

# PEAKING - INTERACTION CARDS

In 5 minutes, discuss the following with your partner. Use the prompts to help you.

1- Card A: You think the diversity of families is creating many social and personal problems.

Mention:

- The discrimination of children at school/ in society
- The confusion the mixture of family relatives can cause to a child
- The economic dependency many families have



1- Card B: You think each person has the right to pursue his/her individual happiness.

Mention:

- The violence at home
- The problem of living with someone you no longer love
- The child's right to be happy with a different family



2- Card A: You think changing careers several times in life is a challenging experience.

Mention:

- The possibility to do something you really like
- The challenge of learning something new and start over again
- The duty you have to grasp all the opportunities that appear



2- Card B: You think a person has the right to keep his job till retirement.

Mention:

- The importance of having work stability
- The social, personal and family problems redundancy or unemployment cause
- The unfairness of obliging someone in the 40s or 50s to learn a new profession.



3- Card A: You think the best way to show someone we care is offering a gift.

Mention:

- The gift reminds the person who offers it
- The gift is a sign of gratitude/ love/ care
- Most of the gifts are kept for a long time



3- Card B: You are against the excessive consumption of our society that created days for everything.

Mention:

- Most of the gifts are useless
- Love and attention are more important
- The celebration of the special days is an invention of marketing.



4- Card A: You prefer shopping online.

Mention:

- The wide variety of products and services
- The possibility to compare prices
- Saving time and money
- Shopping 24 hours a day



4- Card B: You would rather go to a shop or a shopping centre.

Mention:

- Possibility to touch/taste what you are buying
- Social activity
- No shipping costs
- Easier return / replacement



ist collective.

# Interactions Ii A Speaking Activities

**August Flammer, Francoise D. Alsaker**



## **Interactions II A Speaking Activities:**

**Interactions II** Elaine Kirn, Pamela Hartmann, 1990      Interactions II Patricia K. Werner, Mary Mitchell Church, Lida R. Baker, 1989-09      **Interactions Two** Patricia K. Werner, Mary Mitchell Church, Lida R. Baker, 1996 This communicative grammar is part of a set of books designed for college ESOL English for speakers of other languages students who are at a low intermediate level of proficiency      **ENGLISH SPEAKING FOR INFORMAL INTERACTION** Sudiran, Riski Lestiono, Erlyna Abidasari, 2020-02-29 In an effort to implement the curriculum it is urgent that material development be synergized with the curriculum so as to meet its proper and applicable implementation A number of grants have been awarded to our faculty members for designing instructional materials Systematical arrangement of instructional materials is to minimize the gap between planned curriculum and implemented curriculum FTTE UMM keeps striving to develop curriculum through a long listed agenda designing course outlines materials media and evaluation instruments Those four key components fulfill the National Standard of Higher Education Until recently FTTE UMM has developed instructional materials for 27 selected courses comprising 9 pedagogy courses and 18 content specific courses This Speaking book is the manifestation of our incessant contribution to the field of education Not only does it contain several relevant topics but it is equipped with various activities to accommodate students with active meaningful and independent learning as well It is then specially wrapped in the form of hybrid learning materials Finally it is highly expected that FTTE UMM through its continuous efforts could achieve the standards as stipulated by the Curriculum of Higher Education aiming for the National Standard of Higher Education in Indonesia      Interactions Two Margaret Segal, Cheryl Pavlik, 1995-10-31 This writing process text is part of a set of books designed for college ESOL English for speakers of other languages students who are at a low intermediate level of proficiency      *Verbal Interaction in Small-group Activities* Daniel Stotz, 1991      **Georgetown University Round Table on Languages and Linguistics (GURT) 1991: Linguistics and Language Pedagogy** James E. Alatis, 1992-04-01      **The Art of Teaching Speaking** Keith S. Folse, 2006-04-06 What elements make a speaking activity successful Which tasks or activities really help build speaking fluency What does the research show regarding speaking activities What mistakes do ESL teachers often make in speaking activity design In this highly accessible and practical resource Keith S Folse provides a wealth of information to help ESL EFL teachers design and use speaking tasks that will actually improve students speaking fluency The book presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities Teachers will find the chapters on Twenty Successful Activities and Ten Unsuccessful Activities particularly valuable The successful activities are provided for classroom use and are reproducible The book also contains five appendixes that explain what teachers need to know about vocabulary pronunciation and grammar and how they affect the teaching of speaking Samples of successful lesson plans and a list of

resources useful for teaching speaking are also included Keith S Folse Ph D is Coordinator TESOL Programs University of Central Florida Orlando He is the author of Vocabulary Myths University of Michigan Press 2004 and more than 35 second language textbooks including texts on grammar reading speaking listening and writing **Bilingual Education and Social Change** Rebecca Diane Freeman,1998 A general introduction to bilingualism bilingual education and minority education in the United States and an ethnographic discourse analytic study of how one successful dual language programme challenges mainstream US educational programmes that discriminate against minority students and the languages they speak Implications for research practice and practice in other school and community contexts are emphasized Oswaal CTET (Central Teachers Eligibility Test) Paper-II | Classes 6 - 8 | 15 Year's Solved Papers | Social Science and Studies | Yearwise | 2013 - 2024 | For 2024 Exam Oswaal Editorial Board,2024-02-03 Oswaal CTET Central Teachers Eligibility Test Paper II Classes 6 8 15 Year s Solved Papers Social Science and Studies Yearwise 2013 2024 For 2024 Exam *Multimedia Interaction and Intelligent User Interfaces* Ling Shao,Caifeng Shan,Jiebo Luo,Minoru Etoh,2010-09-11 Consumer electronics CE devices providing multimedia entertainment and enabling communication have become ubiquitous in daily life However consumer interaction with such equipment currently requires the use of devices such as remote controls and keyboards which are often inconvenient ambiguous and non interactive An important challenge for the modern CE industry is the design of user interfaces for CE products that enable interactions which are natural intuitive and fun As many CE products are supplied with microphones and cameras the exploitation of both audio and visual information for interactive multimedia is a growing field of research Collecting together contributions from an international selection of experts including leading researchers in industry this unique text presents the latest advances in applications of multimedia interaction and user interfaces for consumer electronics Covering issues of both multimedia content analysis and human machine interaction the book examines a wide range of techniques from computer vision machine learning audio and speech processing communications artificial intelligence and media technology Topics and features introduces novel computationally efficient algorithms to extract semantically meaningful audio visual events investigates modality allocation in intelligent multimodal presentation systems taking into account the cognitive impacts of modality on human information processing provides an overview on gesture control technologies for CE presents systems for natural human computer interaction virtual content insertion and human action retrieval examines techniques for 3D face pose estimation physical activity recognition and video summary quality evaluation discusses the features that characterize the new generation of CE and examines how web services can be integrated with CE products for improved user experience This book is an essential resource for researchers and practitioners from both academia and industry working in areas of multimedia analysis human computer interaction and interactive user interfaces Graduate students studying computer vision pattern recognition and multimedia will also find this a useful reference **Teaching through Peer Interaction** Rebecca Adams,Rhonda Oliver,2019-02-05 Teaching through

Peer Interaction prepares teachers to use peer communication in the classroom. It presents current research of peer interaction and language learning for teachers including background on the role of peer interaction in classroom language learning, guidelines for adopting and adapting peer interaction opportunities in real classrooms, and perspectives on teachers' frequently expressed concerns and questions about peer interaction. Practical and comprehensive, this text brings together information on peer communication across the different skill areas for different learners in different contexts and includes discussion on assessment. The text is replete with sample activities, tasks, and instructional sequences to aid teachers' understanding of how to use peer interaction effectively in a range of classroom settings, making it the ideal textbook for upper-level undergraduate and graduate students in language education programs as well as in-service teachers.

Language and Interaction Susan Eerdmans, Carlo Prevignano, Paul J. Thibault, 2003. This book features a fascinating and extended focal interview with Professor John J. Gumperz who ranges over his long career trajectory and reflects on his scientific achievements and how they relate to the contemporary linguistic scene. In this way, the reader is presented with a snapshot introduction to Gumperz's work in a contemporary context. A number of commentaries provide a stimulating and illuminating series of theoretical and applied encounters with Gumperz's work from different perspectives. In so doing, they shed new light on Gumperz's seminal contribution to the study of language and interaction. In his Response Essay and in a final discussion, Gumperz clarifies his views on many of the topics discussed in the volume as well as sharing with readers his views on some other approaches to language and interaction that are closely aligned to his own. Sociolinguistics, the ethnographic approach to language, language and social interaction, intercultural communication, communicative conventions, contextualization: these are some of the key terms which Professor John J. Gumperz discusses in this wide-ranging and searching interview about his career as an anthropological linguist and sociolinguist interested in cultural diversity and intercultural communication. John J. Gumperz, Professor Emeritus of Anthropology, University of California, Berkeley, is one of the founders of Sociolinguistics whose early work on speech communities and on the relationship of linguistic to social boundaries helped lay the basis for much current work in the field. Since the 1970s, he has concentrated on a theory and methods of discourse analysis that can account for the intrinsic diversity of today's communicative environments. His publications include *Language in Social Groups* (1962), *Ethnography of Communication* (1964), and *Directions in Sociolinguistics* (1972, 2002, both coedited with Dell Hymes), *Discourse Strategies* (1982), *Language and Social Identity* (1982), and *Rethinking Linguistic Relativity* (1996, coedited with Steven Levinson). He is currently working on a collection of studies, *New Ethnographies of Communication*, coedited with Marco Jacquemet, and *Language in Social Theory*. *Nonverbal Communication Across Disciplines: Culture, sensory interaction, speech, conversation* (Fernando Poyatos, 2002). In a progressive and systematic approach to communication and always through an interdisciplinary and cross-cultural perspective, this first volume presents culture as an intricate grid of sensible and intelligible sign systems in space and time.

identifying the semiotic and interactive problems inherent in intercultural and subcultural communication according to verbal nonverbal cultural fluency The author lays out fascinating complexity of our direct and synesthesis sensory perception of people and artifactual and environmental elements and its audible and visual manifestations through our speaking face to then acknowledge the triple reality of discourse as verbal language paralinguistics kinesics which is applied through two realistic models a for a verbal nonverbal comprehensive transcription of interactive speech and b for the implementation of nonverbal communication in foreign language teaching The author presents his exhaustive model of nonverbal categories for a detailed analysis of normal or pathological behaviors in any interactive or noninteractive manifestation and based on all the previous material his equally exhaustive structural model for the study of conversational encounters which suggests many applications in different fields such as the intercultural and multisystem communication situation developed in simultaneous or consecutive interpreting 956 literary quotations from 103 authors and 194 works illustrate all the points discussed *Journal of International Students, 2020 Vol. 10, No. 1* Krishna Bista,Chris

Glass,2020-01-08 Our 10th Anniversary series features special essays from influential voices in the field who explore future directions for internationalization and student mobility as well as the experiences of new generations of international students in less researched contexts and the need for more critical perspectives Our 10th anniversary cover art celebrates the past ten years with an image of the Holi Festival of Colors celebrated around the world including Nepal the birthplace of our Founding Executive Editor Dr Krishna Bista The image is overlaid with the name of the journal in various languages to celebrate our authors and readers who span the globe as well as our plans to publish future special issues in the many languages of our readers similar to our recent Special Issue on International Students in China with full length articles in Simplified Chinese This issue features research and authors in Australia Austria Brazil China Lebanon Malaysia the Philippines Portugal and South Africa **Transformation of Knowledge Through Classroom Interaction** Baruch

Schwarz,Tommy Dreyfus,Rina Hershkowitz,2009-05-07 Transformation of Knowledge through Classroom Interaction examines and evaluates different ways which have been used to support students learning in classrooms **The**

**Adolescent Experience** August Flammer,Francoise D. Alsaker,1999 This work reports the results from a study of adolescents and the worlds in which they live It focuses on the features of adolescence which are more or less characteristic of cultures ages and genders **Learning Together** Nancy Falchikov,2003-08-27 The number of students in higher

education has expanded dramatically in recent years but funding has not kept pace with this growth The result is less contact time for lecturers and their students and corresponding worries about how the quality of teaching and learning can be improved Peer tutoring is one method which is growing in popularity and has already proved successful in a number of countries This book provides an introduction to the methods and practice of peer tutoring focusing on how to set up schemes and how to cope with common problems It discusses the theory behind this form of learning and the beneficial effects

associated with it Summaries are included at the end of each chapter

### **Affective Computing and Interaction:**

**Psychological, Cognitive and Neuroscientific Perspectives** Gökay, Didem,Yildirim, Gölşen,2010-10-31 Since interactions may occur between animals humans or computational agents an interdisciplinary approach which investigates foundations of affective communication in a variety of platforms is indispensable In the field of affective computing a collection of research merging decades of research on emotions in psychology cognition and neuroscience will inspire creative future research projects and contribute to the prosperity of this emerging field Affective Computing and Interaction Psychological Cognitive and Neuroscientific Perspectives examines the current state and the future prospects of affect in computing within the context of interactions Uniting several aspects of affective interactions and topics in affective computing this reference reviews basic foundations of emotions furthers an understanding of the contribution of affect to our lives and concludes by revealing current trends and promising technologies for reducing the emotional gap between humans and machines all within the context of interactions

**Contemporary Second Language Assessment** Jayanti Veronique Banerjee,Dina Tsagari,2016-06-30 Includes chapters on key aspects of second language assessment such as test construct diagnosis exam design and the growing range of public policy social and ethical issues Each of the contributors is an expert in their area some are established names while others are talented newcomers to the field The chapters present new research or perspectives on traditional concerns such as test quality fairness and bias the testing of different language skills the needs of different groups of examinees including English language learners who need to take content tests in English and the use of language assessments for gate keeping purposes The volume demonstrates how language assessment is informed by and engages with neighbouring areas of applied linguistics such as technology and language corpora The book represents the best of current practice in second language assessment and as a one volume reference will be invaluable to students and researchers looking for material that extends their understanding of the field

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