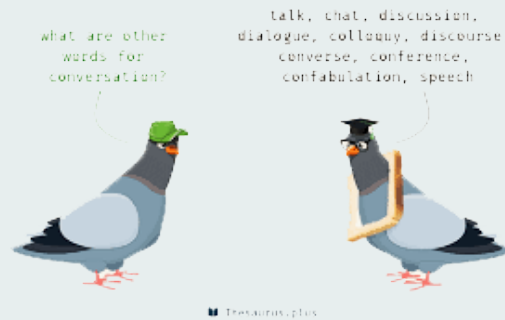


Learning Module

English Conversation (General English)



Penyusun:

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Universitas Muhammadiyah Prof Dr. Hamka

Faculty of Islamic Religion

Department of Islamic Education

2020

RENCANA PEMBELAJARAN SEMESTER

1.	Program Studi	:	Pendidikan Agama Islam
2.	Mata Kuliah	:	General English
3.	Kode Mata Kuliah	:	2000701006
4.	Semester/SKS	:	I / 2 SKS
5.	Dosen Pengampu	:	Martriwati, M.Pd
6.	Deskripsi Mata Kuliah	:	Mata Kuliah ini menjadikan mahasiswa mahir berbahasa Inggris lisan dan tulisan dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post intermediate.
7.	Referensi	Utama (Nama dan Kode)	
		1. English Grammar in Use (Murphy)	
		2. Basic English Grammar (Betty Azar)	
		Pendukung (Nama dan Kode)	
		1. Blass, Laurie. 2007. <i>Quest</i> . New York: McGraw-Hill Companies, Inc. 2. Lynch, Toni. 2004. <i>Study Listening</i> . CAMBRIDGE: Cambridge University Press.	
8.	Capaian Pembelajaran (CP)	Capaian Pembelajaran Lulusan Program Studi (CPL Prodi)	
		Kode	U r a i a n
		S9	Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri
		P9	Menguasai ilmu dan ketrampilan komunikasi.
		KK 13	Terampil Menggunakan Bahasa Arab Dan Inggris Dalam Mendesain Pembelajaran PAI.
		Capaian Pembelajaran Mata Kuliah (CP MK)	
		Kode	U r a i a n
		M1	Mahasiswa mengetahui dan memahami konsep gramatika dasar bahasa Inggris tentang bagian-bagian kalimat (<i>Parts</i>

			<i>of Speech</i>) sebagai dasar pengembangan keterampilan berbahasa. (S9, P9, KK13)
		M2	Mahasiswa memahami cara membuat dan memberikan respon yang tepat dari kalimat pertanyaan. (S9, P9, KK13)
		M3	Mahasiswa memahami dan menggunakan kalimat yang tepat untuk memperkenalkan diri sendiri dan orang lain. (S9, P9, KK13)
		M4	Mahasiswa mengetahui dan memahami kalimat kompleks sederhana dengan menggunakan kata sambung yang tepat. (S9, P9, KK13)
		M5	Mahasiswa mengetahui dan memahami konsep penggunaan tenses dengan tepat (Simple Present Tense, Simple Past dan Future Tense). (S9, P9, KK13)
		M6	Mahasiswa mampu menceritakan kejadian masa lampunya dengan lisan dan tulisan. (S9, P9, KK13)
		M7	Mahasiswa mampu mendeskripsikan Benda dan Orang dengan tepat. (S9, P9, KK13)

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
1	Mahasiswa mengetahui tentang aturan perkuliahan dan memahami silabus serta materi perkuliahan	Mengetahui tentang aturan perkuliahan dan memahami silabus serta materi perkuliahan	Mahasiswa mengetahui tentang aturan perkuliahan dan memahami silabus serta materi perkuliahan	Ceramah Diskusi	100	Diskusi Kelas	-	-	-	
2	Mahasiswa mengetahui dan memahami konsep gramatika dasar bahasa Inggris tentang bagian-bagian kalimat (<i>Parts of Speech</i>) sebagai dasar pengembangan	Membedakan bagian-bagian kalimat dalam bahasa Inggris (<i>Noun, Pronoun, dan Verb</i>) dalam suatu kalimat	Sentence Pattern (Nominal and Verbal Sentence) khususnya penggunaan <i>Noun, Pronoun, dan Verb</i> dalam suatu kalimat	Ceramah Collaborati ve Learning	100	Diskusi Kelas Praktek Menulis	Tulis	Essay	5%	1 English Grammar in Use (Murphy) 2. .Basic English Grammar (Betty

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
	keterampilan berbahasa									Azar)
3	Mahasiswa mengetahui dan memahami konsep gramatika dasar bahasa Inggris tentang bagian-bagian kalimat (<i>Parts of Speech</i>) sebagai dasar pengembangan keterampilan berbahasa	Membedakan bagian-bagian kalimat dalam bahasa Inggris (<i>Pronoun, Adjective dan Adverb,</i>) dalam suatu kalimat	Sentence Pattern (Nominal and Verbal Sentence) khususnya penggunaan <i>Pronoun, Adjective dan Adverb</i> dalam suatu kalimat	Ceramah Collaborative Learning	100	Diskusi Kelas Praktek Menulis	Tulis	Essay	5%	1 English Grammar in Use (Murphy) 2. .Basic English Grammar (Betty Azar)
4	Mahasiswa memahami cara membuat dan memberikan respon yang tepat dari kalimat pertanyaan	Membedakan dan membuat kalimat pertanyaan dan memberikan respon yang tepat	Asking and Answering Question	Collaborative Learning Diskusi	100	Diskusi Kelas Praktek Menulis	Tulis	Essay	5%	1 English Grammar in Use (Murphy) 2. .Basic English Grammar (Betty Azar)
5	Mahasiswa memahami dan menggunakan kalimat yang tepat	Membedakan bentuk-bentuk salam dan ekspresi perkenalan	Greeting and Self-Introduction	Role Play	100	Praktek	Lisan	Role Play	10%	1.Blass, Laurie. <i>Quest.</i>

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
	untuk memperkenalkan diri sendiri dan orang lain	diri senidri dan orang lain dengan tepat								New York: McGraw-Hill Companies, Inc. 2007 Lynch, Toni. Study Listening. CAMBRIDGE: Cambridge University Press. 2004
6	Mahasiswa memahami dan menggunakan kalimat yang tepat untuk memperkenalkan diri sendiri dan orang lain	Menggunakan ekspresi perkenalan dengan orang lain dengan tepat dan lancar	Greeting and Self-Introduction	Role Play	100	Praktek	Lisan	Role Play	10%	1.Blass, Laurie. <i>Quest</i> . New York: McGraw-Hill Companies , Inc. 2007 2. Lynch, Toni. Study Listening. CAMBRIDGE

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										GE: Cambridge University Press. 2004
7	Mahasiswa mengetahui dan memahami kalimat kompleks sederhana dengan menggunakan kata sambung yang tepat	Membuat kalimat kompleks dengan kata sambung (and, but, or, so) yang tepat	Combining sentences using connectors (and, but, or, so)	Collaborati ve Learning Diskusi	100	Diskusi Kelas Praktek Menulis	Tulis	Essay	5%	1 English Grammar in Use (Murphy) 2. .Basic English Grammar (Betty Azar)
8	UJIAN TENGAH SEMESTER									
9	Mahasiswa mengetahui dan memahami kalimat kompleks sederhana dengan menggunakan kata sambung yang tepat	Membuat kalimat kompleks dengan kata sambung (not only..but also, either..or dan neither...nor) yang tepat	Combining sentences using connectors (only..but also, either..or dan neither...nor) yang tepat	Collaborati ve Learning Diskusi	100	Diskusi Kelas Praktek Menulis	Tulis	Essay	5%	1 English Grammar in Use (Murphy) 2. .Basic English Grammar (Betty Azar)
10	Mahasiswa mengetahui dan	Membedakan 3 tenses dasar dengan benar	Tenses Review (Simple Present, Past,	Collaborati ve Learning	100	Diskusi Kelas Praktek Menulis	Tulis	Essay	5%	1 English

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
	memahami konsep penggunaan tenses dengan tepat (Simple Present Tense, Simple Past dan Future Tense)	dan Menggunakan 3 tenses tersebut dengan tepat dalam kalimat	Future)	Diskusi						Grammar in Use (Murphy) 2. .Basic English Grammar (Betty Azar)
11	Mahasiswa dapat memahami bagian penting dalam percakapan melalui telepon.	Dapat menggunakan ekspresi yang tepat dalam menerima telepon, dan menjawab telepon secara formal dan informal.	Making and answering a phone call	Role Play	100	Role Play	Lisan	Role Play	10%	1New York: McGraw-Hill Companies , Inc. 2007 2 Hughes, John 2006 <i>Telephone English</i> ,
12	Mahasiswa dapat memahami cara “Leaving and taking a message”	Dapat menggunakan ekspresi yang tepat dalam “ Leaving and Taking message”	Taking and Leaving a message		100	Role Play	Lisan	Role Play	10%	1New York: McGraw-Hill Companies , Inc. 2007 2.Hugas, John 2006 <i>Telephone English</i> ,
13	Mahasiswa mampu mendeskripsikan	Mahasiswa mampu mendeskripsikan	Describing Object	Role Play	100	Praktek	Lisan	Role Play	10%	. Blass, Laurie.

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
	Benda dan Orang dengan tepat	Benda dengan tepat								<i>Quest.</i> New York: McGraw- Hill Companies , Inc. 2007 Lynch, Toni. Study Listening. CAMBRID GE: Cambridge University Press. 2004
14	Mahasiswa mampu mendeskripsikan Benda dan Orang dengan tepat	Mahasiswa mampu mendeskripsikan Orang dengan tepat	Describing People	Role Play	100	Praktek	Lisan	Role Play	10%	. Blass, Laurie. <i>Quest.</i> New York: McGraw- Hill Companies , Inc. 2007 Lynch, Toni. Study Listening. CAMBRID GE:

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										Cambridge University Press. 2004
15	Mahasiswa mampu memahami cara memberikan presentasi singkat yang baik	Mahasiswa mampu memberikan presentasi singkat dengan baik secara berurutan	Giving a short presentation	Role Play	100	Praktek	Lisan	Role Play	15%	. Blass, Laurie. <i>Quest.</i> New York: McGraw- Hill Companies , Inc. 2007 - Goodale, Malcolm 1998.Profe ssional,Pre sentation
16	UJIAN AKHIR SEMESTER									

Acknowledgement

On this opportunity, we would like to show our gratitude for help and appreciation given to us so that this simple Conversation Module can be realized. We would like to thank to:

1. Head of Islamic Education Ibu Lismawati M.Pd
2. Administrative staff of Islamic Education

PREFACE

The module was written for conversational practice for first semester students of Faculty of Islamic Religion, Department of Islamic Education-Uhamka. During the first semester, students have to take a General English course. The course focuses more on writing simple paragraphs and communication skills. Grammar points are explained separately using a deductive approach, but students get enough practice by doing varied activities. The grammar will then be integrated into speaking, and writing.

There is no grammar explanation in this module. The explanation is given separately; for example, after discussing Simple Present Tense and other tenses, students will use the module in Unit 1. Students also have to write a simple paragraph about daily their activities as a college student. The same procedure is applied when discussing how to form WH/YN questions. Students will do activities in Unit 2, making and answering a phone call, and taking and leaving a message. Having finished discussing adjectives, students do adequate exercises related to adjectives, such as how to describe a person's appearance and personality traits , and how to describe objects using appropriate adjectives in unit 3. They also write a paragraph about people's physical appearance and personality traits close to them, such as parents, friends, and favorite celebrities. In the last activities, students are asked to perform a simple presentation. The procedures and expressions of giving a presentation are also provided in this module.

It is expected that the existence of this conversation training module can make students eager to use English actively. This book is dedicated to the students of the Department of Islamic Education-Uhamka.

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Course Description

This module focuses mainly on speaking skills. The RPs consists of 16 meetings and discusses some tenses, adjectives, conjunctions. There aren't any grammar explanations in this module as they are given separately in the classroom, and students practice the grammar exercises through the Google classroom. The grammar points given in the classroom are integrated into the forms of writing and speaking.

By the end of the lesson students are expected to be able to converse accurately and fluently in the context of everyday life.

In unit 4, students have to be able to give a short and simple presentation. The topics are provided by the lecturer, or they may use their own topics. This activity is meant to boost students' confidence.

In unit 3, students practice to describe someone's physical appearance and personality traits. They also have to be able to describe objects by using appropriate adjectives.

In unit 2, students practice using WH/YN questions by making and answering a phone call, leaving and receiving message(s). They also practicing some grammar points such as, Simple present tense, Future tense and Simple past tense

In unit 1 students will practice how to introduce themselves, and others, and practice having a conversation in formal and informal situations.

Unit 1: Meeting people (5th and 6th meeting-Rps)

The Learning Objectives:

Students are able to use suitable expressions when introducing themselves and others, and to create a dialogue when meeting someone whom they have already known.

1. Warming up

Discussing these questions with students

- How do you introduce yourself in the first meeting.....
- Do you know how to introduce your friend (s) to others?
- How do you greet your friend in English when meeting him/ her....

2. Introducing yourself to new people and make a small talk

Here are the ways to introduce yourself. These expressions sound a little more natural.



*Hi there! My name's _____. What's yours?
I don't think we've met. I'm _____.
I don't believe we've met before. My name is _____.
Have we met? I'm _____.
I think I've seen you around, but we haven't officially met.
I'm_____*

Conversation 1:

A: Hello. I'm Jason.

B: Hi. My name is Sandra

A: Nice to meet you, Sandra.

B: Good to meet you too

Conversation 2:

A: Excuse me. I don't think we have met before.
 My name is Pamela. I am a new English teacher here.
 B: Oh, hello. I'm Sandy
 A: Good to meet you, Mr Sandy
 B: Pleased to meet you too, Ms Pamela

Conversation 3:

Roby: Hello. Can I sit here?
 Jessi: Yes....sure
 Roby: By the way, I'm Roby
 Jessi: Hi. My name is Jessi.
 Roby: Nice to meet you Jessi.
 Jessi: Pleased to meet you too. And where are you from, Roby?
 Roby: I'm from Surabaya. What about you?
 Jessi I'm from Jakarta. Oh, this is my stop. Bye, Roby
 Jessi: Bye. See you.

Conversation 3:

Peter: hello....
 Jane: hi....
 Peter: I'am Peter. What's your name?
 Jane: my name's Jane. Nice to meet you.
 Peter: nice to meet you Jane. This is a great party!
 Jane: yes it is..... Where are you from?
 Peter: I am from Amsterdam
 Jane: Amsterdam.....are you German?
 Peter: no, I am Dutch, where are you from Jane?
 Jane: I am from London, but I am not British. My parents are Spanish.
 Peter: interesting..... Spain is a beautiful country....

3. Introducing other people

At any social event, you are probably going to introduce other people to each other and talk with more than one person at a time, which makes conversation much more interesting.



Here are some good ways to introduce two people who haven't met:

- **I'd like you to meet** _____.
- **This is** _____.
- **I'd like to introduce you to** _____.
- **Have you met** _____?

These types of introductions involve three people:

A: The introducer (who knows both B and C),

B: Introducee (knows A but not C)

C: Introducee (knows A but not B)

Example,

A: Have you two met each other?

B: No, we haven't.

A: Ben, this is Tati. Tati this is Ben.

(B and C smile and shake hands.)

B: Nice to meet you Tati.

C: Nice to meet you too, Ben.

After you have been introduced to someone, ask a few general questions to get acquainted. For example,

B: Where are you from, Tati?

C: I'm from Surabaya.

B: Surabaya? I have ever been there before....a nice city

C: I have been living there for 10 years. How about you, Ben?

B: Makassar—have you been there before

C: Not yet.... Btw... How do you know Andry (A)?

B: He is my friend from college.

Mr. Byron meets Mrs. Bond, one of his students, and her husband in the street.

Mr. Byron: Good morning, Mrs. Bond.

Mrs. Bond: Good morning, Mr. Byron. How are you?

Mr. Byron: I'm fine thanks, and you?

Mrs. Bond: Not too bad. Mr. Byron, this is my husband Samuel. Samuel this is Mr. Byron my English teacher.

Mr. Bond: Pleased to meet you.

Mr. Byron: Pleased to meet you too. Are you from Germany, Mr. Bond?

Mr. Bond: Yes, East Germany, from Dresden. And you are you from London?

Mr. Byron: No, I'm from Derby, but I live in London now.

Mrs. Bond: Well, goodbye Mr. Byron, it was nice to see you.

Mr. Byron: Yes, goodbye.

Let's practice:

Make a short dialog about introducing yourself and others with your friends

4. Meeting Someone You Know



Meeting friend on the way to campus

Dita: Hi. Rani. How are you doing today?

Rani: Not bad, thanks. How about you?

Dita: Great, thanks.

Rani: So, where are you heading to Dita?

Dita: To college, as usual. I'm already late. See you later, Rani.....

Dita: See you..... Bye.

Meeting old friends at the movie theatre

John: Hi Brian, it's great to see you again.

Brian: Wow, it's great seeing you, how long has it been? It must be more than 6 months. I'm doing well. How about you?

John: Not too bad.

Brian: What movie are you and the family going to see?

John: I came here to see the Simpsons movie. How about you?

Brian: I'm going to watch Terminator 4.

Meeting friend at a party

A: Hi. How have you been?

B: Fine, thanks. And you?

A: Pretty good. How's the family?

B: Just fine. And how's work?

A: Good. Have been very busy lately...

B: Yeah, me too.

A: Well, talk to you later.

B: Yeah. Nice talking to you. Bye.

A: Bye.

5. LET'S PRACTICE

- Practice for five to seven minutes
- Create your own dialog, and find a nice situation

6. FORMATIVE TEST:

Ss work in a group of three or in pairs depending on which situation they choose. They are to create a dialog provided by the lecturer.

1. Today is your first day joining an English course. Next to you, there is your classmate who also wants to join the class. How do you introduce yourself and make a small conversation?
2. You meet your friend at a bookstore, greet and make a conversation with him/ her about what kinds of books he/ she is looking for.
3. You are in the library with your friend reading books. Your friend Nina is also there; have a conversation with her and don't forget to introduce your friend to Nina.

7. RUBRIC OF SPEAKING TEST

Level		Score Indicators
Pronunciation	4	<ul style="list-style-type: none"> • The pronunciation is very clear and easily understood • Easily understood the word despite the influence of mother tongue can be detected • The pronunciation is not really clear, but it can be understood by the listener • The pronunciation is not clear.
	3	
	2	
	1	
Grammar	4	<ul style="list-style-type: none"> • Little or no grammatical errors. • There is an error sometimes but does not affect the meaning. • Often use grammatical errors in speaking. • Use the wrong sentences structure and grammar.
	3	
	2	
	1	
Vocabulary	4	<ul style="list-style-type: none"> • Using appropriate vocabulary an expressions. • Use inappropriate word sometimes that is needed to be explained more. • Use inappropriate words frequently. • Vocabulary which is used is so limited and often repeats he same words.
	3	
	2	
	1	
Fluency	4	<ul style="list-style-type: none"> • Speak very fluency. • Slightly disturbed by the language problems. • Often hesitated and stalled because of lack of vocabulary. • Stop speaking for a long time to think of idea.
	3	
	2	
	1	

Theresa (2011). Tool and Technique for classroom Assessment

8. Glossarium

- **How are you doing** = How are you?/ How is life?/ What's up? (Informal expressions)
- **Introducee** = one who is introduced to another person
- **Get acquainted** = start to know someone by talking or doing something together
- **Officially met** = meeting for the first time, face-to-face, formally rather than casually
- **Rubric** = a scoring guide used to evaluate the quality of students' test
- **Spanish** = relating to Spain, or to its people, language, or culture.

Unit 2: Making a Phone Call (11th and 12th meeting- Rps)

LESSON OBJECTIVES

Students are able to make a phone call formally and informally using suitable expressions, and to leave or to take a message.

1. Warming Up

Discussing these questions with students:

- Have you ever made a phone call in English before?
- Are there any differences between formal and informal phone calls?
- Practicing making a simple, informal phone call using their cell phones...

Before practicing making a phone call, let's learn some necessary telephone vocabulary, and then you'll hear examples of formal and informal telephone conversations.



2. Formal telephone conversation

Marry: Midtown Computer Solutions, Marry speaking. How can I help you?

Ryan: Hello, this is Don Murray. May I speak with Emma Jones, please?

Marry: One moment please - I'll put you through.Marry: Mr. Murray? I'm sorry, Emma is in a meeting at the moment. Would you like to leave a message?

Don: Yes, could you ask her to call me back as soon as possible? It's pretty urgent.

Marry: Of course. Does she have your number?

Don: She has my office number, but let me also give you my cell - it's 0872-555- 8901.

Marry: Let me read that back to you - 0872-555-8901.

Don: That's right.

Marry: And could you spell your last name for me?

Don: D as in Denver O-N -M-U-R-R- A - Y

Marry: Okay, Mr. Murray I'll give her the message.

Don: Thanks a lot. Bye.

Now let's listen to the second part of the conversation, when Emma calls Don back.

Emma: Hi, Don, this is Emma returns your call.

Don: Hi Emma, thanks for getting back to me. I was calling about our meeting the day after tomorrow.

Ema: Oh, are you able to come?? – We are going to talk about our new products.

Don: I am really sorry Emma; I just got a phone call from our clients who are from India. They will visit our office exactly the same time as our meeting.

Emma: Okay, no problem – We can reschedule our meeting then.

Don: Thanks, Emma I really appreciate it.

Natalie: No problem, Don.... I'll call you back a little later, as soon as I have rescheduled our meeting

Don: Sounds good – talk to you soon.

Emma: Bye.

Some important expression when making a formal phone call

Answering the phone:

Good morning/Good afternoon/ Good evening/ Hello!

England PC Services. (This is) Sarah speaking.

Sarah speaking.

How can/could/may I help you?

Asking for the caller's name:

Who's calling, please?

Could I take your name, please?

Hello, caller. Could/May I have your name, please?

Introducing yourself:

Hello! This is Don Murray calling.

Hello, this is Don Murray from The Friend Technology Firm.

My name is Don Murray from England PC Services.

Connecting someone:

Let me put you through.

One moment....please, I'll transfer your call.

I'll see if he is in or if Mr. Steven is available.

Please hold on. I will get you through him.

I'll connect you.

I'm connecting you now.

Leaving a message

Would you like to leave a message?

May I leave a message?

3. Informal Telephone Conversation



The following are some common phrases used in informal telephone conversations:

Opening a call:

- *Can I speak to Anne-Marie?*
- *Hi, is Anne-Marie there?*

Greeting and identifying yourself:

- *Hi, it's Gehan.*
- *Hi, it's Gehan calling.*

Exchanging pleasantries:

- *How are you?*
- *How are things?*
- *What's new?*

Ending the call:

- *Well, I guess I better get going.*
- *I better let you go.*
- *I have to get going.*
- *I should let you get back to ... (your work).*
- *Talk to you soon.*

Possible responses:

- *Speaking.*
- *This is Anne-Marie.*
- *This is she.*

Check if it's a good time to call:

- *Is this a good time to call?*
- *Are you busy right now?*
- *Have I caught you at a bad time?*

Changing the topic:

- *By the way ...*
- *So ...*

Possible responses:

- *Okay. Thanks for calling.*
- *Bye for now.*

This is a telephone conversation between two friends, namely Putri and Adit.

Putri: Hello, Putri speaking. Is this Adit?

Adit: Yeah Putri!

Putri: How are you Adit?

Adit: I am fine. What about you Putri?

Putri: Glad to hear that! Me too fine! Adit how are your holidays going?

Adit: Great Putri! I am enjoying well!

Putri: That's nice to hear that. We have a party here for my parent's anniversary tomorrow! I would be very glad if you could join us!

Adit: Oh great Putri! But unfortunately I am leaving for Jakarta today.

Putri: Ohh ! No problem.....Next time we would surely meet!

Adit: yeah, sure! Okay, bye Putri..... Talk to later as I am preparing my things for leaving today!

Putri: Bye Adit Take care. Talk to you later! Have a safe journey!

Aditi: Thank you Putri! Take care bye!!!

4. Let's practice

- Create a dialog with your friend with whom you want to go to the party
(informal)
- Create a dialog between you and Mr. Raman's secretary before you can talk to Mr. Rahman.
Tell her that you have already got an appointment with him



5. Formative Test:

Ss work in a group of three or in pairs depending on which situation they choose. They are to create a dialog provided by the lecturer.

1. Fatma and Dina are both friends and are having a conversation about what to do at the weekend. They plan to go to the movies have something to eat and then go shopping.
2. You are a sales person from Pt. ABC wants to talk to Mr. Hendro Pratomo. Mr. Hendro's secretary receives your call before you can talk to him. Tell her that you have already got an appointment with him. However, Mr. Hendro is still having a meeting. You leave a message, and the secretary receives your messages.
3. This telephone dialogue is between Vina, the receptionist of a library, and Rifat , a potential member who has called in to ask about the process of getting a membership

6. Rubric Of Speaking Test

Level		Score Indicators
Pronunciation	4	<ul style="list-style-type: none"> • The pronunciation is very clear and easily understood • Easily understood the word despite the influence of mother tongue can be detected • The pronunciation is not really clear, but it can be understood by the listener • The pronunciation is not clear.
	3	
	2	
	1	
Grammar	4	<ul style="list-style-type: none"> • Little or no grammatical errors. • There is an error sometimes but does not affect the meaning. • Often use grammatical errors in speaking. • Use the wrong sentences structure and grammar.
	3	
	2	
	1	
Vocabulary	4	<ul style="list-style-type: none"> • Using appropriate vocabulary an expressions. • Use inappropriate word sometimes that is needed to be explained more. • Use inappropriate words frequently. • Vocabulary which is used is so limited and often repeats he same words.
	3	
	2	
	1	
Fluency	4	<ul style="list-style-type: none"> • Speak very fluency. • Slightly disturbed by the language problems. • Often hesitated and stalled because of lack of vocabulary. • Stop speaking for a long time to think of idea.
	3	
	2	
	1	

Theresa (2011). Tool and Technique for classroom Assessment

7. Glosarium

- **A little later** = a little late
- **Appointment** = arrangement to meet
- **Available** = If something you want or need is **available**, you can find it or obtain it
- **Appropriate** = suitable or proper in the circumstances
- **Hold on** = wait; stop
- **Put you through** = to transfer

Unit 3: Describing People (13th and 14th Meeting, Rps)

Learning Objectives

Ss are able to describe someone's physical appearance and personality traits using appropriate adjectives

1. Warming Up

Discussing these questions with

- Have you ever described someone's physical appearance before?
- Have you ever described someone's personality traits using appropriate adjectives?

2. Physical Appearance

What does she/ he look like?

Appearance → verb to be

He is handsome

She is beautiful



Attractive, beautiful, good-looking, pretty,

Pretty girl; a beautiful woman

Handsome

A handsome man

A good-looking man (woman, girl, boy)



Tall, very tall, short
 He is tall
 She isn't tall.
 She is very....
 Average height; medium height
 He is average height
 She is of medium height

Height, Weight and Build →
verb to be/ have

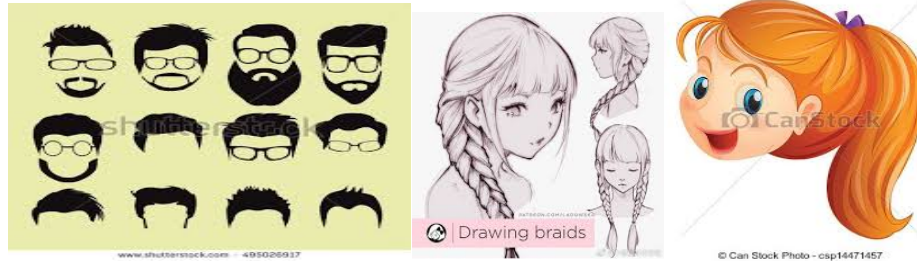


Thin, slim, slender
 A thin girl; she is thin; she is slim;
 Plump, chubby, overweight, fat
 He is overweight



Dark, black, brown, blond, white, gray (gray);
 Long, short; medium-length

She has long dark-blond hair;
 Straight, wavy; curly, bald, thick,
 She has curly hair; he is bald



Beard, mustache (mustache), Plaits, ponytail

Eyes

Blue, gray (gray), brown, dark
 She has blue eyes;
 Her eyes are dark brown;
 Big eyes; slanted eyes
 Eyebrows, eyelashes; thick eyebrows
 Eyeglasses, glasses
 He wears glasses

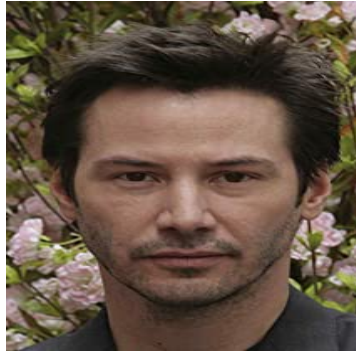
Age → verb to be



Young, old; adult
 He is twenty years old
 He is about forty
 A child; a kid; a little boy; a little girl
 She is five years old
 A teenager; a teenage boy a teenage girl
 A young boy; a young girl

Age → verb to be

LET'S PRACTICE



long	handsome	young	pretty
dark	slim	brown	tall

He is a (age) man.

He has short, hair. (colour)

He has eyes. (colour)

He is over six foot . (height)

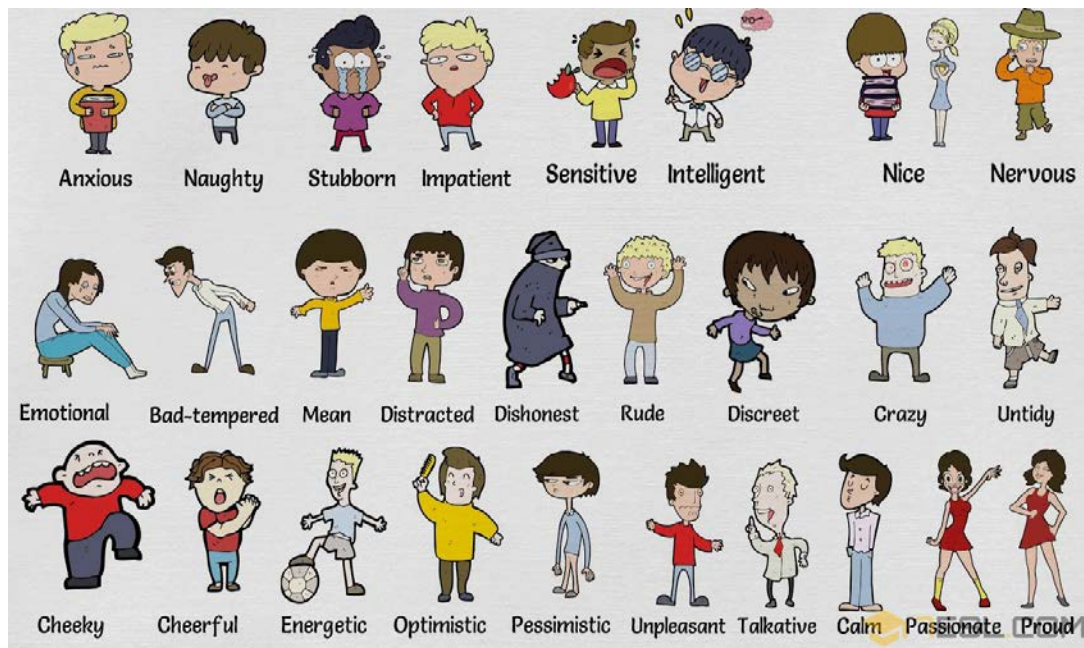
He is ,(weight) and very ,(looks)

I. Now, write a short paragraph describing yourself.

My name is _____

3. PERSONALITY TRAITS

WHAT IS SHE/ HE LIKE?
She is smart He is friendly



4. Let's practice

Describe his personality traits and physical appearance



5. Formative Test

Ss are asked to work in pairs. They have to create a dialog with his/ her partner. They will talk about the physical appearance and personality traits of their idols or someone whom they admire. They will bring the picture to the front of the class. Then they ask each other about the pictures

6. Rubric

Level		Score Indicators
Pronunciation	4	<ul style="list-style-type: none"> The pronunciation is very clear and easily understood Easily understood the word despite the influence of mother tongue can be detected The pronunciation is not really clear, but it can be understood by the listener The pronunciation is not clear.
	3	
	2	
	1	
Grammar	4	<ul style="list-style-type: none"> Little or no grammatical errors. There is an error sometimes but does not affect the meaning. Often use grammatical errors in speaking. Use the wrong sentences structure and grammar.
	3	
	2	
	1	
Vocabulary	4	<ul style="list-style-type: none"> Using appropriate vocabulary an expressions. Use inappropriate word sometimes that is needed to be explained more. Use inappropriate words frequently. Vocabulary which is used is so limited and often repeats the same words.
	3	
	2	
	1	
Fluency	4	<ul style="list-style-type: none"> Speak very fluently. Slightly disturbed by the language problems. Often hesitated and stalled because of lack of vocabulary. Stop speaking for a long time to think of idea.
	3	
	2	
	1	

Theresa (2011). Tool and Technique for classroom Assessment

7. Glossarium

- **Admire** = look at with pleasure.
"We were just admiring your garden"
- **Physical appearance** = human nature from outside (Physical)
- **Personality traits** = people's characteristic patterns of thoughts, feelings, and behaviors.
- **To describe** = to say what something or someone is like
- **Slightly** = not very much, only a little.
-

Unit 4: Giving a Presentation (15th and 16th meeting-Rps)

The Learning Objectives:

Ss are able to give a short presentation in a chronological order, and use the right expressions.

1. Warming Up

Discussing these questions with students:

- Have you ever given a presentation in English before?
- Was it difficult?
- Did you feel nervous?

2. Introduction:



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➤ Introducing Yourself

- Welcome to [name of company or event]. My name is [name] and I am the [job title or background information].
- Thank you for coming today. I'm [name] and I'm looking forward to talking with you today about [your topic].
- Good morning/afternoon, ladies and gentlemen. I'd like to quickly introduce myself. I am [name] from [company or position]. (Formal)

- Hi everyone. I'm [name and background]. I'm glad to be here with you today. Now let's get started. (Informal)

➤ **Introducing the Topic**

- This morning I'd like to present our new [product or service].
- Today I'd like to discuss...
- Today I'd like to share with you...
- I will present my findings on...
- I'd like to take this opportunity to talk about...



➤ **Structuring the Presentation**

- First, I'm going to present... Then I'll share with you... Finally, I'll ask you to
- The next thing I'll share with you is...
- In the next section, I'll show you...
- Today I will be covering these 3 (or 5) key points
- By the end of this presentation, you'll be able to...

- My talk this morning is divided into [number] main sections... First, second, third... Finally...

3. Beginning the Conversation

- I'll start with some general information on...
- I'd just like to give you some background information about...
- Before I start, does anyone know...?
- As you are all aware / As you all know...

4. Talking about the main Topic / Content

5. Inviting Questions

- Does anyone have any questions?
- I will be happy to answer your questions now.
- If you have any questions, please don't hesitate to ask.

6. SUMMARY AND CONCLUSION

Summary:

- To sum up...
- So to summarize the main points of my talk...

Conclusion:

- I'd like to conclude with...
- Thank you all for listening; it was a pleasure being here today.
- Well, that's it from me. Thanks very much.

7. Watching a Video on How to Give a Presentation

8. FORMATIVE TEST:

- The history of the internet
- Side effects of smoking
- The impacts of fast foods
- Health benefits of drinking water
- Your own topic

9. Rubric

Rubric for Presentation: HST 5900 Graduate Project

Name of Presenter: _____

Name of Evaluator: _____

Date and Location: _____ **SCORE:** _____

Category	Scoring Criteria	Poor <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Excellent <input type="checkbox"/> 5
Organization	The type of presentation is appropriate for the topic and audience.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Information is presented in a logical sequence.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Presentation appropriately cites requisite number of references.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Content	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Technical terms are well-defined in language appropriate for the target audience.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Presentation contains accurate information.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Material included is relevant to the overall message/purpose.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	There is an obvious conclusion summarizing the presentation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Presentation	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, movement, etc.).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Speaker uses a clear, audible voice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Delivery is poised, controlled, and smooth.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Good language skills and pronunciation are used.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Visual aids are well prepared, informative, effective, and not distracting.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Length of presentation is within the assigned time limits.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Information was well communicated.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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