UNIVERSITÀ DEGLI STUDI DI CAGLIARI

HR EXCELLENCE IN RESEARCH

LCML & LC ENGLISH2: Booklet

Figure 1: Source https://e-orthophonie.fr/un-serious-game-pour-aider-les-enfants-dys/

Student Name:

Student number:

Group Name:

What are we doing this semester?

This semester you'll be working on the following goals:

- B2 LEVEL OF THE CEFR competences
- SUSTAINABILIY and ENVIRONMENT TO LEARN ENGLISH:
  - the creation and analysis of surveys on student awareness about sustainability, climate change, environmental issues and energy transition;
  - the completion of individual logbooks,
  - the presentation of the analysis of a text on sustainability, climate change, environmental issues and energy transition,
  - the study of functional linguistics.

In this unit you'll be thinking and discussing about sustainability, climate change, energy transition, to improve your English skills. You will be evaluated on a logbook on your study experiences and research, but also on Functional Linguistics, on the group presentations, on the assignments and class participation.

The purpose, as always, is for you to interact in English, broaden your interests, broaden your English vocabulary, improve your writing and speaking skills, read about the **subjects** – **Sustainability & Environmental issues**, **and Functional Linguistics** –, and talk as much as possible in class. This Booklet will focus on **Sustainability & Environmental issues**!

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TABLE OF CONTENTS

Class #	Pages/activities in class	Homework for the following class	✓
1	Icebreaker Course Introduction	• Read Widdowson 2007, Chapter 1, Ulrich 1992 • Create the groups • Prepare the questions and answers for the survey on environmental awareness (thus, read about sustainability, climate change, energy transition)	
2	Introduction Speech Acts (Austin 1962) Microfunctions (Searle 1969) Macrofunctions (Jakobson 1960) Check Surveys	• Read Ulrich Extract 2 and 3, Widdowson Chapter 3 • Complete the survey on Forms and answer a survey for each of the other 2 courses	
3	Werlich's Text Types Cotext and Context of culture Check surveys on forms and answer some of them Exercises	Read Ulrich Extract 4 and 5 Widdoson Chapter 4	
4	Context of situation, Hallidays field, tenor and mode Variation according to the use, variation according to the user Presntations	Read Ulrich Extract 6 and 7	
5	Style Presentations	Read Widdowson Chapter 5 Ulrich extracts 8, 9, 10	
6	Thematisation, Them. Progression Coherence	Read Ulrich 11 and 12	
7	Lexical and grammatical cohesion	Widdowson Chapter 6, 7, 8	
8	Grice's maxims, CDA, Textual analysis	Presentation preparation and reharsal	
9	Recap Presentations	Presentation preparation and reharsal	
10	Presentations	Presentation preparation and reharsal	

Project management

Match these communication idioms to their meanings by writing the associated number.

Take (someone's) opinions on board
To stand your ground
To find/reach/achieve common ground
Break the ice
Read between the lines
Take a back seat
To go the extra mile
Get off on the wrong foot (with someone)
An eye opener

1. Immediately establish a bad relationship with someone when you first meet them or first start working with them
2. guess something that is not expressed directly
3. do or say something that makes people feel less shy or nervous in a social situation
4. To refuse to change your opinion
5. a situation that shows you something surprising that you did not know before
6. something that people can agree about, especially when they disagree about other things
7. consider an idea, problem, or situation and try to deal with it
8. deliberately become less active, and give up trying to control things
9. Make more of an effort than is expected

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My Skills – Rate Out Of 5

Computer skills
Creativity
Organisation
Research (Italian)
Research (English)
Presentation skills

Classmates With Skills That I Don’t Have!

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Class Activities

Class Survey

Does social connection help you learn?

Discover what students know and think about sustainability, climate change, environmental issues and energy transition, from the other two groups – LCML pari, LCML dispari and/or LC. Each class will conduct a survey, using an online polling tool.

You'll work in small groups, each of which will write a few questions on the issues considered. You'll find some suggested themes below, but feel free to change them if you can think of better ones.

Your first questions should be "How old are you? Where are you from? What university/degree course are you studying at?", "What subjects are you studying?", but also "How many hours do you study?", "Are you attending your lessons?", etc.

Reminder: to form questions in English, you need to follow the QASM rule (see 'language help' section)

Themes	Your questions (both open and closed)
Group 1 **Environmental issues in general**	**1.** **2.** **3.** **4.** **5.**
Group 2 **Sustainability**	**1.** **2.** **3.** **4.** **5.**
Group 3 **Climate change**	**1.** **2.** **3.**

	4. **5.**
Group 4 **Energy transition**	**1.** **2.** **3.** **4.** **5.**

Once you have written your questions and have them checked over by your peers, create a whole class survey using a poll tool such as Google Forms or Microsoft Teams forms. The link to your survey should be posted on the Drive so that all students from English 2 can complete it.

You must also complete, on an individual basis, at least two surveys from the partner groups. This way, every group will have data to analyse.

Working in your groups, analyse the results of your surveys. Analyse your findings in order to present and explain them to the rest of the class**.** Remember to use graphics (pie charts-bar graphs, etc.) from your Microsoft/Google Form questionnaire. **Be ready to present the results of your survey orally** (maybe with the help of a short slideshow – *diaporama*).

→ Start your talk with a **general introduction** on the topic you were assigned
→ Prepare some statistics: use quantifiers, numbers, and fractions to **describe** your results.
→ Prepare some comments & reactions: **interpret** your results and draw some conclusions from them.

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Video: Ted Talk "**THE TIPPING POINTS OF CLIMATE CHANGE — AND WHERE WE STAND**"
https://www.ted.com/talks/johan_rockstrom_the_tipping_points_of_climate_change_and_where_we_stand

a) Watch this Ted Talk by Johan Rockström and make notes.
b) Watch the first half and fill in the following comprehension worksheet.

Keywords from the video (nouns AND verbs) 1 …… 2. …… 3. …… 4. …… 5. ……	**Synonyms in English for the keywords (if possible)** …… …… …… …… ……
WHAT? (the main issue under discussion)	**WHEN?** (nowadays, past, future?)
WHO? (people or classes of people mentioned)	**WHERE?** (any particular place?)
THE LIGHT BULB MOMENT  Paraphrase, in just one sentence, one idea that really grabbed you from Johan Rockström's talk (Express the meaning in your own words. Use synonyms.)	
BEFORE Any ideas you had on climate change before watching the video	**AFTER** Your new ideas on climate change after watching the video

b) Write a short summary of the video (50-75 words). Your summary should include
A sentence or two with the key "Wh…" information. o
Your chosen keywords and synonyms. o

Your paraphrased “light bulb moment” o
Your own opinion / reaction to the ideas expressed in the video o
DONE!

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Brainstorming

Put your heads together and complete the grid below.

Definition of a climate change (15 words maximum)	
Main problems of climate change	
Impact of climate change	
Possible solutions	
What can we learn?	

Article: The Pillars Of Energy Transition And The New Energy Economy

https://diversegy.com/energy-transition-pillars/#:~:text=The%20Four%20Pillars%20Energy%20Transition,%2C%20sustainability%2C%20and%20energy%20security

THE FOUR PILLARS ENERGY TRANSITION

In the global quest for a sustainable future, there are four major pillars of energy transition: energy access, energy efficiency, sustainability, and energy security. These pillars represent the cornerstones of the energy transition, each playing a vital role in steering our world towards a more resilient and environmentally responsible future. Let's explore each pillar in more detail.

1. ENERGY ACCESS

Energy Access is a fundamental aspect of the energy transition, playing a pivotal role in shaping a more equitable energy economy. In this context, Energy Access refers to the ability of individuals and communities to have reliable, affordable, and adequate access to modern energy services. As of today, a significant portion of the global community lacks access to affordable energy. Addressing this energy inequity is an important part of the energy transition. Today, there are many energy companies focused on bringing clean, low-cost energy to emerging markets. This is being done through the installation of on-site renewable energy as well as transitioning oil-burning power plants to LNG.

2. ENERGY EFFICIENCY

Energy Efficiency is another foundational pillar in energy transformation. As the world moves towards renewable energy and away from fossil fuel dependence, reducing energy demand becomes crucial. Energy efficiency solutions such as LED lighting, smart meters, IoT thermostats, and demand shaving, allow consumers to drastically reduce peak kW demand. Not only does this help businesses reduce energy consumption, but it also eases demand for electrical grid operators who often rely on fossil fuel generators to meet peak consumer electricity demand.

3. SUSTAINABILITY

Another key aspect of global energy transition is sustainability. Not only is the market moving towards more sustainable energy generating assets, but there is a key focus on being able to transition to these assets long term. After all, what good is renewable energy generation if it cannot sustain. There are many new technologies helping to promote sustainable energy, such as energy storage systems like batteries. These technologies help to bridge the gap when renewables cannot meet consumer demand.

4. SECURITY

The final pillar of energy transition is the need for more energy security. Today, our centralized energy grid is susceptible to cyber attacks, grid outages, and security threats. When parts of the central electric grid go down, it takes out large groups of consumers. With energy transition, comes a localized generation focus. Not only are renewable energy sources on site and close to offtakers, micro grid technology allows communities and businesses to construct their own local power sources. The transition to these types of energy sources means enhanced security and reliability.

WHAT THIS GLOBAL TRANSITION MEANS FOR ENERGY CUSTOMERS, SUPPLIERS, AND STAKEHOLDERS

Renewable energy transformation, marked by a shift towards more sustainable energy sources, brings significant implications for energy customers, suppliers, and stakeholders. The move away from traditional fossil fuels to a system dominated by renewables changes how these parties

purchase and consume energy. Here's how different aspects of the energy transition impact these various groups:

FOR ENERGY CUSTOMERS

Energy transition is having a big impact on consumers of energy. Let's look at how the different aspects of the transition are impacting customers.

RENEWABLE ENERGY

Customers are increasingly gaining access to renewable energy sources. This shift can result in more stable and potentially lower energy costs in the long term, as renewables, once established, have lower operational costs compared to fossil fuels.

ENERGY PRICES

Initially, the transition could lead to fluctuating energy prices. Investment in new technologies and infrastructure, coupled with the phasing out of older, subsidized fossil fuel sources, can affect pricing. However, as renewable technologies become more efficient and widespread, prices are expected to stabilize and potentially decrease.

TECHNOLOGY

Advances in smart technology allow customers to be more informed and actively manage their energy use, leading to increased efficiency and cost savings.

FOR ENERGY SUPPLIERS AND UTILITIES

Energy suppliers and utilities are being forced to change. From new policies to energy goals, the energy transformation is impacting them greatly.

ADAPTING BUSINESS MODELS

Traditional energy suppliers and utilities must adapt their business models to accommodate the integration of renewable energy sources. This includes investing in new technologies and infrastructure to manage the intermittent nature of renewables like solar and wind.

GRID MODERNIZATION

The transition necessitates a modernization of the energy grid to handle distributed energy resources (DERs) and ensure reliability and efficiency in energy distribution.

INVESTMENT IN STORAGE SOLUTIONS

Energy storage technologies become crucial to balance supply and demand, ensuring a stable energy supply even when renewable sources aren't actively generating power (like solar at night).

FOR STAKEHOLDERS AND POLICYMAKERS

Investors, policymakers and stakeholders in the energy infrastructure will be greatly impacted by the energy sector transition. Let's explore some of the obvious impacts in more detail.

POLICY AND REGULATION

Stakeholders, including governments and regulatory bodies, need to create and implement policies that support the transition to renewable energy, such as incentives for renewable energy projects and regulations that facilitate grid integration.

FOCUS ON SUSTAINABILITY

Policymakers must balance the immediate costs of transition with long-term sustainability goals, ensuring that environmental and societal benefits are prioritized.

INVESTMENT IN RESEARCH AND DEVELOPMENT

Continued investment in R&D is essential for improving renewable energy technologies, making them more efficient, reliable, and cost-effective.

Open Questions

1. How does improving energy access contribute to a more equitable global energy system?
2. What are some of the most effective energy efficiency technologies, and how do they benefit both consumers and grid operators?
3. What challenges might arise in ensuring the long-term sustainability of renewable energy sources?
4. In what ways can decentralized energy generation enhance energy security for communities and businesses?
5. How are traditional energy suppliers adapting their business models to accommodate renewable energy sources?
6. What role do government policies and regulations play in accelerating or hindering the energy transition?
7. Which emerging technologies do you believe will have the greatest impact on the future of energy, and why?

Choose the best answer

1. What does "Energy Access" primarily aim to improve?
A) The cost of fossil fuels
B) The efficiency of smart meters
C) Reliable and affordable access to modern energy services
D) The speed of energy production

2. Which of the following is NOT mentioned as an energy efficiency solution?
A) Wind turbines
B) LED lighting
C) Smart meters
D) IoT thermostats

3. Why is sustainability considered a key pillar in the energy transition?
A) It reduces the need for government regulation
B) It ensures long-term viability of renewable energy sources
C) It eliminates the need for fossil fuels overnight
D) It increases fossil fuel production

4. What is one major benefit of microgrid technology?
A) It increases fossil fuel dependency
B) It enhances energy security and reliability
C) It centralizes energy production

D) It reduces the need for renewable energy

5. How might energy prices be affected during the initial phase of the energy transition?
A) They may fluctuate due to infrastructure investments
B) They will immediately decrease
C) They will remain unchanged
D) They will be subsidized by fossil fuel companies

6. What is one way energy suppliers are adapting to the energy transition?
A) By increasing coal production
B) By investing in technologies to manage renewable energy
C) By removing smart meters
D) By centralizing energy grids

7. Why is investment in research and development important for stakeholders?
A) To increase fossil fuel subsidies
B) To improve efficiency and reliability of renewable technologies
C) To reduce the number of energy suppliers
D) To eliminate energy regulations

Answers: CABBABB

b) Write a short summary of the article (50-75 words). Your summary should include
A sentence or two with the key "Wh…" information. o
Your chosen keywords and synonyms. o
Your own opinion / reaction to the ideas expressed in the video o
DONE!

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Video: Are we the last generation — or the first sustainable one?

https://www.ted.com/dubbing/hannah_ritchie_are_we_the_last_generation_or_the_first_sustainable_one?language=en&subtitle=en&audio=en

Based on Hannah Ritchie's TED Talk answer the following comprehension questions:

1. What is the central message of Hannah Ritchie's TED Talk?
A) Humanity is doomed due to climate change
B) We have the opportunity to be the first truly sustainable generation
C) Sustainability was better in the past
D) Technology cannot solve environmental problems

2. According to Ritchie, why is the conventional understanding of sustainability misleading?
A) It ignores economic growth
B) It romanticizes the past as sustainable
C) It focuses only on technology
D) It assumes sustainability is impossible

3. What does Ritchie say about our ancestors and sustainability?
A) They never achieved true sustainability
B) They lived in perfect harmony with nature
C) They had advanced environmental policies
D) They used renewable energy sources

4. What role does data play in Ritchie's argument?
A) It proves that sustainability is a myth
B) It shows progress and offers hope for change
C) It highlights the failures of governments
D) It supports fossil fuel use

5. What does Ritchie suggest about the relationship between human progress and environmental impact?
A) Progress always increases environmental harm
B) Progress can be decoupled from environmental damage
C) Environmental impact is necessary for development
D) Human progress has stopped due to climate change

6. Which of the following is a sign of positive environmental change mentioned in the talk?
A) Increased coal production
B) Declining per-capita CO_2 emissions
C) Higher deforestation rates
D) Reduced crop yields

7. What does Ritchie say about young people's views on climate change?
A) Many feel anxious and believe humanity is doomed
B) Most are optimistic and confident
C) They are unaware of environmental issues
D) They reject sustainability efforts

8. What does Ritchie propose as a new way to frame sustainability?
A) As a sacrifice
B) As an opportunity
C) As a temporary solution
D) As a political debate

9. What technological advancement is helping reduce environmental impact?
A) Fossil fuel subsidies
B) Affordable renewable energy and batteries
C) Increased mining operations
D) Expansion of urban sprawl

10. What is the ultimate goal Ritchie envisions for humanity?
A) To return to pre-industrial lifestyles
B) To achieve both human wellbeing and environmental protection
C) To eliminate all forms of technology
D) To reduce population growth

Discussion Questions

Here are 7 discussion questions based on Hannah Ritchie's TED Talk, designed to encourage critical thinking and group conversation:

1. Do you agree with Hannah Ritchie's idea that sustainability has never truly existed in the past? Why or why not?
2. How can data and evidence-based thinking help shift public perception about climate change and sustainability?
3. Ritchie argues that we can decouple human progress from environmental harm. What examples support or challenge this idea?
4. What role do emotions like fear and anxiety play in how young people respond to climate change? Are these emotions helpful or harmful in driving action?
5. How can we reframe sustainability as an opportunity rather than a sacrifice? What would that look like in practice?
6. What technological advancements give you hope for a more sustainable future? Are there any you're sceptical about?
7. If you were to design a campaign to inspire people to see themselves as the "first sustainable generation," what message would you focus on?

Keys: BBABBBABBB

b) Write a short summary of the video (50-75 words).

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Article: Here's one way to make solar energy more affordable and accessible: Share it with your neighbors

https://ideas.ted.com/how-does-community-solar-work/

Definition / synonym	Corresponding word	Words in any old order
income		a collection of solar panels that work together to capture sunlight and convert it into electricity
affordable		to menace
community		Something that can be bought at a reasonable price
perils		a reward
air pollution		to drop
in good health		group of people
renewable		services
mortgage		substances in the air that can be poisonous or harmful
utilities		a natural resource which will replenish to replace the portion depleted by usage and consumption
households		to increase
energy burden		earnings
threaten		to improve
to free / to let off		Fit (adjective)
to make better or to get better		to produce
reduce		dangers
to create / to generate		to release
to scale up		the percentage of gross household income spent on energy costs
a benefit or prize		a loan to buy a house
Solar array		families; people occupying a housing unit

Article Analysis: Moving Debate & Taboo

Yes/No discussion questions based on the article "Here's one way to make solar energy more affordable and accessible: Share it with your neighbors?" (https://ideas.ted.com/how-does-community-solar-work):

1. Do you think community solar could help reduce energy-related carbon emissions in your area?
2. Is the upfront cost of installing solar panels a barrier for most homeowners and renters?

3. Do you believe that community solar can help address racial and economic inequities in energy access?
4. Should more states pass legislation to allow community solar projects?
5. Do you think renters should have equal access to renewable energy solutions like solar power?
6. Is energy insecurity a significant issue in your community or country?
7. Do you agree that the current energy system reinforces structural inequalities?
8. Can community solar projects help improve mental and physical health outcomes by reducing energy stress?
9. Do you think community-owned energy systems can empower local communities?
10. Should governments prioritize funding for community solar in low-income neighborhoods?

b) Write a short summary of the video (50-75 words).

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Article Analysis: Moving Debate & Taboo

Skim Reading and A Moving Debate

Skim read the article that has been assigned, underlining any controversial points or questions that come up in the article.

Work in your group to write a closed, yes-no question that you will ask the other students. The questions you ask will form the basis of a series of moving debates.

Instructions for the moving debate

Move into the centre of the room.

Listen to each statement or question (ask if you don't understand).

If you agree, move to the side of the classroom where there's a "YES" sign.

If you disagree, move to the side where there's a "NO" sign.

If you have no position on the matter, stay in the middle of the room.

Be prepared to give arguments to support your choices.

If an argument from the other side convinces you, **MOVE** across to that side.

KEEP MOVING! Don't stay entrenched in your original position if the other side's arguments are convincing!

Moving debate statements:

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Space to Take Notes for Other Activities

Grammar: Asking Questions

Closed questions – YES-NO questions.

These never start with a WH- word or 'HOW'.

They start with

- **the verb 'to be' or (less often) 'to have'**
- **the auxiliary verb 'do / does / did'**
- **an auxiliary modal verb (can, could, might, would, should etc.)**

...Followed by the *subject* of the question

Are *you* paying close attention?

Have *you* already studied this subject?

Do *you* not remember learning this before?

Do *you* play games often?

Does *your neighbour* play as often as you do?

Did *you* watch a lot of television when you were young?

Should *we* be worried about the amount of time people spend playing games?

Open questions – with WH- question words and HOW ….

They follow the same basic word order as closed questions (auxiliary verb followed by the subject), with a question word at the beginning.

WHAT (non-human subject) – the most commonly-used question word in the English language

What is that noise?
What is your favourite game at the moment?
What does "gamification" mean?
What does neuroscience say about gaming?
What benefits do players get from playing?

Note that the main verb does not agree (*s'accorder*) with the subject. This is the job of the auxiliary.

WHICH (non-human or human subject) – choice

Which of these do you like better – the blue one or the red one?
Which activity do you spend most of your time on – your coursework or computer games?

WHO (human subject only)
Who is David talking to?
Who recommended that game?
Who did you see last night?

WHY (explanation)
Why are you here?
Why did you not do your homework?
Why have you not finished your task?

WHERE (location)
Where is your brother?
Where do you go to school?
Where have you been all night?

HOW (manner or way)
How are you doing?
How do you get to the cinema?
How have you already finished your work?!

Reminder: to form questions in English, you need to follow the QASM rule

Question Word	Where	How	How long	
Auxiliary	do	did	has	Does
Subject	you	they	the client	she
Main Verb	work?	learn	been waiting?	play
		English so fast?		video games?

Exercise 1 – practice word order. Reshuffle these words to make them into questions.

CLOSED QUESTIONS
1. believe James you does
_____?
2. you have about that heard
_____?
3. they recall can everything
_____?

OPEN QUESTIONS
1. I here am why
_____?
2. many have how you games played
_____?
3. David arrive did when
_____?

Exercise 2 – write questions which could give rise to these answers.

Question 1:
_____?

Answer: It depends. Sometimes I play for just an hour, sometimes I can binge play for hours on end!

Question 2:
_____?

Answer: I started taking games really seriously about 10 years ago.

Question 3:
_____?

Answer: There will be three of us playing.

Question 4:
_____?

Answer: Prices vary. Some are quite cheap but some are outrageously expensive.

Question 5:
_____?

Answer: No, I wouldn't call it an addiction!

Question 6:
_____?

Answer: I play that particular game about twice a month, with a bunch of friends.

Question 7:
_____?

Answer: It was John's brother's idea, I think.

Question 8:
_____?

Answer: They do it partly for pure escapism and partly just to be with other people.

Question 9:
_____?

Answer: My best friend introduced me to it.

Question 10:
_____?

Answer: I play at home. Cybercafés are a thing of the past.

Quantifiers

Quantifiers with countable and uncountable nouns

We can use these quantifiers with **both countable and uncountable** nouns:

all	some	more	a lot of	enough
no	any	most	lots of	less

We have ***lots of time***.
Joe has **a** ***lot of friends***.
I can't go out. I've got ***no money***.
There was a lot of food but ***not any drinks***.

Quantifiers with countable nouns

Some quantifiers can be used **only with countable nouns**:

(not) many	each	either	(a) few
several	both	neither	fewer

Quantifiers with uncountable nouns

Some quantifiers can be used **only with uncountable nouns**:

(not) much	a bit of	a little

Would you like ***a little wine***?
Could I have ***a bit of butter***, please?
These quantifiers are used particularly with **abstract nouns** such as TIME, MONEY and TROUBLE
USE OF MUCH / MANY

In everyday English, we normally use much / many only in questions and negative clauses.

Example: How much money have you got?
Carla does not have many friends.

In positive clauses we prefer expressions like a lot of / lots of.

Example: Carla has a lot of / lots of friends. Kevin has a lot of / lots of money.

Members of groups

We put a noun directly after a quantifier when we are talking about members of a group in general:

Few snakes are dangerous.
Most children like chocolate.
I never have ***enough money***.

but if we are talking about members of a specific group, we use "of the" as well:

Few of the snakes in this zoo are dangerous.
Most of the boys at my school play football.
He's spent ***all (of) the money that we gave him***.
Both (of) the chairs in my office are broken.

Note: with ALL and BOTH, we don't need to use OF. We can say ALL THE … and BOTH THE …

ACTIVITY: complete the following sentences using the right quantifier from the list:

A little little a few few much many most most of

1. There will be ……..rain this week.
2. Have you got……..friends?
3. How……..oranges did you buy?
4. How……..orange juice did you buy?
5. ……people knew this was not true.
6. I speak ……..French.
7. There are ……birthdays to celebrate this month.
8. All we need is ……luck.
9. It was not cold enough, we had ……snow last winter.
10. How……..does it cost?
11. …… teenagers live on hamburgers and sodas.
12. ……my friends believed it.

Vocabulary, Comparatives & Connecting Words

This exercise is based on what many people consider to be the false opposition of serious and non-serious games. From the language point of view, it focuses on using comparatives and connecting words. It is adapted from a study by Matthew Hadson from the Toshiba Design Centre entitled "Non-serious serious games" (Glasgow University/ Press Start 2016 / Volume 3 / Issue 2) https://files.eric.ed.gov/fulltext/ED571511.pdf

Choose the appropriate term. ~~Cross out~~ the one which does not fit. Make sure you pay close attention to the meaning of the sentences.

1. [Just like / Unlike] serious games, non-serious games can promote behavioural change and impart skills to players.
2. Organized play within online game communities can result in real world benefits [similar to / different from] simulations and serious games designed to treat a fear of public speaking.
3. Communities of Gamers, [rather than / as well as] being inherently negative, are supportive and deeply helpful places, providing not only social suppor, but 'serious' benefits to their members.
4. Game and game engines are often used as the basis for virtual training environments as they are often far [more / less] efficient to use [than / that] formal simulation software.

5. In the defence domain Brown (2010) found that serious games are "at least [as effective as / more effective than / less effective than] traditional training methods" and that participants felt better trained after using the virtual environment."

6. [Despite / In addition to / Whereas] confidence in terms of communicating with large groups of people, players stated that being a member of a gaming clan helped them develop social skills on a more fundamental level.

7. [Unlike / Similar to] the idea that virtual environments can allow individuals with high attachment avoidance to experience social interaction (Kowert and Oldmeadow 2015), multiple-player games allow people with a fear of public speaking to talk to groups of other humans without the stress and self-consciousness which comes from physical proximity."

8. Regarding the effects of moderate video game play, Jones et al. (2014) state that "There is a lack of negative impact for the majority of young players, and instead videogame play is associated with [lesser / greater] self-esteem regarding intelligence, computer skills, and mechanical ability."

9. Is the following a definition of serious games, non-serious games, or both?

"Digital games, simulations, virtual environments and mixed reality / media that provide opportunities to engage in activities through responsive narrative / story, gameplay or encounters to inform, influence, for well-being, and / or experience to convey meaning."

(Marsh 2011)

☐ Serious games ☐ Non-serious games ☐ Both serious and non-serious games

Underline the words that led you to your answer.

Giving Instructions

Example video https://learnenglish.britishcouncil.org/skills/speaking/a2-speaking/giving-instructions

Key Vocabulary from the video:

First, you have to put the coffee here.

Then you press it down with this.

I see.

Right, OK. Next, you put this here.

After that, you just press this button.

OK, that seems clear.

Is this OK?

Yes, that's right.

Like this?

You're doing well.

What do I do next?

Is there anything else?

UNIVERSITÀ DEGLI STUDI DI CAGLIARI

HR EXCELLENCE IN RESEARCH

Final Task – The text analysis presentation 🔍

The students will choose their groups (of min 3 and max6 students) and commit to this in Class 2 or 3. Each group will choose a text, investigate the functions and prepare a text analysis presentation.

ASSESSMENT CRITERIA	GRADE
INVESTMENT Care taken in devising the presentation (visual, audio universe) Care taken in creating and mastering the online tool (Genially etc.) or physical mechanics Care taken in devising the enigmas Ease of navigation for the audience. Originality / creativity / variety of tasks Correct use of written English	/10
COHERENCE Quality of the story-telling (narrative, scenario) Appropriate degree of difficulty of the slides Interconnection of topics Appropriate linguistic register	/10
CLARITY OF PRESENTATION + INTERACTION Are the written instructions clear and easy to follow? Is the visual presentation appropriately uncluttered? Do the team members give clear oral instructions to the group mates / audience? Do the team members offer appropriate oral and written assistance to the group mates / audience? Do the team members give encouragement to the group mates / audience? Balanced participation of team members.	/5
TIMING 2-minute introduction 20 minutes for the presentation, start to finish (0 points if the presentation cannot be finished or is too short)	/5
TOTAL	/30