



Faculty of Language and Arts
State University of Yogyakarta
Syllabus

Faculty : Languages and Arts
Study Program : English Education
Subject : Speaking III
Code :
Number of Credit : 2
Semester : III
Lecturer : Siwi Karmadi Kurniasih, S.Pd.

I. Course Description

This course is both theoretical (30%) and practical (70%). In the theoretical level, the students will get explanation about the use of language expressions (both in formal and informal form), variety of expressions, and other necessary related information. For practical purposes, the learning will be in the form of demonstration of the use of formal English in the forms of individual, pair, or group presentation/performance. The language functions covered include imparting and seeking factual information, expressing and finding out attitudes, deciding on course of action, and communication repair. Those language functions are applied in various activities, both monologues (e.g. reporting, mc-ing, being moderator, guiding and giving speech), and dialogues (e.g. interview, talk show, etc.).

II. Standard Competences

Upon the completion of the course, the students are expected to:

1. understand the use of formal English (although sometimes informal English is also explained),
2. speak English and express themselves confidently, communicatively, and clearly through various selected activities in which formal and communicative English is inherent,
3. demonstrate the understanding of the use of formal English through various speaking activities.

III. Teaching-Learning Strategies

The class interaction will mainly consist of students' activities in which students are provided with **authentic videos** as exposures and many opportunities to develop their speaking skill in formal English and to explore their

confidence through various selected tasks. Basically, the oral exercises provide freer and more personalized practice of the new grammatical points and useful expressions, increasing the opportunity for individual student practice as well as making frequent use of group works or role plays. Each activity in the class takes these steps: modeling, explanation and/or discussion and practice. To make learning more meaningful to students, themes/activities should be related to the students' experiences, interests, values, and future.

IV. Assessment

The final assessment is primarily based on how well students follow and internalize the process in class. Taking into account are students' participation or active contribution in all of the activities, and the accomplishment of all assignments given. Such other components as attendance (at least 75% to be eligible for a final mark), the mid and final tests contribute to the total score with the following scoring distribution:

1. Assignment and Class Participation: 30%
2. Mid-term group presentation: 30%
3. Final individual performance : 40%

C. Organization of Teaching/Learning Activities

Week	Activities	Language functions	Main Sources
I	Class Orientation	-	Syllabus and handout
II	Personal Interview	<ul style="list-style-type: none"> • requesting others to do/say something • encouraging others to do/say something • instructing or directing others to do/say something 	-Video interview -de Freitas, J. F. 1982. Survival English -Ladousse, G.P. 1993. Speaking Naturally
III-V	News reading and reporting an event/incidence	<ul style="list-style-type: none"> • reading aloud • describing and narrating • paraphrasing • reporting events 	- video news - Thornbury, 2005
VI-VII	Campus tour guiding	<ul style="list-style-type: none"> • describing places • narrating • advising someone to do something • encouraging someone to do 	- video campus tour guide - campus brochure

		something • instructing or directing someone to do something	
VIII	Mid term test	ROLE PLAY	
IX-X	Interviewing and Giving opinion	• requesting others to do/say something • encouraging others to do/say something • expressing opinio • enquiring others' opinion • requesting clarification	- video interview - game sinking ship
XI	Mc-ing and moderating	• requesting someone to do/say something • running a program • reading agenda	
XII - XIII	Talk show and hosting	• requesting others to say something • requesting others' opinion • expressing surprise • expressing pleasure / displeasure • expression approval/disapproval • enquiring someone's approval / disapproval	- recorded material - Klippel, 1984 - Blundell, et al., 1982
XIV - XV	Speech	• retelling • describing • convincing others	
XVI	FINAL EXAM		

F. References

Blundell, J. et al. 1982. *Functions in English*. Oxford: OUP

Goodale, M. 1995. *The Language of Meetings: Effective and Efficient Role-Taking in English-Speaking Meetings*. Jakarta: PT Gramedia

Harmer, J. 1998. *How to Teach English*. Essex, England: Longman

Klippel, F. 1984. *Keep Talking*. Cambridge: CUP

Thornburry, S. 2005. *How to Teach Speaking*. Essex, England: Longman

Other materials (e.g. recorded materials, pictures, cards, etc.)

News reading

Here are a few script-writing tips and examples of real BBC scripts which teachers might find useful to model for writing TV and radio news and reading news which are downloaded from http://news.bbc.co.uk/2/hi/school_report/4784843.stm

A sample of news reading taken from a TV news program can be seen on the enclosed CD.

SCRIPT-WRITING TIPS

- Decide how long your entire programme should be. A typical radio news bulletin is between two and three minutes long.
- Having allocated the total length of your programme, decide on the length of each report. Most people speak at three words a second, so the script for a 30-second report contains about 90 words. This worksheet will help you.
- Think about your audience and use appropriate language.
- Keep reading your scripts out loud to check how they sound.
- Avoid repeating the same word too often.
- Write any words which are tricky to pronounce phonetically. Look at the Five Live script below for an example of how to do this.
- Liven up your reports with lots of interviews and sound or video clips. Long sections of script, containing only the presenter's words, can become boring.
- Remember to tell the audience who said what. In other words, credit your sources.

If you did not manage to record the best quote of the interview, but you did write it down, do not be tempted to read the quote out loud. It's better to paraphrase like what Radio 4 has done in this example:

Tony Blair has said remarkable progress is being made in Afghanistan and that Britain is committed to supporting the country.

Analyse as many programmes as you can. It might help students to answer these questions:

- How long was the programme?
- Were there headlines?
- Did it contain music? Remember, in order to use music in YOUR news you have to compose it yourself or obtain permission for its use. Breaking copyright law is a form of stealing.
- How many stories did the programme contain?
- How long were each of the reports?
- What was the language like?
- Which sound and video clips were used?
- Did you find it interesting?

The style of a good news story is:

- Clear - simple language
- Concise - short
- Correct - uses facts, objective

EXAMPLE RADIO SCRIPTS

Below are three BBC radio scripts, all broadcast on the same day.

Asking students to read them out loud and time themselves encourages them to be **CONCISE** when writing their own scripts - one of the three key writing skills involved in journalism.



Key

Each script is written for a presenter to read out. It might help students to think of a news script like the lines of a play with an invisible **PRESENTER**: at the beginning.

The point at which a sound clip is played, and the presenter stops reading, is marked by **Audio insert NAME**:

The words at the beginning (**IN WORDS**) and end of each clip (**OUT WORDS**) and the length in minutes and seconds (**DURATION**) of the clip are shown so the presenter knows when to start reading again.

Structure of news casting:

1. Opening

2. Body/content
3. Insertion (clips or interviews)
4. Closing

Radio 4

Tony Blair has said remarkable progress is being made in Afghanistan - and Britain is committed to supporting the country. He was talking after meeting the Afghan President, Hamid Karzai, in the capital, Kabul. Mr Blair said the people of Afghanistan deserved to live in a proper democratic state.

Audio insert NAME: AFGHAN BLAIR
IN WORDS: Our commitment...
OUT WORDS: ...challenges with you.
DURATION: 0'11"

The Iraqi government has rejected claims from an international human rights group that the trial of Saddam Hussein was unfair. Human Rights Watch said, among other things, key evidence hadn't been disclosed to the defence in advance.

Dozens of Palestinians have converged on a house which they believe is under threat from Israeli warplanes. This is the second time in recent days civilians have been urged to act as human shields at the homes of militants in Gaza. On Saturday, Israel called off a planned air strike.

The American technical stock exchange, Nasdaq, has launched a takeover bid for the London Stock Exchange. Nasdaq is trying to challenge the dominance of its main rival, the New York Stock Exchange.

Health unions have criticised proposals for NHS hospitals to be able to advertise for patients. The Department of Health has warned trusts not to spend too much on marketing their services. Doctor Laurence Buckman, from the British Medical Association, rejected the idea.

Audio insert NAME: NHS BUCKMAN
IN WORDS: Patients want...
OUT WORDS: ...care for patients.
DURATION: 0'09"

Environmental protesters are blockading a big Shell petrol station in Birmingham. They say they're angry that the impact of the oil giant's work on the environment - and also the way they believe it treats people in third world countries.

Radio Five Live

Tony Blair has said remarkable progress is being made in Afghanistan - and Britain is committed to supporting the country. He was talking after meeting the Afghan President, Hamid Karzai, in the capital, Kabul. At a news conference, Mr Blair said the people of Afghanistan deserved to live in a proper democratic state. He gave this pledge:

Audio insert NAME: AFGHAN BLAIR

IN WORDS: I want to

OUT WORDS: with you

DURATION: 0'23"

A former Russian security agent remains in a serious condition in hospital in London, where he's being treated, under police guard, for the effects of poisoning. Alexander Litvinenko, an outspoken critic of President Putin, was taken ill after meeting a contact at a sushi bar. The Sunday Times reporter, David Leppard, told Five Live Mr Litvinenko was keen to tell his story even though he was seriously ill.

Audio insert NAME: RUSSIA LEPPARD ACT

IN WORDS: I was told....

OUT WORDS:my interview with him.

DURATION: 0'20"

A police officer who was seriously injured when his patrol car overturned in Leeds on Saturday morning has died. The 36 year old officer was responding to a call when the accident happened.

Dozens of Palestinians have converged on a house which they believe is under threat from Israeli warplanes. This is the second time in recent days civilians have been urged to act as human shields at the homes of militants in Gaza. From the town of Beit Lahiya, here's Alan Johnston.

Audio insert NAME: GAZA JOHNSTON

IN WORDS: The owner...

OUT WORDS: ...Saturday night.

DURATION: 0'35"

Rescue teams searching for two ice climbers missing in the Cairngorms overnight say they may have been caught in an avalanche. The pair, both from the Aberdeen area, had been climbing in the Coire an t Sneachda (PRON: CORRY AN SNECHDA) area yesterday. The alarm was raised when they failed to turn up at a meeting point.

Environmental protesters are blockading one of the main Shell petrol stations in Birmingham. They say they're angry that the impact of the oil giant's work on the environment - and also the way it treats people in third world countries.

In the city, the one hundred share index is down 33 at 61-58.

Radio 1 Newsbeat

A former Russian secret agent's critically ill after claims he was poisoned

An ex-Russian spy's under police guard in hospital after claims his government's tried to kill him in a London restaurant. It's thought Alexander Litvinenko's was poisoned with a chemical called thalium. He'd met a contact to try and expose who murdered a reporter who'd heavily criticised the Russian President Vladimir Putin. Alexander Goldfarb's his friend.

GOTO AUDIO NAME: r1 mon Russian Spy Goldfarb

OUT WORDS: can hardly talk

DURATION:0'11"

Tony Blair's thanked British troops in Afghanistan for the courage they've shown fighting the Taliban. He spent an hour and a half talking to soldiers at the main British camp in Helmand province.

The government's putting more money into a pupil mentoring scheme in schools to try to stop bullying. It comes as a new report says 20-thousand children are skipping classes every day because of bullying...

GOTO AUDIO NAME: 0800 bullying

OUT WORDS: their responsibility to

DURATION:0'09"

Mountain rescue teams are searching for two ice climbers who've gone missing in the Cairngorms. It's thought may have been caught in an avalanche. Michael Mulford's from RAF Kinloss...

GOTO AUDIO NAME: 1030 climbers

OUT WORDS: sudden unanticipated avalanches

DURATION:0'07"

Blackburn and Spurs both ended up with ten men in a 1 all draw at Ewood Park. Red cards for Tugay (too-guy) and Hossam Ghaly and Martin Jol got in to an argument with the ref.

And more problems for Hearts in the SPL - after a 1-0 defeat at home to Rangers there was a fans protest calling for captain Steven Press-ly to be recalled and owner Vladimir Romanov to go.

Radio One Newsbeat..more at...11.30...

Resource: http://news.bbc.co.uk/2/hi/school_report/6180944.stm

For students (to be copied)

Samples of News

Radio 4

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Radio One Newsbeat..more at...11.30...

Reporting an event/incidence

According to Cambridge Advanced Learner's Dictionary, to report means to give a description of something or information about it to someone. The report can be broadcast on TV, internet, or radio. Just like newscast, it can involve interview. Here is an example of a report made by a student.

Foreign students fall short in English skills: report

AM - Monday, 29 January , 2007 10:00:58

Reporter: Emma Alberici

TONY EASTLEY: It's an extraordinary figure, but new research has found that more than a third of foreign students graduating from Australian universities have such poor English language skills, that the businesses here say that the graduates can't be employed.

Dr Bob Birrell is Director of the Centre for Population and Urban Research at Monash University in Melbourne. His research shows that more than half of South Korean and Thai students could not meet required English levels.

The study concludes that fee-paying students, which now number 239,000 and contribute 15 per cent of tertiary income, are compromising the standards at Australian universities.

Dr Birrell is speaking here with Emma Alberici.

BOB BIRRELL: The third that we're talking about with poor English would be capable of getting around the city and handling social situations, but way short of the capacity to write at a professional level of English or to follow a professional discourse in any profession.

EMMA ALBERICI: What does your study tell us about the standards of Australian universities?

BOB BIRRELL: It means that we are graduating large numbers of people whose English is well short of the standard that you would expect for a university graduate.

It means that universities have got to ask themselves serious questions about what what they're producing.

Universities ought to be insisting on at least modest English for people starting their courses, and it obviously makes a mockery of the training process if the students can't comprehend what their lecturers are telling them or have difficulty writing good English when it comes to essay work, that the findings too, put some hard questions to universities.

And they also put some hard questions to the accrediting authorities, professional accrediting authorities who are attesting that the graduates who come to them and ask to be affirmed as having the skills necessary to practice professionally here that they look hard at the English levels as well.

EMMA ALBERICI: Just how is a foreign student's English proficiency tested for university admission in Australia?

BOB BIRRELL: Universities don't conduct their own test at all; they rely on the

Department of Immigration when it comes to issuance of higher education visas?

EMMA ALBERICI: So, who does the testing?

BOB BIRRELL: The Australian Government requires a test overseas for those coming direct from overseas to Australia, but as I say, about a third of the students now are entering universities without having passed that test and the Government is assuming that the various pathway programs they do once they get here will bring their English up to standard.

But these results indicate that that's not the case.

EMMA ALBERICI: So, are the university staff simply turning a blind eye to their student's English skills, or lack thereof?

BOB BIRRELL: Many staff spend countless hours trying to help students get up to the standard necessary. It's widely recognised as a problem, but until these results have come out, I think we haven't had the firm evidence to indicate the scale of the problem.

EMMA ALBERICI: Is the argument that might be put by some Vice Chancellors that you don't necessarily need a high level of English to be a great scientist, an architect, and engineer, a computer programmer?

BOB BIRRELL: What employers are telling us is that a large proportion of these students are not capable of functioning at the professional level and they're not gaining employment at that level.

So, we're bringing in large numbers of students, a large number of migrants through this route. Ostensibly, because they're going to fill skill vacancies, but it isn't the case.

EMMA ALBERICI: How do we compare to the rest of the world?

BOB BIRRELL: I think it's becoming a problem everywhere where universities are becoming dependent on overseas students, because they're clearly caught in a vice here.

On the one hand, there's tremendous pressure on them to gain the revenue from these enrolments, but the other hand, they have the professional standards and there's ... as far as the standards of those, the people they graduate, and there's clearly a conflict of interest here.

TONY EASTLEY: Demographer Dr Bob Birrell speaking there with Emma Alberici.

Resource: <http://www.abc.net.au/am/content/2007/s1835189.htm>

INTERVIEWS

Personal interview can take place in both formal and informal way depending on the occasion. Interviews are usually conducted by journalists to people whether they are public figures or common people to obtain information. When the information is about the person's life, the interview is personal.

Personal Interview

In a personal interview, the source represents herself or himself. The interviewer can ask questions related to the interviewee's personal life or opinion. The interviewer will usually prepare questions beforehand.

Some sample questions:

1. personal information
2. opinion
3. belief
4. dream
5. family

Sample of useful expressions

1. Introducing the interviewer her/himself
 - Hello. My name's I'm from(program) TV...
 - Good morning. I'm from(magazine/paper/tabloid)
2. Introducing the interviewee (TV/radio show)
 - George Monbiot is (weekly columnist for The Guardian and the author of "Heat").
 -
3. Asking questions
 - What do you think about
 - What do you say about....

Organizing the information

- Gather your notes, interviews and research into a file.
- Review your notes.
- Look for a common theme.
- Search your notes for good quotes or interesting facts.
- Develop a focus.
- Write the focus of the article down in two or three sentences.

Writing and editing

- Remember you are the narrator, the story teller.
- Don't be afraid to rewrite.

- Be as clear and concise in the writing as possible.
- Avoid run-on sentences.
- Be direct.
- Tell a good story.
- Tell the reader what you think they want to know.
- Always ask yourself what the story is about.
- Read the story out loud; listen carefully.

Source: *Young People's Press*. Republished with permission.

CAMPUS TOUR GUIDE

The objectives of the guiding in a campus tour are to give clear description and explanation of the places in order that guests or visitors know where to go by themselves the next time they need to go places around the campus.

The description includes the locations and the functions of the buildings or areas.

What things to ponder:

1. A guide in a campus tour has to prepare the route. The guide has to think about the shortest way to reach as many places as possible in one-trip tour.
2. A guide should be able to provide sufficient information when a visitor inquires.
3. A guide has to control his/her voice volume since the talking is done outdoor. The guide has to compete with the noises that may distract the participants' attention.
4. A guide also has to control his/her pace, don't walk too fast so that the participants can enjoy the surroundings.

What the guide does:

1. Introducing him/herself
 - My name is (Andrew Christy/Dian Sastro)
 - I'm from (Yogyakarta/Bandung/Indonesia/Ohio)
 - I am a freshman/sophomore/junior/senior from(university/major).
2. Sharing interests
 - I'm a member of (campus tennis club).
 - I join (students' organization, nature's lovers).
3. Telling the rules of conduct
 - Tell me/us your name, where you're from and one thing you want to see in the tour.
 - You can suggest any stop to explore.
4. Showing and describing the university premises

- It's the rector's office.
 - The library was built in
 - At the dining hall, you can have meals for free.
5. Describing regular and incidental activities in campus
- There is a journalistic training on Fridays.
 - An art night will be held next Wednesday.

Being a Master of Ceremonies

The Master of Ceremonies is the "conductor" of an event or meeting. The primary responsibility of the Master of Ceremonies is to serve as a genial host. An ideal MC is a person who has poise, presence and who can command the attention of an audience.

The Master of Ceremonies is responsible for ensuring that the program/event runs smoothly, runs on time and that all important people at the event are introduced in a complimentary, professional manner. Being a successful Master of Ceremonies requires, preparation, a friendly manner and ability to adjust to/ad lib as necessary to ensure a successful event

"It is an honor to be asked to be the master of ceremonies at a function. It means that you have a sense of humor, know how to project your voice, and can handle audiences. It means that you have the gift of being able to "think on your feet" so that you can react quickly in an emergency. (An 'emergency' arises when the lead entertaining act has not arrived, when the main speaker falls ill and has to be taken home, or when the air-conditioning ceases to function and the microphones don't work!)."

Letitia Baldrige's Complete Guide to Executive Manners, Rawson Associates, New York, 1985, p. 320.

The Master of Ceremonies Role

Before the Event

1. Meet with organizers well in advance of the event to confirm the purpose of the event and the planned agenda in detail.
2. If possible contact all speakers or others who will have a role in the program and confirm their responsibilities, time allotted to them and anything they might require at the event. In preparation for introducing key speakers contact them to

find out the title/topic of their presentation and some background information on them.

3. Find out if there will be any special guests in attendance who should be acknowledged at the event.

At the Event

"Preside with sincerity, energy and decisiveness. Take your audience on a pleasant journey and make them feel that all is going well".

Consider the following tips:

- Keep a watch in front of you on the lectern or table to enable you to keep track of the time. Or, arrange beforehand for someone in the audience to keep track of the meeting and give you subtle signals if the meeting is moving behind schedule.

Opening Comments

1. Welcome all present.
If there are any special guests, officials, politicians or others of note they should be acknowledged in the welcome.
For example, "Good evening, Your Worship, Mayor Brown, Ladies and Gentlemen..."
2. Introduce yourself, even if you think everyone should know who you are.
3. Remind the audience of why they have come -- the reason for the event and what you hope to achieve or accomplish at the event. Is the goal entertainment, to celebrate someone's accomplishments, or to conduct official business?
4. Outline the upcoming program briefly.

During the Program

Introductions/"Handling" the Speakers

1. As the Master of Ceremonies you are responsible for [introducing every speaker](#) and others who are playing a role in the program at the event. A proper introduction is important to the success of a speaker's presentation so have a good introduction prepared prior to the event for all key speakers. The more important the role played by the individual, the more extensive your introduction should be.

2. Once you have completed your introduction of a speaker, lead the applause for the speaker and continue applauding until they reach the lectern/podium.
3. The MC serves as the informal "timekeeper" for the speaker. If a speaker is exceeding their allotted time, you can slip them a note asking them to please finish quickly.
4. When the speaker has finished this/her presentation lead the applause until the speaker is seated.
5. Before you proceed on to the next portion of the program it is appropriate to thank the speaker for their presentation. If possible make reference to some aspect of the talk which you found particularly important or moving (this shows that you were listening and also confirms the value of the speaker's presentation).

Bridging

An essential skill of an MC is the ability to make comments which "bridge" between segments of the meeting. Prior to the meeting try to prepare some remarks which might be used to bridge between segments or comments or anecdotes which could be used if there is a delay or disruption in the program. A skilled MC is able to use incidents that occur in the event as bridging tools. Don't worry if you are not sure how to do this. This skill can be gained with experience and practice if it does not come naturally to you.

If the event is several hours in duration, and there are breaks during it, it could be useful to make a few comments summarizing what has happened so far in the event, and what is yet to come.

If there is a gift or honorarium for the speaker(s) it can be presented at the conclusion of their speech. If there are several individuals to receive gifts they can all be presented at the conclusion of the event if this seems appropriate and all the speakers will still be available.

Closing the Meeting

"The perfect M.C. makes the audience feel they have profited from attending the function, and that they have also had a good time".

- Letitia Baldrige

Close the event with as much enthusiasm as you opened with. At the end of the session it is customary to thank the speakers and thank all who attended for their participation. It is a good idea to include comments which summarize what was experienced or achieved in the event, what you have learned or what you felt were the highlights of the event.

In addition, if any people were of particular help to you in organizing and conducting the event, thank them publicly at this point for their assistance. If there are only a few people who assisted you can name them individually. If many people, you can say that you have had a large group of people helping you make the event a success, and you would like to thank all of them for their support. You could ask them to rise to be acknowledged.

Your closing comments as MC should mirror your opening comments. You can also consider commenting on whether, in your opinion, the goal of the event has been achieved. If not, you could comment on what further action can or should be taken. If the event was intended to inspire action in your audience note this and encourage them to take action. If assistance for further work is being sought you can direct people as to who to see to indicate their interest. If you want to inspire your audience to take further action after the meeting use of a inspirational story or quote might be useful.

For example:

"The bravest are surely those who have the clearest vision on what is before them, glory and danger alike, and yet notwithstanding, go out and meet it."

-Thucydides

"We are each of us angels with only one wing, and we can only fly embracing each other"

- Liciano De Crescenzo

"We can see the past but not influence it, we can influence the future but not see it"

- Stewart Brand

If the meeting didn't achieve a clear plan of action but there is hope, the following quote might be appropriate to use:

"The moral is that having an accurate map (or detailed plan) may be less important than having an imperfect map that overcomes inertia, instills confidence in people, and gets them moving in a general direction".

- Charles A. Schwartz

After the Event

Following an event it is appropriate to send a note of thanks to all who contributed to the success of the event in a major way. In particular speakers should be thanked for their contribution. This correspondence should be sent within two weeks of the event. If you do not carry out this task someone key in the organization that sponsored the event should perform this very important courtesy.

Resources

[Be an Effective Master of Ceremonies](http://www.ag.iastate.edu/aginfo/mc.html), Iowa State University, College of Agriculture,
<http://www.ag.iastate.edu/aginfo/mc.html>

Lee, Brian, The **Wedding M.C.**, Mastery Publications

Letitia Baldrige's Complete Guide to Executive Manners, Rawson Associates, New York, 1985

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Being an effective Emcee

It's always a relief for people attending a meeting to have an emcee who keep things moving. With some advance planning, and the will to stay in control, you will keep your audience in their seats with their minds on the event at hand.

Have an Agenda and Stick to it

People will be more comfortable if they know what to expect. You should have a printed agenda or at least provide a verbal agenda at the outset.

Get off to a Strong Start

Don't fumble for an opening. Have a detailed outline in front of you, something that includes more than just the agenda. Consider writing out an entire script so you don't miss anything, and you're not caught wondering what to do next.

Recognize Special Guests

This is risky. When you introduce special guests be sure not to overlook someone. Introducing special guests is an important function to the meeting so it worth your time to give it some serious thought. Don't rely on a list of people who said they would attend. Assign someone to check that list against the actual audience. Ask the audience to hold their applause until all special guests have been introduced, and then lead them in applause when you're done.

Conducting the Business

If this is a business meeting, use good parliamentary procedure, but keep things moving as simply and quickly as possible. Remember, you may have guests in the audience who won't care about this portion of the meeting. On the other hand, your members do. Work to reach a balance for both groups.

Introducing the Guest Speaker

1. Talk with guest speakers before the meeting to let them know how and when you will be introducing them. Gently remind them how long you expect them to talk, and stress the importance of staying on schedule.
2. Don't make the mistake of thinking the speaker doesn't need an introduction. But don't read the speaker's entire bio. Pick and choose items you think will help the audience understand why this person has been invited to speak.
3. Rehearse the introduction several times. You may want to mention in the introduction how long the speech will last and whether or not questions will be taken at the end.
4. If you have a panel of speakers, each introduction must be handled the same way. Provide appropriate information and treat each panelist equally.

Close the Meeting Crisply

Don't allow the meeting to just taper off, trying to make last minute statements while people's minds have already left, even if their bodies haven't. Praise volunteers who organized the meeting and thank everyone for attending.

For students

Functions	Useful Expressions
Opening words: greeting and welcoming	<ul style="list-style-type: none">- His Majesty Sri Sultan HB X,...- His Excellency the Swedish Ambassador to the Republic of Indonesia,- Honourable minister of Transportation of Republic of Indonesia Mr. ...- Distinguished guests,- Good morning, Ladies and Gentlemen.- Hello, Bontang.- Morning, everybody- Welcome to the opening ceremony of ...- I'm happy to welcome you to ...
Introducing oneself	<ul style="list-style-type: none">- My name is
Introducing performers in the program	<ul style="list-style-type: none">- The name of the band is- The poem reader is ...
Reading the arrangement of the	<ul style="list-style-type: none">- Before starting our program, allow me to read the agenda of the meeting.

program items	<ul style="list-style-type: none"> - First of all, I would like to read the arrangement of our today's program. - First of all, I'd like to read the list of the program/the agenda of today's program. - Before we proceed to the main program, let me introduce the agenda. - The first is opening prayer. - The second is speech by the committee. - The third is speech and opening words by ... - The next are some English performances: poetry reading, drama and songs. - And the last is the closing prayer.
Opening prayer	Ladies and Gentlemen, now let's say our prayer, shall we? ... Thank you.
Announcing speeches	<ul style="list-style-type: none"> - Now the first speech is from the committee, which will be delivered by the Head. - The second speech is from Mr. ... will also open this program officially.
Inviting the speakers	<ul style="list-style-type: none"> - Please welcome our guest of honor, Mr./Mrs. Gugup. - Let's give a big clap/hand/applause to/for ... - Mr./Mrs. ... , the floor is yours. - Please take the floor.
Thanking the speakers	<ul style="list-style-type: none"> - Thank you so much, Mr./Mrs. - Thank you very much for ... for the speech. - Thank you for the inspiring speech. - Thank you for the great performance.
Announcing the performer	The first is a poem entitled 'The Road Not Taken' by Robert Frost. It will be read by Ladies and Gentlemen, welcome ... with his/her poem.
Thanking the performer	Thank you for the beautiful poem.
Closing prayer	Ladies and Gentlemen, now we are at the end of this program. Let's close it with a prayer. Shall we say our prayers.

Closing	<ul style="list-style-type: none"> - Finally, we thank you all for coming to participate in this program, with a hope that it will give us new insight and broaden our knowledge about ... - We come to the end of the program. - Finally, all good things must come to an end.
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TALK SHOW

Talk show is a radio or television program on which guest(s) are interviewed, or discuss a particular subject. The person responsible for the show so that it can run well is the host (a person who introduces guests and performers, especially on television or radio). The host has to organize the talking turn-taking when there are more than one guest invited. The following is a template of a talk show script.

Introduction by moderator or host: Good morning / afternoon/ evening.
Americans recently have been very concerned about disturbances at the textile mills of Lowell, Massachusetts. I'm _____ and you're watching _____. Today/ tonight we'll be talking about _____.

To better understand these events, we'll talk with _____, who is _____; as well as _____, who _____. Finally, for a perspective from a _____, we'll also have _____ on our show.

We're going to start with _____. Mr/Mrs. _____, tell us _____.

1st Guest: Well, _____.

Host's response: Let's go to _____ for a response.
Mr/Mrs. _____, what do you think of _____'s comment?

2nd guest: Well, _____

1st Guest response to 2nd guest: _____

Continue in talk show/round table discussion format, involving all guests in a dialogue/ debate that shows different sides of the issues involved:

Concluding Statement by host:

This talk show script template was developed and written by Joel Ortiz, San Diego State University. <http://historymatters.gmu.edu/blackboard/scriptsheet.html>

DELIVERING SPEECH

Making Speech

Introduction

1. Greeting
2. Say something interesting such as telling jokes, an anecdote, a short story, etc.
3. Outline your main points

Body

1. Main points
2. Justification (proof, evidence, facts, examples, opinion, logic, explanation)

Conclusion

1. Repeat your stance/position and reiterate your main points
2. Make the last sentence strong/impressive
3. Farewell

Useful Expressions for the Speech

Introduction

I wish to demonstrate...

I will explain...

I will outline...

Body

Firstly,... Secondly,...

I believe that...

Some people say that...

References

As Taylor said ...

According to Rial in an article in Indonesia Weekly,

Conclusion

In conclusion...

I would reiterate...

In summary...

To conclude...