

SG8002

English for the Medium of Instruction

Course Booklet for Students
2021-2022 Semester A

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City University of Hong Kong

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Course Outline

Overview

SG8002, English for the Medium of Instruction, is one of two courses to prepare students to assume teaching duties in English in their respective departments. Academic Regulation B1 of City University of Hong Kong states that “*Unless otherwise determined by Senate for a specific course, the medium of instruction and assessment at the University is English*” (Academic Regulations and Regulations Office). This course aims to help graduate students develop adequate language skills needed to provide various types of oral instruction in English to undergraduate students.

SG8002 takes a functional approach to language by focusing on some of the principle functions needed in teaching, including *definition and classification, comparison and contrast, process, and cause and effect*. These language functions are also necessary for addressing the assessable and observable outcomes in the Structure of Observed Learning Outcomes (SOLO) Taxonomy. The SOLO Taxonomy is fundamental to the Outcome Based Teaching and Learning approach which has been adopted by universities in Hong Kong, including CityU. The course also incorporates the characteristics of the Discovery-Enriched Curriculum by promoting the discovery of functional language, structure, and discourse features in authentic materials. The course engages students with a range of authentic materials to provide high-quality linguistic input in English and to move students towards adequate, comprehensible linguistic output of those functions in English for the Medium of Instruction.

Course Intended Learning Outcomes

Upon successful completion of this course, students will be able to provide various types of comprehensible oral instruction:

1	with adequate fluency in English;
2	with adequate grammatical precision and register appropriateness;
3	with adequate command of prosodic features of English;
4	with appropriate command of lexis and communicative functions necessary for teaching in their general discipline area;
5	with coherent, sustained academic discussion with their students on matters within their general discipline area.

Lesson Schedule

Lesson	Topics/activities
1	<ol style="list-style-type: none"> 1. Course and assessment introduction and information 2. Understanding the CILOs 3. Recognising and pronouncing International Phonetic Alphabet (IPA) symbols 4. Teacher's suggestions of high quality online resources & other tools for improving speaking and listening 5. Teaching Strategy 1: Simple Explanation Strategies 6. (2-3 min each) Teaching demonstrations in pairs using Explanation Strategies 7. Homework – become familiar with suggested online resources & tools 8. Register for OPTIMUS
2	<ol style="list-style-type: none"> 1. Brief revision of Lesson 1 (IPA; online tools; simple explanation strategies) 2. The importance of Word Stress (and related activities) 3. Teaching Strategy 2: Definition and Classification 4. Week 2 presentation skills: smiling, stress, hand gestures and signposting (as in You tube video: '<i>Learn biology: biodiversity definition</i>') 5. (2-3 min each) Teaching demonstration using Definition and Classification 6. Introduction to OPTIMUS website 7. Homework – complete homework form and reflection on OPTIMUS focusing on this week's (and other) presentation features
3	<ol style="list-style-type: none"> 1. Brief revision of Lesson 2 – (Word Stress, Definition and Classification; smiling, speaking clearly, hand gestures, signposting) 2. Sentence Stress, Rhythm & Intonation (and related activities) 3. Teaching Strategy 3: Comparison and Contrast 4. Week 3 presentation skills: Word and sentence stress; Chunking 5. (3-4 min each) Teaching demonstration using Comparison and Contrast 6. Submit Week 2 OPTIMUS homework form to teacher 7. Homework – complete homework form and reflection on OPTIMUS focusing OPTIMUS videos watched focusing on this week's (and other) presentation features

4	<ol style="list-style-type: none"> 1. Brief revision of Lesson 3 – (Sentence Stress, Rhythm & Intonation, chunking) 2. Teaching Strategy 4: Process (and related activities) 3. Week 4 presentation skills: Making eye contact while using chunking 4. More signposting practice 5. (4-5 min each) Teaching demonstration using Process 6. Explanation of Final Assessment and distribution of assessment materials 7. Submit Week 3 OPTIMUS homework form to teacher 8. Homework – complete reflection form on OPTIMUS videos watched focusing on this week's (and other) presentation features
5	<ol style="list-style-type: none"> 1. Brief revision of Lesson 4 main points (Process, Chunking, Eye Contact, Signposting) 2. Teaching Strategy 5: Cause and Effect 3. Week 5 presentation skills: Avoiding poor presentation/teaching habits (videos) 4. (5 min each) Teaching demonstration using Cause and Effect 5. Further explanation of Final Assessment; reminder of schedule for final assessment; teacher tips for success; teacher answers questions about final assessment. 6. Submit Week 4 OPTIMUS homework form to teacher 7. Homework – 1. Complete homework form and reflection on OPTIMUS videos watched focusing on this week's (and other) presentation features. 2. Prepare for final assessment using all that was taught in the course.
6. (Assessment)	<ol style="list-style-type: none"> 1. Submit assessment material to teacher 2. Submit Week 5 OPTIMUS homework form to teacher 3. Teach a 5-min mini-lesson (to be videoed)

Assessment

Students will be required to do a short teaching demonstration in English for the Medium of Instruction. Each student will be given a topic related to their discipline in advance and will need to prepare a 5-minute teaching demonstration. The assessment criteria are provided on the following page.

Assessment criteria

	Fluency	Grammatical & lexical accuracy	Pronunciation and intelligibility)	Organization & delivery	Language Functions
Pass	<ul style="list-style-type: none"> – generally smooth (or better) delivery (may occasionally be strained and/or tentative) – -generally natural (or better) – production of extended speech which may be proactive in nature – -few or no breakdowns 	<ul style="list-style-type: none"> – generally accurate use of grammatical structures and/or verb tenses (though either may be inaccurate at times) – -minor inaccuracies (or better) in vocabulary choices and/or word forms – -minor errors (or better) in production 	<ul style="list-style-type: none"> – generally accurate (or better) pronunciation – (does not generally put a strain on the listener) – generally accurate (or better) use of word stress – generally accurate (or better) use of sentence stress and rhythm – generally appropriate (or better) use of intonation – utterances are generally intelligible and clear (or better) 	<ul style="list-style-type: none"> – generally well-organized – adequate chunking of information – adequate eye contact, body language, posture, hand gestures, voice volume <p>adequate use of teaching strategies taught in the course</p>	<ul style="list-style-type: none"> – exhibits use of use language functions taught in the course (e.g., classification, explanation, signposting etc.)
Fail	<ul style="list-style-type: none"> – tentative delivery with frequent and extended self-corrections, hesitations and/or pauses – unnatural production of speech in short, disconnected utterances which may be reactive in nature – frequent breakdowns 	<ul style="list-style-type: none"> – frequent inaccurate use of grammatical structures and/or verb tenses – frequent inaccuracies in vocabulary choices and/or word forms – frequent and consistent errors in production 	<ul style="list-style-type: none"> – -frequent inaccurate pronunciation – (frequently puts a strain/heavy strain on the listener) – -generally inaccurate, little or no use of word stress – -generally inaccurate, little or no use of sentence stress and rhythm – generally inappropriate, little or no use of intonation – many utterances are unintelligible and/or unclear 	<ul style="list-style-type: none"> – generally disorganized – Inadequate chunking of information – Inadequate eye contact, body language, posture, hand gestures, voice volume – Little use of teaching strategies taught in the course 	<ul style="list-style-type: none"> - very limited use of use language functions taught in the course (e.g., classification, explanation, signposting etc.) <p>OR</p> <ul style="list-style-type: none"> - Inadequate use of language functions

Lesson 1: Course Introduction / IPA / Online Speaking Resources

Activity 1 (Slide 2)

Fill in the chart below while listening to your teacher.

Teacher's name	
Teacher's home country	

Activity 2 (Slide 4)

Listen to the teacher's explanation of the Course Intended Learning Outcomes (CILOs). What do the following words mean?

register	
prosodic features	
lexis	

Activity 3 (Slide 5 - or Page 5 above)

Look at Slide 5 and answer the following questions:

Questions	Answers
1. How many 'taught' lessons are there in this course?	
2. What must students do in Lesson 6?	
3. After which lesson should students register for 'OPTIMUS'?	
4. In which lesson will Definition and Classification be the main focus?	
5. In which lesson will Cause and Effect be the main focus?	
6. In which lesson will Process be the main focus?	
7. In which lesson will Comparison and Contrast be the main focus?	
8. In which lesson will Word Stress be taught?	
9. In which lesson will IPA be taught?	
10. In which lesson will Avoiding poor presentation / teaching habits be taught?	
11. In which lesson will the assessment materials be distributed to students?	
12. In which lesson will suggestions of high quality online resources be given?	

Intended Learning Outcomes for Lesson 1

Activity 4 (Slide 8)

Look at Slide 8 and complete the following ILOs:

By the end of Lesson 1, you should:

- a) _____ the Course Intended Learning Outcomes (CILOs)
- b) understand the course assessment and assessment _____
- c) become familiar with the _____ International Phonetic Alphabet (IPA) symbols
- d) locate and use _____ online resources for improvement of spoken English
- e) use explanation _____ to teach simple and abstract concepts

The course is designed to help students improve their English for the Medium of Instruction, by improving their pronunciation, stress, intonation, rhythm, listening, presentation skills, vocabulary and explanation strategies. Students will need to work independently and continually practise in these areas in the long term to be able to teach in English. Successful outcomes depend on students' commitment, persistence and continued hard work!

The international Phonetic alphabet (IPA) - Pronunciation of sounds

The International Phonetic Alphabet (IPA) is a set of symbols used to represent the individual sounds of spoken language. In English, there are 44 basic vowel and consonant sounds each represented by a different symbol, several of which you are already familiar. These symbols are used in modern dictionaries for English language learners so it is important to spend some time learning or revising each sound to ensure that you are pronouncing them accurately.

Activity 5 (Slide 13)

After listening to your teacher pronounce each sound, circle the sounds that are most difficult for you to pronounce or remember.

i: sheep	ɪ sh <u>i</u> p	ʊ b <u>oo</u> k	u: b <u>oo</u> t
e p <u>e</u> n	ə a <u>b</u> out	ɜ: g <u>i</u> rl	ɔ: b <u>a</u> ll
æ c <u>a</u> p	ʌ c <u>u</u> p	ɑ: h <u>ea</u> rt	ɒ c <u>lo</u> ck

Activity 6 (Slide 14)

Individual Vowel Sounds (Monophthongs). Write the words below under the correct IPA symbol:

i: s <u>ea</u> t _____	ɪ d <u>i</u> p _____	ʊ f <u>oo</u> t _____	u: p <u>oo</u> l _____
e b <u>e</u> d _____	ə w <u>a</u> ter _____	ɜ: t <u>u</u> rn _____	ɔ: r <u>e</u> port _____
æ b <u>a</u> d _____	ʌ sh <u>u</u> t _____	ɑ: ch <u>a</u> rm _____	ɒ h <u>o</u> t _____

<u>d</u> ee <u>p</u>	<u>b</u> ag	sh <u>i</u> rt	s <u>a</u> id	n <u>o</u> rth	cl <u>o</u> th
<u>p</u> u <u>l</u> l	<u>f</u> oo <u>d</u>	h <u>e</u> art	<u>t</u> on	mat <u>t</u> er	s <u>i</u> t

Activity 7 (Slide 15)

Individual Vowel Sounds (Monophthongs). Practise saying the sounds accurately:

/i:/ → /ɪ/		/ɪ/ → /i:/	
eat fish	meet Jim	lip cream	kiss me
feel ill	read this	till three	fit me

Activity 8 (Slide 16)

Individual Vowel Sounds (Monophthongs). Practise saying the sounds accurately:

/e/ → /æ/		/æ/ → /e/	
red flag	met Alice	add ten	bad pen
fell back	pen pal	Ann said	Marry Mary

Activity 9 (Slide 17)

Individual Vowel Sounds (Monophthongs). Write the words below under the correct IPA symbol

/u:/ as in ' <u>fo<u>o</u>l</u> ' is a long vowel sound. (The lips are rounded and pushed forward and the tongue pushed up and toward the back of the mouth.)		/ʊ/ as in ' <u>fu<u>l</u>l</u> ' is a slightly shorter sound. (The lips are not as rounded and the tongue is not as high at the back of the mouth.)	
fo<u>o</u>l		fu<u>l</u>l	
_____		_____	
_____		_____	
_____		_____	

<u>p</u> u <u>l</u> l	<u>p</u> oo <u>l</u>	<u>f</u> oo <u>d</u>	<u>f</u> oo <u>t</u>
<u>l</u> oo <u>k</u>	<u>L</u> uke	<u>s</u> hoo <u>t</u>	<u>s</u> hoo <u>l</u> d

Activity 10 (Slide 18)

Individual Vowel Sounds (Monophthongs). Practise saying the sounds accurately.

/u: / → /ʊ/	/ʊ/ → /u: /
Luke look! shoot foot	took tooth foot shoot
fool full tooth took	full fool Look Luke!

Activity 11 (Slide 19)

Individual Sounds: Vowels (Monophthongs). Circle the sound your teacher says:

	Choice A	Choice B
1.	i:	ɪ
2.	ʊ	u:
3.	e	ə
4.	ɜ:	ɔ:
5.	æ	ʌ
6.	ɑ:	ɒ

Activity 12 (Slide 20)

Individual Sounds: Vowels (Monophthongs). Circle the sound your partner says. Switch roles after.

	Choice A	Choice B
1.	i:	ɪ
2.	ʊ	u:
3.	e	ə
4.	ɜ:	ɔ:
5.	æ	ʌ
6.	a:	ɒ

Activity 13 (Slide 21)

Diphthongs: Two combined vowel Sounds. Practise saying the sounds accurately:

ɪə <u>ear</u> _____	eɪ <u>nail</u> _____	ʊə <u>poor</u> _____
ɔɪ <u>boy</u> _____	əʊ <u>nose</u> _____	eə <u>hair</u> _____
aɪ <u>eye</u> _____	aʊ <u>mouth</u> _____	

Activity 14 (Slide 22)

Diphthongs: Two combined vowel Sounds. Write the words below under the correct IPA symbol:

ɪə <u>ear</u> _____	eɪ <u>nail</u> _____	ʊə <u>poor</u> _____
ɔɪ <u>boy</u> _____	əʊ <u>nose</u> _____	eə <u>hair</u> _____
aɪ <u>eye</u> _____	aʊ <u>mouth</u> _____	

<u>share</u>	<u>choice</u>	<u>brain</u>	<u>year</u>
<u>smile</u>	<u>account</u>	<u>cure</u>	<u>bone</u>

Activity 15 (Slide 23)

Individual sounds: Consonants. Practise saying the sounds accurately, then circle any sounds that are difficult to pronounce or symbols which may be new or difficult to remember.

Consonants (Single sounds)

p <u>pen</u>	b <u>bed</u>	t <u>tin</u>	d <u>door</u>	tʃ <u>church</u>	dʒ <u>judge</u>	k <u>cat</u>	g <u>get</u>
f <u>fly</u>	v <u>view</u>	θ <u>thin</u>	ð <u>this</u>	s <u>sun</u>	z <u>zoo</u>	ʃ <u>shop</u>	ʒ <u>vision</u>
m <u>mouse</u>	n <u>nose</u>	ŋ <u>sing</u>	h <u>him</u>	l <u>letter</u>	r <u>rain</u>	w <u>win</u>	j <u>yes</u>

Activity 16 (Slide 24)

Complete the words in the headings.

What do you notice? Complete the headings for each column of the table below.

U _____ d Sounds	V _____ d Sounds
p	b
t	d
tʃ	dʒ
k	g
f	v
θ	ð
s	z
ʃ	ʒ

Activity 17 (Slide 25)

Practise the following:

INDIVIDUAL SOUNDS: CONSONANTS

Notice that the pairs above are 'partners'. (Each pair uses the same lip and tongue position.) The /v/, /z/, /ʃ/, /ʒ/, /θ/ and /ð/ sounds do not exist in many languages, so they can be difficult for some learners to pronounce.

/ v /	/ w /
<u>v</u> ery	<u>w</u> ary
<u>v</u> an	<u>w</u> an
ro <u>v</u> ing	ro <u>w</u> ing
groo <u>v</u> e	gre <u>w</u>

PRACTISE:

1. Groves of vine veered west along the villain's veranda.
2. Woollen vests for wailing wolves are worn in the vast woodlands.



Record yourself on your phone and listen for accuracy.

Activity 18 (Slide 26)

Practise the following:

INDIVIDUAL SOUNDS: CONSONANTS

/ v /	/ f /
<u>v</u> ery	<u>f</u> airy
lea <u>v</u> e	lea <u>f</u>
<u>o</u> f	<u>o</u> ff
hal <u>f</u>	hal <u>v</u> e

PRACTISE:

1. Vivacious Vivian vacuumed Vincent's very vivid vase.
2. Victoria vowed vengeance vociferously and vehemently.



Record yourself on your phone and listen for accuracy.

Activity 19 (Slide 27)

Practise the following:

INDIVIDUAL SOUNDS: CONSONANTS

/ʃ/	/z/
press <u>ure</u>	pleas <u>ure</u>
locat <u>ion</u>	equat <u>ion</u>
fish <u>er</u>	fiss <u>ure</u>
miss <u>ion</u>	vis <u>ion</u>

PRACTISE:

1. Casual clothes are provisional for leisurely trips across Asia.
2. His treasure was measured in non-visual pleasure.



Record yourself on your phone and listen for accuracy.

Activity 20 (Slide 28)

Practise the following:

INDIVIDUAL SOUNDS: CONSONANTS

/ θ /	/ f /
<u>th</u> ree	<u>f</u> ree
o <u>ath</u>	o <u>af</u>
tro <u>th</u>	trough <u>h</u>
<u>th</u> irst	<u>f</u> irst

PRACTISE:

1. Tom threw thirty three thousand thorny thistles.
2. Through three cheese trees three free fleas flew.



Record yourself on your phone and listen for accuracy.

Activity 21 (Slide 29)

Practise the following:

INDIVIDUAL SOUNDS: CONSONANTS

/ θ /	/ s /
<u>th</u> ink	<u>s</u> ink
tru <u>th</u>	tru <u>s</u> e
bypa <u>th</u>	bypa <u>s</u> s
fa <u>th</u>	fa <u>s</u> e

PRACTISE:

1. Thelma sells thick thistles near the theatre.
2. Cassie threw Cathy some thick math books.



Record yourself on your phone and listen for accuracy.

Activity 22 (Slide 30)

Practise the following:

INDIVIDUAL SOUNDS: CONSONANTS

/ z /	/ ð /
<u>z</u> en	th <u>en</u>
clo <u>z</u> ing	clo <u>th</u> ing
bree <u>z</u> e	breat <u>h</u> e
tea <u>z</u> ing	teeth <u>ing</u>

PRACTISE:

1. Zero leather, weathered leather. Zero leather, weathered leather.
2. Mr. Dithers goes hither and thither to lather his withering plants.



Record yourself on your phone and listen for accuracy.

Different Online Tools to help with English Pronunciation

Activity 23 (Slides 31-32)

Download and Use the 'Sounds Right' App



LEARNERS OF ENGLISH

Do you have difficulty with the sounds and pronunciation of the English language, or with understanding the symbols of the phonemic alphabet? With LearnEnglish Sounds Right on your phone or tablet you can practise anywhere and anytime. Just tap a sound and you will hear it. Tap the downward arrow sign and listen to three example words with that sound.

USING ONLINE DICTIONARIES TO HELP YOU SPEAK CLEARLY

- ◉ There are many online dictionaries, but not all are the same high quality. (Choose carefully as some may not offer accurate pronunciation.)
- ◉ Look at the features of one which does offer accurate pronunciation, like this one:

American: (Macmillan)

www.macmillandictionary.com/dictionary/british/pronunciation

British (Cambridge)

<http://dictionary.cambridge.org/>

Use these dictionaries regularly.

Activity 24 (Slides 33-36)

Use Online Dictionaries to help you Speak Clearly.

Please go to then use one of the following dictionaries...

American: (Macmillan Online Dictionary)

www.macmillandictionary.com/dictionary/british/pronunciation

British (Cambridge Online Dictionary)

<http://dictionary.cambridge.org/>

...to look up the following words. Then practise saying them with a partner.

inelasticity

isthmus

onomatopoeia

norepinephrine

anemone

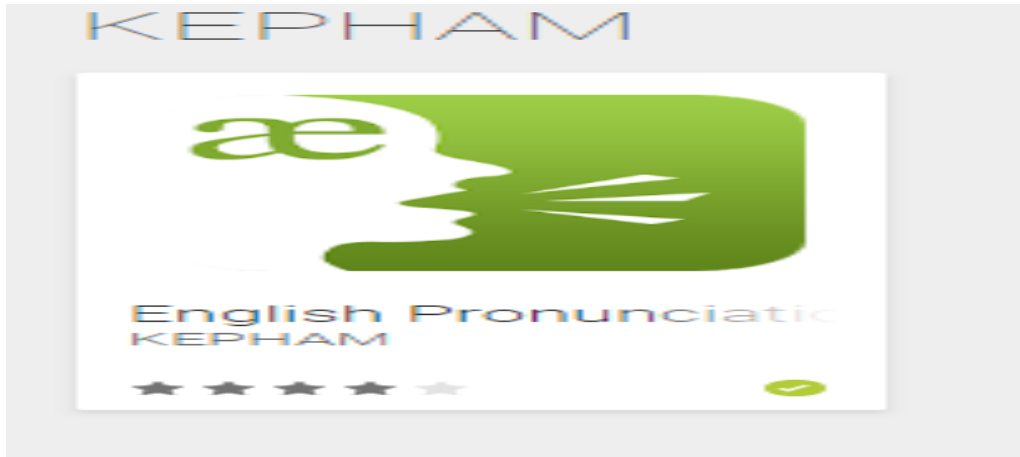
catastrophic

colonel

quinoa

literature

Download and Use the 'KEPHAM English Pronunciation' App.



<https://play.google.com/store/apps/developer?id=KEPHAM&hl=en>

Use the BBC Pronunciation Website: 'Tim's Pronunciation Workshop'



<http://www.bbc.co.uk/learningenglish/english/features/pronunciation>



Look through all of the above online tools and decide which ones or which parts of each are useful in helping you with your weakest areas. Try to improve those areas by using those tools regularly.

Teaching Strategies: Explanation Strategies (Slide 37)

Explanation strategies are ways to explain something such as an object, idea, etc. to someone who does not know what it is. Some things may require several explanation strategies. Effective teachers can use any number of explanation strategies to help their students understand an idea, object, etc. The list below contains explanation strategies and language that you can use when explaining things.

(Slides 38-40)

Explanation Strategies: Type and Language (1)

Type	Useful Language
1. name	1. Its called a ____
2. function	2. It' used to ____
3. process of using	3. To use it, first you ____, then ____
4. category / classification	4. It is a kind of ____
5. color	5. The color can be __ or ____ .
6. composition / material	6. It is made of ____
7. structure	7. It is square/ round/ flat/ cylindrical/etc.



Explanation Strategies: Type and Language (2)

Type	Useful Language
8. dimensions: weight, size, etc.	8. It's usually XX grams and XX cm
9. examples	9. An example is...
10. texture	10. The texture is smooth/ coarse/soft/etc.
11. origin / place of manufacture or production	11. It comes from ____
12. method of producing it	12. It is made under these conditions: ____
13. odor / scent	13. It has a scent like ____



Explanation Strategies: Type and Language (3)

Type

14. sound
15. taste
16. appearance
17. historical information
18. who uses it
19. effect produced
20. comparison / contrast

Useful Language

14. It makes a sound like ____
15. It tastes like ____
16. It looks like ____
17. It was invented by ____
18. Biologist/Engineers/Office Worker/Students/Parents/ etc. use it
19. The effect produced is ____
20. It is similar to X but different then Y

Activity 25 (Slide 41)

Explanation Strategies – Practice (1). Your partner is an alien who has just arrived on planet earth. Your alien partner is very curious and wants to know what different things are and what their function is. Use explanation strategies to explain the appearance, function, and abilities (etc.) of several items below. Help your alien partner feel more at home here on planet earth!



Activity 26 (Slide 43)

EXPLANATION STRATEGIES - PRACTICE (2)

Imagine your partner is a first time visitor to Planet Earth. Choose several of the following and teach what they are to your alien partner.

Objects

- Classroom projector
- Classroom visualizer
- Bunsen burner
- Driverless cars
- TV remote control
- I-pad
- Electric kettle
- Drone
- USB stick
- External hard drive
- Electric guitar

Activity 27 (Slide 44)

EXPLANATION STRATEGIES - PRACTICE (3)

Explaining Abstract Concepts

Imagine your partner is a first time visitor to Planet Earth. Choose several of the following and teach what they are to your alien partner.

- Evil
- Religion
- Time travel
- Beauty
- Time
- Freedom
- Hope
- Trust

Homework (Slide 45)

1. Go through the following apps and websites from today's lesson and practise sounds that are difficult for you:

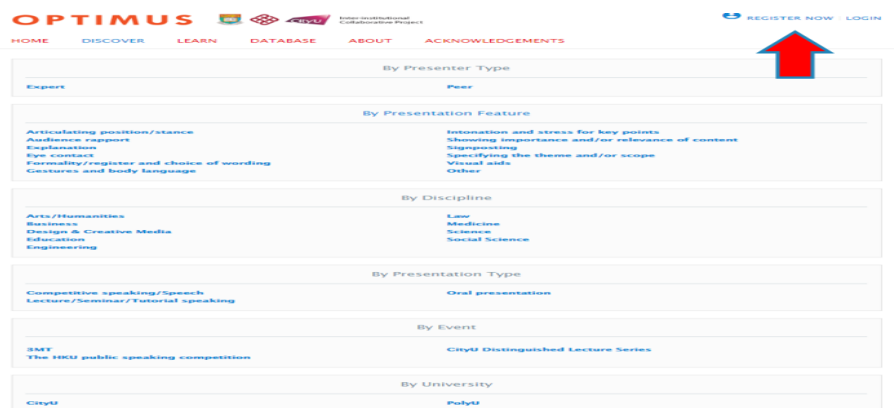
- [Sounds Right \(British Council\)](https://soundsright.org/)
- <https://learnenglish.britishcouncil.org/en/apps/learnenglish-sounds-right>
- <https://play.google.com/store/apps/developer?id=KEPHAM&hl=en>
- <http://www.bbc.co.uk/learningenglish/english/features/pronunciation>
- **Macmillan, Webster (American) or Oxford or Cambridge (British)** online dictionaries to pronounce new or difficult words accurately. Practise often! 😊

2. Register for a free **OPTIMUS (ONLINE PROJECT FOR THE IMPROVEMENT OF UNIVERSITY SPEAKING)** account:

OPTIMUS website:

<http://optimus.hku.hk/home/>

...select videos to watch and pay attention to each lecturers' good habits.



Lesson 2: Definition and Classification

Intended Learning Outcomes

Activity 1 (Slide 3)

Look at Slide 3 and complete the following ILOs:

By the end of Lesson 2, you should be able to:

- a) Understand the importance of _____
- b) Recognise different **word stress** _____
- c) Explain why _____ and _____ are important in teaching
- d) Identify and apply _____ **structures** for **Definition** and **Classification** in teaching
- e) Understand the importance of different presentation delivery techniques, including smiling, using word and sentence stress, using hand _____ and signposting
- f) Identify and apply Definition and Classification language for a brief teaching _____ with clear, correct, and appropriate spoken English
- g) Know what the **OPTIMUS** website is and be able to use it as a tool for speaking, listening and presentation improvement

Activity 2 (Slide 24)

Read Slide 24 and answer the following questions:

1. In what type of words does Word Stress occur?

2. Why is accurate Word Stress important?

Understanding Syllables

Activity 3 (Slides 25-26)

Understanding Syllables. Without using a dictionary, guess the number of syllables in each word below. Afterwards, listen to your teacher pronounce the words. How accurate were your guesses?

	My guess	Correct answer
examination		
geography		
psychological		
repetitive		
business		
history		
every		



The good news is that most of the time (except if you are taking an examination) you do not need to guess how many syllables are in a word, or which syllable is stressed. All of this information can be found in good online dictionaries, and in good old fashioned paper dictionaries, too!

If you look up any word in a high quality online dictionary, you can see its IPA spelling, the number of syllables it contains and where the stress should be. Use this tool regularly for words that are new, technical or difficult for you to pronounce.

For example, when looking up the word *academic* in a quality online dictionary (such as the Cambridge Online Dictionary), you can see the following:



We can see that the word *academic* has four syllables and that the third syllable is stressed.

Notice that the syllables are divided with the symbol [.] and that there is an **accent mark** ['] immediately before and above the stressed syllable *dem*. This symbol shows that *dem* is the stressed syllable. The accent mark always appears BEFORE and above the stressed syllable.

Activity 3a (Slide 27)

Use your smart phone to look up the following words in the Cambridge Online Dictionary. Write how many syllables each word has and which syllable is stressed. (e.g. 1st, 2nd, 3rd, etc.)

	Number of Syllables	Stressed Syllable
e.g. academic	4	3rd
likeable		
likeability		
specialist		
specialisation		
speciality		
politics		
politician		

Activity 3b (Slide 27)

Now practise saying each word with accurate Word Stress.

Common Stress Patterns

In the activity below, the big circle ● represents the stressed syllable and is pronounced as 'DEE'. The small circle ● represents the unstressed syllables and is pronounced as 'Da'.

Activity 4 (Slide 28)

Work with a partner or small group and put the words below into the correct box. (Write one word only in each box.)

intensification	derail	imperialism	automobile	syllable	
entrepreneur	anonymously	listen	engineering	interior	Cantonese
availability	component	architectural	smile	administration	

•	• •	• •	• • •
• • •	• • •	• • • •	• • • •
• • • •	• • • •	• • • • •	• • • • •
• • • • •	• • • • •	• • • • •	• • • • •

Tip! If you are not sure, look the words up in a good online dictionary on your smart phone.

Homework:

Use a good online dictionary to look up some of the words above that have different stress patterns such as *intensification*: The following is from the Cambridge Online Dictionary:

intensification

noun [U] **UK**  /ɪnˌten.sɪ.fɪˈkeɪ.ʃən/ **US**  /ɪnˌten.səˈfeɪ.ʃən/

Click on the speaker symbols in the online dictionary and listen carefully to the pronunciation and stressed syllables. Practise saying them repeatedly until you feel comfortable saying them.

More about Stressed Syllables

Stressed syllables:

- are higher sounding than unstressed syllables
- are longer
- are louder
- have a full, clear vowel sound



(Slide 31)

Unstressed Syllables



'For every action there is an equal and opposite reaction.' (Isaac Newton)

In English, if one syllable in a word is stressed, there is always an 'equal and opposite reaction' on the other unstressed syllables. As you can see, the 'reaction' is that one or more of the unstressed syllables is 'reduced' to / ə /. For this reason, / ə / (called *schwa*) is the most common sound in the English language. (Note: *Schwa* is never stressed.)

Let's Practise!

Activity 5 (Slide 31)

Underline the unstressed syllable(s) containing a monophthong that is reduced to schwa in the following words, then practise saying each word with correct stress and pronunciation.

wa.ter	in.to.na.tion	pi.zza	ma.tter	te.le.phone
di.sas.ter	fu.ture	won.der.ful	per.son.al	a.part

Activity 6 (Slide 31)

Many English names also contain unstressed syllables that are reduced to schwa. Underline the syllable in each name that is reduced to schwa then practise saying each name with correct stress and pronunciation.

Pe.ter	De.rek	Ow.en	Sam.son	Fi.o.na	Ste.la
Vin.cent	Tho.mas	Mar.cus	Lu.cas	Li.am	Li.sa

Affixation and Word Stress

(Slide 32)

How Suffixes Affect Word Stress

What are suffixes?

Suffixes are groups of letters with meaning that are added to the **end** of a word to make a new word or word form, e.g. joy + **ful**. There are many suffixes in English, but some common ones are:

-ed, -ing, -ness, -sion, -tion, -ment, -cian, -al, -er, -est, -ic, -ful, -ly and -fully

Suffixes **may** or **may not** affect the stress of a word. The following suffixes **MAY NOT AFFECT** the stress of the word:

-ist -ism -ish -ful -ive -ment -ise/ize -less

(Slide 32 Continued)

Activity 6 (Slide 32)

Practise saying each word below (from left to right). Notice how the stress does not change with the addition of these suffixes.

Root word	Root word + suffix
capital	capitalist
commune	communism
child	childish
help	helpful
response	responsive
govern	government
real	realise / realize
careful	careless

(If you are unsure which syllable to stress, look them up in a good online dictionary.)

The following suffixes **MAY AFFECT** the stress of the word:

-eous -ic -ity -tion

Activity 7 (Slide 33)

Practise saying each word below (from left to right). Notice how the stress does change with the addition of a suffix. (The stressed syllable is underlined and in bold below.)

Root word	Root word + suffix
instant	instant <u>aneous</u>
courage	cour <u>ageous</u>
error	err <u>oneous</u>
science	scient <u>ific</u>
specify	spec <u>ific</u>
acid	ac <u>idity</u>
hostile	host <u>ility</u>
pronounce	pronunci <u>ation</u>
communicate	communic <u>ation</u>

Activity 8 (Slide 33)

Complete the rule: When a word uses *-eous, -ic, -ity, -tion*, the stress is on the syllable immediately _____ the suffix.

The following suffixes **ARE STRESSED**:

-ee -eer -ese -arily

Activity 9a (Slide 34)

Practise saying each word below (from left to right). Notice how the suffix is stressed.

Root word	Root word + suffix
employ	employ ee
train	train ee
voluntary	volun teer
engine	engine er
Canton	Canton ese
Japan	Japan ese
moment	momentar ily
second	secondar ily

Activity 9b (Slide 34)

Complete the following summary of the following key points.

- Some suffixes do not _____ stress
- Some suffixes move stress to the syllable _____ the suffix
- Some suffixes are _____



Tip! Do not be too 'stressed' if you cannot remember how each suffix affects word stress. With more practice and experience, you will become more aware of each type of word and notice that, for example, *employee*, *trainee* and *interviewee* have similar stress patterns. Keep revising and practising!

Words with Shifting Stress

Activity 10a (Slide 35)

Pronounce each two-syllable word in the box below two times. The first time stress the first syllable and the second time stress the second syllable.

record	export	conflict	content
second	import	convert	present
contract	produce	subject	rebel
contrast	object	permit	protest

Activity 10b (Slide 35)

1. What do the words with the first syllable have in common? They are _____.
2. What do the words with the second syllable have in common? They are _____.

Activity 11a (Slide 36)

Underline the syllable that should be stressed in each of the two-syllable words in bold below.

1. Many people **object** to Britain's involvement in the war.
2. The **object** of the game is to put the ball in the net.
3. There is a huge **contrast** between attitudes in the north and in the south.
4. A compare and **contrast** essay should explain how something is the same or different.
5. It is not easy to **produce** a full feature Hollywood film.
6. The Red Cross is helping to bring fresh **produce** to those in need.
7. He joined the **protest** march to **protest** the lack of human rights given by the government.
8. The police will not **permit** anyone to enter who does not possess a **permit**.
9. The musician will **record** a **record** number of songs by the end of this year.
10. We hope everyone will **convert** to 'going green'. Become a **convert** today!

Activity 11b (Slide 36)

Practise saying each sentence above carefully with correct pronunciation and stress.

Activity 12 (Slide 37)

Guess which syllable is stressed in each of the following words. Then listen to your teacher say them and see if you are correct. Circle the stressed syllable.

1. en tre pre neur

2. a bo min a ble

3. de for es ta tion

4. lack a dai si cal

|

5. ther mo si pho ning

6. per son i fi ca tion

7. in de fa ti ga ble

8. dis con tin u i ty

9. an ti dis e sta blish men tar i an i sm

Teaching Strategies: Definition and Classification – Consumer Price Index (CPI)

Activity 13 (Slides 39-41)

Watch and listen to the video and try to catch the main ideas. Take notes as you listen.

https://www.youtube.com/watch?v=5nQPm_dilzQ

1. What is the Consumer Price Index (CPI)?
2. What does it measure?
3. Why should people care about CPI?
4. What is CPI often mistaken for?
5. a. How many major groups are covered by CPI?

b. What are they? (Try to catch as many as possible.)

a.	b.	c.	d.
e.	f.	g.	h.
i.	j.	k.	l.

6. Who uses CPI?
7. How do consumers view CPI?

Activity 14 (Slides 42)

What does 'signposting' in presentations, lecturing and teaching provide?

Activity 15 (Slides 43-46)

What is the overall structure of the speaker's presentation? What are the different parts?

VIDEO 1 - DEFINITION AND CLASSIFICATION: CONSUMER PRICE INDEX (CPI)



https://www.youtube.com/watch?v=5nQPm_dilzQ

CPI is defined by the Bureau of Labor Statistics as a measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services. Now, what does that mean? That means, that it measures how much, more or less, you pay for things you buy as an urban consumer. Now why should you care? CPI is usually used as an inflation measurement. This figure is often used to adjust social security payments or adjust income levels for eligibility for government assistance. CPI is also used to adjust our nation's tax brackets to hopefully prevent increases in tax rates due to inflation. CPI is not a cost-of-living index, however, as it is often mistaken for. The cost of living index would need to go far beyond the scope of the information provided in the CPI data. There are eight major groups that CPI covers: food and beverages; housing; apparel; transportation; medical care; recreation; education and communication; and other goods and services, such as tobacco products, haircuts, etc. CPI is used by many industry analysts and professionals in a wide variety of ways. But for many consumers, it is viewed as a measurement of how our economy is doing. As well as seeing or not seeing a change in their social security income, military income, civil service, retirement income, or many other income adjustments. For more video educational material, news, information, or resources, please visit our website at www.millionairecorner.com. Thanks for watching.

Activity 16 (Slides 47-50)

What is the overall structure of the speaker's presentation? What are the different parts?

VIDEO 2: DEFINITION AND CLASSIFICATION

Watch this **Definition** and **Classification** video...

<https://www.youtube.com/watch?v=EPfzJ9qaPcw>



...and think about the structure and language of the talk.

Activity 17 (Slides 47-50) (continued)

Hi. My name is Mary Poffenroth. I'm an adjunct professor of Biology and today we are going to talk about biodiversity. First let's start by breaking up the word. Now, the first part, bio. That means life. The second part, diversity, that means differences. So think about the diversity in humans, how we'll all very different. Now if you put those two words together you're talking about the differences of life. Now high biodiversity, or having lots of biodiversity, is always a good thing. Let's talk about the three different types of biodiversity. We're going to go from smallest to largest. First, genetic diversity. Genetic diversity is important within a species or a population because that's going to give that species the greatest chance of survival. When you have high genetic diversity, you're just going to have more genes in that gene pool available to deal with environmental changes. Now let's move to the middle one, species diversity. Now species diversity is going to be the different types of species you have in an ecosystem. However, you're talking about, let's say, a tropical rain forest, you're going to have huge, high species diversity. That means that ecosystem is doing well. But, even if you talk about a desert that diversity is going to be a little bit lower but you still want high species diversity that's relative to that desert. And lastly, our largest type of biodiversity is ecosystem diversity. On the planet you want lots of different types of ecosystems. You don't want just one ecosystem, let's say, all grasslands. That would only support grassland species. So by having lots of different types of ecosystems you can support lots of different types of organisms. On our planet we have so many different types of ecosystems. Tropical rainforests. We have deciduous forests. We have tundra. And all of those different types of ecosystems help to make sure that our planet stays nice and healthy. Thanks for watching. And if you want to learn more about this subject, click on the link below. Or if you want to learn more biology, feel free to click on any of the links around me. And please, raise comments and subscribe to this channel. Or maybe, if you have ideas for more videos, send us an email, a request at mahalo.com. Thanks for learning.

Activity 18 (Slides 52-53)

What are four effective presentation / teaching / lecture techniques taught in today's lesson?

1. _____
2. _____
3. _____
4. _____

Activity 19 (Slide 54)

Your mini Definition and Classification lesson

PLAN AND DELIVER A 2-MINUTE DEFINITION AND CLASSIFICATION MINI-LESSON

Think of a topic or concept which you are likely to teach to undergraduate Year One students in a course offered by your department here at CityU. Plan a 2-minute mini-lesson.

Step 1: plan the lesson (~10 min)

- Choose a concept from your department
- Think about how to define and classify that concept
- Use appropriate language for **definition** and **classification** from today's lesson
- Select other vocabulary needed to explain the concept
- Structure your explanation appropriately using **definition** and **classification**
- Make brief notes of what you will say (don't write full sentences!)

Step 2: When you teach your ~2 min lesson, remember to:

- Smile 😊
- Use accurate **pronunciation**
- Use accurate **word** and **sentence stress** (stress of key words in the sentence)
- Use **NATURAL hand gestures**
- Use **signposting**

Change roles with your partner.

LESSON NOTES:

Concept to be taught:

Definition(s):

Classifications:

Don't forget to include to use signposting and other effective presentation delivery techniques.

HOMEWORK – OPTIMUS (Slide 55)

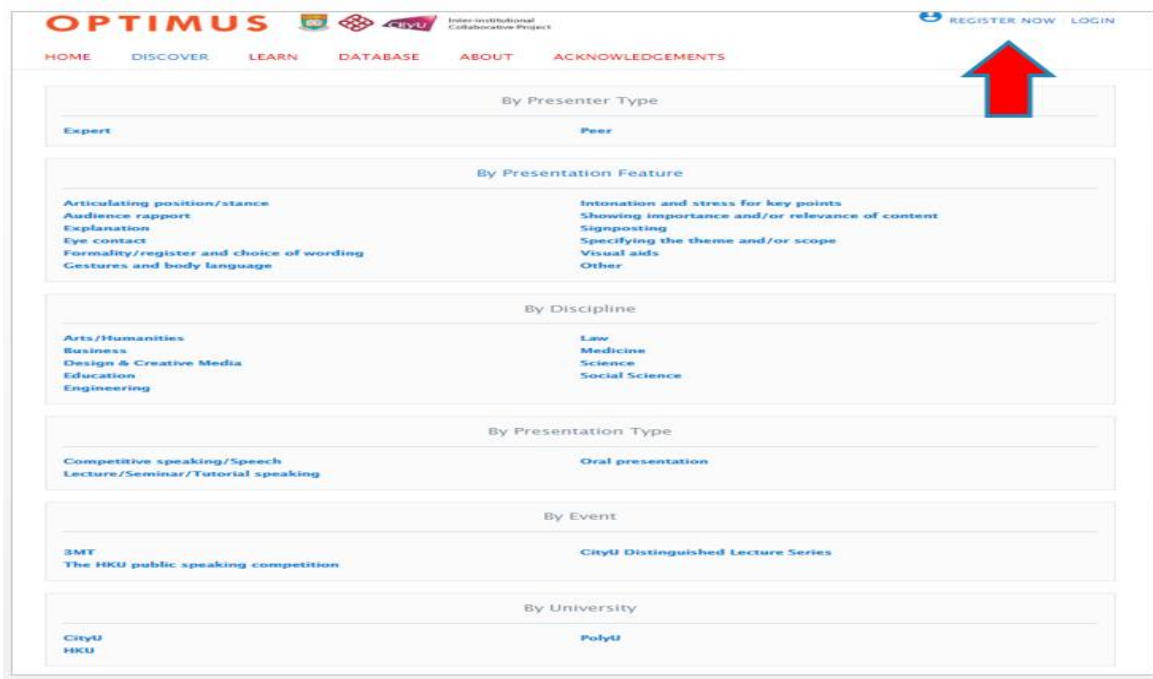
As an SG8002 student, you are expected to complete **one hour** of Independent Learning in OPTIMUS each week to improve your speaking (pronunciation, word stress, sentence stress, and intonation), listening, and vocabulary and presentation skills to prepare to teach undergraduate students in English. To do this, you will need to register for the OPTIMUS website (above) and complete the form on the next page in Weeks 2, 3, 4 and 5. You will need to submit your completed reflection forms to your teacher in Lesson 6 (during your assessment time).

Instructions: How to register for OPTIMUS

1. Go to the following website: <http://optimus.hku.hk/discover>
2. Click on 'Discover':



3. Click on 'Register now' and create a user name and password. Remember these.



4. Select different 'Presentation Features' to focus and work on each week.



By Presentation Feature	
Articulating position/stance	Intonation and stress for key points
Audience rapport	Showing importance and/or relevance of content
Explanation	Signposting
Eye contact	Specifying the theme and/or scope
Formality/register and choice of wording	Visual aids
Gestures and body language	Other



Homework: OPTIMUS Reflection Form – Lesson 2 <http://optimus.hku.hk/discover>

1. Which of the following OPTIMUS presentation features did you focus on this week? (Circle them.)

Articulating position/stance	Eye contact	Intonation and stress for key points	Specifying the theme and/or scope
Audience rapport	Formality/register and choice of wording	Showing importance and/or relevance of content	Visual aids
Explanation	Gestures and body language	Signposting	Other

2. Why did you choose these features? What were you hoping to learn / improve?

3. What have you learned or noticed from watching other lecturers use the features?

4. How do you feel about your own ability to use these features effectively at present?

5. What do you think you need to do to become an expert at using these features well yourself when you teach CityU undergraduate students?

6. Which lecturers that you watched impressed you most? Why? Explain in detail.

7. Which presentation features do you think you will focus on next week? Why will you focus on them?

8. Other thoughts or reflections about how to further improve your English speaking ability / pronunciation / ability to use accurate stress / intonation / effective presentation skills:

(Submit this completed form to your teacher in Lesson 3.)

Lesson 3: Comparison and Contrast

Intended Learning Outcomes

Activity 1 (Slide 24)

Look at Slide 24 and complete the following ILOs:

By the end of today's class, you should be able to:

- a. understand the importance of _____ stress and _____ in speaking and teaching
- b. understand and apply the concept of _____ to teaching
- c. explain why Comparison and _____ are important in teaching
- d. use a Comparison and Contrast _____ in a brief lesson with clear, correct and appropriate spoken English
- e. use proper pronunciation, word and sentence stress, _____ and intonation in a brief lesson
- f. include presentation _____ techniques learned in Lesson 2 (smiling, word and sentence stress, hand gestures and signposting) in a brief lesson

Sentence Stress

Activity 2 (Slide 26)

Look at the following sentences. Which words should you stress? Say the sentences and snap your fingers on the stressed words with a regular beat. Highlight or underline the stressed syllables.

- He's been offered a job.
- We're sorry we're late. We've been at a party.
- I haven't heard from Tom for a while.
- I'm sure he could have found a better one than that.

Activity 3 (Slide 28)

Underline the key syllable of each word in the passage below while reading it aloud. Try to make the stressed words stand out from the others. What happens to the words you didn't stress?

I don't need to stress every word when I speak. I only need to pronounce the key words right to get my meaning across. What I don't emphasize becomes much shorter, quicker, and quieter. Already, I can begin to feel I'm speaking English better.

Activity 4 (Slide 31)

Contrastive Stress. Practise the following dialogues with a partner. Think about where to put the stress.

1. A. You live in Kowloon Tong, don't you?
B. No I work in Kowloon Tong.
2. A. Are you Japanese?
B. No, I'm Chinese.
3. A. Your address is Flat 2B, 36 Nathan Road, right?
B. No, it's Flat 2C, 236 Nathan Road.
4. A. Your address is Flat 2B, 36 Nathan Road, right?
B. No, it's Flat 2B, 56 Nathan Road.

Activity 5 (Slide 32)

Contrastive Stress. Read the conversation below and decide which word(s) in each line should be stressed. (The stressed words in the first 3 lines have been done already.)

Dave: I bought a really interesting book last week.

Andy: Last night?

Dave: No, last week. It's about climate change.

Andy: Who wrote it?

Dave: Al Gore.

Andy: *Oh, she's great.*

Dave: *You mean he, don't you?*

Andy: *Oh. Sorry. What does he say?*

Dave: *He says climate change is your fault!*

Andy: *My fault?!*

Dave: *Well, you do drive a big car, don't you?*

Andy: *Don't you?*

Dave: *No, I sold mine.*

Andy: *Well, I'll never sell mine. It's too comfortable.*

Dave: *Maybe you think that's important, But I think the environment is more important.*

Andy: *The environment is important. But if you ask me, comfort is the most important.*

Dave: *You're terrible!*

Andy: *No, you are!*

Activity 6 (Slide 34)

Intonation. Complete the following:

‘Intonation is the _____ or _____ tone at the _____ of a sentence or question.’

Activity 7 (Slides 35-36)

Listen to the stress, rhythm, and intonation of this poem. Now you try it.

My name is Yon Yonson
I come from Wisconsin
I work in a lumber yard there
Everyone that I meet
When I walk down the street
Says "Hello! What's your name?"
And I say: (pause)
My name is Yon Yonson...

(Repeat again and again)

Activity 8 (Slides 38-39)

Read the following limerick aloud. Think about which words to stress and whether each line has rising or falling intonation. Practise saying it with accurate sentence stress, rhythm and intonation.

There was an odd fellow named Gus
When travelling he made such a fuss
He was banned from the train
Not allowed on a plane
And now travels only by bus

Activity 9 (Slides 40-41)

Read the following limerick aloud. Think about which words to stress and whether each line has rising or falling intonation. Practise saying it with accurate sentence stress, rhythm and intonation.

My neighbor came over to say
Although not in a neighborly way
That he'd knock me around
If I didn't stop the sound
Of the rock n' roll music I play

Activity 10a (Slide 42)

Using Intonation to Present Items in a List. Practise saying the following with correct intonation:

- Today we'll practise **sentence stress** ↗, **intonation** ↗ and **chunking** ↘.
- Today we'll look at **sentence stress** ↗, **intonation** ↗ **chunking** and **eye contact** ↘.
- Today we'll look at **sentence stress** ↗, **intonation** ↗ **chunking** ↗ and **eye contact** ↘.

Activity 10b (Slide 42)

Complete the rule about intonation when presenting lists:

'When presenting a list in English, all items in the list will have rising intonation except the _____ one, which will _____.'

Activity 11a (Slide 43)

Make lists of the following. Make sure there are the correct number of items in each list.

	Your lists
Items you need to buy (3)	
Countries you hope to visit (4)	
Things you must do this week (5)	

Activity 11b (Slide 43)

Make lists of the following. Practise presenting the items in your lists with appropriate stress and intonation. (Be prepared to present your lists to the class with proper intonation according to the rule about presenting items in a list.)

Activity 12 (Slide 44)

Using Intonation when presenting lists. Add appropriate signposting to each of the sentences then draw arrows (↗ ↘) at the end of each line to show whether the intonation rises or falls.

First, we'll practise using sentence stress ____
_____, we'll practise using intonation ____
_____, we'll work on presenting with body language and hand gestures ____
_____, we'll practise using eye contact ____
_____, we'll work on using chunking ____
And finally, _____we'll practise putting them all together. ____.

Then

Next

After that

When that's done

Activity 13a (Slide 45)

What intonation would you use for the following types? Draw arrows to show the direction of the USUAL intonation at the end of each type of question.

Wh- Questions	Yes/No Questions
Who are you talking to? ____	Have you ever been to Macau? ____
What did you do last night? ____	May I borrow your iPad? ____
Why didn't you answer the phone? ____	Do you like this course? ____
How are you? ____	Have you ever eaten sushi? ____
When does class begin? ____	Are you over eighteen years of age? ____
Where are my keys? ____	Have you been to Japan? ____

Activity 13b (Slide 45)

Complete the following:

- We usually (but not always) use a _____ pitch for **wh**- information questions that you **can't** answer 'yes' or 'no'.
- We usually (but not always) use a _____ pitch for a question to which you **can** answer 'yes' or 'no'.

Activity 14 (Slide 46)

Use up or down arrows (↗ ↘) to mark the appropriate intonation at the end of the following questions.

'So why give an oral presentation ____? Why not simply provide a report ____? Why not simply write a paper ____? Is there something which an oral presentation can do which a written report cannot ____? '

(Slides 47-48) Chunking

Presenting information to an audience is similar to feeding a baby. It should be done **gradually** so that the 'food', or information, is received comfortably. If information is given too quickly, the audience cannot 'digest' it easily, which may cause confusion or problems in understanding what you are talking about. Using **chunking** in your presentation can prevent this problem.

Look at the following famous line from William Shakespeare's play, *Hamlet*.

'To be or not to be; that is the question.'

Where would you naturally pause when delivering this sentence?

Activity 15 (Slide 48)

Chunking. Add the breaks [/] below then try saying them with appropriate word stress and chunking:

*'To be or not to be; that is the question.'

* 'To be or not to be; that is the question.'

* 'To be or not to be; that is the question.'

Activity 16 (Slides 49-50)

Chunking. Practise saying these well-known English proverbs with a partner using chunking:

- Decide where the pauses [/] should be
- Decide which word in each chunk should be stressed
- Use appropriate intonation

Activity 17 (Slides 49-50)

Chunking. Practise with well-known English proverbs. Add the breaks [/] below then try saying them with appropriate word stress and chunking:

-‘Two wrongs don’t make a right.’

-‘The pen is mightier than the sword.’

-‘When in Rome do as the Romans.’

-‘People who live in glass houses should not throw stones.’

Activity 18 (Slide 52)

Chunking. Try saying the paragraph below with a partner using appropriate word stress and chunking: Stress the words in bold.

‘**CPI** is defined / by the **Bureau of Labor Statistics** / as a **measure** / of the **average change** over **time** / in the **prices paid** by **urban consumers** / for a **market basket** / of consumer **goods** and **services**. / **Now**, / what does that **mean**? / **That** means, / that it **measures** how **much**, / **more** or **less**, / you **pay** for **things** you **buy** / as an **urban consumer**.’

Teaching Strategies: Comparison vs Contrast

Activity 19 (Slide 54)

Choose 2 or 3 of the following and compare and contrast them with your partner. Then switch roles.

- Apples vs oranges
- Pens vs pencils
- Piano vs guitar
- Shopping in stores vs online shopping
- Cantonese vs Sichuan food
- Tea vs coffee

Activity 20 (Slides 55-57)

What do you know about fission and fusion?

While listening to the video about fission and fusion, fill out the similarities and differences in the following chart:

https://www.youtube.com/watch?v=3rn339v_Q-w

Similarities	Differences	
	Features of Fission	Features of Fusion

Activity 21a (Slide 58)

Chunking. Use [/] marks to add chunking to the first several lines of the script where you think appropriate.

https://www.youtube.com/watch?v=3rn339v_Q-w

‘Fusion and fission are cousins. The yin and yang of nuclear physics. Both turn matter into energy using the most famous equation in all of science: $E=MC^2$. The equation tells us that matter can turn into energy and when it does it gets multiplied by the speed of light² - a very big number.’

Activity 21b (Slide 59)

Chunking. Now look at the teacher's version. Try saying the paragraph below with a partner using appropriate word stress and chunking: Stress the words in bold.

'Fusion / and fission / are cousins. / The yin and yang / of nuclear physics. / Both / turn matter into energy / using the most famous equation / in all of science: / $E=MC^2$. / The equation / tells us / that matter / can turn into energy / and when it does / it gets multiplied / by the speed of light² / - a very big number.'

Slide 61 - Prepare and 'Teach' Your Own Compare and Contrast Mini-lesson.

Prepare a 3-minute Compare and Contrast mini-lesson for a partner. You may choose 2 similar but easily confused concepts from your own discipline (e.g. fission vs fusion). You may instead compare and contrast the research of two similar but different famous researchers in your field of study (e.g. Einstein vs Newton).

Be sure to:

- Make notes of what you will say (not full sentences).
- Organize your talk with a logical compare and contrast structure.
- **Smile, use natural hand gestures and chunking.**
- Teach it to your partner with proper **pronunciation, word stress, sentence stress, intonation.**
- Change roles with your partner afterwards.

LESSON NOTES:

Compare and Contrast concept to be taught:

Don't forget to include to use signposting and other effective presentation delivery techniques.

Homework:

- Do at least **one hour** of **OPTIMUS** work; refer to and complete the OPTIMUS homework reflection form on pp 34-36 in Course Booklet, Lesson 2. <http://optimus.hku.hk/discover> **(Compulsory)**
- Refer to the recommended on-line sites and apps from Lesson 1 for pronunciation and stress and do more practice.
- Record or video yourself a few times teaching a simple concept with **definition** and **classification** from your discipline with the strategies you have learned today and last week. Critically analyze your recordings/videos and look for ways to improve them.
-

Homework: OPTIMUS Reflection Form – Lesson 3 <http://optimus.hku.hk/discover>

1. Which of the following OPTIMUS presentation features did you focus on this week? (Circle them.)

Articulating position/stance	Eye contact	Intonation and stress for key points	Specifying the theme and/or scope
Audience rapport	Formality/register and choice of wording	Showing importance and/or relevance of content	Visual aids
Explanation	Gestures and body language	Signposting	Other

2. Why did you choose these features? What were you hoping to learn / improve?

3. What have you learned or noticed from watching other lecturers use the features?

4. How do you feel about your own ability to use these features effectively at present?

5. What do you think you need to do to become an expert at using these features well yourself when you teach CityU undergraduate students?

6. Which lecturers that you watched impressed you most? Why? Explain in detail.

7. Which presentation features do you think you will focus on next week? Why will you focus on them?

[illegible]

(Submit this completed form to your teacher in Lesson 4.)

Lesson 4: Process

Intended Learning Outcomes

Activity 1 (Slide 32)

Look at Slide 32 and complete the following ILOs:

By the end of today's class, you should be able to:

- a. understand what a _____ is and why it is important in teaching
- b. give 'live' step by step _____ with a partner in English on how to make a simple generator
- c. _____ common processes in different fields
- d. use _____ when introducing different steps in a process
- e. identify and apply active and _____ voice when giving step by step instructions
- f. apply _____ to a process lesson
- g. prepare a 4-minute lesson using proper pronunciation, word and sentence stress, rhythm and _____
- h. use effective _____ delivery techniques, including smiling, word and sentence stress, hand gestures and signposting

Teaching Strategies: Process Signposting Language

Activity 2 (Slide 33)

Answer the following questions.

1. What is important to show when talking about a process? _____
2. This should show that _____ is passing.
3. In some stages, more than one _____ may take place.

Activity 3a (Slide 34)

Study the following process signpost words:

- First...
- Then...
- Next...
- After that...
- When/once that is done/finished/complete...
- Finally...

Activity 3b (Slide 34)

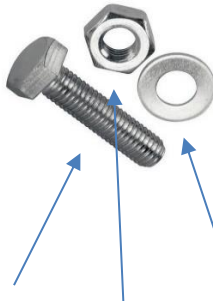
You will watch a video of a process and need to explain each step of the process while the video is playing. To do this, you will need to know the following vocabulary items (nouns). Look at the PowerPoint and label the following items with the words in the box below.

















Glue gun

WD40 Cap

Small generator

Soldering Iron

Bolt

Washer

Miniature light bulb

Nut

Rubber band

Ruler

https://www.youtube.com/watch?v=GbehKJO8Q_U

Activity 3c (Slide 35)

You will watch a video of a process and need to explain each step of the process while the video is playing. To do this, you will need to know the following verbs (in bold below). Study the following verbs:

Verbs Needed to Explain this Process

- **drill** a hole in the ____ (n) ____
- **apply** (glue) to the ____ (n) ____
- **attach / fasten** ____ (n) ____ to the ____ (n) ____
- **cut / snip** ____ (n) ____ into (one inch) pieces
- **set / place** ____ (n) ____ on the ____ (n) ____
- **spin** the ____ (n) ____
- **melt / drill** a hole in the ____ (n) ____
- **attach** the ____ (n) ____ to the ____ (n) ____
- **tighten** the ____ (n) ____
- **remove** the ____ (n) ____
- **cut** the ____ (n) ____
- **solder** the ____ (n) ____
- **turn** the ____ (n) ____

Activity 3d (Slide 35)

With a partner, take turns explaining all of the steps of the video while it plays ('live') using the vocabulary in Activities A and B. Remember to use signposting to introduce each step.

SECOND VIEWING: EXPLAIN ALL STEPS OF THE PROCESS

Now, with a partner, take turns describing each step of the process 'live' while the video plays a second time using the vocabulary (nouns and verbs) you studied (below) and any other vocabulary you may need...

Study the following:



https://www.youtube.com/watch?v=GbehKJO8Q_U

Verbs Needed to Explain this Process

- drill a hole in the ____ (n) ____
- apply (glue) to the ____ (n) ____
- attach / fasten ____ (n) ____ to the ____ (n) ____
- cut / snip ____ (n) ____ into (one inch) pieces
- set / place ____ (n) ____ on the ____ (n) ____
- spin the ____ (n) ____
- melt / drill a hole in the ____ (n) ____
- attach the ____ (n) ____ to the ____ (n) ____
- tighten the ____ (n) ____
- remove the ____ (n) ____
- cut the ____ (n) ____
- solder the ____ (n) ____
- turn the ____ (n) ____

Remember to use signposting to introduce each step of the process :

First,... Then..., After that,... When that is done,... Next,... Finally,...

https://www.youtube.com/watch?v=GbehKJO8Q_U

Activity 4 (Slide 38)

Answer the following question:

What is emphasized in **active** voice? _____

Activity 5 (Slide 39)

Read the following and guess what the task is.

This task is usually carried out several times a day. The process is simple but time consuming and often interferes with other more enjoyable activities. The items are first collected and sorted. Small pieces are usually dealt with first and larger items are left until the end. The degree of difficulty of the task depends on the facilities available, and the length of time since the items were last processed. If the facilities are very basic, then each item must be handled separately in two stages. If sophisticated equipment is available, then the process simply consists of transferring the items to a machine, which needs to be unloaded when the process is complete.

Your guess: _____

Activity 6 (Slide 41)

Highlight the passive voice in the following:

This task is usually carried out several times a day. The process is simple but time consuming and often interferes with other more enjoyable activities. The items are first collected and sorted. Small pieces are usually dealt with first and larger items are left until the end. The degree of difficulty of the task depends on the facilities available, and the length of time since the items were last processed. If the facilities are very basic, then each item must be handled separately in two stages. If sophisticated equipment is available, then the process simply consists of transferring the items to a machine, which needs to be unloaded when the process is complete.

Activity 7 (Slide 41)

Answer the following question:

1. What is emphasized in passive voice? _____

Activity 8 (Slide 42)

Think of a very simple daily process. Keep it secret. When you and your partner are ready, describe your processes to each other. Your partner will guess the process you are describing.

Your simple task: _____

Notes:

Activity 9 (Slides 43-46)

Some common processes. Answer the following question.

1. What are some common processes?

Activity 10 (Slide 47)

Look at the picture and answer the question.

1. What is the process? _____

Activity 11a (Slides 49-51)

Add 'chunking' to the 'The Design Thinking Process' Introduction:

"Design thinking is a five-step process to come up with meaningful ideas that solve real problems for a particular group of people. The process is taught in top design and business schools around the world. It has brought many businesses lots of happy customers and helped entrepreneurs form all around the world to solve problems with innovative new solutions."

Activity 11b (Slide 51)

Deliver the above with Chunking and Eye Contact. Follow these steps:

- Read the first chunk silently to yourself; memorise it.
- Look at your partner and say each chunk from memory while making sustained eye contact with him/her (do not look at the screen or your paper).
- (Remember to stress the syllables / words in red colour below).
- Repeat this process until you have finished the paragraph.
- When finished, change roles with you partner.

Teaching Strategies: Signposting your talk



One strategy speakers use to make their talks easy to follow is to frequently use signposting during the presentation. In language, signposts have the same function as they do in driving – they provide direction. In a presentation, signpost words and phrases tell the audience the direction the presentation will take and the sequence of the content that will be discussed. In short, signposting guides the audience through the presentation. As you will see below, signpost phrases have different functions.

Activity 12 (Slide 52)

Below are some functions of signposting. Decide which function represents each column of signposting examples on the following page. Write one letter (A-H) that represents the signpost language of each column.



- A. Elaborate points and express importance**
- B. Begin new sections**
- C. Provide examples/clarify**
- D. Provide an outline/overview/sequence of the presentation**
- E. Introduce a topic**
- F. End a section**
- G. Begin the Q and A session**
- H. Summarise and conclude**



<p>-The topic of today's presentation is...</p> <p>-The subject of my talk today is...</p> <p>-Today, I'm mainly concerned with...</p> <p>-Today I'd like to talk about...</p> <p>-The title of today's presentation is...</p> <p>-I'd like to talk to you today about...</p>	<p>-There are several points I'd like to make today...</p> <p>-This talk will be divided into three sections...</p> <p>-Firstly I'll discuss...</p> <p>-Then I'll talk about...</p> <p>-Next/ After that,</p> <p>-Finally...</p>	<p>-So far we've looked at...</p> <p>-That's all I have to say about...</p> <p>-Up to this point we have discussed...</p> <p>-So far we've discussed...</p> <p>-To recap the first part of the talk, so far we've looked at...</p>	<p>-Turning now to...</p> <p>-Moving on now to...</p> <p>-Let's turn now to...</p> <p>-The next topic I'd like to discuss is....</p> <p>-Let's now look at...</p> <p>-Let's now take a look at...</p>	<p>-Let's analyse this in more detail...</p> <p>-I'd like now to take a closer look at...</p> <p>-So what exactly does this mean?</p> <p>-So, why is this important?</p> <p>-The main significance of this is...</p>	<p>-To illustrate this point...</p> <p>-To give an example...</p> <p>-A good example of this is...</p> <p>-For instance...</p> <p>-As an illustration...</p> <p>-For example...</p> <p>-In other words...</p> <p>-So, what I'm saying is...</p>	<p>-To sum up what we've discussed today...</p> <p>-Let's summarise the main points of what was discussed today...</p> <p>-So, just to remind you of some of the issues we have talked about today...</p> <p>-To recap...</p>	<p>-Does anyone have any questions?</p> <p>-Any questions?</p> <p>-Feel free to ask me questions if you have any.</p> <p>-I'm happy to answer any questions now if you have any.</p>

Activity 13 (Slide 53)

Prepare and Teach Your Own Process Mini-Lesson.

Prepare a 4-minute Process mini-lesson for a partner.

Be sure to:

- Make notes of what you will say (not full sentences)
- Organize your talk with a logical process structure
- Decide if you will use active or passive voice
- Remember to use signposting to introduce each step of the process
- **Make eye contact, smile, use natural hand gestures and chunking**
- Teach it to your partner with proper **pronunciation, word stress, sentence stress, intonation**
- Change roles with your partner afterwards

LESSON NOTES:

Process concept to be taught:

Don't forget to include to use signposting and other effective presentation delivery techniques.

Activity 14 (Slide 54)

SG8002 Assessment Instructions for Candidates. Fill in the blanks.

Before the Assessment:

- You will be given hard copies of materials in Lesson 4 (today). Using those materials, you should prepare for a _____ meeting teaching demonstration. Your teaching demonstration must be on those materials. Please do not write on or photocopy the materials and please _____ them to your tutor when you arrive to do your teaching lesson in Lesson 6.
- You should prepare your teaching demonstration on your own and you may review any of the materials which was covered in the sessions of the course to help you, including explanation_____, language for different functions, _____, rhythm, stress, eye contact, natural hand gestures and body language, _____, etc.
- You may prepare _____ PowerPoint slide with no more than four main points and no more than _____ words in total on the slide.
- You are strongly advised to practise and _____ your teaching demonstration, but do not _____ (recite) it. Time your teaching demonstration, keeping to five minutes, so that you can deliver it naturally and still allow for a _____ or more from your tutor. Think of questions which your tutor may ask during the five minute teaching assessment and be ready to answer them.

During the Assessment:

- **Be on time.** Your tutor will ask you what your topic is, confirm your name, and answer one or two other questions. When you start, introduce your topic in an _____ way and do your teaching demonstration. Your tutor may ask questions at any time. After the teaching demonstration, please leave the room _____ so that the next candidate may enter and begin her/his teaching demonstration.

After the Assessment:

- After the teaching demonstrations are all finished, the tutor will assign either 'P' for Pass or 'F' for Fail. Those who pass will be registered in SG8001 and those who do not will need to pass SG8002 before enrolling in SG8001. Grades will be released at the _____ of the semester.

See the course booklet for a description of a 'P' and a description of an 'F'.

Homework: OPTIMUS Reflection Form – Lesson 4 <http://optimus.hku.hk/discover>

1. Which of the following OPTIMUS presentation features did you focus on this week? (Circle them.)

Articulating position/stance	Eye contact	Intonation and stress for key points	Specifying the theme and/or scope
Audience rapport	Formality/register and choice of wording	Showing importance and/or relevance of content	Visual aids
Explanation	Gestures and body language	Signposting	Other

2. Why did you choose these features? What were you hoping to learn / improve?

3. What have you learned or noticed from watching other lecturers use the features?

4. How do you feel about your own ability to use these features effectively at present?

5. What do you think you need to do to become an expert at using these features well yourself when you teach CityU undergraduate students?

6. Which lecturers that you watched impressed you most? Why? Explain in detail.

7. Which presentation features do you think you will focus on next week? Why will you focus on them?

8. Other thoughts or reflections about how to further improve your English speaking ability / pronunciation / ability to use accurate stress / intonation / effective presentation skills:

(Submit this completed form to your teacher in Lesson 5.)

Lesson 5: Cause and Effect

Intended Learning Outcomes

Activity 1 (Slide 30)

Look at Slide 30 and complete the following ILOs:

By the end of this session, you should be able to:

- a. explain what Cause and Effect is and why it is important in teaching
- b. identify and apply _____ structures for Cause and Effect in teaching
- c. understand Cause and Effect You Tube videos about student _____, inflation and insomnia
- d. identify and apply Cause and Effect language for a brief _____ exercise with clear, correct and appropriate spoken English
- e. recognise and avoid poor presentation _____
- f. use _____ effectively

Teaching Strategies: Language for Cause and Effect

Activity 2a (Slide 32)

Warm-up Activity: What are some possible / probable causes of the following?

- Long line-ups at the university canteen
- Not understanding the teacher/professor
- Students looking at their mobile phones instead of listening to the teacher/ professor
- A crowded MTR station
- Websites being too slow to download
- The teacher's / professor's tired eyes / body
- Low marks in your best subject

Activity 2b (Slide 33)

Warm-up Activity: What are some possible / probable effects of the following?

- Long line-ups at the university canteen
- Not understanding the teacher/professor
- Students looking at their mobile phones instead of listening to the teacher/ professor
- A crowded MTR station
- Websites being too slow to download
- The teacher's / professor's tired eyes / body
- Low marks in your best subject

Activity 3a (Slide 34)

Brainstorm with a partner some of the causes and effects of student depression.

Student Depression

Causes	Effects
-	-
-	-
-	-
-	-
-	-
-	-
-	-

Activity 3b (Slide 35)

Watch until 3:02 of the video. Write down as many Causes and Effects of Student Depression mentioned in the video as possible.

<https://www.youtube.com/watch?v=yOx0Q273AsQ>

Causes (2:13~3:02)	Effects (0:00~2:12)	
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-

Activity 3c (Slide 38)

Briefly discuss with a partner:

- What causes you to feel depressed sometimes?
- What are some negative effects of this depression?
- What actions can you take to overcome those negative effects?

Activity 4 (Slides 39-42)

Watch the following video about inflation and complete the analysis of its structure:

Now that we know what inflation is, how it's measured, and the cost of inflation, let's look at the causes. There are two main causes of inflation. They are cost-push inflation and demand-pull inflation.

Introduction
Signposting
Two causes

To explain the difference, we'll make use of our aggregate demand and supply tools. Well, as the name implies, cost push inflation occurs when there is sustained or continuous increases in any of the costs of production. Remember the four factors of production: land, labor, capital, and entrepreneurship. These are factors that affect supply. If for example trade union pressure forces an increase in wages, this pushes up production costs. Similarly, if the oil price jumps it pushes up the cost of transporting goods. Sooner or later this is passed on to the consumer. The following aggregate demand and aggregate supply curves show that the economy is at equilibrium at point E1. Any increase in the cost of production will shift the supply curve up and to the left as it becomes more expensive to produce and as we can see this pushes the equilibrium position to E2. The general price level will have jumped from P1 to P2 and income and output have fallen from Y1 to Y2.

Effect

Effects

Cause(s)

And demand-pull inflation on the other hand occurs when the aggregate demand for goods and services increases. Think back. Which factors causes an increase in aggregate demand? Well, any of the following pull demand upwards: an increase in consumption expenditure, investment expenditure, government expenditure, and exports. Any one of these factors can cause demand-pull inflation. First, there's a shift in the aggregate demand curve up and to the right. On an upward sloping supply curve any increase in aggregate demand will result in inflation. But income also rises, keeping in touch with inflation up to a point that is. If the economy reaches capacity, where there is nearly full employment, it physically cannot produce anymore. So output and income stop rising but demand still climbs pulling prices higher still.

Cause
Signposting

Effect
Signposting

Cause

Effects

Fighting inflation is a challenging and complex business. But understanding what inflation is, how it affects the economy, and finding ways to control it, are fundamental tasks for any government, often requiring them to make difficult and unpopular policy decisions.

Conclusion

Activity 5 (Slide 43)

Talking about Cause and Effect. Fill in the blanks:

- Cause and effect is when _____ are triggered or produced when certain conditions exist among a variety of influences, occurrences, or entities.
- Some causes produce effects which then become causes of other effects, so the sequence of cause and effect should be _____.
- Cause and effect can be found in most if not all academic _____.

Activity 6a (Slide 45)

Brainstorm with a partner the effects on the body if you do not sleep enough.

Effects:
-
-
-
-

Activity 6b (Slides 46-47)

Now watch the video and write down any effects that you may have missed in Activity 6a.

Effects
-
-
-
-
-
-

<https://www.youtube.com/watch?v=Y-8b99rGpkM>

Activity 7a (Slide 48)

Fill in the missing language items.

on account of	as a result	If...then	results in	_____
_____	_____	for that reason	causes	contributes to
_____	_____	product	is an effect of	is a condition of

Activity 7b (Slide 48)

Try some of this language with a partner using your own simple Cause and Effect example.

Notes:

Chunking

Activity 8 (Slide 49)

With a partner, decide who is 'A' and who is 'B'. Then divide your part of the video text into chunks:

A: 'Now that we know what inflation is, how it's measured, and the cost of inflation, let's look at the causes. There are two main causes of inflation. They are cost-push inflation and demand-pull inflation. To explain the difference, we'll make use of our aggregate demand and supply tools.

B: Well, as the name implies, cost push inflation occurs when there is sustained or continuous increases in any of the costs of production. Remember the four factors of production: land,

labor, capital, and entrepreneurship. These are factors that affect supply. If for example trade union pressure forces an increase in wages, this pushes up production costs.'

Activity 9 (Slide 50)

Putting it all together: Using all presentation features at once. Write down the 9 most important presentation/teaching features that effective presenters use to engage their audiences.

1.	4.	7.
2.	5.	8.
3.	6.	9.

Activity 9a (Slide 51)

Putting it all together: Practise using chunking with ALL presentation features at once. With a partner, take turns saying the text with chunking as follows:

- Read the first sense group silently
- Look at your partner
- Say the chunk while making eye contact with your partner (without looking at the screen)
- Use accurate pronunciation, word stress, sentence stress, rhythm and intonation
- Use appropriate hand gestures and body language
- Use confident voice volume
- Smile 😊
- Repeat the above steps until the paragraph is finished
- Change roles with you partner

Activity 9b (Slide 52)

Try delivering it like this:

A: 'Now that we know / what inflation is, / how it's measured, / and the cost of inflation, / let's look at the causes. / There are / two main causes of inflation. / They are cost-push inflation / and demand-pull inflation. / To explain the difference, / we'll make use / of our aggregate demand and supply tools. /

B: Well, / as the name implies, / cost push inflation occurs / when there is sustained / or continuous increases / in any / of the costs of production. / remember the four factors of production: / land, / labor, / capital, / and entrepreneurship. / These are factors / that affect supply. / If for example / trade union pressure / forces an increase in wages, / this pushes up production costs.'

Activity 10 (Slide 53)

Watch all nine short videos. What are the nine poor presentation/teaching habits that should be avoided?

1.	4.	7.
2.	5.	8.
3.	6.	9.

Activity 11 (Slides 54)

Answer the following questions.

Q1: Which key on the keyboard can presenters use to allow or disallow the audience to see PowerPoint slides?

A: The _____ Key.

Q2: What mode does PowerPoint need to be in for this tip to work?

A: The _____ mode.

Activity 12 (Slide 55)

Plan and teach a 5-minute Cause and effect lesson. Follow these steps:

- Choose a **cause and effect** concept from your field of study that Year One CityU students are likely to learn.
- Select appropriate language for **cause and effect** which was covered earlier today.
- Select other vocabulary needed to explain the concept. (Look up how to pronounce difficult words in the dictionary.)
- Prepare a 5-minute practice **cause and effect** lesson and be sure to structure your mini-lesson appropriately.
- Make notes of what you will say (Use bullet points. Do not write complete sentences.)
- When everyone is ready...teach your 5-minute **cause and effect** practice mini-lesson to a partner using proper pronunciation and stress, rhythm, intonation signposting and chunking.
- Change roles with your partner.

Activity 13 (Slide 56)

Revision of Assessment Information - Fill in the blanks.

Reminder: to prepare for your assessment...

...be sure to _____ any words that are difficult for you to pronounce in:

- **Cambridge** online dictionary (British), or...
- **Oxford** online dictionary (British), or...
- **Macmillan** online dictionary (American)

...especially **key** words.

...Pay attention to:

- Accurate _____ of monophthongs, diphthongs and consonants
- _____ - syllables in each word that should be **stressed/reduced**
- **Sentence stress** - important words in each sentence that should be **stressed**
- Appropriate _____ at the end of sentences and questions

...Use:

_____, chunking, appropriate voice volume, eye contact, _____ hand gestures, appropriate speed...

Activity 14 (Slide 57)

Important Assessment Information. Reread the following important assessment information from last lesson.

Before the Assessment:

You will be given hard copies of materials in Lesson 4 (today). Using those materials, you should prepare for a 5-minute meeting teaching demonstration. Your teaching demonstration must be on those materials. Please do not write on or photocopy the materials and please **return them to your tutor when you arrive to do your teaching lesson in Lesson 6.**

You should prepare your teaching demonstration on your own and you may review any of the materials which was covered in the sessions of the course to help you, including explanation strategies, language for different functions, pronunciation, rhythm, stress, eye contact, natural hand gestures and body language, chunking, etc.

You may prepare one PowerPoint slide with **no more than four main points and no more than 75 words in total on the slide.**

You are strongly advised to practise and rehearse your teaching demonstration, but **do not memorize** (recite) it. Time your teaching demonstration, keeping to five minutes, so that you can deliver it naturally and still allow for a question or more from your tutor. Think of questions which your tutor may ask during the five minute teaching assessment and be ready to answer them.

During the Assessment:

Be on time. Your tutor will ask you what your topic is, confirm your name, and answer one or two other questions. When you start, introduce your topic in an interesting way and do your teaching demonstration. Your tutor may ask questions at any time. After the teaching demonstration, please leave the room immediately so that the next candidate may enter and begin her/his teaching demonstration.

After the Assessment:

After the teaching demonstrations are all finished, the tutor will assign either 'P' for Pass or 'F' for Fail. Those who pass will be registered in SG8001 and those who do not will need to pass SG8002 before enrolling in SG8001. Grades will be released at the end of the semester.

See the course booklet for a description of a 'P' and a description of an 'F'.

Assessment Criteria (Slide 58)

(See p.11 Assessment criteria)

Activity 15 (Slide 59) Reread the following important assessment information from last lesson.

For the SG8002 Final Assessment, please follow the following important information:

1. Your mini-lesson can be no longer than 5 minutes.
2. Your mini-lesson will be videoed (this will be used for assessment purposes only).
3. You are allowed only one PowerPoint slide.
4. The PowerPoint slide should have no more than 75 words (but fewer is better as the PowerPoint should be visible and should contain more images than text.)
5. Using PowerPoint is an option; it is not compulsory, but it is a good idea.
6. If you use PowerPoint, please put it on a USB drive and have it ready to go at the start of the lesson.
7. The examiner may ask questions at any time.
8. Please return the assessment hard copies to James during your assessment time.
9. Please arrive 10 minutes early to give yourself enough time to relax and prepare before your mini-lesson. **DO NOT BE LATE.**
10. Remember that you do not need and should not try to teach everything in the assessment package you received. Please just pick out key concepts to teach. It will be impossible to teach everything in the hard copies you received, so please just select the most important concepts to teach.
11. You may use note cards but do not write full sentences on them or read full sentences from them. (Successful teachers and presenters never teach by reading full sentences from note cards.)
12. Prepare several days early. Do not prepare only one day before the assessment.
13. Practise, practise and practise more using all of the following:
 - clear pronunciation (Use an online dictionary and learn how to pronounce key/difficult words as accurately as possible.)
 - appropriate word and sentence stress
 - appropriate intonation
 - chunking (do not speak too quickly!)
 - appropriate voice volume
 - signposting
 - eye contact



Homework: OPTIMUS Reflection Form – Lesson 5 <http://optimus.hku.hk/discover>

1. Which of the following OPTIMUS presentation features did you focus on this week? (Circle them.)

Articulating position/stance	Eye contact	Intonation and stress for key points	Specifying the theme and/or scope
Audience rapport	Formality/register and choice of wording	Showing importance and/or relevance of content	Visual aids
Explanation	Gestures and body language	Signposting	Other

2. Why did you choose these features? What were you hoping to learn / improve?

3. What have you learned or noticed from watching other lecturers use the features?

4. How do you feel about your own ability to use these features effectively at present?

5. What do you think you need to do to become an expert at using these features well yourself when you teach CityU undergraduate students?

6. Which lecturers that you watched impressed you most? Why? Explain in detail.

7. Which presentation features do you think you will focus on next week? Why will you focus on them?

8. Other thoughts or reflections about how to further improve your English speaking ability / pronunciation / ability to use accurate stress / intonation / effective presentation skills:

(Submit this completed form to your teacher during your final assessment in Lesson 6.)