



Institut Pendidikan Guru Kampus Dato' Razali Ismail

Conversational English

Participant's Notes and Worksheets



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3rd July 2012



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Session 1: “Ask Around”

This is a survey activity to give you an opportunity to meet and get to know other participants better without resorting to chatting in Bahasa Malaysia.

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

Objectives:

You will:

- Devise a set of questions that fit certain grammatical 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:

You need:

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

You 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.



Questions 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.

.....

.....

.....

.....



Topic

You need to select a topic for your survey.

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

You 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



Create a Survey

Topic for Survey:

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

- **Routines and normal behaviour**
- **Events at a particular time in the past**
- **“Have you ever” question**
- **Open question**
- **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.



Survey Other Participants

Once your questions are prepared, you 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)

Note your survey results in the worksheet table.



Survey Results

Write the name of the person you interview, and then *briefly* record their answers with a word such as 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						



Report on Survey Findings

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 you 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.

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

Objectives

You 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:

You need:

- Participant’s notes for this session.
- Writing materials.
- Facilitator will give you a rubber band (elastic band) – one per participant

You 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.



Notes about Stress Rules

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.

General Rules:

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



Sentence Auction:

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.

Words with 2 syllables or more 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>sneeze</u> ing because 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> because he saw the <u>article</u> as an <u>insult</u> .			
4	There has been a <u>steady decrease</u> in the <u>number</u> of <u>graduates</u> .			
5	<u>Molly</u> had a <u>very bad reaction</u> to the <u>medication</u>			
6	The <u>economical</u> is <u>suffering</u> with the <u>global financial 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> because her <u>metabolism</u> is <u>sluggish</u>			
10	Could you please <u>clarify</u> your <u>statement about</u> the <u>abolition</u> of <u>tobacco</u> ?			
11	Please don't <u>desert</u> me, I hate <u>being 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 exports</u> to <u>multiple 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 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 sociology</u> at <u>university</u> .			
20	Don't poke the <u>tiger</u> because you will <u>antagonise</u> it.			
	Total each column			
	Correct total minus Incorrect total			



Session 3: “Facts and Figures”

This session is intended to be a fun activity where you can practise 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

You 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:

You need:

- Participant’s notes for this session.
- Writing materials.
- Facilitator will provide “Bingo!” cards and markers.

You 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 others.



Notes about Numbers

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.

Take note of 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'.



Session 4: “Pass it on”

Language is for sharing, and you need to be able to pass on what you 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

You will improve speaking and listening skills as you:

- 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:

Participants need:

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

You 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.



Session 5: “Blown Away!”

This is an opportunity for you 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

You 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:

You need:

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

You will be part of a team.



Setting 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.

An example grid is below:



Example Grid

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 you have acquired some teaching ideas and insights. This session is an opportunity to evaluate and share about the workshop.

Objectives

You will:

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

Materials:

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

A copy of the questionnaire is below:



Participant's Evaluation Questionnaire

Name (Optional)

Institute (Optional)

Department (Optional)

Mark each statement with a *✓* 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?				