

## CHAPTER 5

### DISCUSSION AND IMPLICATIONS

In this concluding chapter, the results of this study were summarized and discussed. The researcher concluded this study by proposing a speaking skill material to supplement *College English Intensive Reading, Volume One* for the first-year undergraduates of Arts and Sciences at Guizhou University of Technology.

#### 5.1 Summary of this Study

Research on the teaching of English in China has shown that the Grammar Translation method and structure-based EFL materials, and the learners' fear of losing face have impeded the development of Chinese learners' speaking skills. On the other hand, recent developments have brought about more and more economic, political and cultural exchanges between China and the outside world, thereby making speaking in English an imperative skill to acquire, perhaps even more important than reading and writing skills for many Chinese people today.

Throughout this study, the writer has endeavored to identify the long-term needs of the first-year undergraduates of Arts and Sciences at Guizhou University of

Technology in terms of English oral communication) and evaluate the current material (*College English Intensive Reading, Volume One*) in order to find out any language skills that may not have been included. Based on the results of the needs analysis and the findings of the evaluation of the material, the researcher has designed a supplementary speaking skill material that would fill the identified inadequacy.

The respondents of this study were: 40 first-year undergraduates of Arts and Sciences who were learning *College English Intensive Reading, Volume One* in the first semester of the academic year 1999/2000, 20 students of Arts and Sciences who graduated from Guizhou University of Technology and have worked for at least one year, and 10 teachers who were teaching the first-year undergraduates of Arts and Sciences at Guizhou University of Technology.

The instruments used in this study were four sets of questionnaires, the six guidelines given by Dubin and Olsain (1990) for evaluating EFL materials and a framework for designing a material, which would detail the functions, objectives, grammar review, situations, activities, materials, time allotment and evaluation modes of the objectives of each lesson that would be proposed by the researcher to supplement *College English Intensive Reading, Volume One*.

The findings are: (1) The first-year undergraduate-respondents of Arts and Sciences at Guizhou University preferred to learn *Buying Things, Greeting & Responding to Greetings, Invitation, Expressing Agreement & Disagreement and Telling Stories*; (2) learning activities such as repetition, simulation, discussion, role-

playing, singing songs, invitation of guest speakers, group work and whole class work are preferred by both the first-year undergraduate-respondents and graduate-respondents; (3) *College English Intensive Reading, Volume One* has not included speaking skills and opportunities for English oral communication; it was not based on communicative needs of the students or its users.

Based on the aforementioned findings, this writer has designed a supplementary speaking skill material (see pp. 61-92) for *College English Intensive Reading, Volume One* to assist in fulfilling the identified long-term needs of the first-year undergraduates of Arts and Sciences at Guizhou University of Technology.

## 5.2 Discussion of the Results

The information collected through four sets of questionnaires offered an overall view of the long-term English speaking needs that the first-year Arts and Sciences students at Guizhou University of Technology (GUT) had. A close examination of the intensive reading material used by GUT students enabled the writer to weave the long-term English speaking needs with the structure and contents of the core material, using a functional syllabus.

First, the responses from Questionnaire 2 concerning undergraduate-respondents' topic preferences (see table 3, p. 38) indicate that the first-year students preferred to learn *Buying Things, Greeting & Responding to Greetings, Invitation, Expressing Agreement & Disagreement* and *Telling Stories* first. These five topics were functions which would be presented in the supplementary speaking material.

As to the order of presenting those five topics, the writer would organize the topics according to the structures and contents of the core material mapped out in chart 6 (see p. 46). In addition to the above mentioned selected topics, six respondents indicated that they were also interested in learning about sports, music and movies, while two expressed their interest in learning telephone conversations and English literature. The writer would consider this information in designing the contents of the supplementary material. For example, telephone talks can be integrated into the category of greetings or invitation. Movies and English literature can be integrated or utilized both in story-telling and expressing agreement and disagreement.

Secondly, considering that Level 0+ is generally the proficiency level of the first-year students in English speaking (see table 5, p. 43), the structure, which students have learned, but failed to grasp, would be introduced in the supplementary material. The supplementary material would afford the learners opportunities to practice or brush up what they have learned within meaningful contexts.

Thirdly, learning activities and teaching techniques for the supplementary material—repetition, simulation, discussion, role-playing, singing songs, invitation of guest speakers, group work, or whole class work, are in accordance with the undergraduate-respondents' preferences (see charts 1, 2 and 3, pp. 32, 33, and 34) and graduate-respondents' suggestions (see table 4, p. 40). All the activities and techniques in the supplementary material aim to develop self-confidence among the learners. Provision for such activities will go a long way in reducing the learners' anxiety in speaking, a problem that has been noted earlier.

Meanwhile, in accordance with the suggestions of the graduate-respondents, it is necessary to provide students with some background knowledge on cultural contexts in the form of literature, movies, or music in teaching as it has been found that people need to have some cultural information, not only to promote mutual understanding, but also good working environment or relationship. Therefore, the supplementary material will expose the learners to the target language and the culture of the target language through inviting guest speakers, using cue cards on culture and discussing cultural issues from movies.

Finally, considering the respondents' preference for the way of receiving corrections and feedback (see charts 4 and 5, pp. 35 and 36) along with the learners' anxiety in test-taking, the supplementary material will not use formal tests but will employ learners' self-evaluation, peer assessment and teachers' evaluation on learners' class participation.

On the whole, the learners' long-term English speaking needs, their activity preferences and their proficiency level, along with the evaluation of the core material (*College English Intensive Reading, Volume One*) and the suggestions from the graduates, provided the framework for the supplementary material, which would detail what functions should be covered, where the functions could be woven into the core material, what activities and techniques would be used, what materials could be used and how the objectives of each lesson would be evaluated.

### 5.3 Implications and Recommendations

The researcher used all the information gathered from this study to design the supplementary speaking material. This proposed supplementary material is intended as an open syllabus. It is therefore recommended that teachers provide activities that would be appropriate to the content and language structures used in the core material, *College English Intensive Reading, Volume One*.

Moreover, in order to ensure effective use of the proposed supplementary material, the researcher also recommends that a teaching-training seminar be conducted to familiarize the teachers with the nature of the supplementary material. In such seminar, the researcher/material designer will give a demonstration class during which she could show how to incorporate the proposed material into the core material, *College English Intensive Reading, Volume One*.

Table 6 (see p. 61) presents the conceptual and theoretical considerations in the design. Figure 2 (see p. 62) shows the procedure for the material design based on the results of the analysis of the respondents' responses. Table 7 (see p. 63) would serve as the guideline for teachers to combine the supplementary material with the *College English Intensive Reading, Volume One*. Table 8 (see p. 67) and table 9 (see p. 73) give two lessons on greeting and telling stories, respectively as samples from the proposed supplementary material for Unit One and Unit Two of the core material, *College English Intensive Reading, Volume One*. These would help teachers get a clearer idea as to how the proposed supplementary material could work with the core material.

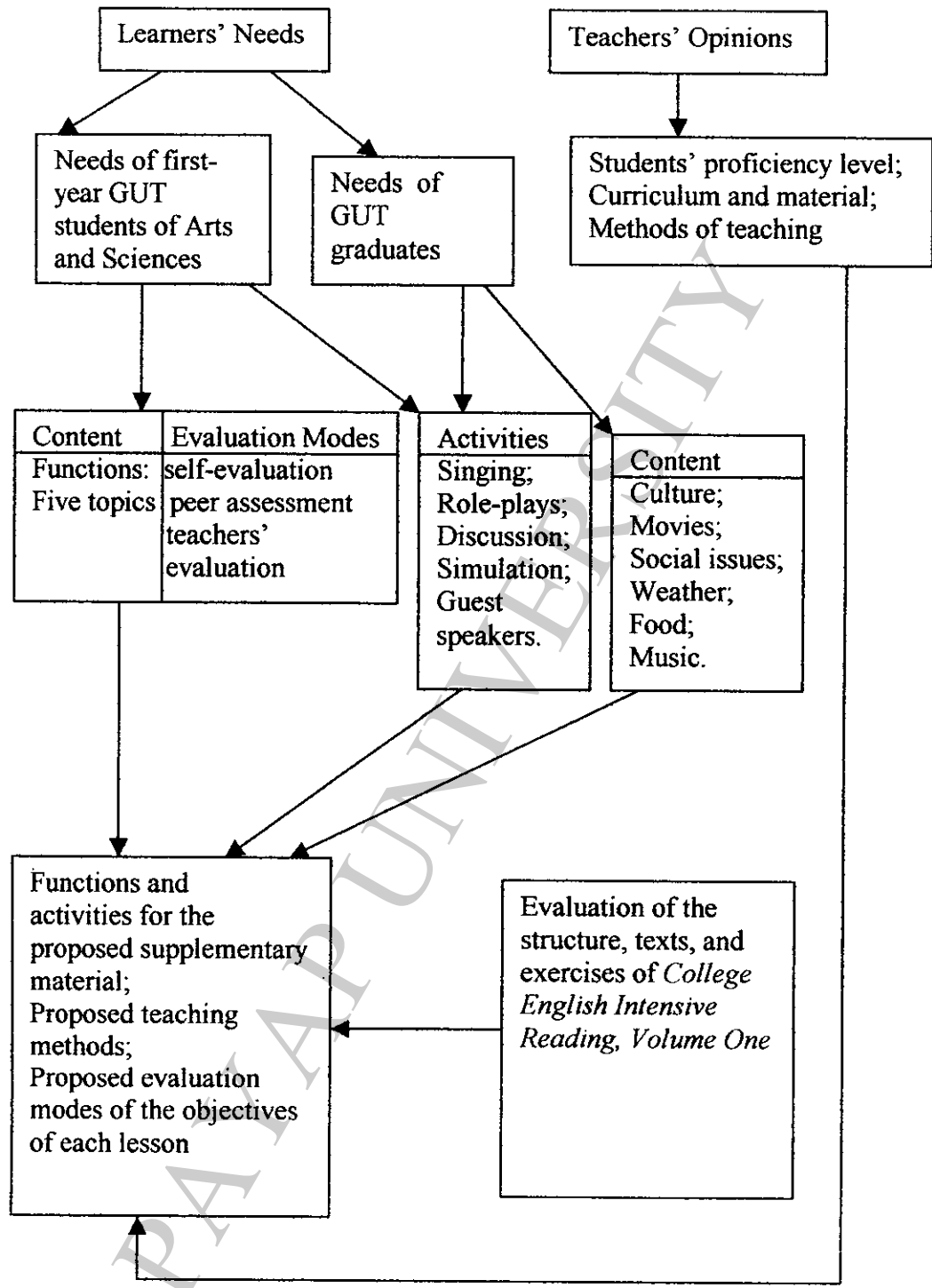
**Table 6. Proposed Supplementary Material Content Design For the First-Year Undergraduates of the College of Arts and Sciences at Guizhou University of Technology (GUT)**

Subject Area: Speaking skills (Tertiary Level)

Time Allocation: about 11 hours spread throughout one academic semester.

| Area of Concern                     | Problem Indicators  | Aim  | Proposed Approaches  | Functions Preferred by Learners                                       |
|-------------------------------------|---|--|--|---|
| Speaking skill material development | The material constrains teachers' approaches  | Provide a guide to promote effective learning and improve the speaking skills of students through integrating function with the structure-based intensive reading material | Meaningful-Learning: Learner's cognition is the focus.   | Telling stories<br>Greeting and responding to greetings<br>Invitation |
|                                     | The use of structure-based intensive reading material hinders the development of students' speaking skills. |  | Functional Approach: Real life communication and functional use of the linguistic forms in the target language is the focus.<br><br>Language and Culture Connection: Language behaviors are culturally embedded. | Buying things<br>Expressing agreement and disagreement                |

Figure 2. Design Procedure for the Supplementary Material





5.3.1 Proposed Materials for *College English Intensive Reading, Volume One*

Table 7. Map of the Supplementary Material

| Unit   | Structure   | Vocabulary   | Skills  |
|--|---|--|---|
| <p>Unit One:<br/><i>How to Improve Your Study Habits</i><br/>Main idea: effective study habits<br/>Page 1</p>                              | <p>Imperative clauses; conjunctions of adverbial clauses (e.g. <i>so that, as well as</i>); noun suffixes; inflectional words</p>   | <p>Verbs and verbal phrases on study habits</p>  | <p><b>Speaking:</b><br/>Sense groups and sentence stress</p> <p><b>Speaking skill development</b><br/>Supplemented with:<br/>Greeting and responding to greetings between teacher and students and among students (Proposed time allotment: 40 minutes); the song <i>Leaving on a Jet Plane</i> to practice pronunciation, stress and intonation and imperative clauses (Proposed time allotment: 20 minutes)</p> |
| <p>Unit Two:<br/><i>Sailing Around the World</i><br/>Main Idea: the story about the British adventurer, Francis Chichester<br/>Page 16</p> | <p>Past simple tense; <i>what</i> clauses as subjects and objects; Reduction of clauses to phrases or words; inflectional words</p> | <p>Adjectives on Nature; adverbial phrases; verbs and propositions which go together</p> | <p><b>Speaking:</b><br/>Sense groups and sentence stress</p> <p><b>Speaking skill development</b><br/>Supplemented with:<br/>Story telling based on a poem <i>A Love Story</i> and at the same time, the poem helps students practice pronunciation, stress and rhythm and past simple tense (Proposed time allotment: 60 minutes)</p>  |

Table 7—Continued

|   |  |   |  |
|---|--|---|--|
| <p>Unit Three:<br/><i>The Present</i><br/>Main Idea: family relationships<br/>Page 30</p>   | <p>Past simple tense; adverbial conjunctions (e.g. <i>too... to, not... until</i>); noun &amp; verb suffixes; inflectional words</p>   | <p>Words on events; unit words (e.g. bunch, packet)</p>                             | <p><b>Speaking:</b><br/>Sense groups and sentence stress<br/><br/><b>Speaking skill development</b><br/>Supplemented with invitation to tea, a party and dinner (Proposed time allotment: 30 minutes), part of Disney movie <i>Mulan</i> or <i>Joy Luck Club</i> to introduce the cultural differences in the family relationships (Proposed time allotment: 60 minutes)</p> |
| <p>Unit Four:<br/><i>Turning Off TV: A Quiet Hour</i><br/>Main Idea: the disadvantages of TV<br/>Page 45</p>                                  | <p>Modal auxiliary verb: <i>might</i> for possibility; intention: <i>would like to</i>; present subjunctive mood; past simple vs. present perfect tense; words of more than one part of speech; inflectional words</p> | <p>Synonyms and antonyms</p>  | <p><b>Speaking:</b><br/>Sense groups and sentence stress<br/><br/><b>Speaking skill development</b><br/>Supplemented with buying things using intention <i>would like to or might</i> (Proposed time allotment: 50 minutes)</p>  |
| <p>Unit Five:<br/><i>A Miserable, Merry Christmas</i><br/>Main Idea: a boy's experience from misery to happiness on Christmas<br/>Page 62</p> | <p>Modal verbs: <i>ought to/could</i> for obligation; <i>must</i> for logical conclusions; attributive infinitive phrases; subject compliments; compound adjectives</p>  | <p>Nouns about parts of a horse and house furnishing; adjectives about feelings</p> | <p><b>Speaking:</b><br/>Sense groups and sentence stress<br/><br/><b>Speaking skill development</b><br/>Inviting an English native-speaker to class to talk about Christmas and other important festivals in her/his country for 15 minutes and students ask the speaker related questions for 45 minutes.</p>   |

Table 7—Continued

|  |  |   |   |
|--|--|---|---|
| <p>Unit Six:<br/><i>Sam Adams, Industrial Engineer</i><br/>Main Idea: suggestions on management work only if all the parties involved agree.<br/>Page 86</p> | <p>Negative prefixes; parenthesis phrases; the usage of the words <i>spend, used to, except and except for</i>; tag questions</p>                  | <p>Words on factory's setting and management</p>              | <p><b>Speaking:</b><br/>Sense groups and sentence stress</p> <p><b>Speaking skill development</b><br/>Supplemented with expressing agreement and disagreement on text-related topics such as <i>Coffee breaks are important for factory workers, etc.</i> (Proposed time allotment: 40 minutes)<br/>a song <i>Yesterday</i> by The Beatles to practice pronunciation, stress, past tense and <i>used to</i> (Proposed time allotment: 40 minutes)</p> |
| <p>Unit Seven:<br/><i>The Sampler</i><br/>Main Idea: dignity of an old poor gentleman.<br/>Page 103</p>  | <p>Unreal conditional sentences using <i>as if/though</i>; suffixes <i>-ful, -less, -er, -or, -ar</i></p>  | <p>Words on people's appearance, personality, food, taste</p> | <p><b>Speaking:</b><br/>Sense groups and sentence stress</p> <p><b>Speaking skill development:</b><br/>Supplemented with greeting and responding to greetings between customer and sales clerk; invitation and declining invitations; buying things (Proposed time allotment: 50 minutes)</p>   |
| <p>Unit Eight:<br/><i>You Go Your Way, I'll Go Mine</i><br/>Main Idea: courage over the loss of the beloved one and love between strangers.<br/>Page 118</p> | <p>Past simple tense; suffix <i>-ly</i> to form adjective or adverbs; inflectional words; distinguishing <i>hear/hear of and fault/mistake</i></p> | <p>Words on people's emotions and behavior</p>                | <p><b>Speaking:</b><br/>Sense groups and sentence stress</p> <p><b>Speaking skill development:</b><br/>Supplemented with greetings between strangers and between the old and the young; invitation (Proposed time allotment: 40 minutes)</p>  |

Table 7—Continued

|  |   |   |  |
|--|---|---|--|
| <p>Unit Nine:<br/><i>The Brain: the Most Powerful Computer in the Universe</i><br/>Main Idea: human's brains are potentially powerful<br/>Page 136</p> | <p>Present simple; passive voice; emphatic sentences; distinguishing <i>heart/mind</i> and <i>find/find out</i></p>   | <p>Words on general science</p>         | <p><b>Speaking:</b><br/>Sense groups and sentence stress</p> <p><b>Speaking skill development:</b><br/>Supplemented with expressing agreement and disagreement on the advantages of the invention of computer or internet (Proposed time allotment: 60 minutes); new lyrics to the song <i>Yesterday</i> which is about the backups of a computer (Proposed time allotment: 15 minutes)</p>                |
| <p>Unit Ten:<br/><i>Going Home</i><br/>Main Idea: Faithful love<br/>Page 149</p>   | <p>Compound adjectives; adverbs+past participles; adjective suffix <i>-y</i>; words used both as nouns and verbs, e.g. <i>knight, fall</i>; independent adverbial clauses</p> | <p>Words on emotions and appearance</p> | <p><b>Speaking:</b><br/>Sense groups and sentence stress</p> <p><b>Speaking skill development:</b><br/>Supplemented with a song <i>Tie a Yellow Ribbon on an Old Oak Tree</i> by, which is the thematic song of this text <i>Going Home</i> (Proposed time allotment: 30 minutes); telling stories or events by playing games called <i>Who Is The Big Liar?</i> (Proposed time allotment: 50 minutes)</p> |

Table 8. Sample Lesson 1 from the Proposed Supplementary Material for Unit One: "How To Improve Your Study Habits"

|                            |   |
|----------------------------|---|
| Title                      | How Are You?  |
| Skill Development          | Interactive speaking skills on routines   |
| Function                   | Greeting and responding to greetings;   |
| Learning Objectives        | Students will be able to:<br>(1) Start a conversation by using the routines of greeting and responding to greetings according to the situations and the degree of familiarity with the speaker(s);<br>(2) enjoy singing, meanwhile, review imperative sentences and be aware of intonation, stress, pronunciation and rhythm of a song.   |
| Situations                 | Formal and informal social events, e.g. on the campus or in a class.  |
| Activities                 | <b>Group work</b><br><b>Role-playing</b> as structural activity on greetings (3-4 students in each group and 4-5 minutes for each group);<br><b>Suggestion:</b><br><b>Role-plays</b> start before <i>Unit One: "How To Improve Your Study Habits"</i> because it provides an opportunity for the first-year students to get to know each other first; the proposed time for the activity is 35 minutes.<br><b>Whole Class Work:</b><br>Singing a song (e.g. the song entitled <i>Leaving on A Jet Plane</i> to reinforce imperative sentences)<br><b>Suggestion:</b><br>Using the activity of singing a song after the text <i>How To Improve Your Study Habits</i> is finished as the reinforcement of the structure used in the text, which is imperative clauses and it replaces the Reading Aloud exercise of the Unit One. This activity needs 20 minutes. |
| Grammar Review             | Imperative clauses  |
| Materials suggested        | Choose conversations from Part One on greeting someone and responding to greetings<br>Song: <i>Leaving on a Jet Plane</i> (see pp. 71-2)  |
| Equipment or teaching aids | Tape recorder, board and chalk  |
| Evaluation                 | Formal: cue cards <i>What Do You Usually Say</i> (see p. 87)?<br>Informal: observation of students' non-verbal behaviors when they sing   |

Part One:

**Functions: Greeting and Responding to Greetings**

(It is suggested that teachers choose or adapt the following conversations according to time and situations and provide students with other possible answers to the same exchange.)

1. Conversation

Greetings

Practice these conversations with your teacher, and later in groups. Then act them in front of class.

1.1. Meeting a good friend of yours on the street.

*You:* Hi, Tian.

*Tian:* Oh, hi. How's everything?

*You:* Not too bad. By the way, did you watch the Disney movie *Mulan*? Do you like it?

*Tian:* Yeah, I did. It is super cool! I want to watch it again.

1.2. Meeting your English teacher on the campus at 2 o'clock in the afternoon.

*You:* Good afternoon, Miss Yee.

*Miss Yee:* Good afternoon. How are you?

*You:* Fine, thank you.

*Miss Yee:* How is school coming along?

*You:* Very good.

1.3. At a party

*You:* Excuse me. I don't think we've met before. My name is Jet Lee.

*Guest:* How do you do. I am Jackie Woo.

*You:* It's nice to meet you.

1.4. You are the secretary and you answer a phone call.

*Voice:* Hello, is that 4847-143?

*You:* Yes. This is 4847-143.

*Voice:* Could I speak to Mrs. Woods, please?

*You:* Yes, who's calling, please?

*Voice:* My name is Yoshi Futian.

*You:* One moment, please, Mr. Futian.

1.5. On the telephone.

*You:* Hello, is Mr. Woods there, please?

*Voice:* What number do you want?

*You:* 5854992?

*Voice:* This is 5854993.

*You:* I am terribly sorry. I dialed the wrong number.

1.6. You are stuck in an elevator with another foreigner.

*You:* It has been raining for five days in a row, hasn't it?

*Foreigner:* Yes, but I heard the weather here in Guizhou was always like this.

*You:* Well, that's true. Do you enjoy the spicy and hearty food in Guizhou?

*Foreigner:* Yes, the food here is great and I enjoy it very much.

1.7. At a reception

*You:* Oh, Mr. Martin, have you met my colleague Sompon?

*Martin:* No, I haven't. I am sorry. I didn't hear what your name was.

Sompon: Sompon.

Martin: Excuse me?

Sompon: Sompon

Martin: I am sorry. Hello. Nice to meet you, Mr. Sompon.

Sompon: Nice to meet you too.

Martin: And where are you from, Mr. Sompon?

Sompon: I am from Thailand.

PAYAP UNIVERSITY



**Proposed Song:**

LEAVING ON A JET PLANE

Words and Music by John Denver

All my bags are packed; I'm ready to go  
There are so many times I've let you down  
Now the time has come to leave you

I'm standing here outside your door  
So many times I've played around  
One more time, let me kiss you

I hate to wake you up to say goodbye  
I tell you now, they don't mean a thing  
Then close your eyes, I'll be on my way

But the dawn is breakin' it's early morn  
Every place I go, I'll think of you  
Dream about the days to come

The taxi's waitin' he's blowin' his horn  
Every song I sing, I'll sing for you

When I won't have to leave alone

Already I'm so lonesome I could die

When I come back I'll bring your wedding ring

About the times I won't have to say:

So kiss me and smile for me; tell me that you'll wait for me

Hold me like you'll never let me go

'Cause I'm leavin' on a jet plane

Don't know when I'll be back again

Oh, babe, I hate to go....

PAYYAP UNIVERSITY

Table 9. Sample Lesson 2 from the Proposed Supplementary Material for Unit Two of the *College English Intensive Reading, Volume One*

|                                     |   |
|-------------------------------------|---|
| <b><i>A Love Story (A Poem)</i></b> |   |
| Skill Development                   | Interactive speaking skills   |
| Function                            | Story-telling & describing feelings   |
| Objectives                          | Students will be able to<br>(1) give a short recount of what happened;<br>(2) describe people's feelings and emotions   |
| Situations                          | Past events   |
| Activities                          | <b>Whole Class Work:</b><br>Reading aloud a poem: <i>A Love Story</i> ;<br><b>Suggestion:</b><br>This activity involves 10 minutes.<br><b>Pair Work:</b><br>Asking questions about the poem using "what, who, how;"<br>This activity is used after the students finish all the exercises in <i>Unit Two Sailing Around the World</i> and it requires 15 minutes.<br><b>Group Work (six or seven people each group):</b><br>Create a story with the first sentence given, as "George was too sad to sleep after Lily married James, but one night..." within groups, it involves 35 minutes. |
| Grammar Review                      | Past simple tense   |
| Materials suggested                 | <i>A Love Story</i> taken from <i>Headway</i> p.73 & p.119. (John. S. & Liz. S. Oxford University 1992)   |
| Evaluation                          | Students' participation in asking questions and in creating the new stories based on the poem; teachers' comments of the new stories that students created  |

***A Love Story***

- George loves Lily.*
- George phones Lily every day.*
- He sends her a bunch of flowers every week.*
- George wrote a poem for Lily.*
- The poem was about love.*
- One day George saw Lily in the park.*

*She was talking to James.*

*James gave Lily a bunch of roses.*

*James kissed Lily.*

*Suddenly Lily saw George.*

*George hit James.*

*A policeman saw George.*

*The policeman took George to the police station.*

*James walked Lily home.*

*Lily got married to James.*

*George wrote a novel.*

*It was called My Heart Will Go On.*

Instructions:

**In pairs:** Ask questions according to the underlines.

For example: *George loves Lily.*


Question: *Whom/who does George love?*

Answer: *Lily.*

**In groups:** Each group is given 25 minutes to discuss how to create a story with the first sentence given, as “George was too sad to sleep after Lily married James, but one night...” Every group leader reads aloud their story lines. The more creative, the better the story is.

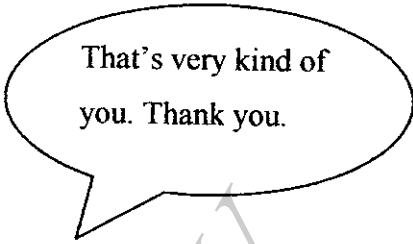
## Remaining Proposed Materials for the Whole Semester

### Invitation



Would you like  
to have dinner  
with us?

Speaker A



That's very kind of  
you. Thank you.

Speaker B

#### 1. Conversation

Extending invitation:

Practice these conversations with your teacher, and later in pairs. Then act them in front of the class.

1.1. On the phone with your friend. You are Yang.

*You:* Hello. It's Yang speaking.

*Your friend:* Hi, Yang. What are you up to?

*You:* Not too much. I am watching TV.

*Your friend:* Why don't we go and sing karaoke?

*You:* I'd love to, but I have sore throat. Some other time, perhaps.

1.2. In a company. You are calling out.

*Voice:* DaLu Tobacco Company. May I help you?

*You:* Yes. I'd like to speak to Mr. Jim Morris, please. This is Star Shipping Company calling.

*Voice:* Just a moment.

*Mr. Morris:* Hello? This is Jim Morris.

*You:* Mr. Morris? How are you? This is the secretary of Star Shipping Company. My company would like to invite you to the reception held at Guizhou Plaza Hotel this Sunday evening at 7 o'clock. Would you be interested in attending the reception?

*Mr. Morris:* Yes. I will be there. Thank you.

1.3. At the dorm. You are talking to your roommate, Tina.

*You:* Would you like to take a walk with me after lunch, Tina?

*Tina:* No, I don't think so.

*You:* Why not?

*Tina:* It is too sunny outside. I am afraid that I might get sunburn. I'd rather chill out at the dorm. Anyway, thank you for asking.

*You:* You are welcome. Well, I am off. See you later!

1.4. An Invitation

*Sandy:* Hey, Li! I am having a barbeque at my house this coming Saturday. Can you and your boyfriend come?

*Li:* It's very kind of you, but I am afraid we can't.

*Sandy:* Are you guys going out?

*Li:* No, but my cousin from Kunming will be visiting us this Saturday.

*Sandy:* Well, perhaps next time. Don't forget to say "Hi" to your cousin for me.

*Li:* Thanks.

## Buying Things

### Useful Expressions

How much is this...?

How much does this... cost?

How big...?

May I take a look at...?

How do I look in this dress/shirt?

I would like to try... on.

I might take it.

Any discount?

The price is reasonable.

### A Dialog

#### A Valentine's Day Gift

Clerk: Good morning, young lady, may I help you?

Anne: Yes, thank you. I am buying my boyfriend a present for Valentine's Day.

Clerk: Did you have something special in mind?

Anne: Maybe a necktie, oh, no. He has got a lot of neckties already. Well, I'd like to look at sports shirts. Something cool.

Clerk: What size does your boyfriend wear?

Anne: Oh dear. Size? Well, I really don't know. I think I will come back later. Thank you!

Clerk: You are welcome.

In a boutique

You: How do you like this cardigan?

Your friend: I don't think it goes with your pants.

You: No, you are right. How about this one?

Your friend: Yes, that's nice. It really suits you.

You: Oh, good. Excuse me, please.

Shop assistant: Yes?

You: How much is this cardigan?

Shop assistant: one hundred and twenty yuan.

You: Um, not too bad. I'll take it.

At a grocery store

A: Excuse me, please.

B: Yes, what would you like today?

A: Have you got any beef?

B: Yes, we've got plenty.

A: Good. Could I have one kilo, please?

B: Certainly.

A: How much is the beef?

B: fifteen yuan.



A: Here is fifteen yuan.

B: Thanks. Anything else?

A: No, thank you.

### **Expressing Agreement and Disagreement**

Some useful Phrases:

Agreeing with an argument

I couldn't agree with you more.

I agree with you entirely.

That's exactly what I think.

You have a very interesting point there.

That's true.

That's a good point.

I feel the same way.

Disagree with an argument

I take your point, but...

True, but...

On the other hand...

If you look at this from a different point of view...

I am afraid I don't agree.

I don't think I can accept that suggestion

I honestly don't see why...

However...

I hate to disagree with you, but...

All right, but don't you think...?

That's a very good idea but...

## Small talk 1

*Mr. Li:* I think Guizhou cuisine is more delicious than Canton cuisine.

*Mrs. Yang:* I disagree with you. I think Canton food is much yummiier than Guizhou food.

*Mr. Li:* Oh, why?

## Small talk 2

*Robert:* In my opinion, Esperanto is more useful than English.

*Anne:* I don't think so. I think English is much more useful than Esperanto.

*May:* I agree with Anne.

PAYAP UNIVERSITY

## Proposed Song Book

### Song No. 1: Yesterday

John Lennon & Paul McCartney

The Beatles

Yesterday, all my troubles seemed so far away

Now it looks as though they're here to stay

Oh, I believe in yesterday.

Suddenly, I'm not half the man I used to be,

There's a shadow hanging over me.

Oh, yesterday came suddenly.

Why she had to go I don't know she wouldn't say.

I said something wrong, now I long for yesterday.

Yesterday, love was such an easy game to play.

Now I need a place to hide away.

Oh, I believe in yesterday.

Mm mm mm mm mm.

**Song No. 2: New lyrics to Beatles song: Yesterday**

Taken from [www.technopolis.alttechnopolis.html](http://www.technopolis.alttechnopolis.html)

Yesterday,

All those backups seemed a waste of pay.

Now my database has gone away.

Oh I believe in yesterday.

Suddenly,

There's not half the files there used to be,

And there's a milestone hanging over me

The system crashed so suddenly.

I pushed something wrong

What it was I could not say.

Now all my data's gone

and I long for yesterday-ay-ay-ay.

Yesterday,

The need for back-ups seemed so far away.

I knew my data was all here to stay,

Now I believe in yesterday.

**Song No. 3: Tie a Yellow Ribbon round the Old Oak Tree**

Words and Music by Irwin Levine and L. Russell Brown

I'm comin' home, I've done my time

Now I've got to know what is and isn't mine

If you received my letter telling you I'd soon be free

Then you'll know just what to do

If you still want me

If you still want me

(CHORUS)

Whoa, tie a yellow ribbon 'round the old oak tree

It's been three long years

Do ya still want me? (still want me)

If I don't see a ribbon 'round the old oak tree

I'll stay on the bus

Forget about us

Put the blame on me

If I don't see a yellow ribbon 'round the old oak tree

Bus driver, please look for me

'cause I couldn't bear to see what I might see

I'm really still in prison

And my love, she holds the key

A simple yellow ribbon's what I need to set me free

I wrote and told her please

(CHORUS)

Now the whole damned bus is cheerin'

And I can't believe I see

A hundred yellow ribbons 'round the old oak tree

I'm comin' home, mmm, mmm

(Tie a ribbon 'round the old oak tree)

(Tie a ribbon 'round the old oak tree)

(Tie a ribbon 'round the old oak tree)

PAYYAP UNIVERSITY

### Game Instruction

Descriptions on how to play the game: *Who is the Big Liar?*

This game involves discussion and creativity.

Within a group (five people in a group), each group member brainstorms five statements on the past events happening to them, but of those five statements, one must be untrue and the rest true. Each group writes down their five statements on the board and the rest groups can discuss for two or three minutes before they ask questions about the statements to find out which statement is false. The group who get it right is the winner! For example, the first group writes down the following five statements on *what I did last week*.

1. I saw a black cat at my dorm last Friday morning
2. I didn't bring my Chemistry book for Chemistry class last Wednesday.
3. I forgot to send my letter last weekend.
4. I watched Jet Lee's movie on TV last Monday
5. I played mahjong (a Chinese gambling game) three days ago. (First sounds untrue because gambling is prohibited for students. But it turns out that the student played mahjong on a computer without any money involved.)

Students may ask the first group questions: What movie did you watch last Monday? Did you go to the post office last Saturday? What did you do there? Can you play mahjong? Do you play mahjong a lot? When was the last time you played mahjong? Do you have Chemistry class every Wednesday? If the member spends too much time thinking about an answer to one of the statements he/she has written, he is a big liar and the first group loses the game. Game resumes

with the second group and till the last group. The group gets all the answers right is the winner.

PAYYAP UNIVERSITY



### 5.3.2 Proposed Evaluation

(The cue cards, along with learner's diary, are part of on-going self-assessment for students.)

#### Cue Card 1: What Do You Usually Say?

Instruction: Work with your partner and act out what you would say to each other under the following situations if you two are native speakers of English or you are native speakers of Chinese.

| Situations   | What do you usually say if you are a native speaker of English? | What do you usually say if you are a native speaker of Chinese? |
|--|---|---|
| When you are introduced to a person of your age or younger   |   |   |
| When you are introduced to a person who is older than you  |   |   |
| When introducing yourself to someone you don't know at a party   |   |   |
| When you are being introduced to someone   |   |   |
| Shortly after you are introduced to someone and you want to carry on a conversation with this new friend |   |   |

**Role-Playing: What Would You Say?**  
(Using Illustrative Cue Cards)

Instruction: Work with a partner and act out the roles given on your cue card. What would you say to each other in the given situations?

**Situation 1:** You are Mr. Wang. You have been feeling sick for a week, and have just started to feel better. You go to work and meet some people who greet you. What would you say to them?

**Cue Card 1**

You are Mr. Johnson. You see Mr. Wang does not look very well. You talk to Mr. Wang. What would you say to him?

**Cue Card 2**

You are Mr. Jack. You are Mr. Wang's good friend. You know he has been sick for a week. You talk to him. What would you say to him?

**Cue Card 3**

You are Ms. Nancy. You know Mr. Wang has been sick for one week. You do not like him, but as his boss, you must show your concern for him. You talk to him. What would you say to him?

**Situation 2:** You are Jack. You call your friends to invite them to your birthday party this Monday evening at 7:00 o'clock at your house. What would you say to your friends?

***Cue Card 1***

You are Xiao Li, one of Jack's friends. You ask Jack what his hobbies are in order to have an idea of what kind of gift you could buy for Jack. What would you say to Jack?

***Cue Card 2***

You are Yang. You hesitate to accept Jack's invitation because at the party, it is likely that you will run into your ex-girlfriend whom you are trying to avoid, but you feel it is embarrassing to tell Jack the reason. You know Jack does not know anything about your personal life. You will decide to accept or decline Jack's invitation after finding out whether Jack is going to invite or has already invited your ex-girlfriend to the party. What would you say to Jack?

***Cue Card 3***

You are Jie, Jack's colleague. You do not want to go to Jack's birthday party because you attended his birthday party last year and you think it was boring, but you cannot tell Jack what you think. You want to decline his invitation in a diplomatic way. What would you say to Jack?

**Learner Diary**

Directions: Complete one diary sheet every other week. If you have problem writing in English, you can write in Chinese.

Name:

Date:

These two weeks I studied:

These two weeks I spoke English with:

These two weeks I made these mistakes when I spoke:

These two weeks I liked these language games or activities in class:

These two weeks I didn't like these language games or activities in class:

I'd like to know more about:



### Instructor's Evaluation Table on Learner's Performance

Instruction: Indicate the degree to which learners contribute to small-group discussions or conversation classes by ticking the appropriate performance column in the table.

| Performance Behavior                               | Unsatisfactory | Below average | Average | Above average | Outstanding |
|--|----------------|---------------|---------|---------------|-------------|
| The learner participates in discussion.            |                |               |         |               |             |
| The learner's contributions are relevant.          |                |               |         |               |             |
| The learner can make his or her points understood. |                |               |         |               |             |
| The learner is able to ask information of others.  |                |               |         |               |             |
| The learner can agree and disagree appropriately.  |                |               |         |               |             |
| The learner can invite contributions from others.  |                |               |         |               |             |
| The learner can change the topic appropriately.    |                |               |         |               |             |