

# SPEAKING

## Book III

MILIK PERPUSTAKAAN IKIP PADANG

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MILIK UPT PERPUSTAKAAN  
IKIP PADANG

JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS PENDIDIKAN BAHASA DAN SENI  
IKIP PADANG  
1995

## P R E F A C E

"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."

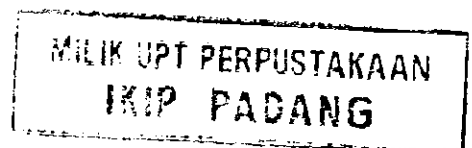
(McRoberts, 1986:3)

This is collection of speaking materials and activities for the course of Speaking III 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, in order to meet the needs of the students who have passed Speaking II. 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 (see the syllabus, in the following page) 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 1994



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# SILABUS MATA KULIAH

COURSE : Speaking III (H012)

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

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

## Evaluation:

- 50 % in class participation (including attendance, and out side preparation)
- 25 % Mid-Term Exam
- 25 % Final Exam

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# 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 talks 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 Interupt

- (I'm) Sorry to interrupt ...
- Sorry to break in, but ...
  
- Sorry, can/may I interupt you for a second?
- Excuse me .../Pardon me ...
- Excuse/Pardon me for interupting, but ...
  
- It I may interupt for a second ...
  
- Sorry, but did I hear you say ...?
- I couldn't help overhearing ...

#### To return

- as I was saying ...
- (now) what was I saying/what were we talking about ...
- Going back to ...
  
- Where was I ... ?
- To return to/going back to what I was saying before ...
  
- To get back to what we were talking about ...
  
- Let's get back to..
- (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, .....
- 7. I'd like to point out that ...
- 8. Speaking for myself .....
- 9. As for as I'm concerned .....
- 10. In my experience, .....
- 6. I agree completely
- 7. I agree with you entirely
- 8. You are absolutely right
- 9. That's a good point
- 10. I couldn't agree with you any more.

3. Challenging an argument

- 1. That can't be true because...
- 2. But what about ....? What's your answer to that?
- 3. Do you mean to tell me that ....?
- 4. Are you seriously suggesting that ....?

- 11. That's just what I think
- 12. I feel the same way.

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...

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.

- 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. 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're got in 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 than ...

What I said was .../Let me put it in another way ...

Basically, what I meat 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 misunderstood 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 agrre 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.)

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.

...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 blackmail. 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 dectictive and this is the first kidnapping case that you have worked on. You have sever-  
al 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 kidneppers 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)

3) Musifest

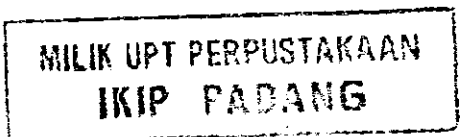
Posters like the one shown here have been put up in many places in and around Ixworth. (Population about 1.500) to the organisers, a company called Musifest', the festival site seems ideal: open countryside, good roads, parking spaces. etc. Musifest' has come to an agreement with the landowner, but what 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 yours 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.