

2012

Conversational English



Course written by Ruth Wickham, Brighton
Education Training Fellow, IPGKDRI



Contents

<i>Acknowledgements</i>	3
Facilitators	3
Participants	3
Strategies to Improve Conversational English	4
Background	4
Introduction	4
Objectives	5
Materials	6
Timetable	7
Session 1: “Ask Around”	8
Objectives:	8
Materials:	8
Procedures:	9
1. Question Types	9
2. Creating a Survey	15
3. Survey Other Participants	18
4. Report Results.....	20
Session 2: “Stress and Stretch”	22
Objectives	22
Materials:	22
Procedures:	23
Rules about Stress	23
Practice activity for word stress:	30
Stress Practice Activity – Sentence Auction	31
Session 3: “Facts and Figures”	34
Objectives	35
Materials:	35
Procedures:	36
1. Practice Numbers with “Bingo!”	41
2. General Knowledge “Bingo!”	42
Session 4: “Pass it on”	49



Objectives	49
Materials:	49
Procedures:	50
A: Two Texts	50
B: Distance Dictation and Cloze.....	54
Session 5: “Blown Away!”	60
Objectives	60
Materials:	60
Procedures:	61
Explanation.....	61
Preparation	63
Play the Game	64
Session 6: Wrap up and Closing Ceremony	67
Objectives	67
Materials:	67
Procedures:	67
Conversational English Workshop – Participant’s Evaluation Questionnaire.....	68



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Facilitators

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Hj Zahar bin Ibrahim, KU Jabatan Bahasa-Bahasa, IPGKDRI, Kuala Terengganu

Participants

Participants are the Heads of Departments from the IPGs along the East Coast of peninsular Malaysia.



Strategies to Improve Conversational English

A Workshop Course written by Brighton Education Training Fellow Ruth Wickham at IPGKDRI, Kuala Terengganu, in July 2012.

Background

This workshop is an opportunity for the Heads of Departments from 4 IPGs on the East Coast of Malaysia to both practice their English skills and experience some effective teaching strategies which they can later use and pass on.

Introduction

Heads of Departments from IPGs along the East Coast of Malaysia come together at IPGKDRI, Kuala Terengganu, for a short course in Conversational English facilitated by Brighton Education Training Fellows Peter Wickham and Ruth Wickham, and William Tweedie along with (KJ) Samsiah G. N Nair and (KU) Hj Zahar bin Ibrahim.



Objectives

Participants will improve speaking and listening skills as they:

- Participate in structured activities to strengthen conversational English skills
- Practise creating questions that fit certain parameters
- Interview other participants and record their answers
- Answer interview questions from other participants
- Analyse the results of their survey and report to the group about their survey
- Learn / revise and apply some general rules about word stress in English
- Use strategies to practice and remember correct stress on longer words
- Select correct word stress pronunciations as part of a fun activity.
- Examine and practise some specific intonation patterns in English.
- Practise pronouncing and stating large numbers correctly.
- Practise speaking about countries of the world and related facts.
- Improve listening and speaking accuracy through playing “Bingo!”
- Read a short article and remember relevant facts (without memorising the article).
- Impart all of the facts to a partner (without recourse to the original article).
- Listen to a partner and understand the facts from the article they read.
- Read a short piece and dictate it to a partner, and listen to a partner dictate and accurately write what they say.
- Use deductive skills to sequence and complete information.



Materials

- ✓ Participants will be provided with the **Participant’s Manual** including all relevant notes and worksheets. Facilitators will have the **Trainer’s Manual**.
- ✓ Participants should have writing materials, and possibly their own notebook.
- ✓ Seating arrangements need to allow participants to sometimes work alone or in a group at a table or desk, and sometimes to move around and interact with other participants.
- ✓ An LCD projector and screen is needed for the presentation of each session activity.

For specific sessions facilitators need:

- PowerPoint files and PDF files to show.
- Clues, answers and callers cards for “Bingo!” games.
- “Bingo!” cards for each participant for 3 separate games, and caller’s cards for each game. (Every card needs to have the same words but in a different arrangement.)
- “Bingo!” markers – some sort of counters to place on cards as words are called, enough for each participant to have at least 20. (Sunflower seeds work well, as long as participants do not drop husks on the floor and keep enough husks to use as markers.)
- Prizes for the winners of various activities.
- ‘A’ cards and ‘B’ cards for the two groups (including everyone).
- Sets of articles for tell-me-what-you-read activity
- Sentences to post around the walls for tell-me-what-to-write race, and word lists for cloze activity.



Timetable

The Course period is July 3-5, 2012. Participants will arrive during Tuesday July 3rd.

The 12 hour course is divided into six 2-hour sessions spread over 3 days.

The sessions are:

1. "Ask Around" (2 hours)
2. "Stress and Stretch" (2 hours)
3. "Facts and Figures" (2 hours)
4. "Pass it on" (2 hours)
5. "Blown Away!" (2 hours)
6. Wrap up and Closing Ceremony

Session 1: “Ask Around”

At the start of the course the participants are likely to feel that they need a chance to meet and get to know each other better – hopefully without resorting to chatting in Bahasa Malaysia.

This survey activity provides an interesting way for participants to mingle and practice correctly asking and answering questions, and they can also have a little conversation along the way.

Objectives:

Participants will:

- Devise a set of questions that fit certain parameters
- Interview at least 10 other participants and record their answers
- Answer interview questions from other participants
- Analyse the results of their survey
- Report to the group about their survey

Materials:

Trainer needs:

- PowerPoint presentation for this session.
- Facilitator’s notes.

Participants need:

- Participant’s notes for this session.
- Writing materials.

Participants need to be able to sit at a desk or table to write notes, and also to move around and ask questions of other participants.



Procedures:

There are a number of different types of questions in the English language, which can be confusing and frustrating for learners of English. Further complications can be encountered in selecting the appropriate verb tense in the question form.

Participants will be asked to pose 5 questions, each using a specific question form and verb tense and looking for a particular answer form.

1. Question Types

The following question types are referred to in the PowerPoint presentation.

a) Yes/No questions

The simplest questions expect a yes or no answer. We are going to focus on the following common examples:

- For the (simple) present tense: Do you ...? Yes, I do. / No, I don't. This generally refers to normal behaviour and routines.
- For the (simple) past tense: Did you ...? Yes, I did. / No, I didn't. This refers to a particular point in the past.
- For present perfect tense: Have you ever ...? Yes, I have. / No, I haven't. *Note:* The question needs to **past participle** form of the verb. *Example:* Have you ever **been** to America? Have you ever **seen** a penguin?

b) Open questions

Open questions are characterised by using question words such as

- Why?
- When?
- Where?
- What?
- Which?
- Who?
- How?
- How many?
- How often?

Note: In most situations the question word is followed by 'do' or 'did'. (If the answer is the subject of the sentence, there is no do/did. E.g. 'Who hit you?' In the question 'Who did you hit?' the answer is the object of the sentence.)

The problem that arises with using **open questions in a survey** is that you can get such a large range of answers it makes your data unmanageable. The solution is to then classify and group the answers, or start by asking multiple choice questions.

c) A hypothetical question

Surveys often ask hypothetical questions which use conditional verb forms.

For example:

Open question -

Q: What **would** you do if you had a million ringgit?

A: I **would** buy a new house.

Yes / No question -

Q: **Would** you feel hungry all day if you didn't have breakfast?

A: Yes, I **would**.



Here are the notes for the PowerPoint presentation:

Slide 1



Asking and answering questions is a vital part of conversing. However, forming an appropriate question can be quite complex.

Slide 2



There are a number of different types of questions in the English language, which can be confusing and frustrating for learners of English. The type of question depends on the expected type of answer.

And then further complications can be encountered in selecting the appropriate verb tense in the question form. (This session does not cover all types of questions, just a few which will be useful for our survey.)

Slide 3



The simple question expects a 'yes' or 'no' answer.

DO YOU ... ? (Simple present tense) for when you are asking about habits and routines.

DID YOU ... ? (Simple past tense) for when you are asking about an even at a specific time in the past.

Slide 4



The answer is "yes, I do/did" or "no, I don't/didn't".

Slide 5



The present perfect tense is a confusing mixture of present and past! We use 'have' as an auxiliary, and the past participle form of the verb.

An easy way to use this form – especially for our survey – is to ask the question "Have you ever ...?"

Slide 6



It's a yes/no question, and the answer is "Yes, I have." or "No, I haven't."

Slide 7



We do a lot of practice with open questions, which are characterised by using question words such as Why? When? Where? What? Which? Who? How? How many? How often?

Note: In most situations the question word is followed by 'do' or 'did'.

If the answer is the subject of the sentence, there is no do/did. E.g. 'Who hit you?' In the question 'Who did you hit?' the answer is the object of the sentence.

Slide 8



The problem that arises with using **open questions in a survey** is that you can get such a large range of answers it makes your data unmanageable. The solution is to then classify and group the answers, or start by asking multiple choice questions.

Slide 9



When you get ten totally different answers, you could try to reduce it to 3 or 4 groups of similar answers.

OR when design the question with a few Multiple Choice options (one of them could be 'other').

Slide 10



A hypothetical question

Surveys often ask hypothetical questions which use conditional verb forms.

For example: Open question -

Q: What **would** you do if you had a million ringgit?

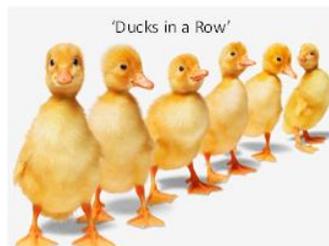
A: I **would** buy a new house.

Yes / No question -

Q: **Would** you feel hungry all day if you didn't have breakfast?

A: Yes, I **would**.

Slide 11



Once you have asked your questions of at least 10 people sort your data (get your 'ducks in a row') and create a few statements to present.



Participant's Worksheet:

1. Asking yes/no questions about routines and normal behaviour

Example: Do you eat breakfast at home? Do you like toast?

Write 3 routine yes / no questions

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

2. Asking yes/no questions about events at a particular time in the past. (The time may be stated or implied)

Example: Did you eat my toast? Did you go to work yesterday?

Write 3 yes / no questions about events in the past.

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

3. Asking yes/no "have you ever" questions. (Present perfect tense – use the past participle of the verb)

Example: Have you ever eaten yoghurt for breakfast? Have you ever been to MacDonald's?

Write 3 "have you ever" questions.

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



4. Asking Open Questions

Ask questions using question words such as ‘what’, ‘where’, ‘when’, ‘why’, ‘which’, ‘who’, ‘how’, ‘how many’, ‘how long’ ...

Example: Where do you work? How many children do you have?

Write 5 open questions using different question words.

.....

.....

.....

.....

.....

5. Asking Hypothetical questions with ‘if’.

Ask questions about a hypothetical or imaginary situation. (Notice the use of ‘**would**’, and the verbs in the **past tense**.)

Example: Open question –

What **would** you do if I **gave** you beans for breakfast?

How **would** you feel if you **didn’t have** any breakfast?

Example: Yes / No question –

Would you eat cake for breakfast if someone **offered** it?

Write 3 hypothetical questions.

.....

.....

.....

.....



2. Creating a Survey

Topic

Participants need to select a topic for their survey.

They can choose whether to work alone or with a partner.

They can choose *any* topic, but here are some possible ideas or suggestions:

- Food and eating habits
- Transport and travel
- Clothing and fashions
- Family and friends
- Houses, rooms, furniture
- Work and employment
- Education
- The future
- TV and movies
- Reading books and novels
- Favourite music

Participants need to select their topic and then create at least 5 questions, one of each of the types mentioned above.

With the (one or more) open questions, participants need to decide whether to accept all answers, or offer Multiple Choice options.

Participant's worksheet is below.



Create a Survey (Participant’s Worksheet)

Topic for Survey:

Note: Create at least 5 questions, at least one of each of these types:

- **Routines and normal behaviour (yes/no)**
- **Events at a particular time in the past (yes/no)**
- **“Have you ever” question (yes/no)**
- **Open question (‘wh-’ questions)**
- **Hypothetical question (yes/no or open)**

Survey Questions:

Type of question

Question



Type of question

Question

Type of question

Question

Type of question

Question

Note: With the (one or more) Open Question(s) you need to decide whether you are going to accept all answers, or give Multiple Choice options.

Multiple Choice Options for Open Question:

1.

2.

3.

4.

5.

Multiple Choice Options for Open Question:

1.

2.

3.

4.

5.



3. Survey Other Participants

Once their questions are prepared, participants can mingle and ask their questions of at least 10 people.

It is a good idea to ask 10 people because the results are easy to report in terms of percentages.

Example: What do you eat for breakfast?

80% said they eat rice. (8 people)

10% said they prefer noodles (1 person)

10% said they just drink coffee (1 person)

Participants note their survey results in the worksheet table. (Copy below)



Survey Results

Write the name of the person you interview, and then *briefly* record their answers with a word: - yes/no, or the number of their Multiple Choice, or a word to describe their answer.

Name	Q1	Q2	Q3	Q4	Q5	Q6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						



4. Report Results

Participants create a report about their survey results. They should make a number of generalising statements about the answers to their questions. This does *not* mean a list of every answer they received. Results can be stated as percentages. (If, for example, they have 10 different answers for one question, the report would state that all of the answers were different rather than listing each one.)

Participants may choose to come to a conclusion about their results about what the results show or prove.

The number of oral reports to the group will depend on number of participants and time constraints.

Participants work in groups of 4-10, reporting their results to the group.

Each group selects one (most interesting) report to be repeated to the whole class.

Participant's reporting worksheet is below.



Report on Survey Findings (Participant's Worksheet)

My survey was about (topic)

My questions were:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

My findings:

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

Conclusions:

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

Session 2: “Stress and Stretch”

This session is intended to assist participants with English Pronunciation, in particular stress and intonation which many Malaysians struggle with. Sometimes incorrect stress can hinder understanding to a greater extent than incorrect pronunciation of phonemes.

Participants will have the opportunity to practice some strategies to make remembering correct stress patterns more easy.

Objectives

Participants will:

- Learn / revise and apply some general rules about word stress in English
- Use strategies to practice and remember correct stress on longer words
- Select correct word stress pronunciations as part of a fun activity.
- Examine and practise some specific intonation patterns in English.

Materials:

Trainer needs:

- PowerPoint presentation for this session.
- Rubber Bands (Elastic Bands) at least one per participant and one for demonstration.
- Prizes for the winners of the Sentence Auction activity.

Participants need:

- Participant’s notes for this session.
- Writing materials.

Participants need to be able to sit at a desk or table to write notes, and also to work in a group or team with other participants.



Procedures:

Notes about Word Stress:

Incorrect Word and Sentence stress can potentially cause greater confusion than simply incorrect pronunciation of phonemes. Take note of the following:

- English words of more than one syllable carry stress on one of the syllables.
- Words that have four or more syllables often also have secondary (weaker) stresses on every second or third syllable.
- Stress can cause a syllable to be pronounced louder, for longer, and at a higher pitch.
- When a syllable is unstressed, its vowel sound is commonly (but not always) reduced to a 'schwa'.

There are rules about stress placement in two or more syllable words. Although there are always exceptions to these rules, they provide a good starting point.

Rules about Stress

Use the PowerPoint presentation to explain the following rules / guidelines. Use practice activity (below) at appropriate points during presentation.

1. Most 2-syllable nouns and adjectives have stress on the first syllable:

e.g. BUT-ter PRET-ty

2. Most 2-syllable verbs have stress on the last syllable.

e.g. be-GIN pro-DUCE

3. Words ending in –ic have stress on penultimate syllable (2nd last).

e.g. STAT-ic real-IST-ic

4. Words ending in –tion and –sion have stress on penultimate syllable (2nd last).

e.g. so-LU-tion ex-PAN-sion

**5. Words ending in –cy, -ty, -phy, -gy have stress on ante-penultimate syllable (3rd from end).**

e.g. de-MO-cra-cy re-li-a-BIL-i-ty

6. Words ending in –al have stress on ante-penultimate syllable (3rd from end).

e.g. CRIT-ic-al e-co-NOM-ic-al phe-NOM-en-al

7. Polysyllabic words (words with many syllables)

These usually have more than one stress i.e. a ‘primary’ (strong) and a ‘secondary’ (weaker) stress.

e.g. in-ter-NA-tion-al an-ti-bi-OT-ic

8. Compound Words (words made from two words)

If the compound is a noun, stress the **first** part:

e.g. GREEN-house BLACK-bird

If the compound is an adjective, stress the **second** part:

e.g. bad-TEMPered old-FASHioned

If the compound is a verb, stress the **second** part:

e.g. under-STAND over-LOOK



Here are the notes for the PowerPoint presentation:

Slide 1



Session 2: Strategies to improve English Pronunciation.

Slide 2



When words are incorrectly stressed it can cause just as much misunderstanding as when the words are incorrectly pronounced.

Slide 3



The stressed syllable in a word can be longer, louder and at a higher pitch than the other syllables.

Slide 4



It is very common in English words for the unstressed vowel to be pronounced as a short 'schwa', making it very difficult to know how to spell the word. (This is not true in all cases.)

Slide 5



We are going to use rubber bands – or, as Australians call them, “lucky bands” – to help us practise the stressed syllables in words.

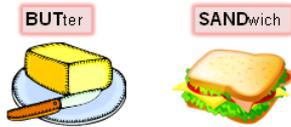
Slide 6



Let's start with 2-syllable words.

Slide 7

Stress on the 1st syllable:
 MOST 2-syllable **nouns** and **adjectives**
 have stress on the first syllable.



Stress on the first syllable – most 2-syllable nouns and adjectives have stress on the first syllable. Most, not all.

Slide 8

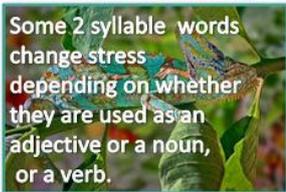
Stress on the LAST Syllable
 MOST 2-syllable **verbs**
 have stress on the LAST syllable.



Stress on the last syllable – most 2-syllable verbs have stress on the last syllable. Most, not all.

Slide 9

Word Stress that Changes



Some two syllable words change stress depending on whether they are used as a noun or adjective, or as a verb. There is no change in the way the word is written.

Slide 10



These words are called heteronyms because all of these words change their stress pattern according to their function as a verb, noun or adjective.

Can you explain the two versions of each word?

Slide 11

Rules for Longer Words:



With longer words, there are certain syllables that affect the stress pattern.

When there is an '-ic' syllable, or when there is a '-tion' (or '-sion'/'-cion'/'-xion') syllable, the stress falls on the syllable just before it.

Slide 12

So where is the stress?

- | | |
|--------------|-------------|
| calculation | decision |
| reaction | solution |
| distribution | operation |
| relation | association |

Look at these '-tion' (or '-sion') words. Which syllable is stressed in each?



Slide 13

So where is the stress?

calculat <u>ion</u>	dec <u>is</u> ion
react <u>ion</u>	solut <u>ion</u>
distrib <u>ution</u>	operat <u>ion</u>
relat <u>ion</u>	associat <u>ion</u>

The stress falls just before the '-tion' (or '-sion') syllable.

Slide 14

What is the pattern here?



What is the pattern in all of these words? Can you see the '-ic' syllable?

Slide 15

What is the pattern here?



The stress falls on the syllable before the '-ic'. Practise with your rubber band.

Slide 16

Where is the stress?

biology	biological
policy	political
geography	geographical
university	managerial
photography	photographical
society	sociological
technology	technological
electricity	electrical

Look carefully at these two lists of words. Can you see any pattern(s)? Can you tell where the stress should be on each word?

Most of the words in the right-hand column have '-ic'. What pattern is there in the left-hand column?

Slide 17

Where is the stress?

biology	biological
po lity	poli ti cal
geog ra phy	geog ra phical
univer er sity	manag er ial
photog ra phy	photog ra phical
so ci ety	soci ol ogical
tech no logy	tech no logical
elect ri city	elect ri cal

Rule for the left column?

So ... what rule would you say explains the left-hand column? And what about the word 'managerial'?

Slide 18

**What do they have in common?
And where is the stress?**



What do these words have in common? Can you explain a rule for the stress?

What about 'electricity' – does it follow the '-ic' rule? Why/why not?

Slide
19



Have you seen this rule in some of the words we have already been practising?

Slide
20



Here are some more words that follow the same rule. Practise with your rubber band.

Slide
21



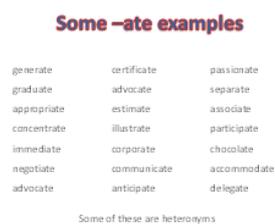
Here are two more endings that cause the stress to fall on the 3rd-last syllable.

Slide
22



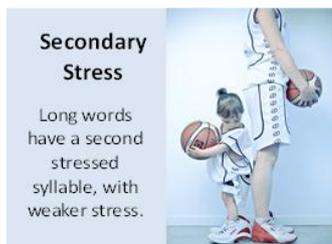
So where is the stress on these words?

Slide
23



Where is the stress on each of these words? Which of them are heteronyms? And how do these words change?

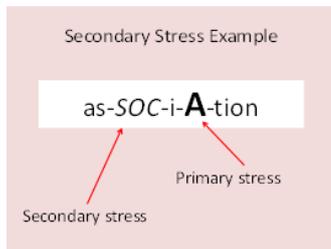
Slide
24



Some people find it confusing because they can hear more than one stress on long words.

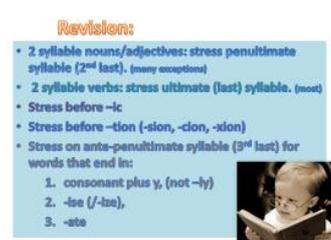


Slide 25



The primary and secondary stress *tend* to fall on alternate syllables.

Slide 26



Here is a list of the rules of guidelines we have just practised. Remember, there *are* exceptions to each one.

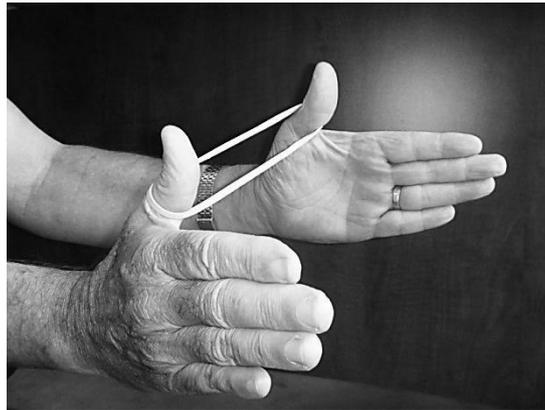
Slide 27



Ok so now let's play a game to further practise our skills with stressed syllables.

Practice activity for word stress:

Give each participant a rubber band (elastic band). Show them how to hold it, with their thumbs inside the band and palms facing each other.



When practising the longer words, participants will clap each unstressed syllable, and stretch the rubber band on the stressed syllable.

The physical activity of clapping and stretching the band, while saying the syllables aloud, aids the memory by forming a link in the brain.

Note: If using this activity with children, extra care needs to be taken with imposing rules to make sure children do not injure themselves or each other by flicking the rubber band close to the eyes. Both thumbs must remain inside the rubber band.

At each stage during the PowerPoint presentation ask participants to practice saying the words to partners and/or fellow group members while stretching the rubber bands.

Following the PowerPoint presentation and rubber band practice, participants will use their understanding of the topic in the following activity.



Stress Practice Activity – Sentence Auction

This activity is a ‘Silent Auction’. A number of sentences are offered ‘for sale’. Participants are invited to place bids, based on the worth of each sentence.

Long words in each sentence will have their stress marked – correctly or incorrectly. There will be other errors in some of the sentences.

- A sentence that is completely correct is worth RM100.
- An incorrect sentence is worthless. (RM 0)
- Any amount bid on an incorrect sentence will be subtracted from the total winnings.

However, if participants are unsure whether the sentence is totally correct or not, they may choose to bid smaller amounts, depending on the level of their confidence about the sentence.

Participants have an imaginary RM 1000 to spend on the 20 sentences.

Instructions:

1. Participants examine the 20 sentences and decide which ones are completely correct. They place bids of between RM10 and RM100 in the ‘bid’ column next to each sentence.
2. Facilitator reads the sentences aloud, carefully pronouncing the long words complete with correct or incorrect stress. Participants check their bids.
3. Participants swap their pages with someone else for checking and marking.
4. Facilitator carefully reads each sentence and discusses / announces which are correct / incorrect and why.
5. Participants mark the paper in front of them. For correct sentences the amount bid is re-written in the ‘Correct’ column. For incorrect sentences the amount bid is re-written in the ‘Incorrect’ column.
6. Participants then add each column separately, and the total ‘incorrect’ is subtracted from the total ‘correct’.
7. Hand sheets back to original participants and ask who has the highest score. (Award prizes)

Participant’s Worksheet and Sentences Worksheet is below.

**Sentence Auction:** (Participant’s Worksheet)*Instructions:*

- A sentence that is completely correct is worth RM100.
- An incorrect sentence is worthless. (RM 0)
- Any amount bid on an incorrect sentence will be subtracted from the total winnings.

Long words in each sentence will have their stress marked – correctly or incorrectly. There are other errors in some of the sentences.

You have **ONLY RM 800** to bid. You do not have to bid all of it. There are 20 sentences.

Bid on every sentence, but don’t bid more than RM 800 altogether. If you 100% sure that a sentence is 100% correct you can bid up to RM 100 on that one sentence. If you are not totally sure, bid on the sentence according to your confidence – RM0 / RM10 / RM20 / RM30 / RM40 ... RM100.

Number	Sentence	Bid	Correct	Incorrect
1	I keep <u>sneezing</u> <u>because</u> I am <u>allergy</u> to <u>flowers</u> .			
2	Sam’s job is the <u>distribution</u> of <u>letters</u> and <u>parcels</u> .			
3	Ali was <u>upset</u> <u>because</u> he saw the <u>article</u> as an <u>insult</u> .			
4	There has been a <u>steady</u> <u>decrease</u> in the <u>number</u> of <u>graduates</u> .			
5	<u>Molly</u> had a <u>very</u> <u>bad</u> <u>reaction</u> to the <u>medication</u> .			
6	The <u>economical</u> is <u>suffering</u> with the <u>global</u> <u>financial</u> <u>crisis</u> .			
7	<u>Arif</u> wants to do <u>photography</u> when he is <u>older</u> .			
8	<u>Hopefully</u> I will get a <u>certificate</u> when I <u>complete</u> this course.			
9	She is <u>overweight</u> <u>because</u> her <u>metabolism</u> is <u>sluggish</u> .			
10	Could you please <u>clarify</u> your <u>statement</u> <u>about</u> the <u>abolition</u> of <u>tobacco</u> ?			
11	Please don’t <u>desert</u> me, I hate <u>being</u> <u>isolated</u> and <u>alone</u> .			
12	All of my friends and <u>relatives</u> will <u>attend</u> the <u>reception</u> .			
13	Politicians <u>advocate</u> <u>exports</u> to <u>multiple</u> <u>countries</u> .			
14	I would like to be <u>present</u> at your <u>seminar</u> .			
15	You should <u>address</u> the Queen as “Your <u>Majesty</u> ”.			
16	Where did you go for your <u>summer</u> <u>vacation</u> ?			
17	The boss <u>informed</u> me that he would <u>increase</u> my pay.			
18	This <u>picture</u> <u>epitomises</u> the work of our <u>company</u> .			
19	My son is <u>studying</u> <u>sociology</u> at <u>university</u> .			
20	Don’t poke the <u>tiger</u> <u>because</u> you will <u>antagonise</u> it.			
	Total each column			
	Correct total minus Incorrect total			



Sentences for Auction

Some of these sentences are correct.

Some of these sentences have errors in the stress placement as indicated on longer words.

Some of these sentences have other errors.

1. I keep sneezeing because I am allergy to flowers.
2. Sam's job is the distribution of letters and parcels.
3. Ali was upset because he saw the article as an insult.
4. There has been a steady decrease in the number of graduates.
5. Molly had a very bad reaction to the medication
6. The economical is suffering with the global financial crisis.
7. Arif wants to do photography when he is older.
8. Hopefully I will get a certificate when I complete this course.
9. She is overweight because her metabolism is sluggish
10. Could you please clarify your statement about the abolition of tobacco?
11. Please don't desert me, I hate being isolated and alone.
12. All of my friends and relatives will attend the reception.
13. Politicians advocate exports to multiple countries.
14. I would like to be present at your seminar.
15. You should address the Queen as "Your Majesty".
16. Where did you go for your summer vacation?
17. The boss informed me that he would increase my pay.
18. This picture epitomises the work of our company.
19. My son is studying sociology at university.
20. Don't poke the tiger because you will antagonise it.

**Key to Sentences**

1. I keep sneezing because I am allergy to flowers. *Incorrect – should be allergic.*
2. Sam’s job is the distribution of letters and parcels. *Correct*
3. Ali was upset because he saw the article as an insult. *Incorrect – should be insult.*
4. There has been a steady decrease in the number of graduates. *Correct.*
5. Molly had a very bad reaction to the medication. *Correct.*
6. The economical is suffering with the global financial crisis. *Incorrect – should be economy.*
7. Arif wants to do photography when he is older. *Incorrect – should be photography.*
8. Hopefully I will get a certificate when I complete this course. *Correct.*
9. She is overweight because her metabolism is sluggish. *Correct.*
10. Could you please clarify your statement about the abolition of tobacco? *Incorrect – should be abolition.*
11. Please don’t desert me, I hate being isolated and alone. *Incorrect – should be desert.*
12. All of my friends and relatives will attend the reception. *Correct.*
13. Politicians advocate exports to multiple countries. *Correct.*
14. I would like to be present at your seminar. *Correct.*
15. You should address the Queen as “Your Majesty”. *Correct.*
16. Where did you go for your summer vacation? *Incorrect – should be vacation.*
17. The boss informed me that he would increase my pay. *Incorrect – should be increase.*
18. This picture epitomises the work of our company. *Correct.*
19. My son is studying sociology at university. *Correct.*
20. Don’t poke the tiger because you will antagonise it. *Correct.*



Session 3: “Facts and Figures”

This session is intended to be a fun activity practising talking about general knowledge and facts and figures using English only. There will be some continuing practice of pronunciation, and questions and answers. The game of “Bingo!” is included to add interest and engagement.

Objectives

Participants will:

- Practise pronouncing and stating large numbers correctly.
- Practise speaking about countries of the world and related facts.
- Improve listening and speaking accuracy through playing “Bingo!”

Materials:

Trainer needs:

- PowerPoint presentation about numbers and pronunciation.
- PDF files with maps showing countries of the world – 4 different arrangements.
- List of clues for Country Facts Bingo! game, (and/or callers cards listing each country and the clue facts).
- PDF file with flags to show on LCD and/or coloured flash cards with flags.
- “Bingo!” cards for each participant for 3 separate games, and caller’s cards for each game. (With the two numbers games, every card has the same words but in a different arrangement. With the countries cards, there are 34 countries but only 25 on each card.)
- “Bingo!” markers – some sort of counters to place on cards as words are called, enough for each participant to have at least 20. (Sunflower seeds work well, as long as participants do not drop husks on the floor and keep enough husks to use as markers.)
- Prizes for the winners of the Sentence Auction activity.

Participants need:

- Participant’s notes for this session.
- Writing materials.

Participants need to be able to sit at a desk or table to write notes, place their “Bingo!” markers on the card on a level surface, and also to work in a group or team with other participants.

Procedures:

Even people who have gained some proficiency in a second language will habitually use their own language to count. So initially we are going to have some practice in using numbers in English.

Use the PowerPoint presentation to teach the following points:

1. In speaking and listening English numbers there is often some difficulty in distinguishing between (for example) “fifteen” and “fifty”. Speakers of Bahasa Malaysia particularly tend to swallow (or just not pronounce) the final ‘n’ of ‘fifteen’ and the other cue – the stress on the final syllable – is also problematic for speakers of Bahasa Malaysia. The difference should be clearly heard:

THIR-ty	thir-TEEN
FOR-ty	four-TEEN
FIF-ty	fif-TEEN
SIX-ty	six-TEEN
SEV-en-ty	sev-en-TEEN
EIGHT-ty	eigh-TEEN
NINE-ty	nine-TEEN

2. When saying a longer number, such as the year-date, the Malaysian tendency is to simply read it as a series of digits.

For example: 2010 is commonly read as ‘two zero one zero’.

- The names of the years in the last (20th) century are said as “nineteen ___”.

For example: 1957 is “nineteen fifty-seven”
1901 is “nineteen oh-one”

- The names of the dates in this (21st) century after 2010 can be read in some cases either as “twenty ___” or as “two thousand and ___”, but before that are generally read as “two thousand and ___”

For example: 2001 is “two thousand and one”
2011 is “two thousand and eleven” OR “twenty eleven”



3. With numbers over a hundred, there should be the word '**and**' after the word **hundred** (or after the thousand if there are no hundreds).

For example: 239 is said as 'two **hundred and** thirty nine'.

3 045 is said as 'three thousand, **and** forty-five'.

(Note: this is not always so in American English ... but this is Malaysia where British English is practised!)

4. 'Round' numbers in thousands are often read as hundreds.

For example: 1100 can be read as 'one thousand, one hundred', or 'eleven hundred'

3500 can be read as 'three thousand, five hundred', or 'thirty-five hundred'.

If the number is not 'round', then it is more likely to be said as thousands, hundreds etc.

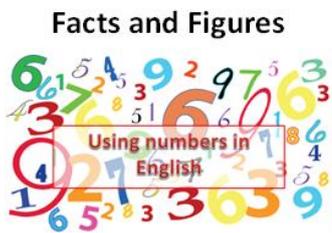
For example: 3246 would be read as 'three thousand, two hundred and forty-six'.

5. The number '1' is commonly pronounced as 'a' when it is the first digit.

For example: The number 150 is commonly pronounced as 'a hundred and fifty' rather than 'one hundred and fifty'.

Here are the notes for the PowerPoint presentation:

Slide 1



Even people who have gained some proficiency in a second language will habitually use their own language to count. So initially we are going to have some practice in using numbers in English.

Slide 2



In speaking and listening English numbers there is often some difficulty in distinguishing between (for example) “fifteen” and “fifty”. Speakers of Bahasa Malaysia particularly tend to swallow (or just not pronounce) the final ‘n’ of ‘fifteen’ and the other cue – the stress on the final syllable – is also problematic for speakers of Bahasa Malaysia. The difference should be clearly heard.

Slide 3



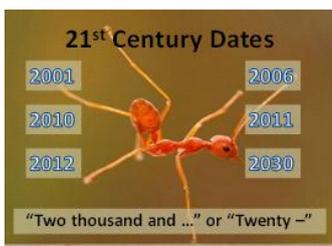
When saying a longer number, such as the year-date, the Malaysian tendency is to simply read it as a series of digits. *For example:* 2010 is commonly read as ‘two zero one zero’. The names of the years in the last (20th) century are said as “nineteen ___”. *For example:* 1957 is “nineteen fifty-seven”
1901 is “nineteen oh-one”

Slide 4



These are all dates in the 20th century, and they all start with ‘nineteen’:
Nineteen ninety-six
Nineteen-oh-one – notice the ‘oh’ rather than ‘zero’.
Nineteen forty
Nineteen twenty-eight
Nineteen-oh-eight (another ‘oh’)
Nineteen nineTEEN
Nineteen NINE-ty
Nineteen thirteen

Slide 5



The names of the dates in this (21st) century after 2010 can be read in some cases either as “twenty ___” or as “two thousand and ___”, but before that are generally read as “two thousand and ___”
For example:
2001 is “two thousand and one”
2011 is “two thousand and eleven” OR “twenty eleven”



Slide 6



With numbers over a hundred, there should be the word **'and'** after the word **hundred** (or after the thousand if there are no hundreds).

For example:

239 is said as 'two **hundred and** thirty nine'.

3 045 is said as 'three thousand, **and** forty-five'.

(Note: this is not always so in American English ... but this is Malaysia where British English is practised!)

Slide 7



'Round' numbers in thousands are often read as hundreds.

For example:

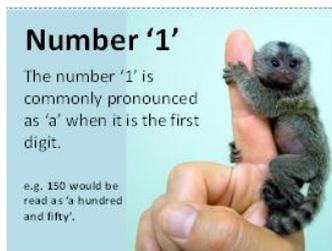
1100 can be read as 'one thousand, one hundred', or 'eleven hundred'

3500 can be read as 'three thousand, five hundred', or 'thirty-five hundred'.

If the number is not 'round', then it is more likely to be said as thousands, hundreds etc.

For example: 3246 would be read as 'three thousand, two hundred and forty-six'.

Slide 8



The number '1' is commonly pronounced as 'a' when it is the first digit.

For example: The number 150 is commonly pronounced as 'a hundred and fifty' rather than 'one hundred and fifty'.

Slide 9



We are going to play a few different games of "Bingo!" I hope you enjoy it!

Slide 10



You will be given a "Bingo!" card – do not write on it because the same card will be used for several games, and we would like you to swap cards sometimes with other players.

You will be given some Sunflower seeds to use as markers.

You are free to nibble but if you choose to eat the seeds

- Please do so quietly
- Please don't drop husks
- Please make sure you keep the husks to use as markers.



Slide 11

1901			2006	
2001	2010	2020	99	2800
2	1985			1
2000		118	19	8214
6210		5321	2004	1400

Look carefully at your card. When you hear a number called place a seed on the correct number.
 NOTE: with the first game, all of the numbers are somewhere on your card. *(With a later game there are more answers than places on your card.)*

Slide 12

FIVE-IN-A-ROW = BINGO!

When you have five markers in a row in any direction, call "Bingo!"
 Note: you may be asked to verify the answers in your line of five.



1. Practice Numbers with “Bingo!”

Instructions for numbers “Bingo!” game:

Firstly

- Distribute “Bingo!” cards with numbers written as words. Note: Each card is different, but they all contain the same words.
- Explain that the participants are NOT to write on the cards. Distribute markers (sunflower seeds) and explain that participants may eat them, but must not drop husks and must maintain enough husks to continue to use them as markers.
- Explain that participants are to place markers on numbers as they hear them, and when they have five-in-a-row in any direction (horizontal, vertical or diagonal) they can call “Bingo!”
- Using the call cards (well shuffled), call out the numbers – call each one 2 or 3 times only, and hold up the card showing the digits for participants to see. Lay them carefully on a desk for checking later if necessary.
- When a participant calls “Bingo!” ask them to call out the five in the row and check with the ones on the desk. Award a small prize, and then ask the winner to be the next caller. Participants remove their markers and start a new game.
- Participants should be encouraged to swap cards between games.

Secondly

After several rounds of playing this game, change to cards with to numbers expressed in digits.

Continue playing with caller reading out numbers from cards containing numbers as words.

NOTE: the Caller’s Cards with this set has the numbers stated in words the way the Caller is to say them.



2. General Knowledge “Bingo!”

There are two “Bingo!” games to practice talking about the countries of the world.

A. Country Placement

Display a map of the world with country names missing on the LCD.

The following countries are listed on the Bingo! cards and the PowerPoint game:

1. Afghanistan
2. Australia
3. Burma
4. Cambodia
5. Denmark
6. Egypt
7. France
8. Germany
9. Greece
10. Haiti
11. India
12. Indonesia
13. Italy
14. Japan
15. Kuwait
16. Madagascar
17. Malaysia
18. New Zealand
19. Nigeria
20. Oman
21. Philippines
22. Qatar
23. Russia
24. Saudi Arabia
25. Singapore
26. Spain
27. Switzerland
28. Syria
29. Turkey
30. United Kingdom
31. United States of America
32. Vietnam
33. Yemen
34. Zimbabwe



Give participants “Bingo!” cards with names of the countries. Point out that there are 34 country names listed (don’t show them the list!) but only 25 names on their card. Therefore they won’t necessarily be able to place a mark for every call.

Show the country slides one by one, and participants place markers – if necessary discussing with the group which country is displayed.

When someone gets five-in-a-row and calls “Bingo!” get them to call out the names of countries they have marked and check that they were there.

NOTE: There are 4 Bingo World Map Quiz PDF files (they are smaller files than PowerPoint) with a different order of the countries, so that the game can be played four times. PDF files can be displayed easily and clearly on the LCD.

Here are the notes for the WorldMap Quiz. (The countries are not in the same order as the Bingo PDFs!)



Yemen



Australia



Singapore



Italy



Germany



India



Malaysia



New Zealand



Haiti



United Kingdom



Zimbabwe



Spain



Madagascar



Burma



Syria



Qatar
(Qatar and Kuwait look similar. Kuwait is higher up.)



Afghanistan



Egypt



Nigeria



Indonesia



Oman



Cambodia



Denmark



United States of America



Philippines



Saudi Arabia



Japan



Greece



Turkey



Russia



Vietnam



Kuwait
(Qatar and Kuwait look similar. Qatar is lower down.)



Switzerland



B. Country Facts

Participants can swap cards between games – they should be encouraged to do so.

Play “Bingo!” again using the same cards, but with Country Facts.

Call out the facts from the Country Facts cards as clues for country names. Preferably only give one clue, and supply the others slowly if people are very unsure. (The second and third time the game is played, a different fact can be used as the clue.)

The winner of a round could then be asked to be the next caller.

The Country Facts list is below. Use the Country Facts Caller Cards to play the game.



Country Facts for “Bingo!” Game

Country	Fact 1	Fact 2	Fact 3
Afghanistan	Capital Kabul	Languages Dari, Pashto	War on Terror
Australia	Capital Canberra	Land Down Under	Great Barrier Reef
Burma	Capital Rangoon/Yangon	Military Coup 1962	Irrawaddy River Valley
Cambodia	Capital Phnom Penh	Language Khmer	Angkor Wat
Denmark	Capital Copenhagen	Viking Empire	Hans Christian Anderson
Egypt	Capital Cairo	Pyramids	Arid desert
France	Capital Paris	Mona Lisa	Eiffel Tower
Germany	Capital Berlin	Oktoberfest	Black Forest
Greece	Capital Athens	Olympics	Over 200 islands
Haiti	Capital Port-au-Prince	Earthquake 2010	2/3 of country mountainous
India	Capital New Delhi	Language Hindi	Producer of Dairy Prod.
Indonesia	Capital Jakarta	More Facebook (except USA)	Over 18000 islands
Italy	Capital Rome	Espresso Coffee	Shape like boot
Japan	Capital Tokyo	Sushi	Mount Fuji
Kuwait	Capital Kuwait City	Oil wells fires	Highway 80 to Iraq
Madagascar	Capital Antananarivo	Language Malagasy	Vanilla export
Malaysia	Capital Kuala Lumpur	Best snorkelling	Head-hunters
New Zealand	Capital Wellington	More sheep than people	Rotorua hot springs
Nigeria	Capital Abuja	Most populous in Africa	Oil pipe explosions
Oman	Capital Muscat	Frankincense route	Fireworks championships
Philippines	Capital Manilla	Dish 'bayawak' (lizard)	7000+ Islands incl. Boracay
Qatar	Capital Doha	Mostly sand & barren plain	World cup 2022
Russia	Capital Moscow	8 time-zones, 1/7 world	Hermitage Museum
Saudi Arabia	Capital Riyadh	2 nd largest oil reserves	No taxes
Singapore	Capital Singapur	City-state	One of best healthcare
Spain	Capital Madrid	Bullfighting	Flamenco dance, song, guitar
Switzerland	Capital Berne	Landlocked, Alps	Neutral, peacekeeping
Syria	Capital Damascus	Symbol - hawk	Now on brink civil war
Turkey	Capital Ankara	Asia and Europe	Ataturk
United Kingdom	Capital London	Channel Tunnel	Stone Henge
United States of America	Capital Washington	50 states	Freedom and democracy
Vietnam	Capital Hanoi	Mekong river	Independent from China 939
Yemen	Capital San'a'	Poorest Arabic country	Mocha coffee from here
Zimbabwe	Capital Harare	'Rhodesia' before	Victoria Falls



Recommendation for “Facts and Figures” Activity Session:

Each of the games can be played at least 2 or 3 times. Participants can be encouraged to swap cards between games.

- ❖ *Numbers written in words Bingo*
- ❖ *Big numbers (digits) Bingo*
- ❖ *World Map Bingo*
- ❖ *Country Facts Bingo*

For the numbers games and the Country Facts Game, winning participants can become callers. For the World Map game there are 3 versions of PDF that can be displayed on the LCD.

For the numbers games, every card has the same information rearranged. For the Country games, only 25 of the mentioned 34 countries are mentioned on each card – so the game will tend to run longer.



Session 4: “Pass it on”

Language is for sharing, and participants need to be able to pass on what they learn from reading. The first activity involves reading a text and then passing on the facts to another person, and hearing from them the facts about what they read. The second activity involves reading material and telling someone clearly how to write it down, or listening to another and writing what they say.

Objectives

Participants will improve speaking and listening skills as they:

- Read a short article and remember relevant facts (without memorising the article).
- Impart all of the facts to a partner (without recourse to the original article).
- Listen to a partner and understand the facts from the article they read.
- Read a short piece and dictate it to a partner, and listen to a partner dictate and accurately write what they say.

Materials:

Trainer needs:

- PowerPoint presentation for this session.
- ‘A’ cards and ‘B’ cards for the two groups
- Sets of articles for tell-me-what-you-read activity
- Sentences to post around the walls for tell-me-what-to-write race
- Prizes for the winners of the race, and 10/10 in the 2 articles activity.

Participants need:

- Participant’s notes for this session.
- Writing materials.

Participants need to be able to sit at a desk or table to write notes, to move around the room to read notices on the walls, and also to work with various partners and groups.



Procedures:

(The notes for the PowerPoint presentation for both activities are below this explanation.)

A: Two Texts

Divide the participant cohort into two groups, 'A' and 'B' – if possible exactly the same number in each – and give each participant an 'A' or a 'B' card. (Participants should at this stage be sitting with other same-group members only.)

1. Give out articles to each participant according to their group.

Tell them to read the article, and remember its *title* and all of the *facts*. (After a few minutes the paper will be taken away from them.)

NOTE 1: They are not allowed to write anything.

NOTE 2: They should not attempt to memorise the article, just remember the facts.

2. Participants' papers are collected.

3. Each 'A' participant partners with a 'B' participant, and they sit together (facing each other). Each participant then imparts all of the knowledge they can remember from the article to their partner AND listens carefully to the information from their partner.

4. Participants return to their original places, where they are handed a 'test' sheet with questions referring to the article they read. They should look through the questions and make sure that they know the answers. *(NOTE: they do not get the article paper back!)*

5. Each 'A' participant partners with a DIFFERENT 'B' participant (not the same person as the first time). They then ask their new partner the questions on the test, AND respond to the questions on their partners test. Each gives their partner a score (out of 10).

6. Give prizes to anyone with full (10/10) marks. Discuss the activity, difficulties and results.



The Two Texts:

A: The Quoll

The Quoll is a small carnivorous marsupial which is native to Australia and Papua New Guinea. They are sometimes also known as Australian native cats.

There are four species of Quoll in Australia – the Northern Quoll, the Eastern Quoll, the Western Quoll, and the Spotted-tailed Quoll.

A Quoll has a pointed snout (or nose), and brown or black fur with white spots. It looks cute with its bright eyes and moist (wet) pink nose. But it also has a lot of sharp teeth.

The smallest species of Quoll is the Northern Quoll, which is only 12 to 30 centimetres long and weighs less than a kilogram. The biggest Quolls are the Spotted-tailed species which is 40 to 55 centimetres long and weighs around 4 kilograms.

The term ‘carnivorous’ means that it eats meat. In this case that means they eat insects, birds, frogs, lizards, and small mammals. The bigger Spotted-tailed Quolls eat birds, reptiles, and mammals such as Possums and Rabbits. They sometimes eat ‘carrion’, which means dead animals. Quolls also eat fruit.

Quolls are mostly nocturnal, which means that they go looking for food at night and spend the daytime hiding in their dens. However both the Spotted-Tailed and Northern species both sometimes forage (look for food) in the daytime and even like to sit in the sunshine.

They breed in winter, which is in June to August in Australia, and their gestation period (before the babies are born) is 3 weeks. ‘Marsupial’ means that the young are carried in a pouch after birth. The young of the Spotted-tailed Quoll are protected in a pouch but the other species only have a shallow fold of skin around the teats to protect the baby.

The Spotted-tailed Quoll is now rare, and can sometimes be found in woodland on the east coast of Australia. The Eastern Quoll is common in open forests in Tasmania. The Northern Quoll is found across the north of Australia in rocky, sparsely vegetated areas. The Western Quoll can only be found in the far south-west in Jarrah forests and Mallee shrublands.

B: Quokka

The Quokka is an Australian marsupial. It looks a bit like a small Wallaby (and a Wallaby looks a lot like a small kangaroo), except that its tail is short and stiff, and its hind feet are also short.

Nevertheless, the Quokka can hop through thick vegetation and tall grasses at great speed.

A Quokka is about 40 to 55 centimetres long, with a 25 to 30 centimetre tail, and weighs between 2½ and 5 kilograms. It has a stocky build (fattish) and has a roundish head and rounded ears, and black nose. Its fur is very dense, and usually brown or grey with reddish tinges around its face and neck and lighter colour on the underside.

Quokkas have a vegetarian diet, feeding on grasses, sedges (a types of grass that grows in tufts), succulents (thick juicy plants like cactus), and leaves. Sometimes there is not much water available, so they need to get their moisture from the plants they eat. They are generally nocturnal, and spend most of the hot days resting in the shade of the trees

Quokkas are mostly found on Rottnest Island which is off the coast of Western Australia, a small island not far from the mainland where Australians love to holiday. The name of the island comes from the Dutch language for “Rat’s Nest” because of the Quokkas. As the Quokkas are quite cute and generally very friendly, people are tempted to feed them with all sorts of wrong foods such as biscuits or bread which can make them very ill. Visitors to Rottnest Island are requested to only offer a little water – which the Quokkas may lick off someone’s fingers or hand.

Quokkas breed on Rottnest Island between January and March. Their gestation period is 27 days, and they give birth to a single Joey. (The word Joey is also used to refer to baby kangaroos and wallabies.) The Joey Quokka stays in its mother’s pouch for about 6 months. After it leaves the pouch, it still comes back to feed off its mother for another 2 months.

The Quokkas are plentiful on Rottnest Island. A few Quokkas can also be found on the mainland in the southwest of Western Australia.



The Questions (with answers):

A: Quoll

1. What is another name for a Quoll? (Australian native cat)
2. Which is the smallest species of Quoll? (Northern Quoll)
3. How heavy is the biggest (Spotted-tailed) Quoll? (4 kg)
4. Name 3 things that Quolls eat. (Insects, birds, frogs, lizards, birds, reptiles, and mammals, fruit, possums and rabbits).
5. When do Quolls usually look for food? (Night)
6. When do Quolls breed? (Winter – June – August)
7. How long is the Quoll's gestation period? (3 weeks)
8. How do Quoll's care for their new babies? (The Spotted-tailed species have a pouch, others have a flap of skin.)
9. What kind of Quoll can be found in Tasmania? (Eastern Quoll)
10. What kinds of forest does the Western Quoll inhabit in Western Australia? (Jarrah forests and Mallee shrublands)

B: Quokka

1. What other Australian animal does a Quokka resemble (look like)? (Wallaby)
2. How heavy is a Quokka? (2 ½ to 5 kilos)
3. What do Quokkas eat? (Grasses, sedges, succulents and leaves)
4. Why do Australians go to Rottnest Island? (Holiday)
5. How did Rottnest Island get its name? (Dutch: Rat's nest)
6. What should you not offer to a Quokka, and what would be ok? (Not biscuits and bread, just water)
7. When do Quokkas breed? (January – March)
8. How long is a Quokka's gestation period? (27 days)
9. What is a Joey? (A baby kangaroo, wallaby, or quokka)
10. How long does a mother Quokka feed her baby? (8 months, 6 months of which are in the pouch)



B: Distance Dictation and Cloze

Participants work with a partner.

There are two collect and dictate activities. One participant will collect information while the other writes, and then they swap jobs for the second activity.

NOTE: Facilitator needs to have passages for dictation posted around the walls, at eye level (average), in a well-lit area, and fairly well spaced out so that several participants can read them at one time.

The cloze lists can be posted between these after the first stage is mostly complete so as not to cause confusion (and cheating).

There is a worksheet page in the Participant's Notes for them to write the dictation.

Participants decide which partner will write first. The other partner must then go and read each of the ten sentences, remember, and dictate them to the writing partner. The sentences must be written down accurately and correctly.

- There are 6 short passages, in random order around the walls. There are clues in the passages as to the correct order.
- The passages can be collected in any order and reordered on the page.
- Each passage has two blanks. These will be filled in the second activity.

NOTE: 1. The Collecting partner MUST NOT write. They can spell out the words if necessary.

2. It is a RACE! Pairs need to complete the tasks as quickly as possible.

When all five of the passages are written, partners swap places and new collecting partner searches for cloze answers around the wall. They will need to select the most suitable answer from a list.

- As soon as any pair has completed the task, they should take it to the facilitator(s) for checking.
- Whole group discusses the correct answers (PowerPoint).

Here are the passages to be read and dictated. They will be placed out of order on the walls and not numbered). The underlined words will be missing.



1. Fried Banana Fritters are one of the most popular snacks in Malaysia and Singapore. But to be perfect they need to have extremely light, porous, crispy brown batter.
2. So what is the secret? Maybe there is a secret ingredient that will produce the perfect batter and make it stay crispy for several hours.
3. Here is the secret. Mix half a cup of self-raising flour, and a quarter of a cup of corn flour, and only one tablespoonful of rice flour with a pinch of salt and half a teaspoon of baking powder.
4. Then you add a hundred and eighty mls of water to the flours along with one and a half tablespoons of oil to make the batter.
5. Then you simply cut five or six bananas in half, dip them into the batter, and deep-fry them in hot oil for three to four minutes until they are golden brown and crispy.
6. Finally you should take them out of the hot oil and drain them on some paper towels. Try it, and see if you can make perfect Banana Fritters.

Here are the groups of words that the second person will go to for the gap-fill words. The left-hand list is the first gap, and the right-hand list is the second gap in the passage.

1.

Australia	fork
Malaysia	face
Brazil	batter

2.

perfect	safe
soft	crispy
people	green

3.



skin

face

paper

rising

salt

baking

4.

water

ten

cake

half

coffee

one

5.

throw

water

dip

coffee

wave

oil

6.

drain

can

wash

sleep

squash

open



Here are the notes for the PowerPoint presentation for both activities:

Slide 1



This session is all about getting information and passing it on accurately.

Slide 2

Two Texts



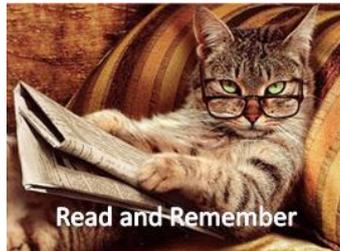
The first activity is called 'Two Texts'.

Slide 3



Everyone will receive a card which indicates that they are in Group A or Group B. (Do not try to change groups, it will lead to confusion!)

Slide 4



Everyone will be given an article to read. Read it, and remember the facts. Do not try to memorise. Just remember the title and the facts. (Each group has a different article.)

Slide 5



The article papers will be collected, leaving you with just your memories.

Slide 6



Join with a partner from the other team. Tell them your facts, and listen to theirs. Pay close attention – you will be tested on the facts they tell you!

Slide 7



Now find a DIFFERENT partner from the other group. You will each be given a list of questions relating to the article which you read. (Make sure you can remember the answers!)

Slide 8



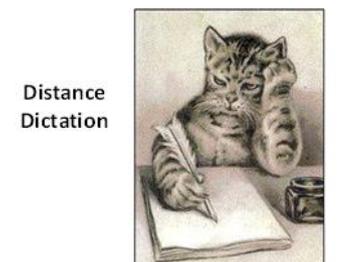
Test your partner on the facts that they were told by someone else (about the same article which you read). Make a record of how many correct answers they get. Answer their questions about the article your previous partner told you about (which they also read).

Slide 9



Okay. Let's play the game.

Slide 10



The second activity is about dictation from a distance. Dictation is when one person writes down what another person says.

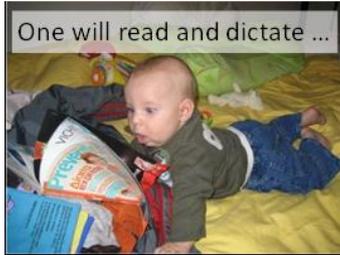
Slide 11



You can choose any partner.



Slide
12



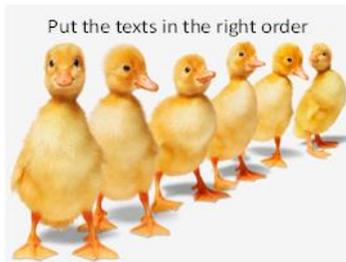
One of you will be reading and dictating.

Slide
13



The other partner will be writing what they are told. And then you will swap jobs.

Slide
14



There are five short passages on pages around the walls of the room. They are in random order, but there are clues in the passages about their correct order. You can collect them in any order, but then you and your partner need to arrange them in the correct order. They also have gaps, with missing words.

Slide
15



The Reader becomes the Writer, the Writer becomes the Reader.

Slide
16



Now it is the turn of the (originally) writing person to go in search of the missing words from the lists on the wall. There will be more words than the ones you need; you need to choose the best words.

Slide
17



Accuracy is vital. But remember – this is a race, so HURRY!

Session 5: “Blown Away!”

This is an opportunity for all participants to be involved in the fun of a Game Show. There is an element of chance, so that if a team loses there is no shame. There is also an element of knowledge and skill, so that team members can work together and have a better chance of winning.

Objectives

Participants will:

- Work with a team, negotiating and sharing in English only
- Create and share questions, with answers, to be used in the quiz
- Participate in the planning and setting up of the Game Show
- Be involved in a fun learning activity.

Materials:

Trainer needs:

- PowerPoint presentation of explanation for this session.
- Papers for participants to record questions and answers
- Papers for planning the grid scores
- Whiteboard (large, or 2 mobile boards) and whiteboard markers (preferably more than one colour)
- Prizes for the winning team.

Participants need:

- Participant’s notes for this session.
- Writing materials.



Procedures:

Explanation

1. Firstly allow 10-15 minutes to go through the PowerPoint presentation explaining the Game Show.

Slide 1



“Blown Away!” is a Game Show style learning activity where everyone in the group can be involved in the planning and the excitement of playing.

Slide 2



The name ‘Blown Away!’ comes from the idea of a strong wind that blows everything away. At times a team will have their score blown clean away.

Teams can lose – and gain – extra points in other ways too.

Slide 3

All the excitement of a Game Show



We are going to need the following volunteers:

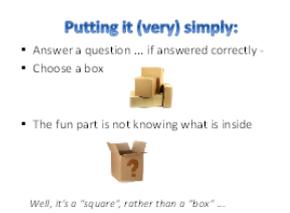
- M.C. to oversee the running of the show
- Questioner – to ask quiz questions and decide if answers are correct
- Scorer – to accurately display team scores
- Grid managers – two people to work together to read scores off small (paper) grid and write scores into grid on whiteboard
- Timekeeper – to keep time for teams answering questions
- Question writers – everyone will be involved in writing questions

Participants should be in groups of about 4-6, and each group/team should have a number.

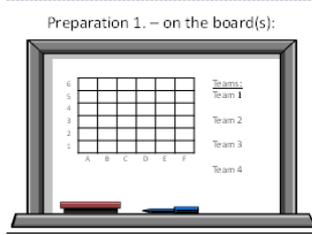
The organising volunteers could sit as one group.

Game shows commonly are based around ‘choose a box’ – without knowing what is inside – and this is where the element of chance adds fun and excitement to the game. Unlike a game like ‘Jeopardy’ where the player chooses a box containing a *question*, the teacher/leader/mc chooses the question and if they answer correctly *then* they have the option to choose a box containing an unknown score.

Slide 4



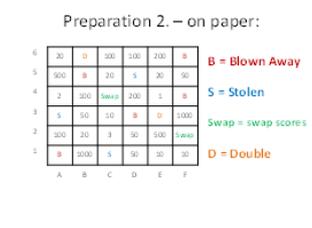
Slide 5



Grid managers need to prepare a blank grid on one of the white boards.

Scorer needs to prepare the scoreboard with a list of teams (team names or ‘team 1, team 2 ...’) and space to write scores. This could be on a second whiteboard.

Slide 6



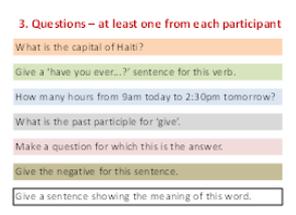
Grid managers need to prepare a paper grid to match the whiteboard grid, and fill in the scores.

It really doesn’t matter what the numbers are. You could put numbers in the millions or only hundreds. Participants always find it amusing to get a score of ‘1’ when they were hoping for maybe ‘500’.

Many special categories are possible. Obviously there should be some ‘B’ for ‘Blown Away’ boxes. The ‘S’ for ‘Stolen’ is always popular because the team gets to keep the score rather than wasting it by blowing it away. Participants enjoy the irony of getting a ‘D- Double’ when their score is 0, and getting a ‘Swap’ when they already have the top score but they have to choose someone to swap with.

Grid managers can suggest other systems – but there do need to be some numbers as well.

Slide 7



All participants should write at least one question and its correct answer. (Participants must be 100% sure that the answer is correct!)

The questions could be:

- General knowledge – e.g. country facts, (simple) mathematical calculations, commonly known information, science or history facts.
- Grammar Examples – e.g. (simple) examples such as ‘Give the past tense of ...’, ‘If ___ is the answer, what is the question?’, ‘Is this sentence correct? ___’.

Question writers should include their name on the question sheet in case it needs to be checked, and also their group/team number so that the questioner doesn’t ask them the question.

Slide 8



Questioner needs to collect question papers as they are ready and briefly check them (make sure they have a name and group/team number). All possible answers need to be included

Give a second paper to those who finish quickly.



Slide 9

Time Limit: 30 seconds



The Timekeeper keeps track of time after a question is asked. Teams will be allowed 30 seconds to answer a question.

Slide
10

M.C. will run the game show.

Slide
11

Let's prepare the Game Show.

Preparation

Secondly allow about 30 minutes to set up the Game Show.

To set up the Game Show, the following volunteers are needed:

- M.C. to oversee the running of the show
- Questioner – to ask quiz questions and decide if answers are correct
- Scorer – to accurately display team scores
- Grid managers – two people to work together to read scores off small grid and write scores into grid on whiteboard
- Timekeeper – to keep time for teams answering questions

- Question writers – everyone will be involved in writing questions

1. Participants should be in groups of about 4-6, and each group/team should have a number.

The organising volunteers could sit as one group.



2. All participants should write at least one question and its correct answer. (Participants must be 100% sure that the answer is correct!)

The questions could be:

- General knowledge – e.g. country facts, (simple) mathematical calculations, commonly known information, science or history facts.
- Grammar Examples – e.g. (simple) examples such as ‘Give the past tense of ...’, ‘If ___ is the answer, what is the question?’, ‘Is this sentence correct? ___’.

Question writers should include their name on the question sheet in case it needs to be checked, and also their group/team number so that the questioner doesn’t ask them the question.

3. Grid managers need to prepare a paper grid complete with scores, and an equivalent blank grid on one of the white boards.

4. Scorer needs to prepare the scoreboard with a list of teams (team names or ‘team 1, team 2 ...’) and space to write scores.

5. Questioner needs to collect question papers as they are ready and briefly check them (make sure they have a name and group/team number). Give a second paper to those who finish quickly.

6. Timekeeper should make sure they are proficient in using the timepiece/computer timer, and maybe help the questioner. Teams will be allowed 30 seconds to answer a question.

7. M.C. should oversee, making sure everything is progressing.

Play the Game

If for some reason things progress too slowly and there will not be time to complete the grid before the end of the session, switch to a ‘No question, just choose’ mode, and allow teams, in turn, to choose a square to complete the grid.

Award the winning team.

Suggested Grid is below.



Suggested Grid for “Blown Away!” Game Show

With about 44 participants making up questions, a grid of 36 squares/boxes should be sufficient (allowing for some incorrect answers)

6						
5						
4						
3						
2						
1						
	A	B	C	D	E	F

Suggested Scores inside boxes:

- B 5 boxes
- S 3 boxes
- Swap 2 boxes
- D 2 boxes
- Numbers 24 boxes (ranging from 1 ... to 1000)



Question Papers for Participants

Question:
.....
Answer:
.....
Name Group

Question:
.....
Answer:
.....
Name Group

Question:
.....
Answer:
.....
Name Group



Session 6: Wrap up and Closing Ceremony

As well as practising English language in a fun and supportive environment, it is hoped that participants have acquired some teaching ideas and insights. This session is an opportunity to evaluate and share about the workshop.

Objectives

Participants will:

- Fill in an evaluation questionnaire
- Share and discuss about what they have gained from the workshop

Materials:

Participants need a (loose) copy of the evaluation questionnaire.

Procedures:

1. Participants fill in the questionnaire. Questionnaires are collected.
2. Participants share about their responses to the workshop.
3. Closing ceremony for the workshop.

Evaluation Questionnaire is below.



Conversational English Workshop – Participant’s Evaluation Questionnaire

Name (Optional)

Institute (Optional)

Department (Optional)

Mark each statement with a *v* in the appropriate column.

Please feel free to add comments under each statement if you wish.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I enjoyed myself in this workshop. <i>(Comment)</i>				
I learnt something through this workshop. <i>(Comment)</i>				
My English has improved since attending this workshop. <i>(Comment)</i>				
I will apply something from this workshop when I return home. <i>(Comment)</i>				
I would like to attend another workshop like this one. <i>(Comment)</i>				
Spending time with other participants was more important than what I learned. <i>(Comment)</i>				
I would like to have a course like this one at my Institute. <i>(Comment)</i>				
I would like to know more about ...				
Any other comments?				