



University of
Nottingham
UK | CHINA | MALAYSIA

Centre for English Language Education

Oral Communication Skills A

CELEN069 (2024–25)

Class Workbook



Name: _____

Student ID: _____

Class: _____

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Lesson 1.1 – Introduction to the course



Orientation Quiz

Look at the OCSa Moodle page to find these answers:

1. What kind of 'Lab' is linked to the OCSa Moodle page?
2. What main sections does the OCSa Moodle page have?
3. What kind of information can you find in each section (e.g. in Week 3)?

Download the *OCSa Module Handbook* document from the OCSa Moodle page and locate the appropriate section inside it to find answers to the questions below.

Assessment Overview

4. What are the assessments on OCSa?

Course Overview

5. Where should you go for Lesson 2.2? Why?
6. What is the topic of Core Unit 2 (Week 4)?
7. When do you need to submit the *Listening Portfolio Practice Task*?

Lesson 1.2 – Introduction to discussion skills



Possible structure of a discussion

A. When are the actions below most likely to take place during a group discussion?

	Start	Middle	End
a. Give your opinion on the topic (with support)			
b. Explain the question			
c. Summarise the main ideas			
d. Listen to other people give their own opinion on the topic and ask for clarification/elaboration			
e. Reach a consensus			
f. Give a definition of a key term			

B. Circle/ highlight the phrases used by the speakers in the group discussion video.

Open the discussion	Paraphrase the discussion question	Define / clarify terminology
So ... Let's get started. Shall we start? Is it ok if I start? We have been asked to discuss ... Would anybody like to begin? Today's discussion is about ...	Shall we check (that) everyone understands the question in the same way? This is really about ... Basically the question is asking us ... So we need to ...	The first thing we need to do is define (keyword). Before we get started, can we decide ... Let's explain what we mean by ... Does anyone know what ... means? As far as I understand, ... (keyword) refers to ...

C. Reflect on your group discussion and answer the questions below.

	Yes	Partly	No
Did everyone participate?			
Did you use all the time and complete the task?			
Did you have a clear structure at the start of the discussion?			

Pronunciation quiz

Audios available on Moodle in the Week 2 section.

Part one: Sounds

1. Syllables. Indicate the number of syllables you hear next to the word or phrase.

Example books 1 (books) pencil 2 (pen-cil) forgotten 3 (for-go-tten)

- | | |
|---------------|------------------|
| 1. illustrate | 4. academic |
| 2. crashed | 5. magnification |
| 3. proceed | |

2. Syllable stress. Listen to the following words. Circle the stressed syllable in each word.

Example pencil forgotten

- | | |
|---------------|------------------|
| 1. illustrate | 4. academic |
| 2. crashed | 5. magnification |
| 3. proceed | |

3. Important word endings. For each question, you will hear either sentence (a) or (b). Notice the word endings. Tick (✓) the sentence you hear.

Example a. ☒ I'll look at the letter.
b. ☐ I've looked at the letter.

- | | |
|---|---|
| 1. a. <input type="checkbox"/> I'll call him every day.
b. <input type="checkbox"/> I've called him every day. | 4. a. <input type="checkbox"/> It makes me laugh.
b. <input type="checkbox"/> It made me laugh. |
| 2. a. <input type="checkbox"/> They look over all the documents.
b. <input type="checkbox"/> They looked over all the documents. | 5. a. <input type="checkbox"/> They said they'd call before it started.
b. <input type="checkbox"/> They said they called before it started. |
| 3. a. <input type="checkbox"/> He'll decide about it after the meeting.
b. <input type="checkbox"/> He decided about it after the meeting. | 6. a. <input type="checkbox"/> They pack up the suitcases for you.
b. <input type="checkbox"/> They packed up the suitcases for you. |

4. Missing sounds. Listen to the sentence. Tick (✓) the word you hear in each sentence, noticing the final sounds. It may not be the word you expect to hear or the word that completes the sentence.

Example My _____ is broken. ☒ bike ☐ buy
My _____ is broken. ☐ bike ☒ buy

- | | |
|--|------------------------|
| 1. I'm waiting for my _____ to arrive. | _____ phone _____ foe |
| 2. The child wants the cow to _____. | _____ move _____ moo |
| 3. You always _____ less in the morning. | _____ wait _____ weigh |
| 4. I should be able to _____ it soon. | _____ seize _____ see |

Part two: **Stress**

5. **Focus words.** You will hear a sentence. Listen for the word that gets the most emphasis. It affects the meaning and the response. Tick (✓) the appropriate response.

Example

Jane's birthday is July 28th. ✓ I thought it was July 30th.
_____ I thought Marie's birthday was the 28th.

Jane's birthday is July 28th. _____ I thought it was July 30th.
✓ I thought Marie's birthday was the 28th.

1. I'd like to rent a motorbike. _____ What about renting a bicycle?
_____ How about buying one instead?
2. Lily is getting married next week. _____ Not this week?
_____ That's nice.
3. I looked under the chair. _____ Try looking on the chair.
_____ Try looking under the table.

6. Phrases. First, read silently the following sentences and responses. Then you will hear either sentence (a) or sentence (b). Tick (✓) the appropriate response.

Example

Look at that hot dog. ✓ Let's give it a drink.
Look at that hot dog. I want one for lunch.

1. What's he doing in the darkroom? _____ He's developing pictures.
What's he doing in the dark room? _____ He's sleeping.
2. Use "log in" in a sentence. _____ I can't log in to the class Moodle page.
Use "login" in a sentence. _____ I can't remember my login ID.
3. Use "print out" in a sentence. _____ Please print out two copies.
Use "printout" in a sentence. _____ Please give me the printout.

7. Thought groups. First, read silently the pairs of sentences and responses. Then you will hear either sentence (a) or sentence (b). Tick (✓) the appropriate answer.

Example

"Tracy," said the teacher, "was late." ✓ Tracy was late.
Tracy said, "The teacher was late." _____ The teacher was late.

- | | | |
|----|---|--|
| 1. | Tom bought a new car, phone, and radio.
Tom bought a new car phone and radio. | _____ Tom bought a new car.
_____ Tom did <u>not</u> buy a new car. |
| 2. | The twenty \$9 books are left.
The \$29 books are left. | _____ The books cost \$9 each.
_____ The books cost \$29 each. |
| 3. | Nancy said, "My brother is a doctor."
"Nancy," said my brother, "is a doctor." | _____ Nancy's brother is a doctor.
_____ Nancy is a doctor. |

Part three: Intonation

8. Intonation. In one sentence the speaker is finished talking. In the other sentence, the speaker is not finished talking and has more to say. Tick (✓) the sentence you hear.

Example	I bought some milk.	<input checked="" type="checkbox"/> finished
	I bought some milk ... (and some eggs)	<input checked="" type="checkbox"/> not finished

- | | | |
|----|---|---------------------------------------|
| 1. | I went to the library last night. | <input type="checkbox"/> finished |
| | I went to the library last night ... | <input type="checkbox"/> not finished |
| 2. | The package contains a note and a gift. | <input type="checkbox"/> finished |
| | The package contains a note and a gift... | <input type="checkbox"/> not finished |

9. Intonation. Intonation can change the speaker's meaning. The speaker can mean what the words seem to be saying, or the speaker can mean something different. Listen to the sentences and tick (✓) (a) if the speaker means what the words say or (b) if the speaker means the opposite of the words.

	(a) the same	(b) the opposite
Example: I'll bet she wants to work all weekend.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- | | | | |
|----|--|--------------------------|--------------------------|
| 1. | You must be looking forward to that class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | That sounds like a great idea. | <input type="checkbox"/> | <input type="checkbox"/> |

10. Intonation. Intonation can change the meaning of certain questions. Listen to the question and tick (✓) the appropriate answer.

Example:	Do you like the red sweater or the blue one?	<input checked="" type="checkbox"/> Yes, they are beautiful.
		<input type="checkbox"/> I like the blue one.
	Do you like the red sweater or the blue one?	<input type="checkbox"/> Yes, they are beautiful.
		<input checked="" type="checkbox"/> I like the blue one.

- | | | |
|----|-------------------------------------|--|
| 1. | Would you like tea or coffee? | <input type="checkbox"/> Yes, please. |
| | | <input type="checkbox"/> I'd like coffee, please. |
| 2. | Would you like tea or coffee? | <input type="checkbox"/> Yes, please. |
| | | <input type="checkbox"/> I'd like coffee, please. |
| 3. | Should I call on Monday or Tuesday? | <input type="checkbox"/> Yes, that would be great. |
| | | <input type="checkbox"/> Monday would be better. |
| 4. | Should I call on Monday or Tuesday? | <input type="checkbox"/> Yes, that would be great. |
| | | <input type="checkbox"/> Monday would be better. |

Lesson 2.1 – Pronunciation workshop (1)



Connected speech: Introduction

A. Listen to the two recorded sentences and write them down.

1. _____

2. _____

B. Listen to the recordings and choose the option that you hear.

(1) a. big guys
b. big eyes

(4) a. great eyes
b. grey ties

(2) a. Someone call Dan!
b. Someone called Anne.

(5) a. It's old fish.
b. It sold fish.

(3) a. I lie quite a lot.
b. I like white a lot.

(6) a. find answers
b. fine dancers



Connected speech: Missing sounds (consonant to consonant)

A. Listen to the sentences below pronounced in two different ways. The first is the 'dictionary' way and the second is the natural (connected speech) way. Compare how the underlined words are pronounced.

1. This is relevant to many people.
2. This is an example of unstructured data.
3. English is one of the most influential languages.

B. Match the words on the left to the ones on the right to create phrases that contain missing sounds.

1. innate	a. value	→	1.
2. outdated	b. lifestyle		2.
3. interactional	c. talent		3.
4. widespread	d. language		4.
5. cognitive	e. data		5.
6. detrimental	f. disorder		6.
7. mood	g. damage		7.

C. Read the sentences below and underline the words that contain missing sounds.

1. That's something that students see every day.
2. Today I'm feeling a little bit tired.
3. Jogging and running are the best types of cardio.
4. Staff have to undertake some mandatory training.
5. Transition is the process of changing from one state to another.
6. The aim is to retain new employees.
7. Decay is often caused by inappropriate treatment.



Connected speech: Moving sounds (consonant to vowel)

Read the phrases below. Can you identify the moving sounds?

... can result in is only ...
... this is influence on ...
... an example of a combination of ...
... a symptom of lack of ...



Connected speech: Linking sounds (vowel to vowel)

A. Read the phrases below slowly and then faster. Notice how the dark coloured consonants link to the next word.

day and night → _____

new and old → _____

war and peace → _____

Now read these phrases, first slowly and then faster. Can you hear the /y/ - /w/ - /r/ sounds anywhere?

tea and coffee → _____

tomato and onion → _____

pasta and sauce → _____

B. Work in groups.

Your objective is to get from START to FINISH, moving from cell to cell according to the pronunciation of the phrase in each cell. You can only move according to the linking sounds.

<u>START</u>			
you	(w)	me	(w)
and me		and you	
(r)		(y)	
he is	(r)	here and	(w)
		there	
(y)		(y)	
you are	(w)	now or	(r)
		never	
(r)		(w)	
law and	(w)	tea or	(y)
order		coffee	
		happy	(r)
		or sad	
		(y)	
		pasta	(r)
		or rice	
		(w)	
		go	(y)
		and see	
		(w)	
		four	(r)
		or five	
		(r)	
		true	(r)
		or false	
			<u>FINISH</u>

Core Unit 1: The transition from high school to university

Lesson 3.1 – Lecture 1A: Common issues faced by students



Preparing for the lecture

Vocabulary building

A. Read the sentences on the left. Match the word in **bold** to the definition on the right.

1.	This topic is relevant to many people's lives.	a	not organised or planned
2.	The transition from high school to university is challenging.	b	an action or procedure that must be completed because it is a rule or law
3.	At university there is more unstructured time than in high school.	c	a person who does not take action, but waits for things to happen to them
4.	Children should be supervised when they are swimming.	d	important or significant in a situation or to a person
5.	Safety training is mandatory for all new staff.	e	the outcomes or results of an action, usually negative
6.	Not studying hard is likely to have consequences in terms of low grades.	f	the process of changing from one state to another state
7.	Students who are active in classes get better results than passive students.	g	an academic magazine for a specialised subject
8.	I did a lot of research in the library before I wrote the assignment.	h	monitored or observed to make sure of appropriate behaviour or correct action
9.	Her latest study was published in a respected medical journal .	i	something you see, experience or read that causes you to believe something is true
10.	There is strong evidence to support the scientist's claim.	j	work that involves studying something to find information about it

B. Fill in the blanks below. The words could be:

- words from the last task
- different forms of words from the last task
- words that collocate (naturally go together) with words from the last task

*e.g. TESOL Quarterly is an **academic journal** of language learning.*

1. I can't see the **r**_____ **o**_____ what you are saying.
2. There needs to be further **r**_____ **i**_____ the effects of the disease.
3. There will be close **s**_____ **o**_____ the students during the science experiment.
4. One of **t**_____ **c**_____ **o**_____ poor time management is low grades.
5. The case was dismissed because of a **lack** **o**_____ **e**_____.
6. The company is changing its structure, so it is in a **t**_____ **p**_____ now.

Listening and note-taking focus

Understanding overall structure

A good presenter will break down a lecture into sections, with these sections organized in a logical and coherent way. This helps the listener to organize the new information in their mind and in their notes. To understand the content of the lecture, it is first important to understand how the sections are organized. This structure is usually given in the outline section of the **introduction** and is often restated at the end in the **conclusion**.

Listen to the **introduction** of an academic lecture and note down the main topic and the different sections. Then, listen to the **conclusion** to check whether you were right.

Main topic:	
Section 1:	
Section 2:	
Section 3:	



Listening to the lecture

Comprehension check – Main ideas

Use your notes to decide the order that the ideas below were mentioned in the lecture (1-6).

a. A university schedule is less structured than a high school one.	
b. Academic assignments may be long and require stage by stage planning.	
c. Academic tasks require engagement in research.	
d. Chinese high school teachers work under a culture of respect and obedience.	
e. It is challenging to prioritise between study and other activities.	
f. Western university tutors expect students to have opinions and to express ideas.	

Comprehension check – Details

Use your notes to correct the statements below.

1. University students in the UK don't have mandatory classes.
2. Students may not allocate enough time to non-study activities, such as clubs and societies.
3. During high school, students may not be willing to ask questions because they are not interested in the subjects.
4. At Western universities, asking questions shows that the students don't understand the subject.
5. Academic assignments may require reading some short texts on the internet.
6. Students are expected to adopt the opinions given in academic journals.

Lesson 3.2 – GD skills: *Giving/ supporting/ asking for opinions*



Language and skills focus

A. Put the phrases from the first task into the table. Try to add at least one more phrase to each column.

For 'Supporting opinions' give a number according to the type of support.

(1) = explanations

(2) = evidence (i.e. data, facts, research findings)

(3) = examples (i.e. cases of real-world individuals/ specific groups, events, situations)

Giving opinions	Supporting opinions	Asking for opinions
	Let me explain (1)	

B. Watch the discussion video again and write down any phrases for giving/ supporting/ asking for opinions. Check with a partner and add all the phrases to the table.

C. Reflect on your group discussion and answer the questions below.

		Yes	Partly	No
My group	We used all the time			
	We answered the questions on the prompt			
	All the content was relevant			
	Everybody had a chance to contribute			
Me	I gave my opinion in both parts of the task			
	I supported my opinions			
	I asked others for their opinions			
1 or 2 things I did well...				
1 or 2 things I could do better in the next discussion...				

Core Unit 2: Mental wellbeing at university

Lesson 4.1 – Lecture 2A: Understanding stress



Preparing for the lecture

Vocabulary building

A. Listen to the definitions of the words on the left and fill in the blank spaces.

Audio available on Moodle in the Week 4 section.

1	depression (n)	Depression is a mood _____ that is marked by varying degrees of _____.
2	symptom (n)	A symptom is a _____ or _____ of an illness or disease.
3	hormone (n)	A hormone is a chemical released by cells in the body that has a _____ or _____ effect.
4	response (n)	A response is a _____ or _____ to something.
5	chronic (adj)	Chronic means occurring _____ and/or for a _____.
6	detrimental (adj)	Detrimental means having a _____ or _____ effect.
7	associate (v)	Associate means to _____ or _____ things together, usually _____.
8	maxim (n)	A maxim is a general _____ or fundamental _____.
9	prevention (n)	Prevention is the act of _____ or _____ something from happening.
10	alleviate (v)	Alleviate means to make something less _____, difficult, or _____.

B. Reorder the words in brackets to complete the sentences.

C. **Done in class, in Lesson 4.1:** Read the sentences out loud and see if your partner agrees or disagrees with each statement.

		Partner response (agree/disagree)
1	More (<u>depression / from / people / suffer</u>) in winter than in summer.	
2	A bad stomach (<u>of / symptom / be / a / stress / can</u>).	
3	Anger is sometimes (<u>stress / response / reasonable / to / a</u>).	
4	Stress (<u>always / performance / is / detrimental / to</u>).	
5	It is (<u>stress / associate / to / reasonable / with</u>) modern technology.	
6	Eating a low-calorie diet (<u>effective / is / to / way / an / stress / alleviate</u>).	

Listening and note-taking focus**Recognising transitions in a lecture**

In Core Unit 1, we talked about how a good lecture is divided into sections to help the listener. There is usually a preview of these sections in the introduction, and a review in the conclusion. It is important to follow the structure while you are listening, and so it is useful to recognize when one section finishes and another section starts. This change is known as a **transition**.

There are three indicators of a transition:

- Signposting **phrases** (e.g. ***I'd like to move on to***)
- Signposting **words** (e.g. ***OK...*** *I'd like to move on to*)
- **Pronunciation** clues (e.g. intonation change **↑↓** and pausing **/**)

A student has been asked to give a 1-minute speech about stress in her life. Listen and use the transcript to:

- Underline transition signposting **phrases**
- Circle or highlight transition signposting **words**
- Mark **intonation changes** (↑↓) and **pauses** (/)

So... I've been asked to talk about stress in my life. OK, I'll begin by saying that I think my stress is pretty well under control- it's not chronic for sure. But, that's not because I don't feel stress in certain situations- I think it's more because I manage it quite well. Right, turning to the biggest cause of stress for me- I'd say it's the expectations of my parents. They push me pretty hard sometimes. This is generally a good thing, but sometimes it can also be detrimental. Now then, I've talked about a cause, and I'll now discuss how I alleviate it. Well, I love music. I associate certain songs with happy times. So if I feel stress, then listening to those songs really helps. That's it. Thank you.

Listening to the lecture

Comprehension check – Main ideas

Use your notes to help you decide if the statements below are **T (True)**, or **F (False)**. Correct any false statements.

a.	Chronic stress can be positive in certain situations.	
b.	Symptoms of stress can appear in the mind, the way we act and how we feel physically.	
c.	Stress is usually caused by internal factors, which are things related to the individual character of a person.	
d.	External factors relating to academic study can be a major cause of stress.	
e.	The best way to deal with stress is to cure it with medicines or therapy.	
f.	Time management is suggested as a way to control stress before it becomes serious.	

Comprehension check – Details

Take turns to make statements based on information from the lecture.

1	a definition of stress	
2	one example of mental symptoms of stress	
3	one example of behavioural symptoms of stress	
4	one example of physical symptoms of stress	
5	one example of internal factors leading to stress	
6	one example of external factors leading to stress	
7	the first way to alleviate stress	
8	the second way to alleviate stress	
9	the third way to alleviate stress	
10	the fourth way to alleviate stress	

Lesson 4.2 – GD skills: *Asking questions*



Language and skills focus

A. You are going to watch a short interview about positive mental health habits. As you listen, make a note of the main ideas missing from the notes below.

1. _____

- thinking about emotions
- observing physical/ emotional reactions
- e.g. tired today → try to identify causes: food? sleep? stress?

2. _____

A. _____

- gets heart pumping; stamina & energy ↑
- jogging and running

B. _____

- strengthen muscles, release endorphins

Don't look at Task B below until your tutor tells you to.

B. Look at the partial transcript and try to figure out the questions using your memory and the answer stems given. Then watch the interview again and complete the answers.

Michaela: I tend to focus on exercise and self-awareness.

John: OK, so self-awareness:

¹ _____

Michaela: So self-awareness basically refers to...

John: OK, ² _____ what you do?

Michaela: So, for example let's say today I'm feeling...

John: OK, I got it. OK, so that's self-awareness, now, sorry, ³ _____ what was the other method that you talked about?

Michaela: So the other method is exercise.

John: Ah OK, exercise, so ⁴ _____

Michaela: OK, so I tend to focus on alternating between cardio and strength exercise.

John: Ok, so cardio. ⁵ _____ cardio?

Michaela: Cardio is any type of exercise that would get your heart pumping...

John: OK ⁶ _____ exercises that you do?

Michaela: Jogging and running are the best types of cardio...

C. Work with a partner. Put the questions from the previous task into the table below.

Questions for clarification (make things clear)	Questions for elaboration (gain more information)

D. Reflect on your group discussion and answer the questions below.

		Yes	Partly	No
My group	We used all the time			
	We answered the questions on the prompt			
	All the content was relevant			
	Everybody had a chance to contribute			
	I gave and supported my opinions			
Me	I asked others for their opinions			
	I asked questions that allowed others to clarify or develop their answers			
1 or 2 things I did well...				
1 or 2 things I could do better in the next discussion...				



Class notes

Core Unit 3: Language learning

Lesson 5.1 – Lecture 3A: Language learning: Affective factors



Preparing for the lecture

Vocabulary building

A. Read the sentences. Then choose the most appropriate definition of the word in **bold**.

1	A combination of factors determine language learning success; it is not simple.		
	a. a number of things together	b. a choice	c. a small amount
2	Speaking in front of large groups can cause feelings of anxiety in language learners.		
	a. boredom	b. anger	c. worry
3	Stephen Krashen's ideas were influential in changing the way we understand emotions in language learning.		
	a. to have a big effect on how people think	b. well researched	c. unusual
4	The use of language is a major aspect of a person's self-identity .		
	a. how a person explains their ideas	b. how a person defines themselves	c. how a person appears to others
5	Modern language theories usually retain some well researched ideas from earlier theories.		
	a. ignore	b. change	c. keep
6	An important part of language development is interacting with other learners.		
	a. communicating and contacting	b. teaching	c. caring for
7	Success in language learning helps a person build a positive ego .		
	a. a person's opinion of a situation	b. a person's opinion of others	c. a person's opinion of themselves
8	A language learning hypothesis should be supported by the findings of subsequent studies.		
	a. a fact proven by research	b. a proposed idea that stimulates research	c. an idea causing extensive academic debate
9	Interest in a culture can be a strong motivation for learning a language.		
	a. the causes of an event	b. the reasons for doing something	c. the effects of doing something
10	At times, it is necessary to persevere with a new language – it can be very frustrating.		
	a. continue despite difficulty	b. take a break	c. give up

B. Change the sentences below to replace the bold word with the words in brackets.

1	Negative factors combined with positive factors make up the affective domain of most language learners. (a combination of)

2	Peers have an influence on a person's second language development. (<i>are influential in</i>)
3	Social media interaction with other students is useful communication practice for online language learners. (<i>interacting with</i>)
4	The use of games is an effective method of motivating language learners. (<i>motivation ... for</i>)
5	Speaking in front of large groups can cause feelings of anxiety in language learners. (<i>feel anxious</i>)

Listening and note-taking focus

Key terms	Definitions
<p>A lecturer will use key terms, which are words or phrases that are critical to understanding ideas in the lecture. These are often specialized terminology, and therefore, may be new to you.</p> <p>In order to highlight a key term, the presenter may:</p> <ul style="list-style-type: none"> repeat it. pause before or after. speak more loudly or slow down. use a signposting phrase: <p><i>This is known as...</i> <i>A key idea/ theory/ concept is...</i> <i>The first idea/ theory/ concept is...</i></p>	<p>For some key terms, the speaker may provide a definition.</p> <ul style="list-style-type: none"> This could be as part of the sentence introducing the term: <i>The proposal that emotions can act as language filters, (referred to as/ known as/ which is called) 'Affective Filter Hypothesis'...</i> <i>Anxious students will have high filters, which means they can absorb little of the language.</i> It could also be in a separate sentence before or after the key term is introduced. <i>... the affective filter hypothesis.</i> <i>This refers to the idea that...</i> <i>This can be defined as...</i> <i>...the idea that the brain has language filters based on emotional state. This is known as 'Affective Filter'</i>

A. Listen to an extract from today's lecture and make notes on the definitions for the terms below.

Term	Definition
extrinsic motivation	
intrinsic motivation	

Don't look at Task B below until your tutor tells you to.

B. Listen to the extract again and fill in the gaps with the missing signposting language.

Now, let's look at **(1)**_____ of it, **(2)**_____ motivation. So, you are all sitting there now, studying English... well, why are you doing it? Is it just because you want to get good grades or keep your parents happy? Or do you feel engaged in the process? Perhaps interested in language or your subject, and enjoy interacting with your classmates? Well, your motivation is likely to be a combination of factors, that are both extrinsic – **(3)**_____ based on external needs and requirements, and intrinsic – **(4)**_____, based on enjoyment and interest; an inner motivation. **(5)**_____ 'extrinsic' motivation – **(6)**_____ the need to get a good job or do well in tests, and intrinsic motivation – genuine interest in communication, culture and self-development.



Listening to the lecture

Comprehension check – Main ideas & details

Fill in the blank spaces to complete each key term from the lecture. Then match each one to its definition.

Key terms		A-F	Definition	
1	a_____ d_____		A	external reasons for doing something (e.g. expectations of other people)
2	a_____ f_____ h_____		B	how a person feels about themselves in a language learning context
3	e_____ m_____		C	the area of language learning related to factors such as emotions and attitudes
4	i_____ m_____		D	internal reasons for doing something (e.g. enjoyment)
5	i_____ s_____		E	the proposal that negative and positive emotions impact ability to absorb language
6	l_____ e_____		F	the person you would like to be at a point in the future



Developing the topic

What do you think each section of the *Language learner profile survey* is trying to establish? Think about the concepts in today's lecture.

Section 1	
Section 2a	
Section 2b	
Section 3	



Language learner profile survey

Complete all sections of the survey on the next two pages and be ready to discuss your answers in class.

Section 1: To what extent are the following statements true for you?

	1 = not true \longleftrightarrow 5 = very true				
I prepare well for exams	1	2	3	4	5
I participate fully in class	1	2	3	4	5
I try to overcome my English weaknesses	1	2	3	4	5
I complete assignments and homework as well as I can	1	2	3	4	5
I use resources available to help me (e.g. Writing Lab)	1	2	3	4	5
I find opportunities to communicate in English outside the classroom	1	2	3	4	5
I use English language media for pleasure (e.g. social media, music, tv, books)	1	2	3	4	5
I do/ plan to do English related activities in the holidays	1	2	3	4	5
Total					

Section 2a: Which of the factors below motivate you to try your best in each OCSa lesson?

	<i>1 = not true ↔ 5 = very true</i>				
I want to get a good job	1	2	3	4	5
I want to do well in my degree programme	1	2	3	4	5
I have expectations from family	1	2	3	4	5
I just need to improve my English	1	2	3	4	5
I want to be an 'international person'	1	2	3	4	5
Because it is a UNNC requirement	1	2	3	4	5
				Total	

Section 2b: Which of these other factors motivate you to try your best in each OCSa lesson?

	<i>1 = not true ↔ 5 = very true</i>				
I enjoy learning English	1	2	3	4	5
I enjoy the process of improving myself	1	2	3	4	5
I like the classroom environment	1	2	3	4	5
I like communicating with people in English	1	2	3	4	5
I like learning new things through English	1	2	3	4	5
I like various forms of entertainment in English (e.g. videos, music, websites, books)	1	2	3	4	5
				Total	

Section 3: To what extent are the following statements true for you?

	1 = not true \leftrightarrow 5 = very true				
I feel comfortable in the OCSa classroom	1	2	3	4	5
I feel confident to communicate with peers in class	1	2	3	4	5
I feel comfortable to have a conversation with my tutor	1	2	3	4	5
I feel comfortable to speak in front of the class	1	2	3	4	5
I feel confident I can succeed in OCSa assessments	1	2	3	4	5
I feel comfortable to use English outside of the classroom	1	2	3	4	5
I am proud of my English ability	1	2	3	4	5
I am proud of my efforts to succeed	1	2	3	4	5
I am brave with English communication challenges	1	2	3	4	5
I persevere when language learning is tough	1	2	3	4	5
I am a hard worker	1	2	3	4	5
I take control of my own language learning	1	2	3	4	5
Total					



Class notes

Lesson 5.2 – GD skills: *Building on others' ideas*

Language and skills focus

A. Watch the discussion and fill in the blank spaces below.

John: OK so we are going to discuss what the most important aspect of Communicative Language Teaching is.	
Robert/ Michaela: OK	
John: OK so I think the most important aspect is 'active use of the language' because if you don't use the language then you can't really develop your communication skills, right?	
Michaela: True	
Robert: Yeah, ¹ _____. I guess the teacher can help by being a facilitator here, yes? By guiding and helping rather than instructing all the time.	F1
Michaela: Yes	
John: ² _____	
Michaela: ³ _____ could be maybe when a teacher provides good activities in class that students can use to practice their everyday life language and everyday life interactions.	F2
John: And errr if you add ⁴ _____ together it's the teacher's role to provide those kinds of activities.	
Michaela: ⁵ _____	
Robert: ⁶ _____	
John: OK so do we agree that active use of the language is the most important part of Communicative Language Teaching?	
Robert: That's important, yeah.	
Michaela: No, I think it is one of the most important, ⁷ _____ it is the most important. I think the most important one is creating a supportive environment, a supportive atmosphere for the students.	F3
John: ⁸ _____ active language use and creating a supportive environment kind of go hand in hand together?	F4
Michaela: ⁹ _____ they're not the same thing because uh because in order to create a supportive atmosphere it means that you are trying to include all the students. Like some students might be shy they might not want to speak with each other.	
Robert: ¹⁰ _____ as well is students who have perhaps learning difficulties, or perhaps students who have dyslexia maybe. They definitely need extra support- they need a supportive environment too, don't they.	F5
Michaela: Exactly	
John: Ok, ¹¹ _____ and ¹² _____ the role of the teacher, well I guess it's the role of the teacher to provide equity within the classroom, right?	F6
Michaela: Yes	
Robert: Sure, yeah, yeah	
John: OK, shall we agree that equity in the classroom and a supportive atmosphere is the most important part?	
Michaela: Yep, ¹³ _____	
Robert: Yep, ¹⁴ _____	
John/ Robert: OK	

B. Write each phrase from the previous task into the correct column below.

Developing an idea	Agreeing	Disagreeing

C. Look at the column on the right of the transcript. Consider how the speaker develops the discussion in each of the contributions labelled F1 to F6.

F1	Robert agrees with John's statement, then develops the idea by introducing the role of the teacher.
F2	
F3	
F4	
F5	
F6	

D. Reflect on your group discussion and answer the questions below.

		Yes	Partly	No
My group	We used all the time.			
	The discussion developed naturally.			
	We agreed on 2-3 features of the topic.			
	We attempted to rank the features.			
Me	I helped develop the ideas of other group members.			
	I supported my ideas and opinions.			
	I contributed at both the 'agree on 2-3' and the 'rank' stages.			
1 or 2 things I did well...				
1 or 2 things I could do better in the next discussion...				

Core Unit 4: Language change

Lesson 6.1 – Lecture 4A: Language change: Good, bad or inevitable?



Language features worksheet

Complete the table with at least one example from your own language. Give a meaning or explanation where necessary.

Language feature	Definition	English example	Meaning or explanation	Example from your own language	Meaning or explanation
slang	Informal language used by particular groups.	<i>my bad</i>	<i>my mistake/ my fault</i>		
		<i>chillax</i>	<i>relax</i>		
regional variety	Forms of the same language that differ according to location.	<i>pet</i>	<i>In parts of northern England this is used to address people informally. e.g. 'Thanks for helping, pet.'</i>		
		<i>y'all</i>	<i>In Southern USA, this is used to address a group of people. e.g. 'What are y'all doing today?' (to 3 friends)</i>		
idiom	An expression where the overall meaning is not related to the meaning of the individual words.	<i>hang in there</i>	<i>don't give up</i>		
		<i>break a leg</i>	<i>good luck</i>		
borrowed word	Words taken from another language (possibly with minor changes).	<i>safari</i>	<i>from Arabic</i>		
		<i>pizza</i>	<i>from Italian</i>		
jargon	Words used by a particular professional field that may be difficult for general people to understand.	<i>data mining</i>	<i>gathering data on a particular area of interest (research methods)</i>		
		<i>language ego</i>	<i>how you feel about yourself in another language (linguistics)</i>		



Getting started

Listen to an interview with Dr. Robert Weekly, Assistant Professor in Applied Linguistics at UNNC, about how the word *gung-ho* entered the English language. Decide whether each statement below is **True (T)** or **False (F)**.

		T / F
1	In English, gung-ho means 'acting without enough thinking or planning'.	
2	Rewi Ali, a businessman from New Zealand used the phrase with his own workers to try to inspire similar work values he had seen in China.	
3	An American military officer, Evans Carlson, also learnt the word while visiting China, and decided to use it to inspire his men.	
4	Evans Carlson was an excellent officer, but his men were impetuous and therefore acted without thinking.	
5	The word changed in meaning because of the way Evans Carlson's unit operated.	
6	The stories behind many words in English are unknown to us.	



Preparing for the lecture

Vocabulary building

A. Read the sentences on the left. Match the word in **bold** to the definition on the right.

1.	When foreign armies invade a country, it can result in language change.	a	Non-permanent, only existing for a fixed or short period of time.
2.	Reading is a great way to expand your vocabulary.	b	To enter and take over something by force.
3.	The phrase ' <i>my bad</i> ' is an example of English slang .	c	The process whereby cities grow and people increasingly move to them.
4.	Lack of confidence in using new vocabulary is only temporary .	d	To increase in size, number or importance.
5.	Some fashionable words become outdated after some time.	e	Existing or happening in many places/ among many people.
6.	Urbanisation often results in many people sharing different languages.	f	An expression where the meaning is not related to the meaning of the individual words.
7.	Certain words become more widespread because of popular use on social media.	g	Informal language used by particular groups.
8.	Some people believe that language can decay in the same way as old teeth.	h	Lacking in knowledge or understanding about something.
9.	' <i>Hang in there</i> ', meaning ' <i>don't give up</i> ' is an English idiom .	i	No longer popular or not as good as something more modern.
10.	Many native speakers are ignorant of how English is used worldwide.	j	Become bad or rotten, often caused by inappropriate treatment or lack of care.

B. Work with a partner and try to fill in the blanks. The words could be:

- different forms of words from the last task
- words that collocate (naturally go together) with words from the last task

e.g. The **widespread use of** mobile phones has made communication easier.

1. Modern street designs make the **u**_____ **e**_____ more appealing.
2. We generally try to avoid **i**_____ **l**_____ in academic writing.
3. The collection of people's data by companies can be considered an **i**_____ **o**_____ privacy.
4. Increased funding resulted in **t**_____ **e**_____ **o**_____ the project.
5. In politics, mistakes are often repeated due to an **i**_____ **o**_____ history.
6. Due to bad weather, train services are **t**_____ suspended.

Listening and note-taking focus

Examples

Examples are often given in lectures to show that an idea or concept exists in the real world. In this way, examples can provide support for ideas by making them more understandable and credible.

Common signposting language:

- *For example ...*
- *For instance ...*
- *... such as...*
- *... is an example of...*
- *An example of this is...*
- *Let me give you an example.*

Selecting examples

It is important to make notes of examples so that you can fully understand an idea from a lecture several days, weeks or months later. However, you may need to be selective about which examples you note.

Some examples will be **relevant** (i.e. provide greater understanding of an idea and help you when revising).

Other examples may be **irrelevant** (e.g. the speaker may use them to help you connect to the topic, but you don't need to remember them later).

Listen to an extract from a lecture on 'Pidgins' (simplified forms of language used between people with no common language).

1. As you listen write down all the signposting language that the speaker uses to introduce examples.
2. Listen again and write down the example that is introduced by the signposting language.
3. Decide if each example is **relevant** or **irrelevant**.

	Signposting language	Example	Relevant / Not relevant
1			
2			
3			
4			



Listening to the lecture

Comprehension check – Main ideas & Details

Use your notes to complete the ideas below. Then, select the appropriate example for each main idea from the list.

			Examples
1	English has many borrowed words from other languages because ...		a The word <i>groovy</i> (which means <i>cool</i>)
2	Lexical expansion is when the vocabulary of a language grows because ...		b Armies from France took over England in 1066
3	Slang causes many changes in the language because ...		c Germans and Japanese business communication in English
4	Media and Hollywood created a type of linguistic leveling because ...		d Samuel Johnson produced a dictionary to preserve 'proper' forms of English
5	Globalization (and international English) is a cause of language change because ...		e Words related to computers- <i>spreadsheet, internet, download</i>
6	'Language purists' believe ...		f American English features used by New Zealanders (1990s)

Lesson 6.2 – GD skills: *Ranking and summarising*



Language and skills focus

A. Look at the speaking turns below numbered 1-6 (in bold). Match each numbered turn to the speaker's purpose from the table on the next page.

		Speaking turn	Speaker's purpose
J	OK, so we've come up with three ideas. And they are: promotion of local cultures through English, so people can read about local cultures on the Internet. And the second one is the influence of western popular culture, such as music, on local cultures. And then the third one is the loss of local languages because of English, right? Shall we rank them in order of impact?	1	
R	So in order of impact: The one I'm looking at straight away is how popular culture has influenced local culture. As you said, music, singing, films, movies, fashion. Because we can see that everywhere. So surely that's had the biggest impact, hasn't it?	2	
M	I agree to some extent. I think that the impact of popular culture on local culture has indeed been great, but I don't know if it's been the greatest. I think the greatest impact has been on the language itself. So, like the example I gave previously from Romania, where everyday words are getting replaced by English words just because of popular culture and movies.	3	
J	OK, so you think language loss is the biggest impact?	4	
M	I think so, I think long term the impact is bigger.		
R	Yeah, that's a good point and I guess as time goes on there could be more and more words in local languages that are lost to English. Especially with the Internet and social media. What do you think?		
J	Well, we've learned this week about endangered languages and how 60-90% of languages across the globe are endangered. So I agree that language loss is the first one.		
J	Ok, so we could say that language loss is the first in terms of impact. Then popular culture the second one?	5	
M	Yeah, because it has had a great impact, right? In almost every area of the world now we're watching western movies, right? And listening to western music.		

R	And then the third one then would be the promotion of local cultures through English. Isn't that what we said?		
M	I agree that that should come last because social media and the Internet are a newer thing, so I think that the impact of promoting the local culture through the medium of English is a recent thing as well. So in that case the impact hasn't been that great yet.		
J	OK so I think we can agree that that's the third one then.		
R	OK, just to summarize then. We ranked them in order of impact, and the first one then was potential loss of the local language, is that right? And then we agreed that the second one is how popular culture has influenced local culture. And then finally, the third one is the promotion of local cultures through English.	6	

Speaker's purpose	The speaker...
a	gives an opinion for the top ranked idea with justification.
b	summarises the rankings agreed by the group.
c	summarises the 3 ideas and suggests the group should rank them.
d	gives a different opinion for the top ranked idea with justification.
e	concludes the group's consensus on a ranking and moves on to the next ranking.
f	clarifies the previous speaker's opinion.

B. Reflect on your group discussion and answer the questions below.

		Yes	Partly	No
My group	We used all the time			
	We agreed on 2-3 features of the topic			
	We ranked the features			
	We summarized the discussion			
Me	I helped developed the ideas of other group members			
	I supported my ideas and opinions			
	I contributed at both the 'agree on 2-3' and the 'ranking' stages			
1 or 2 things I did well...				
1 or 2 things I could do better in the next discussion...				

Lesson 8.1 – Pronunciation workshop (2)



Stress: Word stress

A. How many syllables does each of the words below have? Which syllable is stressed?

contrast		
decrease		
perfect		
present		
produce		

B. Look at the sentences below. Where should the word stress be for the **underlined words in bold**?

1. There's a big **contrast** between life in high-school and life at university.
2. It can be a healthy habit to **decrease** the number of hours spent on your phone.
3. Trying to **perfect** every piece of work may be a cause of stress.
4. At **present**, 60 to 90 % of world languages are endangered.
5. Autonomous learners generally **produce** higher quality assignments.



Stress: Sentence stress

A. Read these sentences, so that they convey the meaning shown in brackets. Make sure you stress the correct word.

1. From my point of view, university life is exciting. (I disagree with you)
2. What do you think about this topic? (I am asking you, not the other person)
3. I don't think this is the most important skill. (Another aspect is more important)
4. I agree to some extent. (not entirely)
5. OK, so what's the third most important skill? (not the first or second)

B. Decide which word you need to stress in each of the sentences to express the different meanings below each one. Work in pairs. Read each sentence out to your partner. Your partner should guess the meaning that you're trying to convey.

1. We've been asked to discuss the topic of soft skills in the workplace.
 - (a) not hard skills
 - (b) not at university
 - (c) not write about it
2. According to the lecture, some students struggle with time management.
 - (a) no issues with managing other aspects of their life
 - (b) not all students
 - (c) this is not my personal opinion
3. One example of this is using Outlook calendar to help you remember deadlines.
 - (a) not other calendars
 - (b) not forget
 - (c) there are many examples
4. So we all agree that time management is the most challenging skill to improve?
 - (a) not disagree
 - (b) ranked first
 - (c) not easy



Pausing and chunking

A. Listen to the sentence below spoken in two different ways. Which one sounds more 'natural'? Justify your choice.

Do your best on the project, and don't worry if it's not perfect. Just finish it on time.

- (A)
(B)

B. Listen to the two recordings. Which version sounds more 'natural'? Justify your choice.

Well, as far as I'm concerned, I think that university time is a period when you can learn more about yourself and develop as an individual.

- (A)
(B)

C. Listen again to the more 'natural' one and mark the pausing on the script.

C. Work in groups of three.

1. Read the discussion below and decide where it would be logical to pause. Role-play the discussion with your group.
2. Practise role-playing the discussion to another group of students. Did both groups use pausing in the same places? Compare your choices.

A: What do you think are some suitable ways to improve your language skills?

B: Well, from my own personal experience, I can say that finding a language exchange partner can help greatly.

C: Could you tell us a bit more about that?

B: Sure. For example, I meet my language exchange partner every week. Before we meet, we decide what topic we want to focus on and we research it.

A: You mean you find vocabulary related to that?

B: No, we usually read the news or find journal articles and then we discuss them.

C: I guess by reading those you'd be learning new vocabulary too.

B: Yes.

A: That sounds better than just memorising a vocabulary list on a topic.

B: Yes. I've actually found an article that suggested that if you read about a topic you're interested in, it's easier to remember relevant vocabulary.

C: Wow. That sounds like a great way.



Intonation

Listen to the recording. For each utterance tick the column that reflects the speaker's meaning.

<i>Utterance</i>	showing uncertainty	making a statement	unfinished utterance
1			
2			
3			
4			
5			
6			

Practice (1)

Listen to an extract from the group discussion sample from Lesson 6.2. As you listen, mark the sentence stress, pausing and chunking (/), and intonation (↗)(↘) .

Robert: And then, yeah, the third one then would be, what was it then? ... the promotion of local cultures, isn't that right?

John: Yes, through English.

Robert: ... through English.

John: And I do think that ... that is big as social media expands and you can read about most cultures on the internet.

Michaela: And it's quite positive as well.

John: Yes, it's quite positive.

Robert: Yeah.

Michaela: But I do agree that that should come last because social media and the Internet are kind of a newer thing, so I think that the impact of ... promoting the local culture through the medium of English is kind of a recent thing as well. So in that case the impact hasn't been that great yet.

Class notes

Core Unit 5: Technology and society

Lesson 9.1 – Lecture 5A: Social media in education



Social media use survey

Ask the survey questions to three other students. Record their answers. The main purpose of this task is to speak English outside of class, so:

1. Do it as a **speaking** activity - don't just get someone to write their answers.
2. Speak in **English** only!

Question	Person 1	Person 2	Person 3
Are you a heavy, medium or light user of social media?			
What two social media uses do you spend most time on?			
Does social media have any negative impact on your study? Please explain.			
Does social media have any positive impact on your study? Please explain.			
Overall do you think social media has a more positive or negative impact on your study?			



Preparing for the lecture

Vocabulary building

A. Read the sentences. Then choose the most appropriate definition of the word in bold.

1	It is impossible to avoid social media since it permeates every aspect of modern life.		
	(a) gives a sense of understanding to something	(b) helps to improve something	(c) spreads throughout all or most of something
2	The emergence of the Internet in the early 21st century changed the way we learn.		
	(a) growth to a position of importance or influence	(b) replacement of something outdated	(c) the opinions held by a large number of people
3	It can seem that modern technology use is much more intuitive to younger people.		
	(a) based on understanding complex ideas	(b) based on natural feeling or sense	(c) based on large amounts of research
4	Smart phone addiction is one negative outcome of modern technology.		
	(a) the way something is designed	(b) the result of a process	(c) the cause of a problem
5	Cases of online bullying resonate with people who have suffered from it themselves.		
	(a) produce strong feelings due to similar experience	(b) produce negative behaviour	(c) create understanding of a new situation
6	In airports, facial recognition is often used to verify a person's identity.		
	(a) understand more about something	(b) provide an example of something	(c) confirm as true or real
7	Looking at general trends in society helps to contextualise a person's smartphone habits.		
	(a) make something clear or obvious	(b) view something in its wider situation	(c) provide support or evidence
8	A lot of people don't utilise all the functions of their smartphones.		
	(a) spend time doing something important	(b) help develop a product or idea	(c) make full and effective use of something
9	Each participant in the study had to live without a mobile phone for one week.		
	(a) a person taking part in an organized activity	(b) a person who organizes an activity	(c) a person observing an organized activity
10	It is helpful to reassure people that new technology is designed to be simple to use.		
	(a) give people confidence by removing doubts or fears	(b) teach people how to do or use something	(c) provide support to someone in a new situation

B. Change the sentences below to replace the bold word with the words in brackets.

1	The music industry changed dramatically due to the emergence of online streaming. (when ... emerged)
2	Studies suggest learning basic mathematics may be an intuitive process. (based on intuition)
3	Online reviews make it much easier to verify advertising claims about products. (the verification of)
4	Evaluations of educational technology must be contextualized in real learning situations. (put in the context)
5	We are more likely to buy new technology if salespeople reassure us that other people are buying it. (get reassurance)

Listening and note-taking focus

Listening for a specific purpose

Effective listening skills involve having a **purpose** behind the listening activity.

Having a purpose when listening can help you focus on the content. It can also help you **choose** which information is **relevant** to your purpose and which is not. Not all information from a lecture/ video may be relevant to your listening purpose.

Look at the situations below and decide what might be the **listening purpose**.

- Listening to a timetabled lecture (e.g. one of your Content lectures)
- Watching the recording of a lecture you've already attended
- Watching a video recommended to you by your teacher
- Watching a video you found online

Lesson 9.2 – GD skills: *Navigating the task*



Homework

Watch the YouTube video assigned to you by your teacher and answer the question for that video.

Links available on Moodle in the Week 9 section.

<p>Video 1: Retail 2020 5 Technologies that will change the way you shop</p> <p><u>Focus question:</u> <i>How can data be used to make shopping in stores more convenient in the future?</i></p>	<p>Video 2: Inside Alibaba: How New Retail Is Changing Everything</p> <p><u>Focus question:</u> <i>In what ways is Alibaba leading innovation in supermarkets and fashion retail?</i></p>
<p>Video 3: The Future of Shopping</p> <p><u>Focus question:</u> <i>How will shopping in the fashion industry change in the future?</i></p>	<p>Video 4: E-commerce live streaming, \$63B industry, explained</p> <p><u>Focus question:</u> <i>Why has live streaming been so successful, and what is the future of livestreaming?</i></p>

Reflect on your class group discussion and answer the questions below.

		Yes	Partly	No	1 or 2 things I did well...
My group	<i>Introduction:</i> We made sure that everyone understood the topic.				
	<i>Gathering ideas:</i> We introduced <u>and</u> developed our ideas.				
	<i>Ranking:</i> We justified our choices for the ranking.				
	<i>Conclusion:</i> We summarised our discussion.				
Me	I made effective notes during the 2 mins preparation time				1 or 2 things I could do better in the next discussion...
	I used my notes to help me express my ideas.				
	I contributed to each stage of the task.				

Core Unit 6: Artificial Intelligence

Lesson 10.1 – Lecture 6A: *The current state of AI*



Getting started

Watch the YouTube video 'Meet the AI robot capable of human emotions'. The video introduces Ameca, displaying the capabilities of current AI robots. Based on your impressions of Ameca or your own ideas, use the table below to give your opinions on the current state of AI robots.

	1 = not true \leftrightarrow 5 = very true					Notes
AI robots can respond to human emotions appropriately.	1	2	3	4	5	
AI robots can have consciousness.	1	2	3	4	5	
AI robots can have emotions similar to a human.	1	2	3	4	5	
AI robots can be more intelligent than humans.	1	2	3	4	5	
AI robots can be dangerous to humans.	1	2	3	4	5	
AI robots can help humans.	1	2	3	4	5	
I could be friends with an AI robot.	1	2	3	4	5	



Preparing for the lecture

Vocabulary building

A. Listen to the definitions of the words on the left and fill in the blank spaces.

Audio available on Moodle in the Week 10 section.

1	concept (n)	A concept is the _____ behind something.
2	imagination (n)	Your imagination is the part of your _____ mind that allows for the _____ of possibilities and ideas.
3	replicate (v)	To replicate something is to _____ something or make a _____ of it.
4	continuum (n)	If something is on a continuum, it is part of a _____ or _____ process rather than a separate element.
5	categorise (v)	To categorise items is to _____ them into specific _____.
6	algorithm (n)	An algorithm is a _____ for solving a _____ problem involving multiple stages.

7	archaic (adj)	If something is archaic then it is _____ or less effective than a _____ alternative.
8	neuroscience (n)	Neuroscience is the field of _____ relating to the _____.
9	perception (n)	A perception is the _____ that someone has of something or the way they _____ it.
10	zeitgeist (n)	A zeitgeist is the intellectual and moral _____ of a particular time _____.

B. Reorder the words in brackets and rewrite the full sentences in the spaces provided.

C. **Done in class, in Lesson 10.1:** Read the sentences out loud and see if your partner agrees or disagrees with each statement.

		Partner response (agree/disagree)
1	A robot (<u>its</u> / cannot / imagination / use) to provide creative solutions to problems.	
2	(that / perception / is / general / a / There) driverless cars are dangerous and unnecessary.	
3	Robots will never (<u>care</u> / to / be / replicate / the / able) given by humans in hospitals.	
4	When it comes to AI, (<u>current</u> / one / is / the / zeitgeist) of great optimism for the future.	
5	A 'smart home' (<u>for</u> / concept / can / difficult / a / be) older people to understand.	
6	AI may soon be able to read our minds and (<u>thoughts</u> / us / to / our / categorise / according).	

Listening and note-taking focus

Lecturer's Stance

In order to really understand a topic, it is important to remember that a speaker will have their own **viewpoint and attitudes** towards the ideas they are presenting. This is called a **stance**.

Recognizing stance

A **stance** could be obvious, or less obvious. There are certain indicators:

Language choices

Word choice can be a clear indicator of stance.

Listen out for:

- *Positive and negative adjectives and nouns*
e.g. exciting/ worrying - success/ failure
- *Pronouns*
The use of we/ our indicates importance through relevance to us.
e.g. we have a responsibility, our future
- *Intensifiers and qualifiers*
These indicate degree of certainty.
e.g. It is clearly evident/ It is highly unlikely
- *Signposting language*
e.g. *On the one hand ... on the other hand ...*

Paralanguage

Facial expressions, body movement and tone of voice may indicate the emotion or attitude towards an idea.

- *Enthusiastic, serious, annoyed*
- may indicate a strong stance
- *Humorous, indifferent*
- may indicate less importance
- *Hesitant, careful*
- may indicate complexity of stance or idea

Listen to four brief extracts from today's lecture on AI. What do you think the lecturer's stance is in each instance? Use the guiding questions below to help you.

		Extract	Notes
What is the lecturer's stance on <i>robopsychology</i> ?	1	
	... whether a conscious AI is desirable?	2	
	... whether robot responses to emotions are human?	3	
	... progress in AI research?	4	



Listening to the lecture

Comprehension check – Main ideas

Use your notes to answer the questions below.

1. What is the difference between *strong* and *weak* AI?
2. How is the distinction between *strong* and *weak* AI changing?
3. How does AI currently learn?
4. What is the problem with the way AI currently learns?
5. How can progress be made in the way AI learns?
6. How have public perceptions of AI changed?

Comprehension check – Details

Use your notes to discuss how the examples below link to the main ideas mentioned in the lecture.

- a. washing machine
- b. AI's ability to recognize human emotions
- c. *robopsychology*
- d. medicine
- e. job losses



Class notes

Lesson 10.2 – GD skills: *Collaborative behaviour*



Language and skills focus

You are going to watch three short group discussion videos. As you watch, focus on each speaker's collaborative behaviour. After each video, discuss whether the score for each speaker is closer to a high pass, a low pass or a fail. Justify your choice.

Video 1	Score	Justification
John		
Robert		
Michaela		

Video 2	Score	Justification
John		
Robert		
Michaela		

Video 3	Score	Justification
Robert		
John		
Michaela		

Reflect on your group discussion in terms of your collaborative behaviour. Try to consider what you did well as well as what you need to improve.

		Yes	Maybe	No
My group	We used appropriate turn-taking.			
	Everyone spoke for an appropriate length of time.			
	We encouraged each other to contribute.			
	We used body language effectively.			
One thing that my group did particularly well was ...				
One thing that we could improve in the future is ...				

Lesson 11.2 – Review (2)



Group discussion reflection checklist

Use the table below to help you reflect on your performance in the group discussion practice.

		5 <i>Strongly agree</i>	4 <i>Agree</i>	3 <i>Neutral</i>	2 <i>Disagree</i>	1 <i>Strongly disagree</i>
My own performance						
1.	I used the 2min preparation time effectively.					
2.	I spoke loud enough for the other group members to be able to hear me clearly.					
3.	I used body language to show that I was listening when someone was speaking (e.g. nodding).					
4.	I was able to express my ideas on the topic and support them with explanations and examples.					
5.	I referred to information from sources (e.g. video lectures, reading) to support my ideas.					
6.	I interacted with others about their ideas (e.g. agree/disagree, ask follow-up questions, develop their ideas).					
7.	I knew how to pronounce the vocabulary related to the topic.					
8.	I used stress to highlight key words.					
My group's performance						
1.	We were focused on completing the task (i.e. timings, stages, staying on topic).					
2.	We made sure that everyone understood the task.					
3.	We brainstormed several ideas for the first part of the task.					
4.	We discussed each idea before moving on to the next one.					
5.	We agreed on 2-3 ideas before ranking them.					
6.	We ranked the ideas.					
7.	We justified the order of the ranking with explanations and examples.					
8.	We briefly summarised the discussion.					

Based on the above, what are the main areas that you could improve in your next group discussion practice?

Listening Portfolio Task 1

Watch the assigned video and take notes below.



Reflection on Listening Portfolio Task 1

Reflect on your performance on the Listening Portfolio Task 1. Use Gibbs's Reflective Cycle to help you.



Figure 1: Gibbs' reflective cycle

Description

Feelings

Evaluation

Analysis

Conclusion

Action plan



Listening Portfolio Task 1 – Feedback Form

			✓	Comments
Organisation	4	Information is clear and well-organised throughout.		
	3	Minor organisation issues/ lack of clarity.		
	2	Organised but could be improved for greater clarity.		
	1	Poor organisation/ lack of clarity throughout.		
Content	4	All required section headings and details are present and clear.		
	3	Required section headings/ details are missing/ unclear on 1-3 occasions.		
	2	Required section headings/ details are missing/ unclear on 3+ occasions, but at least half of the total number are present. <i>or</i> A significant amount of unnecessary information is present (e.g. inclusion of non-content language, such as ' <i>Now that we've looked at ... let's turn to...</i> ').		
	1	More than half of the required section headings/ details are missing/ unclear. <i>or</i> An entire section is missing.		
	0	No relevant content (e.g. wrong submission).		
			Overall score:	





Reflection on Listening Portfolio Task 2

Reflect on your performance on the Listening Portfolio Task 2. Use Gibbs's Reflective Cycle to help you.



Figure 1: Gibbs' reflective cycle

Description

Feelings

Evaluation

Analysis

Conclusion

Action plan



Listening Portfolio Task 2 – Feedback Form

			✓	Comments
Organisation	4	Information is clear and well-organised throughout.		
	3	Minor organisation issues/ lack of clarity.		
	2	Organised but could be improved for greater clarity.		
	1	Poor organisation/ lack of clarity throughout.		
Content	4	All required section headings and details are present and clear.		
	3	Required section headings/ details are missing/ unclear on 1-3 occasions.		
	2	Required section headings/ details are missing/ unclear on 3+ occasions, but at least half of the total number are present. <i>or</i> A significant amount of unnecessary information is present (e.g. inclusion of non-content language, such as <i>'Now that we've looked at ... let's turn to...'</i>).		
	1	More than half of the required section headings/ details are missing/ unclear. <i>or</i> An entire section is missing.		
	0	No relevant content (e.g. wrong submission).		
			Overall score:	



Reflection on Listening Portfolio Task 3

For Listening Portfolio Task 3, you were asked to submit a selection of lecture notes from your Content Modules. Reflect on your performance on the Listening Portfolio Task 3. Use Gibbs's Reflective Cycle to help you.



Figure 1: Gibbs' reflective cycle

Description

Feelings

Evaluation

Analysis

Conclusion

Action plan



**University of
Nottingham**

UK | CHINA | MALAYSIA

The University of Nottingham Ningbo

199 Taikang East Road

Ningbo, 315100

China

www.nottingham.edu.cn

+86 (0)574 8818 0000



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