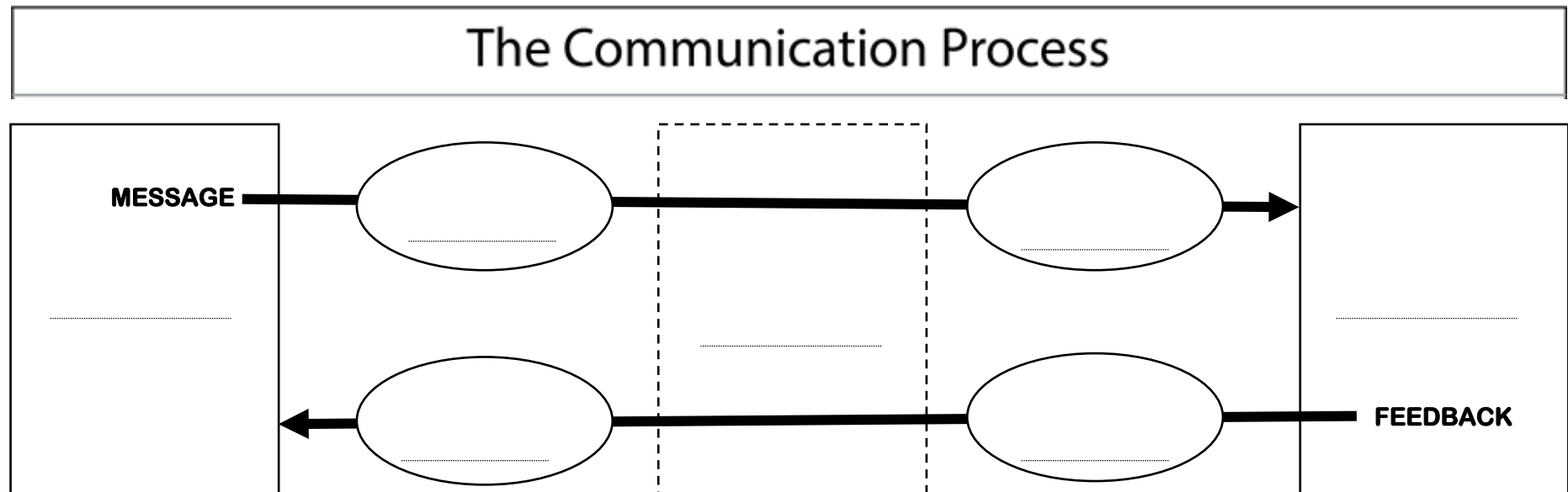


WORKSHEET 2.1

Can you fill the blank shapes?



Worksheet 2.2 Presentation Assessment

- Watch the video : <https://www.youtube.com/watch?v=Q5WT2vweFRY>

- Then try to evaluate the presentation you have just seen:

Criteria

	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Holistic: Listeners can follow the presentation		

Analytic:

The presentation is up to 10 minutes long with visuals		
Uses an introduction, development and conclusion		
Uses explicit discourse markers and logical connectors for chronological order/sequence comparison, cause and effect		
Provides detailed descriptions		
Uses adequate vocabulary for the topic		
Speaks with appropriate eye contact, body language, voice volume and rate		

Criterii

	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Holistic: Ascultătorii pot urmări prezentarea		

Analitic:

Prezentarea durează până la 10 minute cu imagini vizuale		
Folosește o introducere, dezvoltare și concluzie		
Folosește markeri de discurs Folosește markeri de discurs explicit și conectori logici pentru compararea ordinii / secvenței cronologice, cauză și efect		
Oferă descrieri detaliate		
Folosește vocabular adecvat pentru subiect		
Vorbește cu un contact vizual adecvat, limbajul corpului, volumul și rata vocii		

WORKSHEET 2.3 – Support my opinion

Read the situations below. In pairs or small groups, have a discussion. Use appropriate expressions to:

- present your opinion
- support it with reasons, details, facts, examples
- ask your partner about his/her ideas
- ask your partner to support his/her view

Situation - Roles

TEACHER 1 - You are a teacher and one of your students has a very bad attitude against you and other kids in class. You propose this student to be expelled for one day. This student has too many family problems.

TEACHER 2 – You have no problem with this student. You teach Art and not only the student is very gifted but also he is very cooperative in your class. You disagree to TEACHER 1.

TEACHER 3 – You are the Head of the school and you have to decide what is best for your personnel and for the student.

TEACHER 4 – You have don't teach this student but you have witnessed the bad behavior of this student and you agree to TEACHER 1.

Here are some expressions you can use in discussions:

Opening a discussion:

- I would like to discuss/determine/find out ...
- The problem/issue here is ...
- Let's talk about ...
- Let's look at ... and discuss/decide ...
- The main thing we need to discuss is ...
- We will start by ... (verb + ing)

Giving your opinion:

- I think that ...;
- I feel that ...;
- I believe that ...
- It seems to me ...
- In my opinion ...
- As far as I'm concerned ...
- I don't think that ...;
- I don't believe ...
- As I see it ...

Supporting your opinion:

- For example ...;
- For instance ...
- To give you an example ...
- Let me give you an example ...
- To elaborate ...
- Let me illustrate ...
- First, ... (second, etc., followed by details)

Asking for opinions:

- What do you think?
- What are your ideas?
- What's your opinion?
- Do you have any thoughts on that?
- How do you feel about ...?
- How about you, (name of person)?

Asking for support or details:

- Why do you think that?
- Could you elaborate?
- Could you give me/us an example?
- Could you explain it in more detail?
- What do you mean by that?
- What makes you think/say that?

Agreeing:

- That's right.
- I agree (with you).
- I think so, too.
- I definitely agree.
- I completely agree with you.
- I think we are on the same page about this.
- That's exactly what I wanted to say/I've been saying.
- That's my point, too.

Expressing reservations and disagreeing:

- Well, but ...
- Yes, that may be true, but ...
- Possibly/That's possible, but ...
- I see what you mean, but ...
- I am not sure I agree here because ...
- Yes, but the problem/issue here is ...
- I don't think it is going to work because ...
- I see your point. However ...

WORKSHEET 2.4. Active listening - Stop Listening Exercise

This exercise, also from Becky Norman's piece (2018), will show participants the emotional consequences of not listening and—hopefully—encourage them to practice better listening skills.

Split your group into two smaller groups of equal size and take one group outside the room.

Tell them that they are instructed to stop listening to their partner after about 30 seconds, and to be open in showing their disinterest.

Tell the other group to think of something that they are passionate about and be prepared to tell their soon-to-be partner a meaningful or personally relevant story about this topic.

Bring the other group back in, put all the participants into pairs, and tell them to get started.

Observe the behavior from the listeners and the reactions from the speakers until you're sure each speaker has picked up on what's happening. Stop the conversations at this point and explain the instructions that were given to each group.

Facilitate a group discussion on the importance of listening, how to use active listening, and what indicates that someone is truly listening.

WORKSHEET 2.4. Print 2 times and cut. Give each one a piece of paper

Instructions for GROUP 1 (TALKER):

Think of something that you are passionate about and be prepared to tell your co-learner a meaningful or personally relevant story about this topic. You will talk about 2 minutes (in Romanian).

Gândiți-vă la ceva care vă pasionează și fiți pregătiți să spuneți colegului dvs. de învățătură o poveste semnificativă sau relevantă personal despre acest subiect. Vei vorbi despre 2 minute (în limba română).

Instructions for GROUP 2 (LISTENER):

You will listen your co-learner for 30 seconds and after that you will stop listening and try to show your disinterest, even that you are bored. For example try to search to your notes, your bag, maybe stand up and go out and come back, check your mobile phone... Don't be afraid to be rude... it's just an exercise.

Îl vei asculta pe colegul tău de învățare timp de 30 de secunde și după aceea vei înceta să asculți și vei încerca să-ți arăți dezinteresul, chiar că te-ai plictisit. De exemplu, încercați să vă căutați notele, geanta, poate să vă ridicați, să ieșiți și să vă întoarceți, să vă verificați telefonul mobil ... Nu vă fie teamă să fiți nepoliticos ... este doar un exercițiu.

WORKSHEET 2.5. Body language - We Have to Move Now!

Another great exercise from Grace Fleming (2018) is called “We Have to Move Now!” and it will help your participants learn how to express and detect several different emotions.

These are the instructions for this activity:

1. Cut several strips of paper.
2. On each strip of paper, write down a mood, feeling, or disposition, like guilty, happy, suspicious, paranoid, insulted, or insecure.
3. Fold the strips of paper so you can't see what is written on it and place them in a bowl or jar. These are your prompts.
4. Have each participant take a prompt from the bowl or jar and read the exact same sentence to the class, but with the emotion the prompt specifies.
5. The sentence everybody will read is: “We all need to gather our possessions and move to another building as soon as possible.”
6. Have the participants guess the emotion of each reader either **orally** either by writing down what they think the speaker is feeling (or what they are supposed to be feeling).

After each participant has had a chance to read the sentence based on one of the prompts, run through the emotions displayed and see how many each participant guessed correctly. Finally, lead a debriefing discussion on how things like tone and body language can impact the way a message is received.

WORKSHEET 2.5. *Print 1 time and cut. Give each one 2 pieces of paper (folded)*

Guilty (Vinotat)

Happy (Fericit)

Proud (Mândru)

Disappointed
(Dezamăgit)

Insulted (Insultă)

Uncertain (nesigur)

Grateful
(Recunoscător)

Excited
(excitat)