

## Rationale, Design and Structure of UMSEP Courses

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### Introduction

The specific aims of the UMSEP courses and the tremendous resources available for the development and design of teaching materials to meet these aims resulted in three custom-made courses tailored for the needs of UMSEP's target students. We believe that in the process UMSEP has created a framework which may be utilized for modelling similar courses. This framework is built upon common underlying principles and incorporates key design features. Therefore this paper on UMSEP courses and materials design will be presented in five sections as follows.

Principles Underlying Course Design  
Key Design Features  
Syllabus Structure  
Unit Structure  
Variations Among The Courses

### Principles Underlying Course Design

Views and theories on language and language learning are plentiful and diverse but UMSEP considers only a few key principles to be of paramount importance. These form the foundations or pillars around which the design features have been constructed.

#### *Linguistic Competence and Oral Performance*

Relevant key features in a course for teaching oral skills has to be dependent on the definition of 'oral skills'. UMSEP sees oral skills as those skills, both socio/psychological and linguistic, that enable an individual to perform effectively in 'oral interactions'. An 'oral interaction' in turn is seen as involving 'a minimum of two participants' communicating through spoken language towards an 'outcome' (Sinclair 1980). Progress in oral skills is equated with progress in effective performance in oral interactions.

Improving or expanding linguistic competence alone does not guarantee progress in oral performance since an individual's effectiveness in oral performance in a language reflects only in part his underlying competence in the language. Effective performance also involves psycho/socio factors, some of which are not within the control of course designers. Hence extending linguistic competence through extending the command of vocabulary, forms and strategies is tapping only one channel for improving effective performance. UMSEP believes that progress in oral performance is best facilitated through four key channels, all of which have been incorporated into course design

They are:

- 1 expansion of the range and quality of linguistic resources available for use;
- 2 vicarious experience of the effective performance of others,
- 3 opportunities for performance;
4. the experience of success in performance;

#### *Accuracy and Fluency*

The emphasis on effective performance means that students have to understand and convey meanings at a level of accuracy and fluency that allows the job to be done. We share Brumfit's view that 'the natural learner in a total immersion situation operates more on an oral basis of fluent and inaccurate language' (Brumfit, 1979:188) than on careful, accurate build-up of items according to a model. Thus we believe in starting with and capitalizing on what students already know and can do with the language no matter how inaccurately. The emphasis is on stimulating students to perform effectively in the language rather than on safeguarding them from making errors and thus inhibiting performance.

This does not mean that we encourage inaccurate use of the language. It means that we do not believe in developing formal accuracy without developing the ability to use it, nor in developing communicative abilities without attention to the formal resources required to improve the quality of performance.

#### *Teaching and Learning*

The fact that the typical UMSEP target student has been taught English in the classroom for over ten years and yet is unable to communicate effectively in the target language illustrates the fallacy of the view that teaching is synonymous with learning. UMSEP is much aware of this fallacy and therefore starts by considering how learning could be made more effective. Teaching units are then created to accommodate these considerations.

UMSEP believes that whilst learning does occur where there is overt teaching, learning also occurs in its absence — incidentally through exposure and experience. Therefore to motivate and maximise language learning in the classroom three main measures have been taken. Firstly, to increase motivation and involvement, students are provided with every opportunity to experience success and to monitor progress. Secondly, to provide for overt learning, relevant formal features of the language are explicitly taught. Finally, to facilitate incidental learning students are exposed to the performance of others as well as provided with mind-engaging tasks that require them to use language to solve a problem.

#### *Learning Styles and Sequence of Learning*

Differences in cognitive styles, for lack of conclusive research, have been ignored by most course designers. UMSEP's view is that grouping and teaching learners according to their cognitive styles is highly impractical and of dubious benefit. However, we believe that the inclinations of serialist versus holist thinkers, of convergent versus divergent thinkers should be considered and accounted for through the careful sequencing of learning units and tasks.

The courses do not follow a tightly graded step-by-step approach with each task being slightly more difficult than the previous. This is not to say that the sequencing of units and tasks is completely random and that we cater only for holistic or immersion learning and make no allowance for sequenced serialistic learning. Units are grouped into blocks with the skills learnt in one block feeding in to that of subsequent blocks. Within a unit, students are exposed to complex oral interactions, made to focus on one or two discrete features of language used and are put into situations where they have to draw upon all their resources to communicate towards solving a problem. Hence whether a student's cognitive style enables him to see the parts and then the whole or see the whole and then the parts is immaterial as the sequence of learning involves the constant recycle of breaking down and building up the whole and its parts.

### **Design Features**

Integrating the aims of the UMSEP courses with the salient principles underlying language teaching and learning resulted in key features which were incorporated into course design. This has been done through the structure of the syllabus and units, the content and medium of the input and the activity types introduced.

### *Relevant to Professional Needs*

To increase motivation in the classroom and to facilitate transfer of skills practised in the classroom into real life professional settings, the courses focus on professionally relevant skills and content.

It should be noted here that UMSEP sees professional relevance first and foremost at the level of skills practised and then only at the level of topics or notions introduced. In other words, professionally relevant topics or notions are not avoided but are introduced only as a channel for practising professionally relevant oral skills. For example, in the *Oral Skills for Management* (OSM) component, OSM students have the opportunity to practise proposing solutions to a particular personnel management need but OSM students are not made to study and analyse a text on different management systems. The skill of analysing management systems, we believe, should be taught in a management course, not in an oral skills course for professionals in management. Similarly, in the *Oral Skills for Law* (OSL) component, students practise the strategies of negotiating based on a custody case but the course does not teach the law regarding custody

### *Two-pronged Approach*

The courses are woven around two major strands, one made up of 'support' activities, the other of 'interaction' activities. (See Activity Types). 'Support' activities attack the problem of effective performance through the expansion of competence. 'Interaction' activities attack the problem through the provision of opportunities. Thus the two-pronged approach provides students with the linguistic tools for use and the opportunities to use them.

### *Flexibility in Course Duration/Implementation*

Most published courses are designed to be taught extensively (i.e. at an in-



tensity of one or two hours a day) but an innovative teacher can easily adapt it into an intensive program. UMSEP had to design courses that are equally suitable for intensive or extensive teaching. Thus each of the courses is divided into 5-hour teaching units which may be covered either in a day (intensive) or a week (extensive).

Besides this flexibility in implementation, the courses are also designed to be flexible in duration to cater for students of different entry levels. To do this, units are grouped. In the *Preparatory Oral Skills for Management (POSM)* component, they are grouped into blocks, in OSM into modules and in OSL into stages. The principle of 'sequencing based on focus' allows one or more groups of units to be left out or one or more of the units from each group to be omitted.

#### *Paired and Group Work*

Working in pairs or small groups is the norm throughout the 'interaction' strand of the course and is featured, wherever feasible, in the 'support' strand. Since, as earlier discussed, our primary aim is to stimulate students to perform effectively and not to safeguard them from errors, we see paired and group work as an invaluable opportunity to increase student participation and interaction time. The benefits that may accrue far outweigh the harm that may result through the assimilation of peer errors.

#### *Student Responsibility for Learning*

The emphasis on effective performance, group work and peer learning stems from UMSEP's belief that the students have to be the prime agents in the learning process. To encourage them to take prime responsibility for their own learning, the teaching materials provide for the students to firstly, understand the aims and relevance of units and activities and secondly, to monitor and evaluate their own performance and progress.

#### *Student Monitoring*

When students are interacting in pairs or in small groups, the teacher has limited resources for monitoring each student's performance. To overcome this limitation UMSEP provides for the students to monitor themselves and their peers. The 'assess/examine your performance' activities draw the students' attention to aspects of the language they have used and how well they have performed when interacting with other students. This minimises assimilation of peer errors and maximises self awareness of their own strengths and weaknesses.

#### *Selective Correction of Errors*

UMSEP sees errors as an unavoidable part of a student's progress towards more accurate and effective use of the language in communication. We do not expect our students not to say anything until and unless they can say it perfectly, without any errors. This would stifle instead of stimulate effective use of the language. In encouraging students to use the language in interactions we do expect errors to be made and we expect that many of these errors would be undetected and uncorrected at that point. But this does

not imply that we believe in completely ignoring errors. UMSEP prescribes selective treatment of errors. In 'interaction' activities, those errors that cause a breakdown in communication or hinder the achievement of the aims of the task will be treated. We believe that the selective treatment of errors stimulates progress in the fluent and accurate use of language without inhibiting confidence in performance.

#### *Exposure to a Variety of Models*

UMSEP aims to equip its students with the ability to speak 'good' Malaysian English, intelligible to educated users of the language at home and abroad. It aims to equip them to understand and decode other 'educated' varieties used by both native and non-native speakers. In order to achieve this aim, the courses expose students, through recordings of realistic discourse, to a wide spectrum of educated speakers using the language. Models presented include Malaysians with different mother-tongues and native speakers from the main English speaking countries. This exposure to a variety of models helps to counteract any shortcomings of the teacher as a model and to produce speakers that can understand and be understood by speakers from different parts of the world. This is planned to happen through the process of assimilation rather than imitation.

#### *Multi-Media Approach*

To capitalize on learning through the vicarious experience of the performance of others, the courses use different media sources as input. (See Julia Lee, 'Multi-Media Approach' in this volume). Beside studying spoken discourse through written texts, students are exposed to realistic spoken discourse through audio recordings. They are also exposed through video recordings to listening as well as seeing how spoken discourse is effectively used by proficient speakers.

#### **Syllabus Structure**

##### *Syllabus Categories*

As UMSEP's main concern is with effective use of language rather than mastery of structures, it was felt that traditional grammatical structures are inadequate as syllabus categories. Subject relevant notions, or topics are used as input but as the courses teach oral skills and not law or management, notions and topics are not relevant categories for organising teaching units. Teaching units have also not been organised around a series of situations, though priority has been given to professionally relevant situations as input, because the number of such situations may be infinite.

In short, grammatical structures, notions and situations do not feature as syllabus categories. Instead, because the courses reach towards effective performance in interactions and interactions can be meaningfully related to functions, functions and interactions work closely together in generating units.

POSM units are specified in terms of interactions with functional categories used in the support activities in the units. In OSM and OSL, support units are specified in terms of functions and round-up units in terms of interactions. In OSM, the last unit in a four-unit module is a round-up unit and in



OSL, stage three units form the round-up. All these units are specified in terms of the interaction focused on.

#### *Blocks and Modules*

The grouping of units into blocks or modules is an important feature of the syllabus structure. This is to accommodate, firstly, the close relationship between functions and interactions as syllabus categories; secondly, the principle of sequencing through focus; and lastly, flexibility in course implementation.

In POSM, the twenty units are grouped into six stages, with the three units in Stage 4 being overview or round-up units. In OSL, the twenty one units are grouped into three stages with the five Stage 3 units being overview units featuring relevant strategies for professional encounters. In OSM, the twenty units are divided into 4 modules, each module consisting of four functional support units and an overview unit. (See Appendices 1, 2, 3). The review units are based on the kinds of interactions appropriate to key professional events and focus on strategies participants may adopt.

If a full course is unnecessary, then a selection of units may be made in one of the following ways.

1. selecting one or several stages or modules,
2. selecting one unit for each stage or module included in the selection of the overview units;
3. selecting only the overview units.

The stages in POSM and OSL differ from the modules of OSM in one significant way. Stages are seen as blocks in a sequenced order while modules are blocks which may be fitted together in any sequence. Therefore in POSM and OSL, the order in which stages are presented should not be reversed, whereas in OSM, the order of executing the modules is immaterial.

#### *Brief Description of the Syllabus*

##### *1. Preparatory Oral Skills for Management (POSM)*

The syllabus consists of an introductory unit and twenty units divided into six stages as follows:

Introduction	Unit 1
Stage 1 Information sharing — an overview	Units 2 — 3
Stage 2 Establishing information	Units 4 — 6
Stage 3 Interacting for different purposes	Units 7 — 10
Stage 4 Putting forward and evaluating positions	Units 11 — 14
Stage 5 Reaching decisions	Units 15 — 18
Stage 6 Interaction assignments	Units 19 — 20

The explanation of the different stages is as follows.

Stage 1 presents an overview of the basic ways of finding out and giving information for simple purposes.

Stage 2 looks in more detail at how English is used to find out and evaluate information.

Stage 3 focuses on the purposes for which we share information: taking a decision, doing things, reporting and summarizing.

Stage 4 practises ways of expressing your opinions and positions and evaluating those of other people.

Stage 5 covers how English is used to reach decisions with other people.

Stage 6 deals with three main types of interaction. problem-solving, case studies and negotiation and provides a round-up to the course.

## 2. Oral Skills of Management (OSM)

Module 1	Discrete functions Interaction assignment/review	Units 1 — 4 Unit 5
<b>THE INTERVIEW</b>		
Module 2:	Discrete functions Interaction assignment/review	Units 6 — 9 Unit 10
<b>THE FORMAL MEETING</b>		
Module 3.	Discrete functions Interaction assignment/review	Units 11 — 14 Unit 15
<b>THE PROBLEM-SOLVING SESSION</b>		
Module 4:	Discrete functions Interaction assignment/review	Units 16 — 19 Unit 20
<b>THE NEGOTIATION</b>		

The syllabus is based on ways of using different language for different purposes and in different settings. Every five units form a module and each module consists of two kinds of units: functional units and review units. The first four units of each module deal with different functions of English and the fifth unit, the review unit, is based on strategies appropriate to a particular kind of interaction. Although each of the functional units cover a single function, this 'macro' function encompasses a number of 'micro' functions to be covered in the unit. So, for example in Unit 11, 'stating your position' is the macro-function and expressing certainty, uncertainty, belief and opinion are some of the micro-functions introduced.

### 3 Oral Skills For Law (OSL)

The syllabus consists of twenty-one units divided into three stages as follows:

Stage 1 Establishing information	Units 1 — 10
Stage 2 Using information to develop an argument	Units 11 — 16
Stage 3 Arguing in a professional encounter	Units 17 — 21

Stage 1 units are specified according to fairly discrete functions. They are concerned with ways of establishing information in oral interactions. Magistrates, courtroom and non-courtroom lawyers alike are involved in establishing information in face to face encounters and it is therefore crucial that they are able to use language effectively to establish information under different professionally relevant circumstances. Each Stage 1 unit, therefore, focuses on a different aspect of establishing information. The earlier Stage 1 units are particularly concerned with the relationship between question and reply while later Stage 1 units place greater emphasis on the relationship operating between sequences of questions and replies.

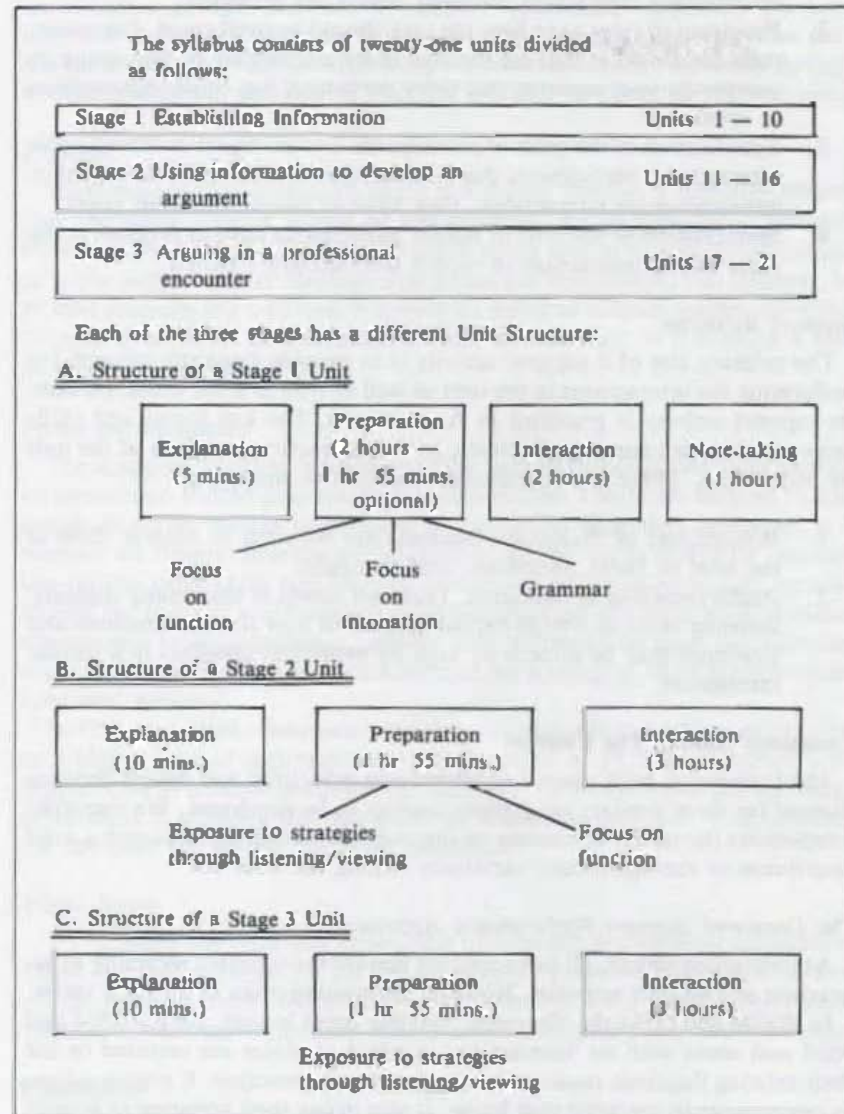
Stage 2 is concerned with ways of using information in order to develop an argument. The functional focus of each unit is much broader and more complex than in Stage 1. Support is given not only at the function level but also at strategy level.

Stage 3 is concerned with strategies for effective communication in a range of professional encounters both in and out of court.

#### Unit Structure

An initial glance at the unit structure of each of the three courses may give the impression that they are completely unrelated (see Charts 1, 2 and 3 below). However a closer study will reveal that they are different manifestations of a set of common principles and design features discussed earlier. The apparent differences illustrate the viability of the UMSEP model of course design for generating a variety of English for Occupational Purposes courses with different facades to accommodate the needs of different target groups. Basically each unit is made up of a minimum of two hours of 'support' activities aimed at expanding underlying competence, and two hours of 'interaction' activities aimed at providing opportunities for using the language effectively.



*Oral Skills for Law***Chart 3. Unit Structure****Interaction Activities**

An interaction is seen as a task-centred activity involving a minimum of two participants communicating towards an outcome. They provide realistic opportunities within the classroom for the use of linguistic resources. (A sample interaction activity is provided in Appendix 7).

In designing interactions, control is achieved through the following parameters.

- 1 Provision of an information input which provides the topic or content for the interaction. In shared-information interactions a common information input is presented to all participants whereas in a gap-information interaction different inputs are provided.
2. Provision of rules as to how the task should be performed. Generally, rules are aimed at making the task more challenging by increasing its complexity or at ensuring that every participant has equal opportunities to speak.
- 3 Specification of the goals of participants. In convergent or shared-goals interactions, participants share similar goals, whereas in divergent or opposing-goals interactions, they have to pursue different goals.
4. Specification of the type of output participants have to produce at the close of the interaction to record the outcome reached.

#### *Support Activities*

The primary aim of a support activity is to provide linguistic support for performing the interactions in the unit as well as that in other units. (A sample support activity is provided in Appendix 6). The key forms and skills necessary for participating effectively in the interaction activities of the unit are introduced. These are introduced through two mediums.

- 1 Written text of dialogues. Students are required to analyse these at the level of form, functions, and strategies.
- 2 Audio recording of dialogues. These are aimed at sharpening students' listening skills as well as exposing them to how forms, functions and strategies may be effectively used by proficient speakers in a similar interaction.

#### **Variations Among The Courses**

The framework built upon key underlying principles and design features allowed for three similar, yet distinct courses to be developed. We therefore complement the earlier discussion on the common design features with a brief description of the significant variations among the courses.

#### *The Deep-end Support Performance Approach*

As mentioned earlier, all three courses feature the repeated recycling of interaction and support activities. However the starting point of the cycle varies.

In POSM and OSM the 'deep-end' starting point is used. Each POSM and OSM unit starts with an 'interaction' in which students are required to use their existing linguistic resources to perform an interaction. It gives students an opportunity to use what they know. It also draws their attention to aspects of the language they have used and it helps students see the relevance of the language work (introduced through the support activities) which follows. (See Appendices 4 and 5). 'It is a deep-end activity because it throws the student into a situation' where 'he is left to fend for himself and to do the best he can to complete his task' and in 'stretching his task' and in 'stretching his linguistic capabilities to complete a task, the student and his teacher are made aware of where he requires help most' (Khong, 1984).

In OSL, this 'deep-end' strategy is used to a much lesser extent. It appears in the six Stage 2 units. In Stage 1, where the main aim is to familiarise students (with limited experience in legal practice) with effective ways of establishing information in legal practice, a 'support interaction' approach has been adopted. In Stage 3 which features encounters in legal practice rather than the 'deep-end' performance approach, students experience vicariously through a video recording, samples of effective and not so effective performances

#### *Content*

As relevance to professional needs is a design feature, it logically follows that the three courses would be distinguished by differences in content. However, the content differs not so much in the type of oral skills introduced as in the subject matter through which they are introduced. For example, in POSM students learn to seek a consensus using as subject matter the effectiveness of different advertisements while in OSL they do it through a case of suicide or accidental death.

#### *Focus on Intonation*

The support activities in OSM and OSL include exercises that focus directly on intonation. POSM does not have such exercises. This is not because POSM designers do not see the importance of intonation in spoken discourse. It is because we believe appropriate intonation can be learnt indirectly through the various other skills that have to be focused on. In other words, because POSM has to cover a wide spectrum of language use at a basic level, students are exposed to appropriate intonation only indirectly through the 'listening exposure' activity which trains students to use a range of clues to understand speakers' meaning.

In OSL and OSM, there is a need to train students to perform effectively at a higher level of accuracy than that expected of POSM graduates. This higher level of accuracy includes the ability to understand and convey subtle differences in meaning through different intonation patterns. This accounts for the need for greater focus on intonation.

#### *Video Input*

To facilitate the vicarious experience of relevant professional encounters, OSM and OSL provide for the use of specially prepared video tapes as part of the teaching input. POSM, however, does not have a video component because of practical constraints related to the anticipated large student intake

#### *Conclusion*

It is by now apparent that the three UMSEP courses described here are variations built upon a framework. This framework for course design has evolved from the pragmatic application of research findings to solve specific needs. This framework has in turn influenced testing and teacher training in UMSEP, issues which will be described in detail in the papers by Khong Chooi Peng and Carmel Heah respectively



### Appendix 1

#### *Preparatory Oral Skills For Management (POSM): SYLLABUS OUTLINE*

Unit	Title	Description	Stage
0	Introduction	Introduces students to activity types	I. INFORMATION SHARING: AN OVERVIEW
1	Getting the facts	Seeking and giving basic information in order to make written notes	
2	Presenting the facts	Conveying and seeking basic information given in non-linear inputs	
3	Checking the facts	Checking and extending information	II. ESTABLISHING INFORMATION
4	Investigating	Speculating and querying information	
5	Evaluating information	Confirming, denying, correcting and modifying information given	
6	Finding out about procedures	Sharing information in order to establish procedures to be followed	III INTERACTING FOR DIFFERENT PURPOSES
7	Deciding	Seeking and giving information in order to take a decision	
8	Getting things done	Transmitting orders and requests for action	
9	Reporting	Reporting and summarizing spoken interactions	
10	Expressing opinion	Putting forward and justifying ideas and opinions; agreeing and disagreeing	IV PUTTING FORWARD AND EVALUATING POSITIONS
11	Recommending	Making suggestions and recommending; assessing recommendations in order to take a decision	
12	Persuading	Supporting recommendations and reacting to persuasion	
13	Comparing and and deciding	Comparing and deciding on the basis of different proposals	

- Unit 3 . Giving appropriate replies
- Unit 4 Making appropriate requests
- Unit 5 THE INTERVIEW

#### Module 2

- Unit 6 Presenting information effectively (1)
- Unit 7 Presenting information effectively (2)
- Unit 8 Giving appropriate reactions
- Unit 9 Comparing and contrasting proposals
- Unit 10 THE FORMAL MEETING

#### Module 3

- Unit 11 : Stating your position
- Unit 12 Analysing past events
- Unit 13 . Proposing solutions
- Unit 14 Comparing and contrasting proposals
- Unit 15 THE PROBLEM-SOLVING SESSION

#### Module 4

- Unit 16 Examining feasibility
- Unit 17 Stating terms and conditions
- Unit 18 Influencing decisions
- Unit 19 Reporting and summarizing
- Unit 20 THE NEGOTIATION

### Appendix 3

#### *Oral Skills For Law (OSL) SYLLABUS OUTLINE*

#### Stage 1 Units 1 — 10 Establishing information

The lawyer establishes information in the court and in his office by asking questions. All ten units in this stage are mainly (but not exclusively) concerned with asking questions

- Unit 1 Establishing basic information
- Unit 2 Eliciting precise information
- Unit 3 Establishing degrees of certainty
- Unit 4 Eliciting relevant information
- Unit 5 Sequencing information
- Unit 6 Developing a topic
- Unit 7 Introducing a topic
- Unit 8 Making assumptions
- Unit 9 Asking leading questions
- Unit 10 Correcting unsatisfactory replies

Stage 2 Units 11 — 16 Using information to develop an argument

The lawyer uses information in order to support one side of an argument against the other

Unit 11	Expressing opinions
Unit 12	Summarizing
Unit 13	Explaining alternatives
Unit 14	Supporting and attacking an interpretation
Unit 15	Making and demanding concessions
Unit 16	Making evasions

Stage 3 Units 17 — 21 Arguing in professional encounters

The lawyer uses argument in a limited range of professional encounters.

Unit 17	Interviewing a client
Unit 18	Negotiation with another lawyer
Unit 19	Counselling a client
Unit 20	Examining a witness
Unit 21	Cross-examining a witness

**Appendix 4**

An Example of a Preliminary (Deep-End) Activity  
OSM Unit 2 Asking for Clarification

**Activity 1 Interaction****Task 1**

1 *Student A* Use Worksheet 2. Your partner has a graph showing variations in the price of tin. He will describe to you what his graph shows. If what he says is not precise enough, ask him for clarification in order to enter the information he gives you on your blank graph. Do not look at his graph.

*Student B.* Use Worksheet 1. Describe to your partner what your graph shows. Answer any questions on your graph that your partner asks you. Do not show him your graph. Do not use numerals in giving the information.

2 Check the graph that was copied against the original and see if you can explain the differences between them.

**Task 2**

Reverse roles for the graph showing variations in the price of timber



WORKSHEET 2 Student A only

TASK 1

US\$/tonne

Price of timber

D J F M A M J J A S O N D

TASK 2

US\$/m<sup>3</sup>

Price of tin

D J F M A M J J A S O N D

WORKSHEET 1

Student B only

TASK 1

US\$/tonne

Price of tin

D J F M A M J J A S O N D

TASK 2

US/m<sup>3</sup>

Price of timber

D J F M A M J J A S O N D

### Appendix 5

#### An Example of an 'Examine Your Performance Activity' OSM UNIT 2. Asking for Clarification

##### Activity 2

##### Examine your performance



- 1 How similar was the graph you drew to the original graph?
  - (a) Almost identical
  - (b) Main features and most details the same.
  - (c) Main features and some details similar
  - (d) Very few similarities.
- 2 Were your questions sufficiently precise?
  - (a) Yes, all of them.
  - (b) Most of them.
  - (c) Few of them
- 3 Were you able to ask your partner to clarify information he gave you?
  - (a) Yes, easily
  - (b) With some difficulty
  - (c) Only with a lot of difficulty
- 4 Write down one question you asked to find out precisely what happened to prices.  
\_\_\_\_\_
- 5 Write down one question you asked to clarify information your partner had given you.  
\_\_\_\_\_
- 6 If any of your questions were not precise enough, try and rephrase them.  
\_\_\_\_\_  
\_\_\_\_\_
- 7 For information you were unable to obtain, what questions might you ask?  
\_\_\_\_\_  
\_\_\_\_\_

### Appendix 6

#### An example of a Support Activity POSM UNIT 7 Finding Out About Procedures

##### Activity 4 Focus on meaning. finding out what is necessary

It is very important to understand what you are allowed or obliged to do. In this activity you will practise ways of expressing things that you are allowed to do or obliged to do.



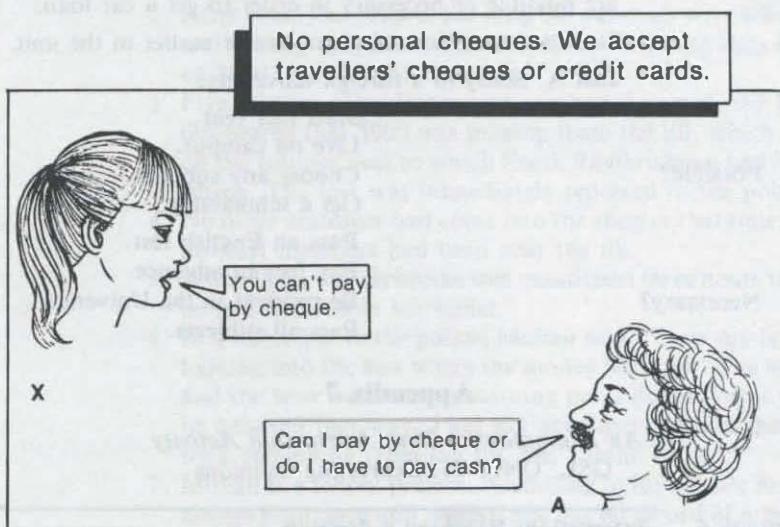
**Task 1**

1. Look at the information and exchange given below. Miss X is not very helpful. What should she say?

No personal cheques. We accept travellers cheques or credit cards.

Can I pay by cheque or do I have to pay cash?

You can't pay by cheque



2. Study the exchange below and answer the questions after it.

Speaker A. Do I have to leave a deposit?  
 Speaker B. No, that's not necessary  
 Speaker A. I see.

- (a) Which of the following mean the same as Speaker A's question?  
 (i) Do I need to leave a deposit?  
 (ii) Can I leave a deposit?  
 (iii) Is it necessary for me to leave a deposit?  
 (iv) Is it possible to leave a deposit?
- (b) Which of the following mean the same as Speaker B's reply?  
 (i) No, you cannot.  
 (ii) No, you must not  
 (iii) No, you needn't  
 (iv) No, you don't have to.

Here are some ways of expressing what you are allowed or obliged to do.

Asking whether you are obliged to do something.

Is it necessary (for me) to. ?  
 Need I ?

Asking whether something is allowed.

Is it possible to. ?  
Can I ?

Saying that something is not necessary

It's not necessary to.  
You don't have to.  
You needn't

### Task 2

1 *Student A* Prepare how to ask if the things in List A below are possible or necessary in order to study in a foreign university.

*Student B*. Prepare how to ask if the things in List B below are possible or necessary in order to get a car loan.

Use the expressions that you learnt earlier in the unit.

List A. Study in a foreign university

Possible?

Start this year  
Live on campus  
Choose any subjects.  
Get a scholarship.

Necessary?

Pass an English test.  
Pay fees in advance.  
Be resident in the University  
Pass all subjects.

## Appendix 7

*An Example of a Final Interaction Activity*  
OSL UNIT 11 Expressing Opinions

### Activity 6

#### Interaction: Reaching a decision

You are employed in a law firm. The firm has a very important client who has been charged with theft. The client firmly denies the charge. The senior partner wants the case to be thoroughly prepared. Here are your assignments.

#### Task 1

For this task each group should consist of all A students or all B students.



- 1 *A groups*. Decide how each fact can be used to support a case that your client is *not guilty*
2. *B groups* Decide how each fact can be used to support a case that your client is *guilty*

#### Task 2

For this task, work in new groups of four. Each group should consist of two students from an A group and two from a B group.



- 1 *A pair* Work through each fact of the case. Explain why each fact shows that Encik Ravikrishnan is not guilty
2. *B pair* Explain why each fact shows that Encik Ravikrishnan is guilty

3. Decide whether a third party would think your client's case is strong or weak. Reach a decision with which you all agree.

On 2 June 1981, Encik Ravikrishnan, a well-to-do businessman was at Wang's, an exclusive tailoring establishment in the city. He wanted his 12 year-old son, Mohan, who was going off to boarding school in England, to be fitted with two suits.

#### Facts of the case

- 1 Encik Ravikrishnan has been a customer for 10 years at Wang's and has an account which he has always promptly settled.
2. After twenty minutes in the shop the materials were selected and the boy duly measured. Encik Ravikrishnan then added \$300 to the family account
- 3 Five minutes after father and son had departed, the boss discovered that \$900 was missing from the till, which was on the counter next to which Encik Ravikrishnan had been sitting. The loss was immediately reported to the police.
- 4 No other customer had come into the shop at that time and no staff members had been near the till
- 5 When Encik Ravikrishnan was questioned three hours later, he had \$1,2500 in his wallet.
6. In a statement to the police, Mohan said "I saw my father looking into the box where the money was kept. The tailor and the boss were busy measuring me. I do not know why he behaved that way. I am not absolutely certain that he took something from the till, but I think he did"
- 7 Mohan is a school prefect. According to his teacher he has always been open and honest. She has no record of him not telling the truth. He has told his teacher that he is not happy with having to go off to boarding school in England.

#### Task 3



When a person is charged with a crime, he can exercise one of the following options.

- (a) He can give evidence under oath in his defence. The prosecution can cross-examine him on this evidence.
- (b) He can make a sworn statement to the court. The prosecution cannot cross-examine him on this statement.
- (c) He need neither give evidence nor make a statement.

- 1 Decide which of these three courses of action you would advise your client, Encik Ravikrishnan, to take.