

## Coordinating (Discussing) with the Officials, Juries, Referees



In this unit you will learn to:

- a. identify the skills you need in an English discussion,
- b. use the appropriate expressions for different skills in an English discussion, and
- c. develop your ability to talk in a official meeting concerning problems/things related to your profession

### A. Let's Start

Activity 1. Work with a partner, discuss the answers to the following questions!

1. Have you been in a meeting with officials, judges, and juries of a Taekwondo competition?
2. What did you discuss in the meeting?

### B. Let's Have a Look

Activity 2. Read this article below then answer the questions.

## Officials: Taekwondo Athlete Clearly Broke Rules

Officials from taekwondo's world governing body stopped just short of accusing a Taiwanese athlete of cheating, defending their decision to disqualify her in what was the first major judging controversy at the 2010 Asian Games.

World Taekwondo Federation secretary general Yang Jin-suk deflected

suggestions of controversy at an arranged news conference on Thursday. He said that although Yang Shu-chun had passed a pre-fight inspection, a representative of the equipment manufacturer spotted illegal palm-sized sensors attached to the heels of her socks during the competition and alerted match officials

The sensors are used to indicate impact, and are used in scoring taekwondo. "It's clearly manipulative behavior, intent of cheating, that's the reason why the individual was disqualified," Yang Jin-suk said. "Are we happy? No. It's very sad to make that decision."

Yang Jin-suk was careful to point out he was not accusing the 25-year-old Taiwanese of cheating, only that he was relaying facts of an initial investigation. Yang Shu-chun was leading 9-0 in the first round Wednesday when her bout was stopped. She refused to leave the mat for a while and tearfully argued the call. Her coach also pleaded with officials for an explanation.

Yang Jin-suk said there was no question of whether rules were breached. The sensors were "taken away from the player's socks in the competition area. How can we deny that?" he said.

The taekwondo official showed the sensors to reporters, explaining how they are meant to be attached to either side of the sock's instep and had apparently been trimmed to fit the felt-like fabric reinforcing the elastic on the back of the sock.

"It is so obvious it is not designed to go on the heel," he said, saying the manufacturer has never made a product with a sensor in that spot. "There would be more uniformity, be very straight, this is not one that was made for the heel."

When asked how inspectors could have missed the sensors in pre-match checks, the taekwondo official said it was beside the point because they were a clear violation of rules. But the patches could have easily been attached after the check, he added.

Source: <http://www.thejakartapost.com/news/2010/11/18/officials-taekwondo-athlete-clearly-broke-rules.html>

## Questions

1. What is the text about?
2. Who was being disqualified?
3. Why was this person disqualified?
4. Who disqualified the athlete?

5. Who announced the disqualification?
6. Based on your experience, in a case like this, who conducted the meeting (or discussion) to make disqualification decision?

Activity 3. Listen to your instructor, pronounce the underlined words.

### C. Let's Study

#### Part 1. Presenting ideas and Asking for an opinion

Activity 4. Listen to your instructor then practice saying the expressions below.

NO	FUNCTIONS	EXPRESSIONS
1.	Presenting ideas	I think.. In my opinion... I believe that... In my (humble) opinion... I firmly/strongly/absolutely believe that...
2.	Asking for an opinion	What do you think of... What's your opinion of... What's your position on... I'd like to hear your view on...

Activity 5. Use function number one, say what you think of the statements below:

1. Too many rules in a match will destroy the beauty of the game.
2. To minimize subjective judgement, there should be more than one center referee in a taekwondo match.
3. Taekwondo is deadlier than any other martial arts.
4. Martial arts can be a good propaganda to share a country's ideology.

Activity 6. Work in pairs, take turn to ask for and express opinion of the following statements/topics:

1. Your English training
2. The requirements and tests to be an international referee
3. The opportunity to be an international referee
4. Why it's important to be a professional referee

## Part 2. Stating Agreement/Disagreement, Persuading, Interrupting

Activity 7. Listen to your instructor pronouncing the expressions then repeat after her/him!

NO	FUNCTIONS	EXPRESSIONS
3.	<b>Agreeing</b>	<ul style="list-style-type: none"> <li>- <i>Strong agreement:</i> <ol style="list-style-type: none"> <li>1. I completely agree with you.</li> <li>2. I'm of exactly the same opinion.</li> <li>3. I'm in total agreement.</li> <li>4. I couldn't agree more.</li> </ol> </li> <li>- <i>Neutral agreement:</i> <ol style="list-style-type: none"> <li>1. I agree.</li> <li>2. I think you're right.</li> <li>3. I think I can accept that. (informal)</li> </ol> </li> <li>- <i>Partial agreement:</i> <ol style="list-style-type: none"> <li>1. I agree in principle, but...</li> </ol>           Basically, I agree with you, but...         </li> </ul>
4.	<b>Disagreeing</b>	<ul style="list-style-type: none"> <li>- <i>Strong disagreement:</i> <ol style="list-style-type: none"> <li>1. I totally disagree with you.</li> <li>2. I strongly oppose that.</li> <li>3. I disagree entirely.</li> </ol> </li> <li>- <i>Neutral disagreement:</i> <ol style="list-style-type: none"> <li>1. I can't say that I share your view.</li> <li>2. I'm not totally convinced by your argument.</li> </ol> </li> <li>- <i>Tactful disagreement:</i> <ol style="list-style-type: none"> <li>1. I get your point Mr. Rukmana, but have you considered ....</li> <li>2. You have a point there, but...</li> <li>3. To a certain extent I agree with you, but...</li> </ol> </li> <li>- <i>Softening Strong Disagreement:</i> <ol style="list-style-type: none"> <li>1. Frankly, I disagree with you entirely.</li> <li>2. With all my respect, I completely disagree with you.</li> </ol> </li> </ul>
5.	<b>Getting people to agree / persuading</b>	<ul style="list-style-type: none"> <li>• You should try to see it from different point of view.</li> <li>• It should be better for you to consider the idea/fact that...</li> </ul>
6.	<b>Interrupting politely</b>	<ul style="list-style-type: none"> <li>• May I interrupt you for a moment?</li> <li>• Sorry to interrupt, but...</li> </ul>

		<ul style="list-style-type: none"> <li>• I don't want to interrupt but...</li> </ul>
7.	<b>Asking someone not to interrupt</b>	<ul style="list-style-type: none"> <li>• And if I could say a few words without being interrupted...</li> <li>• With respect, let me continue my points that...</li> </ul>

Activity 8. Work in pairs, choose one of the topics below then discuss it with your partner. Decide, first, who agrees and who disagrees with the statement.

<ol style="list-style-type: none"> <li>1. National referees are paid too low</li> <li>2. There are not enough opportunities for Indonesian referees to go international</li> <li>3. Coach does not responsible for the athlete's misbehave</li> </ol>
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### Part 3. Asking/Dealing with Questions, Clarifying, Checking Comprehension, Suggesting/Responding to Solutions

Here is the rest of the expressions you can use in a discussion. Practice the expressions below.

NO	FUNCTIONS	EXPRESSIONS
8.	<b>Asking questions</b>	<ul style="list-style-type: none"> <li>• Would you mind telling me...</li> <li>• May I ask about....</li> <li>• Would you mind if I asked...</li> </ul>
9.	<b>Answering questions</b>	<ul style="list-style-type: none"> <li>• Thank you for the question sir,...</li> <li>• Let me answer that question.</li> <li>• Hmm, that was an interesting question. Let me try to answer it.</li> </ul>
10.	<b>Responding to answers</b>	<ul style="list-style-type: none"> <li>• Yes, I see.</li> <li>• Thanks / thank you, that's clear now.</li> <li>• Ok, thanks. (informal)</li> </ul>
11.	<b>Clarifying</b>	<ul style="list-style-type: none"> <li>• Correct me if I am wrong, but..</li> <li>• When you say...., do you mean that...</li> <li>• Are you saying that....</li> </ul>
12.	<b>Checking listener's comprehension</b>	<ul style="list-style-type: none"> <li>• Did you get my point?</li> <li>• Do I make myself clear?</li> <li>• Are you with me?</li> </ul>
13.	<b>Identifying problems</b>	<ul style="list-style-type: none"> <li>• The thing is..</li> <li>• The problem is..</li> <li>• It's obvious that..</li> </ul>

		<ul style="list-style-type: none"> <li>• It seems that...</li> </ul>
14.	<b>Suggesting solutions</b>	<ul style="list-style-type: none"> <li>• I think / believe we need to / should....</li> <li>• I strongly recommend that...</li> <li>• In view, the only viable solution is...</li> <li>• I propose that...</li> <li>• What about...(informal)</li> </ul>
15.	<b>Responding to solutions</b>	<ul style="list-style-type: none"> <li>• This proposal has my full support.</li> <li>• I totally agree.</li> <li>• I see no objection to that.</li> <li>• I'm afraid I can't support the proposal.</li> <li>• Frankly, I think that's out of the question.</li> </ul>

Activity 9. Practice saying the expressions above.

#### D. Let's Practice

Activity 10.

- Work in groups of 7 people, refer to the text in activity 2, let's have a discussion on the matter. The discussion group consists of the coach, the referee, the review judge, the juries, and representatives from CBS.
- Choose a PIC and meeting members from the group members.
- Share the roles among the group members then the meeting PIC can start the discussion.
- Final decision is already announced, the purpose of the meeting is to hear everybody's argument.

Activity 11.

- Work in groups of 7 people, look at the pictures below



- Discuss in groups of 7 people:
  1. who should be involved in the meeting to discuss this matter
  2. why you think the athlete committed that

3. the kind of foul the athlete committed
  4. how you would classify this foul
  5. the kind of penalty should be given to this athlete (and perhaps the coach) and the reason why
- Present the results of the discussion in front of the class

**E. Let's Check What You Have Learned.**

Activity 12. Write the expressions for the following functions. The topic is *subjective referee decision*

Functions	How you express it
Expressing ideas	
Asking for an opinion	
Interrupting	
Agreeing	
Strong disagreement	

**F. Let's Reflect**

Put a tick (✓) in the column that best describes your ability.

1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree

Statement	1	2	3	4	5
I understand how to use the expressions					
I can use the expressions easily					
I don't have difficulty in learning the expressions					
I need to practice more so that i can use the expressions more accurately					

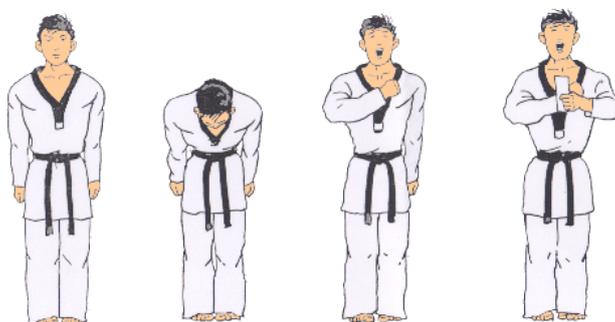
**G. Let's Learn More**

Make a list of controversial decisions in taekwondo matches. Discuss with your friends what you think of those controversies.

#### H. Word Bank

1. Controversy /kɒntɹɒvɜː(r)si/ : kontroversi
2. Controversies / kɒntɹɒvɜː(r)siz/
3. Subjective /səbdʒektɪv/ : subyektif
4. Decision /dɪsɪˈʒɪʃn/ : keputusan
5. Agree /əˈɡriː/ : setuju
6. Disagree /dɪsəˈɡriː/ : tidak setuju
7. Argument /ɑː(r)ɡjʊmənt/ : argumen
8. Reason /riːzn/ : alasan
9. Example /ɪɡzæmpəl/ : contoh
10. Illustration /ɪləstreɪʃn/ : ilustrasi

### Telling about Rules/Regulations in a Match



In this unit, you will learn to:

1. mention rules and regulations in Taekwondo match, and
2. tell the rules and regulation in clear English.

#### I. Let's Start

Can you mention the kinds of rules in Taekwondo match? You can say them in Bahasa Indonesia and your instructor will help you with the words in English.

**Task 1.** List your rules in the box below!

Rules/Regulation	
Bahasa Indonesia	English

## J. Let's Study

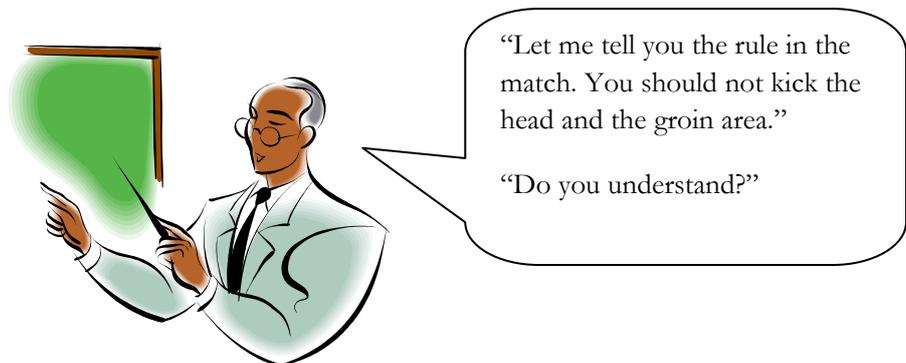
When you have to explain or describe certain things, you can use the following expressions:

- Let me (first) describe the rules/regulation...
- Let me (first) tell you the rules/regulation....
- Let me (first) read you the rules/regulation....
- Let me (first) explain to you the rules/regulation....
  - You may/may not...
  - You can/can't...
  - You should/should not...
  - You must/must not...
  - You're supposed to....
  - You're not supposed to....
  - (please) make sure you...
  - (please) be sure that you...
  - First/firstly...
  - Second/secondly....
  - Next...
  - Rule number 1...
- Do you understand?
- Understood?
- Clear?

## K. Let's Practice

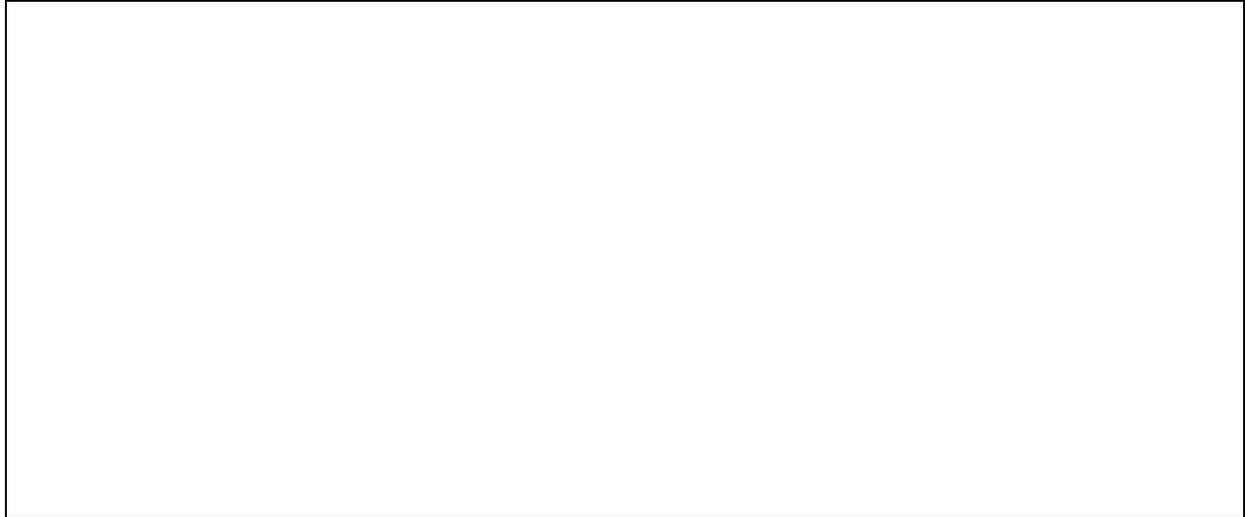
**Task 2.** Listen to your instructor, repeat after her.

**Task 3.** Work with a partner, choose the rules in task 1, practice telling the rules to each other. Ask your instructors if you are not sure of how you can do that. Here is an example for you:



Materi Pelatihan Bahasa Inggris bagi Wasit Taekwondo Nasional  
Hotel Puri Artha Yogyakarta 2014  
B. Yuniar Diyanti (yuniar\_diyanti@uny.ac.id)

**Task 4.** Work in small groups of 5, each of you will act as a referee. Tell the rules in front of your group mates. You can write your choice of rules in the box below:

A large empty rectangular box with a thin black border, intended for students to write their chosen rules for acting as a referee.

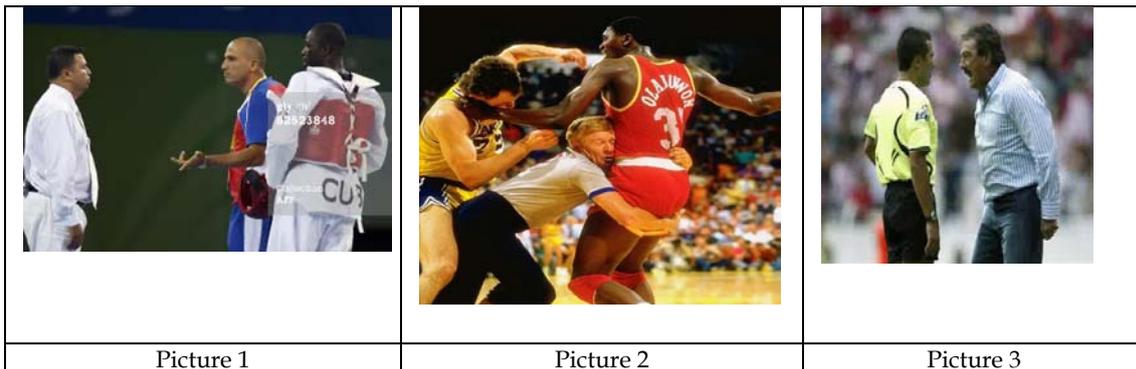
### Handling Conflicts during and after a Match



In this unit, you will learn how to handle conflict during and after the match and use the expressions to handle conflicts correctly and clearly.

#### L. Let's Start

Activity 1. Observe the pictures below, say what you think is happening in the pictures. Discuss it with your partners.



Activity 2. From the pictures, write down in the column below who are involved in the conflict and in what sport match it is happening.

Picture 1	Picture 2	Picture 3

M. Let's Have a Look

Activity 3. Read the dialogues below, then answer the question!

Dialogue A

A : May I know what the appeal is about?  
B : That was supposed to be a four-point kick!! I demand an IVR!  
A : Calm down please! Let me check with the RJ.

Dialogue B

C : You hit me on purpose!  
D : I did not! You were at my back, i couldn't see you!  
C : Now you see me! Do you want to see me punching your nose?  
D : Not until I hit you first!!  
E : Everyone, order please. You're in court! Settle down, let me talk to the line referee.

Dialogue C

F : Didn't you see that??? Number 12 deliberately elbow my player!  
G : If you may stay calm sir, let me call the medics first to check your player, then settle the decision for number 12.

Dialogue D

H : You did that on purpose!  
I : Damn it! You punched me right on the face!!  
H : Oh, do you want to feel my second punch on your nose???  
J : Everyone, relax! Stay calm please! Or I'm warning you, I'll have to give both of you penalty! Blue, red, back to your corner!

Activity 4. Answer the questions below based on the dialogues!

1. What were the dialogues about?
2. In what sport match are the dialogue most likely to take place? How do you know that?
3. Who were the persons involved in the conflict in each dialogue?
4. Who, do you think, are A, E, G, and J?

5. Can you identify the expressions used to calm the conflicting parties?

### N. Let's Study

Here are some expressions that you can use to calm the conflicting or protesting parties:

<p><i>Informal:</i></p> <ul style="list-style-type: none"><li>• Chill out!</li><li>• Relax!</li><li>• Back off! Stay calm. Relax everyone.</li></ul> <p><i>Neutral:</i></p> <ul style="list-style-type: none"><li>• Easy, gentlemen/ladies/everyone, easy.</li><li>• Easy!</li><li>• Calm down (please)!</li><li>• Stay calm (please)!</li></ul> <p><i>Formal:</i></p> <ul style="list-style-type: none"><li>• If you may stay calm, Sir/Maam.</li><li>• May I ask you to stay calm, Sir/Maam?</li><li>• May I ask you to calm down, Sir/Maam?</li><li>• May I have your order (please)?</li><li>• Order please!</li></ul>
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Activity 5. Listen to your instructor then repeat after her.

Activity 6. Practice saying that to your partner, ask her/him whether you have pronounce the expressions clearly or not.

### O. Let's Practice

Activity 7. Look at the pictures below, what should the referee say?

No	Picture	Referee's Expression
1		

2		
3		
4		

Activity 8. Work in pairs (or three), perform a roleplay based on the situation below:

1. A referee has to deal with an angry coach. The coach demands a penalty.
2. A referee has to deal with two athletes who fight after the game finishes.
3. A referee has to deal with a noisy and disturbing coach.
4. A referee has to deal with the mocking spectators and supporters.
5. A referee has to deal with an athlete who fights with a supporter from the opponent's country.
6. A referee has to deal with an angry coach and an athlete with a 'dirty' mouth.
7. A referee has to deal with a verbally abusive athlete.
8. A referee has to deal with a verbally abusive coach who keeps yelling at the athlete.

## P. Let's Check What You Have Learned

Activity 9. Complete the dialogues below!

*Dialogue 1*

A : I can't take it! It's unfair!

B : ....., let the judge decide.

*Dialogue 2*

A : .....

B : I refuse to calm down! It was a valid point!

A : .....

**Q. Let's Reflect**

Put a tick (√) in the column that best describes your ability.

1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree

Statement	1	2	3	4	5
I understand how to use the expressions					
I can use the expressions easily					
I don't have difficulty in learning the expressions					
I need to practice more so that i can use the expressions more accurately					

**R. Let's Learn More**

Practice to say the expressions, record your voice with your recording equipment.  
Can you tell whether you already pronounce the expressions correctly or not?