More than a third of women leading characters were seen engaged in 'home duties' while men were rarely seen in the role of home manager.

Up to one in seven (14 per cent) advertisements show scantily clad female characters.

Women in advertisements conformed to traditional notions of 'good-looking' in their facial features, while men were shown in a more ordinary light.

And female characters were rarely used in radio commercials.

The consultation phase found that women were concerned that their portrayal in advertisements reinforced an over-emphasis on physical appearance and the belief that their place was in the home, and that they were particularly concerned at the effect of the range of stereotypes on the behavior and social conditioning of their children.

Greater regulation of the portrayal of women in advertising will be one of the options discussed at a public forum in Sydney next weekend to be attended by members of Government, Opposition, industry and community organisations. Speakers will include experts from Canada and the UK.

(From Edwards, 1989)

## IV SPEECH

### A. Introduction

On many occasions you will be probably asked to give speeches. This will give you opportunities to perform your speaking skills as well as to gain recognition and prestige.

There are types of speeches you need to know to adapt your speech for certain occasions. Speeches of welcome, for example, applies to many programs such as opening assembly for freshmen, old grads returning to their almatater, anniversary celebrations and conventions. Speeches of farewell occur when someone is taking leave, at farewell party, etc. A Speech of introduction is to introduce special guest(s), a prominent citizen of the community or a visiting lecturer who is going to give a talk.

Speech is also categorized in accordance with the formality of occasions, that is formal and informal speeches . You will see typical differences of these types of spech in Section C.

### B. Preparation

1. Here are some general points for you to develop in preparing your (formal and informal) speeches.
  - 1) self confidence
  - 2) ability to converse easily and plesantly
  - 3) poise and ability to meet people graciously
  - 4) ability to express feelings and ideas effectively
  - 5) well-modulated voice
  - 6) practice before giving the speech
2. Furthermore, when you practice you should consider the following details proposed by McManus and Smart (1971), Mc Roberts (1986) and Benetua.

## 1) Methods of Delivery

- a. Impromptu - no preparation
- b. manuscript - read
- c. memorized
- d. extemporaneous

- detailed outline of main ideas, thorough preparation and knowledge of topic
- memorize main ideas
- no commitment to exact wording

## 2) Delivery

### a. The way you look (body language):

- \* Stance/posture:
  - \* consider the whole of your body to add meaning to your words
  - \* communicate enthusiasm and confidence by the way you stand
  - \* be spontaneous and natural
- \* Gestures: emphasize to key points, mimicry of the rhythm and sense of the words by hand, arm and body movements
- \* Eye contact: constantly move your eyes across the listeners with a bright, steady gaze
- \* Facial expressions: accompany your talk with an animated use of the face: movements of the mouth, eyes, eyebrows and the whole head in harmony with the substance of your speech. Steady gaze on all students, not shifty eyed or focused on one student too closely.

\* Proximity and physical contact: \* consider your distance; stand close to or far from the audience

\* touch, if necessary

**b. Timing**

\* Keep track of time limitations, adjust speech if low on time, always include conclusion.

**c. Your voice**

\* Breathing : \* try taking a deeper-than-usual breath before you begin. Breathe out slowly and in a relaxed way

\* speak at the right speed and use pauses with a breath, not 'huh'

\* Vocal muscles: keep them relaxed

\* Pitch and mouth: focus on the right pitch, roughly half way between the lowest and highest

\* Lips and mouth: open your mouth and use your lips properly

\* Speed: speak at comfortable speed, neither too fast nor too slowly (vary speed to indicate a change in mood or movement).

\* Volume: \* sufficient to be heard clearly (moderate)

\* adapt according to the surroundings and size of audience

\* Intonation: vary your intonation according to the seriousness of your ideas and your attitudes to the subject and to your audience.



- \* Articulation: pronounce words distinctively (remember consonant endings k, t, s)

**d. Your expressions**

- \* choose words (colloquialism, slang, etc.) appropriately
- \* use fillers ( um, uh-huh, er ...) if necessary
- \* construct sentence effectively

**e. Unnecessary:**

- \* repetitive nervous actions: scratching head, playing one's hair, ring, pencil, etc.

**C. Typical Differences between Formal Speech (FS) and Informal Speech (IFS)**

An important point you need to develop in speaking is your awareness of identifying differences between formal and informal speeches as it greatly determines your success in giving a speech for a certain occasion.

As you plan and outline your speech, consider the following typical differences: (quoted from Dornyei and Thurrel, 1992):

"IFS contains more limited and basic vocabulary than FS; extensive use in IFS of phrasal verbs, which are often substituted in FS by less common verbs, e.g., put off-postpone, do up-redecorate; tendency in FS to use more Latin and Greek based words and not their more common counterparts, e.g., educate-teach, comprehend-understand.

General tendency in IFS to be imprecise and use less specific vocabulary; more frequent use of 'all-purpose words' e.g., thing, place, guy, do, be, have, fine, bad good; frequent use of words like thingie, thingummajig, thingumabob, whatsisname, what-do-you-call-it, you know what I mean, doo-da; frequent use of 'fillers' and 'hesitation devices', e.g., well, you know, etc.

Tendency in IFS to exaggerate and use adjectives like fantastic, great, super, smashing, terrible, awful, horrible, etc.

Use of slang, swear words and colloquial expressions in IFS fewer words and topics are taboo in IFS than in FS.

Most language functions have different set formulae in IFS and FS, e.g., IFS: 'Can you open the window, please?'. FS: 'Would you be so kind as to open the window, please?'

Politeness formulae are less emphasised and shorter in IFS than in FS, e.g., 'Thanks' instead of 'Thank you very much'; FS in general tends to be more polite than IFS.

In IFS people are typically addressed by their first names or nicknames, in FS by their surname preceded by some title, e.g., Professor, Dr, President, Mrs, etc.

IFS contains simpler grammar than FS: complicated grammatical structures and long, complex sentences are avoided.

IFS contains many ungrammatical forms which are often the result of reducing sentences, e.g., by omitting the subject, 'Must be off', 'Sounds great', the auxiliary verb, 'Seen Joe?', 'You know what?' or the verb 'to be', 'Lovely day', 'Good idea'.

MILIK UPT PERPUSTAKAAN  
IKIP PADANG

IFS is generally shorter, more concise and direct than FS.

IFS typically contains more personal information than FS, e.g., IFS: 'I'm going to the doctor's about my ear problem', FS: 'I have a doctor's appointment.'

#### D. Practice

1. Choose your topic of speech for an informal occasion
2. Make an outline
3. Do some practice in pairs by considering the hints previously and ask your partner to comment on your performance
4. Present your speech in front of the class and let your friends and your teacher comment on your performance

## V. D E B A T E S

### A. Introduction

A debate is considered as 'the most structurally exact form of persuasive speech' (Mc Roberts, 1986). It usually focusses on a proposition of a controversial subject in which two opposing sides attempt to convince an audience that their ideas and arguments are the only right ones.

According to McManus and Smart (1971), there are three types of debates, seen from the total number of participants in a debate. They are six-person debate, whole class debate (consisting of two opposing sides) and two person debate.

From its delivery method, debate can be categorized as Parliamentary, Formal, Oregon and Singles debate, as proposed by Mc Roberts in the following details:

1. Parliamentary debates, where three speakers from the government and opposition, respectively, deliver quite lengthy speeches in favour of, and against, a Bill, Amendment, or Motion. After this, there is a Question Time, in which queries are directed at the Prime Minister (or Minister in charge of directing the Bill, etc.), after which the Leader of the Opposition (or Shadow Minister) has the right of reply. Finally, the house votes (by a show of hands, or a formal division, if required) and the Bill is passed or lost.
2. Formal debates, where three speakers for the Affirmative and three for the Negative (i.e. for and against a proposition), respectively, deliver speeches of some 7 - 10 minutes. Each speaker is marked by a panel of adjudicators, and the marks for each team finally added up to decide which team won.

3. Oregon debates, which are like Formal debates, except that each speaker has the additional task of cross-examining (subjecting to a battery of questions) for 3 minutes the previous speaker, i.e. Negative No. 1 speaker cross-examines Affirmative No. 1, and so on, ending with Affirmative No. 1 cross-examining Negative No. 3. each team captain (usually No. 3 on each side) has the right of reply. Each speaker's speech is marked in the usual way, and the winner of each cross-examination is given a bonus mark. Finally, the winning team (that with the highest score) is announced by the adjudicators.
4. Singles debates, in which just two speakers (the first Affirmative, the second is Negative) compete against one another. Each has the right of reply. Marks are allocated by an adjudicator, and the winner is announced at the end.

## B. Preparation

As one of highly structured speech types a debate needs good preparation and practices. As you prepare the debate, you are to be aware of the following debating skills (McManus, and Smart, 1971) and procedures (Mc Roberts, 1986).

### 1. Debating skills

#### 1). Framing the proposition

The first step you need to do before starting a debate is to decide the subject to debate and to frame the proposition. A good proposition should be unambiguous, have a controversy which both teams can argue. It contains a positive statement of an issue.

For example: Schools should close on Saturdays

not Schools should not stay open on Saturdays.

## 2) Starting a Case and Giving Arguments and Evidence

As soon as you frame a proposition, you should examine it by stating a case and arguments on issues of making a change and by giving evidence to support your arguments.

## 3) Refusing Arguments and Evidence Coming from your Opponents.

You should try to guess what arguments of other team might be and interpret them correctly. As you listen you are to be ready to challenge them by giving your best arguments.

## 4) Having Good Manners in Debating

To succeed in the debate, you should control your-self and your speeches by having good manners in referring to your opponents, arguments and audience. Be aware of courtesy rules of debating by: a) starting your speech with: "Mr. Chairman, members of negative/affirmative group, ladies and gentlemen!, b) saying 'thank you' to other team and audience when you finish your speech, and c) avoiding emotional phrases and bad expressions, such as 'stupid arguments of the negative', 'I don't like your ideas ....' etc.

## 5) Preparing Score Sheet

In order to mark both opposing teams, to decide the winner, you (adjudicator) should prepare a score sheet, containing areas to be marked (subject matter, manner and method of debating), comments, scores and other related information. To help you, you can read and adapt the sample of score sheet (From McRobert, 1986) on the next page for your own use.

ASSOCIATION OF APEX CLUBS, ZONE ONE, DEBATING SCORE SHEET

SUBJECT: .....

TEAM: Affirmative/Negative

	Matter (40)	Manner (40)	Method (20)	Total (100)
1..... Comments:..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	Subject Reasonable Approach (10) .....  Information in support the theme (20) ..... Interpretation (10) .....	Rapport (10) ..... Presentation (10) .....  Delivery - Persuasive  Appearance - Confidence (10) .....	Opening (4) ..... Argument Construction of speech (8) ..... Conclusion (4) .....  Timing (4) .....	
2..... Comments:..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	Subject Reasonable Approach (10) .....  Information in support the theme (20) ..... Interpretation (10) .....	Rapport (10) ..... Presentation (10) .....  Delivery - Persuasive  Appearance - Confidence (10) .....	Opening (4) ..... Argument Construction of speech (8) ..... Conclusion (4) .....  Timing (4) .....	
3..... Comments:..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	Subject Reasonable Approach (10) .....  Information in support the theme (20) ..... Interpretation (10) .....	Rapport (10) ..... Presentation (10) .....  Delivery - Persuasive  Appearance - Confidence (10) .....	Opening (4) ..... Argument Construction of speech (8) ..... Conclusion (4) .....  Timing (4) .....	
<b>TOTALS</b>				

Debate won by: .....

Adjudicator: .....

NB Brackets denote maximum score

Chairman: .....

Date: .....

## 2. Procedures

The following is the procedures to run a debate:

- 1) The Chairperson welcomes the audience, announces the subject, introduces the two teams (their stance relative to the subject, and each speaker's name), describes the condition of the debate (time for speeches, warning bells), and introduces the adjudicator(s). Then, he/she call on the First Speaker for the Affirmative case to open the debate, and so through both teams, finally asking the (chief) adjudicator to deliver his/her judgement and announce the winning team.
- 2) The First Affirmative Speaker introduces the topic, providing a working definition and outlining the major reasons for his/her team's support of the topic statement. He/she then argues the points allotted as a way of introducing the Affirmative case, and finally summarizes what has been said.
- 3) The First Negative Speaker either accepts, rejects or modifies the Affirmative's definition of the topic, then outlines the Negative team's major alternative reasons for rejecting the topic statement. Then he/she argues the points allotted, introducing the body of the Negative case, and finally summarizing what has been said.
- 4) The Second Affirmative Speaker may offer further comment on the matter of basic definitions of the topic (disposing of unhelpful aspect of the Negative definition), before attacking the Negative case in general and rebutting the First Negative's allotted points specifically. He/she then advances the remaining arguments of the Affirmative case, and summarizes.



- 5) The Second Negative Speaker may attempt to conclude any dispute over definitions, then refute the Second Affirmative's allotted points, before going on to the last points of the Negative case, and summarizing.
- 6) The Third Affirmative Speaker rebuts the Second Negative's points, and may add any final points of the Affirmative case. He/she then compares the two cases overall, arguing why the Affirmative is the more plausible and summarizing the whole debate to reflect well upon his/her team.
- 7) The Third Negative Speaker rebuts the Third Affirmative's points, then presents his/her overall comparison of the two cases so as to make the Negative out to be better. He/she is not allowed to introduce any new points (as the Affirmative team now has no way of replying).
- 8) The adjudicator now presents his/her analysis and evaluation of each team. To assist in this task, he/she will have written down notes and marks for each speaker (judging Matter, Manner and Method separately,) while the debate was in progress. He/she summarizes each speaker's strengths and weaknesses, and compares the two teams, before announcing the final scores and thus which side has won. The adjudicator must be quite impartial, must refer only to what is said by either side (and never his/her own view of the topic), and be as positively critical as possible.

3. Some other conventions of formal debating are:

- 1) The best speaker in the team is generally made third speaker on each side. This is because he/she will have to rely much more on the ability to make immediate and largely unrehearsed comments about the other side's arguments, rather than prepared points - and because the final speaker

has it in his/her power to leave the dominant impression of the whole class, which must be done as well as possible.

- 2) Debators generally use notes to help them, but they do not read the speeches. The ability to ad-lib fluently is highly prized; it is clearly related to general speaking ability, and makes for the most direct speaker-audience engagement.
- 3) Debating team must prepare, and speak, not as individuals going their own ways on the topic. A well-organized, if ordinary team, working together, can defeat a rival trio with one or more brilliant orators who do not work together.
- 4) Debating encourages the forceful, poised use of speech to persuade; it is not a test of elocution, dramatic ability, or size of vocabulary. Speaker's voice and stance should be natural, their language interesting 'good English', their general manner energetic without being 'theatrical'.

### C. Practice

1. Form a group of 8, discuss and decide your own role.
2. Decide the subject to debate the proposition. Here are some propositions you can choose. You also can frame your own.

\* There are too few public holidays

\* Two day weekend should be abolished

\* Censorship prevents rape and violent crimes

\* Women should work full time outside

\* House wives should be paid for home duties.

### 3. Practice

## VI. R O L E P L A Y

### A. Introduction

The principle of role playing is that one is taking over a role and presenting the character in a sequenced play. Before setting up a role play you have to discuss character to enable you to understand your role as well as others.

### B. Preparations

The following is the procedures you need to do when you plan a role play

1. read your lines aloud
2. discuss the description of the role, language and setting
3. Act out

### C. INPUT: Common politeness strategies with examples

1. If you impose, i.e., bother the hearer or invade his/her privacy

apologise

I'm terribly sorry to disturb you  
at the time like this, but ...

indicate reluctance

I hate to bother you, but ...

give a strong reason

There's simply no-one else  
I could ask ...

make the imposition  
seem less than it is

Could I make a very quick phone  
call please? I won't be a second.

2. If you make requests,  
give options for the  
other person to refuse  
without sounding rude

It would really nice if you  
could but don't worry if you  
don't have time ...

- |                                                                                                                                |                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Ask something in an unhopeful way so that refusal simply confirms your pesimism                                             | I don't suppose you'd have time to check this over ...?                                                                                                         |
| 4. Be indirect, especially when giving negative responses                                                                      | Well you're right in a way, but it is not quite as simple as that.                                                                                              |
| 5. In negetive answers emphasise any positive element you can find                                                             | Well, you've got the general idea, and this bit is really good, but I'm afraid ...                                                                              |
| 6. Notice and attend to the hearer's interests, wants and needs                                                                | Thanks for bringing that for me.<br>By the way, is that a new dress?                                                                                            |
| 7. Exaggerate interest, approval or sympathy with the hearer                                                                   | Oh no! It must have been awful!<br>Poor you standing there ...                                                                                                  |
| 8. Make the hearer feel good by saying what he/she would like to hear (even if you don't agree), giving compliments and praise | Jeanie! I can't believe it! You haven't changed at all in the last thirty years!<br><br>The reason I asked you is because you're so good at organising things . |
| 9. And finally, smile and nod as you reasonably can!                                                                           |                                                                                                                                                                 |

(From Dornyei and Thurrel, 1992)

## D. Practice

### I. Read the sample text below, discuss in groups and act it out

Rita and Andi go to the same university but they come from different family background. Rita, who comes from a rich family, meets Andi for the first time in the library. Andi likes her very much but Rita is very rude to him. When she often watches him play in football match she finally falls in love with him.

And introduces Rita to his parents and they like her very much. However, Rita's parents do not like Andi at all because they want her to marry a successful business man, Dino.

Rita and Andi decide to get married. After their marriage Rita's parents refuse to support her. When Rita graduates she has to work so hard to allow Andi to continue his study. Andy finally graduates and gets a good job, but one day Rita feels ill and she is taken to hospital. She dies. The story ends with Andi crying in his mother's arms. Rita's parents come to the hospital but Andi has nothing to say to them. They part.

(Adapted from Nolasco and Arthur, 1987)

### 2. Present our own Role Play!

## VII. NEWS READING

### A. Introduction

To be an announcer of a news in a radio or television needs a certain skill. Not only have you to be good at reading aloud but also at interacting with your listener(s). You have to be aware of your pronunciation and be communicative in delivering the news as if you are talking to your audience face to face about certain topic(s).

### B. Preparation

Here are some suggestions from McManus and Smart (1971) you can use to plan your news reading activity

1. whenever possible, read the text over first silently
2. try to think of its meaning and imagine how it should sound
3. hold the text (paper) far enough up to force your chin up, but not so far as to hide your face. Hold it out from your body
4. use the punctuation for pausing and for taking a breath
5. take a big breath before you begin, don't stop in the middle of a phrase
6. suit the tone of your voice to the passage and try to capture the feeling of the text without over-dramatising it.
7. practice raising your eyes from the text occasionally

### C. Practice

The following selections are examples of many kinds of texts (from Jones and Woodhouse, 1993) you can use for this activity. Work in pairs and share your ideas for better results.

- 1) For the past 150 years, magazine covers have been important contributors to our cultural awareness and historical understanding. They have provided a visual record of human ideas and social changes, as well as significant historical moments. In fact, until displaced by TV in the 1950s, magazine covers were the primary visual record of everyday life.

What information is presented in the following magazine cover? What statement does the cover seem to be making?

Leckington is a town with a population of about 30,000. Some major features of the town are:

New Shopping Centre: With covered walkways, built five years ago, and the pride of local citizens.

Multi-storey Car Park: Serving the shopping centre.

Public Library: A large modern building on East Street.

Cleverton Gardens: A public park in the centre of the town with a small lake, flowerbeds, paths, and benches.

Recently there has been a lot of vandalism and hooliganism in the town. At night - and sometimes during the day as well - groups of young teenagers roam the street, making a lot of noise and some times frightening old people. But many people think that the damage that has been done in the town may be the work of outsiders, and not teenagers from the town at all.

Over the past weeks a lot of damage has been done in the following areas:

New Shopping Centre: Windows broken, flowerbeds destroyed.

Multi-storey Car Park: Cars broken into, fire hoses turned on.

Public Library:Windows broken, books and magazines stolen.

Now the police have decided to start a drive to prevent some of this damage. They have heavily increased their car patrols and have taken to mounting foot patrols as well, especially in the evenings.

2) Advertising is as old as story-telling itself. For as long as people have wanted to persuade others to buy their goods, give them their vote or lay down their lives, they have used advertising. Of course, methods have changed over the years. At first, word of mouth was the only mean of communicating, but after the invention of the first printing press (1474), then the invention of the first newspaper (1620), the camera (1827), the television (1926), and the home video recorder (1970s), the persuasive methods of the advertising industry have become much more sophisticated.

3) According to researchers, the average North American spends more time watching than doing anything else other than sleeping and working. The average persons watch more than four hours of TV per day. Here are some other interesting facts about televiewing:

\* At the age of 10, the average child spends more time watching TV than he or she spends in the classroom.

\* More people (64%) get their news from TV than from any other source. 51% feel TV is the most belivable news medium.

\* Children who watch TV shows with a high violence content tend to show a higher degree of physical aggression than those who watch TV shows with a low violence content.



4) What do the following cartoons say about TV?

How are the police portrayed on TV and in movies? What positive qualities are they shown to have? What negative qualities are they shown to have?

How close to real life is the TV portrayal of the police? What would it be like to be a police officer? What would it be like a teenager questioned by the police in connection with a crime?

The following improvisational situation will give you an opportunity to explore the answers to some of these questions.

5) One of the most delightful trends in comic strips began in the early 1950s with the first installment of MAD magazine. In its first years MAD did hilarious take-offs on famous comic strips, as well as on the movies, TV, ads, and our whole popular culture.

The selections below show how MAD parodies a popular comic strip: Beetle Bailey.

Beetle Bailey was created by Mort Walker and had its debut in September of 1950. It soon became one of the most popular of comic strips. The cast, based at Camp Swampy, is one of the largest in the comics.

6) Many towns and cities are continually changing. Old buildings are torn down to make room for new ones. Neighborhoods change as the population shifts from one area to another.

Highways are built, changing the character of the cities forever. People have to adjust to living in new types of housing, such as highrise apartment buildings. For people who have live in one place all their lives, such changes can cause great turmoil.

For generation, yoursters have enjoyed nursery rhymes. And parents have read them a loud their children with just as much plaesure. Most nursery rhymes were made up of bits and pieces, often from history. These were gradually put together in verse form, often with little or no thought as to what they meant. Today, we can use nursery rhymes as the basis for word play and storytelling.

## VIII. STORY TELLING

### A. Introduction

1. The purpose of telling a story:
  - A. To entertain
  - B. Recount a past event
  
2. The delivery of a story is similiar to the delivery of a speech except:
  - A. No note cards
  - B. Body language & gestures are more animated
  - C. Inflexion in voice is more varied
  - D. Slight Resemblance to Drama

### B. Preparation:

1. The story should be memorized  
But there is no committment to exact wording.
2. Focus on the order of events and your STYLE of delivery.

### C. Input Beginnings

1. Once upon a time .....
2. A long time ago .....
3. In a place not so far from here .....
4. One day .....
5. In a land far far away .....

### D. Practice

Think of a short story that appealed to you most. Tell it in front of the class.

## IX. FORMAL SPEECH

(Continuation)

### A. Introduction

For formal occasions you have to prepare formal speeches. Although you are always aware of general rules of successful speaking which has been previously discussed, you must follow certain steps for formal speeches. Here are some points you should follow in preparing your formal speech to welcome, to introduce and to say good bye'. Remember, the content of speech and its delivery are equally important.

### B. Preparation

#### 1. Speech of Welcome

- Explain briefly about the program or occasion being held to make your guests feel at home
- Talk about ways to get them involved in the activities
- Talk sincerely and tactfully about abilities and accomplishments of your guests
- Express your own pleasure and satisfaction about having your guests present

#### 2. Speech of Introduction

- Explain briefly your guest's experience, qualification and position to your audience to create a mutual good feelings and understanding between the speaker and the audience
- Say something about the program and the audience to help the speaker adapt her/his talk to the audience
- Announce the speaker's subject and relate to the basic needs of the audience

### 3. Speech of Farewell

- Express your high esteem of the person who is leaving you by highlighting her/his ability, personality traits and character attributes
- Recommend the services the person has given to your organization or community
- Extend your group wishes for success and happiness in the person's new position.

### 4. Speech of Awards Presentation

- Tell your audience that someone/a group has been successful in achieving worthwhile activities (frequently expressed by awards, prizes, gifts of money or trophies)
- Mention his/her personality and character traits that help him/her achieve the goals
- Make a few statements of tribute and appreciation to the person and give emphasis on the contribution of the success to the community or institution, such as:  
"John's success in the English Club speech contest has brought many benefits to our English Department. The students have taken a renewed interest in developing their speaking skills by practicing and participating in various speaking activity contests. This promises to be a great motivation for all students to study English in the future"
- Explain and describe the nature of the award, prize, gift, medal, or trophy presented by stating its value.
- Make an actual presentation statement while delivering the award, such as, "This award is the means chosen by the English Club of our Department to recognize the outstanding achievement of John's performance in speech contest"

## 5. Acceptance Speech.

- State briefly your appreciation and respect for this committee or organization that honors, welcomes, invites or says farewell to you
- Acknowledge the contribution of others to your success and explain the significant feature of the event.

## C. Input: Active / Supportive listening

1. Nothing worse than speaking to unfriendly listeners

2. Positively reinforce speaker:

1) Nod head

2) Smile occasionally

3) Look interested

4) Look at the speaker

5) Don't focus on errors

6) Don't try to stump the speaker to hard question

3. Constructive Criticism

To help improve public speaking

1). Say something positive & specific

NOT: Your intro was good

BUT: Your intro was good because

You started in a narrative style that caught our interest.

2). Negative Comments should

be a helpful suggestion

NOT: style was boring

BUT: It would have been better to be more animated

3). Limit Criticism & Be Constructive!

#### D. Practice

Give a one or two minute speech of welcome/farewell, introduction, award/recognition presentation and acceptance speech for one of the following occasions:

1. The President of the English student's Association welcomes new members at a welcoming Party'
2. The chairman of the senior class welcomes a distinguished alumnus who returns to the University
3. You introduce a guest speaker who will speak on why go to college' to your English Club
4. You introduce a president of student council from a neighboring school to your local student council
5. The President of student council presents a gift to a Senior lecturer who has completed her/his service to the University
6. The Principal of the school presents a medal to a student who has won first prize in speech contest sponsored by the English Department, IKIP Padang
7. A student accepts an award for highest scholarship rank in his/her university at a graduation ceremony
8. The distinguished alumnus responds to the welcoming speech of the Head of the English Department.

MICRO UPT PIPA PADANG  
MIP PADANG

## X. MASTER OF CEREMONY

### A. Introduction

A Master of Ceremony (hereafter MC) is a 'frame of a picture' (Indopurels, 1993) as s/he hosts a whole program, right from the beginning to the end, as well as presents a value of the program. If the frame is good it will succeed in giving value of the picture. In other words, as the key person of the event the MC has a responsibility in bringing up the success of the whole program.

MC hosts different types of the programs for different occasions. S/he can host a formal ceremony, conference, commercial or entertainment program.

A good MC has to meet certain requirements. Indopurels points out that S/he has to have good:

- personality and appearance
- voice quality
- knowledge about the program
- sense of humor
- imagination, creativity and enthusiasm
- language skill

### B. Preparation

Some steps you need to follow are:

1. make sure there is a rehearsal
2. confirm the costumes with the committee
3. prepare items of the program with a card system
4. come to the place an hour before the program starts
5. do some warm-up vocal exercises
6. concentrate on the program
7. have a "Co MC" to help you with unexpected problems



8. as you speak, be aware of your body position and posture,  
speak fluently
9. be careful with your audience status, occupations, names,  
etc.

### C. Useful Expressions

- Greetings: Ladies and Gentlemen.
- Introduction:
  - I'd to welcome you to our program .....
  - and I'd like to introduce .....
  - Today's event will include .....
- The play you are to see this evening was written and  
produced by students of II A/B/C.
  - It is called ..... The setting is a .....
- Let's give a big hand for .....
- Let's have a warm round of applause for .....
- Please welcome Mr/s ..... with applause
- Put your hands together and welcome Mr .....
- The floor is all yours (formal)
- The court is yours (informal)
- OK, you're up (informal)

## XI. SEMINAR

### A. Introduction

A seminar is simply a class room-situation discussion with a specific topic and purpose. However; in the seminar you have speaker(s) who presents the topic. The seminar requires close and attentive listening skills so you can respond, ask relevant questions or add more information to a point already made, when appropriate.

### B. Preparation

The following is some steps you need to consider in practicing a seminar. Be aware of general rules of discussions and speaking.

1. Consider a current topic from the language teaching issues.
2. Select a chairman and a presenter from your class
3. The chairman starts the seminar by firstly introducing the topic, presenter and procedures of seminar.

### C. Practice

Consider a current topic from the language teaching issues and practice the seminar.