



Learning Support Materials

English for Speakers of Other Languages: In Context - Study (National 5)

Student Notes



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES



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Lesson

01

Introduction

What are the skills you need to study successfully?

Skills: All



Activity 1

It is important to be able to understand your level of ability in various tasks so that you can decide which are the most important for you to work on. This material aims to give you ways of beginning to improve your study skills. But first it is important for you to evaluate your skills.

What do you think are the main language skills you will need when you study in college? Discuss with a partner and then your class.

In the following activities, you will start to think about what will be required of you at college and your ability to meet these requirements.

Think about each of the questions individually first and take notes, then discuss with a partner. Finally share ideas with the whole class.

Activity 2

Reading

1. What kinds of texts are you used to reading in your language and in English? For what purposes will you read these texts?
For example: newspapers, magazines, novels, graded readers, Emails, Internet pages, etc.

2. What are the main kinds of texts you will need to read at college? For what purpose will you need these texts?
3. Can you use a library to find books on a particular subject?
4. Do you read quickly or do you read more slowly concentrating on each line and word?
5. Do you remember what you read?
6. How good are you at taking notes from written texts?

Activity 3

Writing

1. What kinds of texts have you written in the past?
For example: Emails, letters, compositions, notes and reminders.
2. What kinds of texts will you need to write in college?
3. How good are you at writing correctly? Rank your ability in these areas (1= very weak; 10 = excellent):
 - Grammar
 - Using the right vocabulary
 - Spelling
 - Punctuation
4. Can you structure an argument in an essay? How are essays structured?
5. What is a paragraph? Can you write in paragraphs?
6. Do you use linking words? Why are they important in writing?

Activity 4

Listening

1. How confident do you feel about following a lecture in English on a subject you are interested in?
2. Have you ever taken notes from a lecture?
3. How confident do you feel about following a discussion in

English in the subject you are interested in?

Activity 5

1. How confident would you feel about presenting a topic to a group of students?
2. What are the features of a good presentation?
3. Would you be able to contribute to a discussion about the subject you are interested in?

Homework task:



Write a short letter to your teacher. Include this information:

- What course of study do you hope to follow in the future?
- What is your reason for wanting to take this course?
- How do you think your teacher can help with your English for this course?

Lesson

2

Speaking

Presentations 1: Organisation and signposting language

Skills: Speaking

Activity 1

As introductory practice, choose one of the following topics and talk for 1 minute. Time yourself very carefully.

- Mobile phones.
- Flying.
- Sleeping.
- Favourite foods.
- Favourite colours.
- Furniture on my house.
- Living in my home town.
- Jobs I have done.

In these lessons you are going to practise 3 to 4-minute presentations. This is quite a long time for one person to speak!

You need to plan what you are going to say very carefully if you want to be clear and to be sure that you speak for the full time.

Activity 2

A good presentation is organised well in this way:

A Beginning/Introduction:

- A1. What do you intend to talk about?/What is your purpose in speaking?
- A2. How do you intend to do it?/How will you organise your ideas?

B Middle:

- B1. State your point: information and arguments

C End:

- C1. Summarise your points.
- C2. What conclusions do you come to?

D Discussion/Questions from the audience.

Read this written version of a simple skeleton presentation on opera. First put the sections of the presentation in order.

Section A

That completes my presentation. I'd be glad to try to answer your questions.

Section B

I'd like to move on now to talk about opera today.
etc.

Section C

Firstly, the history of opera. The first operas were written and produced in Florence at the end of the 15th century and the beginning of the 16th century. However, the fashion for opera only really took off in Venice, later in the 16th and in the 17th century. There were many opera composers active in Venice. For instance Monteverdi, who originally came from Mantua but really made a name for himself in Venice. Take a look at this painting of Monteverdi painted in Venice.

I'd like you to look at this.
etc.

Section D

Finally, the future of opera.
etc.

Section E

To sum up, first we looked at the history of opera. Then we saw that opera today is a complicated, complete art form. Finally we looked at the uncertain future of opera.

Section F

Today I'm going to talk about opera. I am going to divide my presentation into three sections. First I will talk about the history of opera, second I will go on to talk about opera today and finally I will talk about the future of opera. I will talk for about 4 minutes.

Activity 3

Signposting language

It is very important not only that you organise your presentation very carefully but also that you use certain phrases to indicate its organisation. This will make it easier for your audience to follow what you are saying. This language is called signposting.

Underline the language in the talk above which the speakers uses to do this.

Activity 4

Below is a list of functions and a list of phrases which can be used for signposting in a talk. Match the signposting language to the functions.

The list of signposting language can be used for reference when you are planning your talk. You can even write some of them into your plan.

- A State what you will do (introduction).
- B State how you will do it (introduction.)
- C Ordering points (middle).
- D Giving examples (middle).
- E Emphasising (middle).
- F Putting it other words (middle).
- G Moving on (middle).
- H Using visuals (middle/end).
- I Concluding and summarising (end).
- J Inviting questions (end).

For example:

In my talk today I will A
Let me put it another way... F

1. In other words,
2. Today I'm going to talk about
3. I am going to divide my presentation into three sections.
4. If you have any comments I would be happy to hear them.
5. Firstly, Secondly, ... Thirdly, Finally,
6. For example/for instance
7. I'd like you to look at this.
8. In conclusion I'd like to emphasise that
9. The graph illustrates.
10. I'd like to move on now.

11. First we looked at And then we saw that
12. I'd be glad to try to answer your questions.
13. I will talk for about minutes.
14. Does anyone have any comments or questions?
15. To sum up
16. Another interesting point is
17. Take a look at this.
18. My topic today is
19. Turning now to
20. I will talk about, then I will talk about ..., finally I will talk about
21. Then we considered Then I argued
22. I'm going to give a short presentation about
23. That completes my presentation.

Homework task:



In the final lesson of this sequence of lessons on presentations you are going to give a 4 minute talk on a subject of your choice. Your homework task is to choose the topic you would like to present.

It should be something which interests you or something related to other subjects that you are studying.

You will need to do some research on your topic in a library and/or on the Internet. Here are some examples of the kinds of topic you might like to present.

- Healthy eating
- A famous person.
- The Olympic Games.

It is important that you choose a topic which interests you.

**Lesson
3**

Speaking

Presentations 2: Planning the talk/talking from notes

Skills: Speaking

Activity 1

Without reading the paragraphs below, discuss:

1. Why is it important to plan your presentations?
2. Why is it important to practise your presentations?
3. How can you practise?
4. Why is it important to set yourself a strict time limit?
5. Why is it not a good idea to write down every word you want to say?
6. What are the purposes of visual aids? What kind of visual aids can you use?

Now read the text and see what points are mentioned.

Advice for successful presentations

It is important to plan carefully what you want to say in your presentation. If you do not prepare, your presentation will not be structured and therefore will be difficult to follow as well as being not very interesting. You may also just stop speaking, which can be very embarrassing.

Practising your presentation is also very important. If you practise, then you will feel more confident because you will have thought about the language which you will use to express your points. You will also be able to judge the timing and to be able to judge the talk's effect and then revise your notes, if necessary. There are various ways of practising your talk. You

can record yourself and listen back critically. You can give your presentation to your reflection in a mirror. You can borrow a friend and practise with him or her.

It is also important to set yourself a time limit and stick to it. If you go on too long, your audience will get bored. If your presentation is too short, you will not have satisfied your audience.

There are a number of reasons why it is not a good idea to write down everything you want to say. Firstly, you will tend to read from the notes and not make eye contact with the audience. Secondly, it can be very difficult to find your place in a written text and you may therefore become confused and leave long silences while you are looking for your place. Thirdly, written English is quite different from spoken English in a number of ways. You will sound quite unnatural if you are reading from a written text and it will be difficult for your audience to follow you.

Visual aids can add a great deal to the effect of your talk. They will keep the audience interested, can help to clarify your points and give structure to your talk. There are very many types of visual aids from overhead projection slides to PowerPoint.

Activity 2

Planning your presentation notes – some advice:

- It is important that your notes do not include too much detail. You should write only the main points which you wish to get across and remember the detail. However, it can be useful to write down figures and information which is difficult to memorise.
- Remember that your notes are only an aid to memory while you are giving your talk. The detail should be memorised.
- It can be useful to write timings into your notes.
- Notes can be written on a piece of paper. However, there are other ways of organising your notes:

Put each point on a numbered card and refer to them as you speak.

Put each point on a PowerPoint or OHP slide and talk through the points as you are giving your presentation to your audience.

Look at the notes below for the skeleton talk on opera above.

Fill in the blanks. You will need to refer back to text of the talk in the previous lesson

| Talk on opera | |
|----------------------|---|
| 30 secs. | Intro: <ul style="list-style-type: none">• History• Opera _____• Future |
| 1 min. | Section 1 _____ <ul style="list-style-type: none">• Florence – end of 16th and 17th centuries• _____ – 17th and 18th centuries• Spreads throughout the rest of Europe – 18th, 19th, 20th centuries |
| 1 min. | Section 2 Opera _____ <ul style="list-style-type: none">• An international world Important Singers Important Opera Houses• Modern audience – all kinds of people |
| 1 min. | Section 3 _____ <ul style="list-style-type: none">• ‘A dying art form?’• Development – modern composers |
| 30 secs. | Conclusion <ul style="list-style-type: none">• Summarise above |
| | _____ |

Activity 3

Your teacher will have prepared a 4 minute presentation to give you. Listen and be ready to ask questions at the end.

Activity 4

Make notes for a 4 minute presentation on a topic which you know about. This could be:

- A hobby (e.g. collecting stamps, playing an instrument, etc.).
- A sport which you play.
- An aspect of culture (e.g. food, a festival).
- Something which you are good at (e.g. servicing cars).
- Etc.

The topic should not need you to do any research. You should make sure that your presentation includes a clear beginning, middle and end and that you use appropriate signposting language.

Activity 5

In groups of 3 take it in turns to give your presentation from your notes. When you are listening to the other presentations, you have four tasks:

- Time the presenter; give him a warning one minute and 30 seconds before the end of the talk.
- Think of questions to ask at the end.
- Fill in the feedback sheet below.
- Give oral feedback to the presenter at the end of his or her talk.

Feedback

- Was there a clear beginning, middle and end?
- Did the presenter use signposting language?
- Write any signposting phrases that were used:

- Was it easy to follow the talk?
 - Any other comments:

Homework task:



You should now have chosen your topic to present in the revision lesson. Your next task is to research your topic. Research can be done in a library or on the Internet. You will need to use the skills you learnt in the reading lessons.

**Lesson
4**

Speaking

Presentations 3: Using visual aids

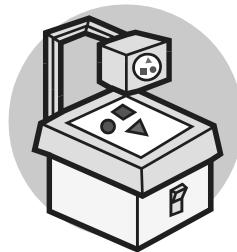
| | |
|-------------------------|--|
| | |
| Skills: Speaking | |

Activity 1

Look at the pictures below – what are these visual aids called?

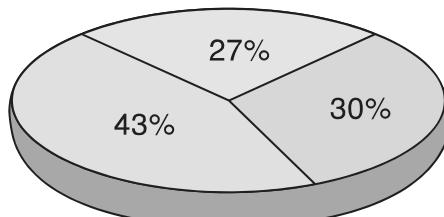
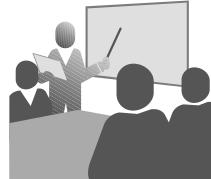


(a)

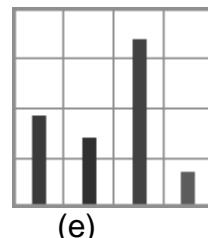


(b)

(c)



(d)



(e)

Can you think of any other visual aids?

Activity 2

In the text in a previous lesson, some of the advantages of using visual aids were mentioned.

Can you remember what these advantages are?

Activity 3

What are the important practical things to take into account when using visual aids

Read this extract from a text on visual aids from a university website. Answer the questions which follow.

USING VISUAL AIDS IN PRESENTATIONS

Practical considerations

A. Having suggested the importance of visual aids, you must also think carefully about how you are going to use them. If you fail to allow for some basic requirements, the value of visual aids may be turned into an actual disadvantage. The following factors may help you decide which one to use :

B. It may sound obvious, but check that the visual aids you are using can be seen by your audience. Too many presentations have been spoilt, for example, by showing a video on a small portable, in a lecture theatre.

C. If you are just being asked for a short informal talk, there's no need to spend hours preparing complicated slides. If, on the other hand, your presentation is a major effort on which you will be assessed, it is worth putting quite a lot of thought into your supporting visual materials.

D. Check that you can get the equipment you want, well in advance of your presentation - and check where the sockets are in the room you'll be using!

Source - Adapted from text on University of East Anglia Website:
http://www.uea.ac.uk/dos/learning/Tools/Helpsheets/Presentations/visual_aids.PDF

Match the paragraph titles to these paragraphs.

- 1. Visibility**
- 2. Suitability**
- 3. Using visual aids**
- 4. Availability**

In which paragraphs are the following points mentioned?

1. Make sure that you can plug the equipment in.
2. Match the kind of visuals you create to the type of presentation.
3. Make sure that the audience can see.

Activity 4

Using the OHP

Read this extract from a text on visual aids from a university website. Answer the questions which follow in your own words.

1. Why should you word process the texts for your slides?
2. What kind of fonts should you use? Why?
3. What is better than putting too much text on a slide?
4. Why should you not read from notes while using the OHP?
5. Where should you stand?
6. What should use for pointing?

Using the Overhead Projector

Texts for OHP transparencies should be word processed to help your audience see and to give your presentation an air of authority. However, drawing your own cartoons will make it seem personal and friendly. These need not be amazingly professional. Practice a few, and then make photocopies of the best, or scan them in to a word processed sheet.

Use a sans serif font, such as **Arial**, and never use a text size smaller than 18, emboldened. This will ensure that your transparencies are clearly legible. ·

Never put too much information on to any one transparency. It is better top have a larger number and change them.

If possible, maintain a standard style throughout your presentation. If you are using a logo, for example, use it on every slide. Aim for a common approach. If you can use colour, it will give your presentation greater impact.

Don't turn to read your notes from the screen. This will only alienate your audience. In any case it is unnecessary - you can see your transparency in front of you.

Make sure that your transparencies are in the correct order. If you do this, you will be able to locate them quickly when answering questions at the end of your presentation.

Stand to one side of the OHP and use a pencil to point to the particular items you are referring to. This helps to steady your nerves.

Source - Adapted from text on University of East Anglia Website:
http://www.uea.ac.uk/dos/learning/Tools/Helpsheets/Presentations/visual_aids.PD

Activity 5

Your teacher will give you some OHT slides to practise with. Write or draw something on the slides. It is not important what you write or draw. Experiment using the OHT. Make sure that:

- The writing is in focus. How do you adjust the focus?
- The other students can read what you have written. How do you make it appear larger (apart from writing larger)?

Homework task:



You should now have researched the topic you have chosen to present. Your next task is to make a plan for your talk and to prepare your visual aids. Look back to the lesson on planning before you start.

**Lesson
5**

Speaking

Presentations 4: Body Language

| | |
|-------------------------|--|
| | |
| Skills: Speaking | |

Activity 1

General Discussion

1. What is body language?
2. How important is it in everyday conversations?

Activity 2

What differences have you noticed between British people's body language and the body language of people from your culture?
Think about these areas:

1. Greeting and waving goodbye to people.
2. Shaking hands
3. Saying yes and no (nodding and shaking heads).
4. Pointing at people and things
5. Proximity – how close strangers, colleagues and fellow students get to each other.
6. Touching each other.
7. Etc.

Activity 3

What kind of interpretation would you place on the following body language? Remember to try them out to see what effect they have.

| Non-verbal behaviour | Your interpretation | Interpretation |
|---|---------------------|----------------|
| Standing with hands on hips. | | |
| Sitting with legs crossed, foot kicking slightly. | | |
| Sitting, legs apart. | | |
| Hand to cheek. | | |
| Sitting with hands clasped behind head, legs crossed. | | |
| Open palm. | | |
| Tapping or drumming fingers. | | |
| Touching hair. | | |
| Head leaning back. | | |
| Stroking chin. | | |
| Looking down, face turned away. | | |
| Biting nails. | | |
| Pulling at ear. | | |

<http://www.deltabravo.net/custody/body.php>

Activity 4

Body Language in presentations

How might your body language affect your presentation?

Discuss the following:

Eye contact

1. Do you find it is easy to make eye contact with people?

2. What effect does too little eye contact have on an audience?
3. What effect does too much eye contact have on an audience?
4. Do you tend to focus on members of the audience who are looking at you most closely?
5. Is it better in a talk to keep eye contact with one person or to spread eye contact around as many people as possible?

Gestures

1. What positive and negative effect can big gestures have on an audience?
2. What effect can standing very still have on the audience?
3. What effect does an unhappy expression have?

The audience

How is it possible to tell if the audience is paying attention?

Activity 5

1. Why is it important to practise (rehearse) your talk?
2. How can you rehearse?

Homework task:



You should now have a plan for your presentation. The next stage is to rehearse it. Use some of the methods discussed in this lesson to practise. Pay particular attention to timing.

If you are not happy with results, you will need to adjust your plan and rehearse again.

Lesson

6

Speaking

Presentations 5: The difference between spoken and written language

| | |
|-------------------------|--|
| | |
| Skills: Speaking | |

Activity 1

There are many differences between spoken and written English.

In presentations and other kinds of speaking, you need to be aware of these differences so that both your speaking and writing will be appropriate.

Look at the following pairs of texts on the same topics: – which of each pair is spoken and which is written? How can you tell?

Text 1

Siestas

Think about how you feel through each normal day (not when you have stayed up all night). When do you feel most sleepy? Most people would say that they feel sleepier at certain times of the day. Some people even take little naps. We have a biological rhythm which means that we expect to sleep not at one time in a day but twice – at night, of course, but also at the beginning of the afternoon. In fact, in places where it gets very hot after midday, it is the tradition for people to take siestas of a couple hours. Then they go back to work. Sometimes people in places where it is cold, also go to sleep for a short time in the afternoon, after they have eaten. A lot of people also daydream at that time.

Text 2

Siestas

As ordinary day progresses (not one where we have stayed up all night!) we find that there are particular ‘low’ points, where it is easy to become sleepy and to take a nap. Our biological rhythms are set to bring sleep twice a day; at night, but also in the early afternoon. In hot climates, a siesta is often an accepted practice. Everyone dozes or sleeps for a couple of hours, and then wakes up to resume work once the hottest part of the day is over. Even in cold climates where a siesta is not the standard practice, many people take a nap after lunch if they have the opportunity, while others find they are inclined to daydream at that time.

Source: Teach Yourself Psychology

Text 1

Language

I will start with a definition of Linguistics. People usually define it as the scientific study of language. Most people would say that this quite a clear and direct definition. In fact most textbooks and general writing about the subject would agree with this definition. The problem is, though, that we have to say what ‘language’ and ‘scientific’ mean. If we think about Linguistics as it is studied at the moment and as a subject for research, we need to ask this question: ‘Can we describe Linguistics as a science?’

Text 2

Language

Linguistics is the study of language. At first sight this definition – which is one that will be found in most textbooks – is straightforward enough. But what exactly is meant by ‘language’ and ‘scientific’? And can linguistics, as it is currently practised, be rightly described as a science?

Source: Language and Linguistics

Activity 2

Look at the texts above. What are the differences and similarities between academic spoken and written language?

Put these features in the right columns on the next page:

- more complex
- less complex
- more formal
- less formal
- shorter words
- longer words
- simpler words
- more complex words
- shorter texts with more concentrated information
- longer texts - information is more spread out
- more noun based phrases
- more verb based phrases
- more passive verbs
- more active verbs
- very little reference to the audience

- reference to the speaker and audience

| Academic Writing | Academic Speaking |
|-------------------------|--------------------------|
| | |

Activity 3

Find at least one example in the texts of these features:

| Written texts – examples | Spoken texts - examples |
|--|---|
| more difficult words | less difficult words |
| more concentrated information | less concentrated information |
| noun based phrases | verb based phrases |
| more grammatical complexity | less grammatical complexity |
| more passive verbs | more active verbs |
| very little reference to the audience and the writer | reference to the audience and the speaker |

Activity 4

Re-write the following written texts as they would be if they were spoken:

Human beings have rhythms, known as circadian rhythms, which are connected with the 24-hour cycle of the day. Through the course of the 24 cycle, a regular increase and decrease in activity is experienced in several physiological systems.

Source: Teach Yourself Psychology

The aim of this book is to help the reader to decide whether linguistics holds anything of interest to the reader, so we start with a rough definition of linguistics: it is the study of language. The term linguist refers to people who study linguistics in this sense and in no other, more popular sense of a person who is good at learning and speaking foreign languages. These people can be called ‘polyglot’.

Source: Invitation to Linguistics Richard Hudson

Homework task:



You should now be almost ready to give your presentation. You have:

- Chosen a topic
- Researched it
- Planned it
- Rehearsed it

However, you are not quite ready yet. Planning and preparation is a process which should be repeated until you are completely happy with the results.

Make sure that you look through your plan, practise another time and revise. Go through his process a number of times until you are happy with the result.

This checklist of things to consider should help you with this process.

Presentation checklist

Structure

Planning - have a clear structure and a sense of timing.
Organisation - have clear connections between the different parts or ideas.
Information - make sure what you say is interesting and relevant to your audience.

Body language

Good eye contact with the audience.
Positive, confident, and relaxed manner.
No distracting gestures.

Visual aids

Clear and simple messages.
Efficient, professional use of equipment.
Not too much information.
Do not read from the visual.
Make sure the visuals are clear.
Use a pointer if it is appropriate.
Look at the audience as much as possible.
Do not stand in front of the visual - can the audience see?

Beginning

Give the title/subject of your presentation.
Explain the purpose of your presentation.
Say how long you will take.
Summarise the main parts or points you will cover.

Main Part

Clear organisation.
Linking/Sequencing of ideas.

Conclusion

Clear signal to end.
Clear summary.
Conclusion.
Invitation to ask questions.

Language

Language – less complex.
Sentence length – shorter.
Personal.

Lesson

7

Speaking

Presentations 6: Revision: Giving a presentation

Skills: Speaking

You are going to spend this lesson giving the presentation that you have prepared for homework. You will give your presentation to the rest of the class.

Timing:

4 minutes – presentation.

3 minutes - questions and discussion.

The audience

When you are in the audience, make sure that you listen carefully and think of questions that you would like to ask at the end of the talk.

During the presentation, complete the following evaluation sheet.

At the end of the talk hand this sheet to the speaker.

Presentation Evaluation Sheet

| |
|--|
| A. General |
| What was good about the presentation? |
| Comment: |
| B. Organisation |
| Did the presentation have a clear beginning, middle and end? |
| Comment: |
| C. Delivery |
| 1. What about use of notes? |
| Comment: |
| 2. What about use of visual aids? |
| Comment: |
| 3. Was the timing of the presentation well controlled? |
| Comment: |
| 4. Could everyone hear? |
| Comment: |
| 5. What about body language including eye contact - did the speaker make eye contact with the listeners? |
| Comment: |
| D. Questions/Discussion |
| 1. How well did the speaker deal with questions and discussion? |
| Comment: |

**Lesson
8**

Speaking

Discussion 1: Effective group discussion

Skills: Speaking

Activity 1

Group discussion

In British education, it is important to be able to discuss in groups with other students. This is a central part of the learning process in most colleges and universities. You are expected to contribute your own ideas and opinions.

Discuss the following questions with a group of at least three students.

Your feelings about taking part in discussion

1. Think about educational institutions in other countries, students usually talk in groups in school and in college?
2. How would you feel discussing with a group of native speakers?
3. How do you feel about expressing your opinions and ideas in front of others?
4. Would any of these adjectives describe your feelings?

*shy relaxed self conscious confident nervous
tense etc.*

Activity 2

In a group of three or more, try the following activity.

Think about how you and the other people in the group act in the discussion.

You have a friend who has intermediate level English. He has asked you to give him advice about how to improve his English on his own. He does not have time to go to classes. Discuss the following suggestions and agree on the best three ways for him to study.

- A computer course.
- A grammar book.
- Speaking to other speakers of English.
- Watching a lot of TV.
- Reading newspapers and magazines.
- Getting pen-friend and writing to him/her regularly.

You have only 3 minutes for this.

Activity 3

Successful groups

In the same groups, now discuss the following questions:

1. Was there one person who spoke more than the others?
2. Was there anyone who spoke less?
3. Was there anyone who took control and moved the conversation on?
4. Who had the most ideas?
5. Who had the least ideas?

Activity 4

A discussion group needs to have different types of personalities to work well. Here are two examples of combinations of personalities which do not work well:

- It is bad for everyone in a group to be creative, as there will be no one to think critically about how the ideas will work in practice.
- It is bad if there is no one in the group who manages the conversation, that is someone who moves on the discussion and encourages the group to come to a conclusion. A group without a 'manager' could talk endlessly with little result.

In the same groups, discuss what other combinations of people might not be good for a productive discussion?

In the same groups, read the following text about attitudes to group discussion.

Think back to the discussion activity about the best ways to learn English.

- Tick the attitudes that you have.
- What about the other people in your group.
- Discuss with your group.

Different attitudes to group discussion

Actively positive:

suggests new ideas for discussion;
suggests different ways of dealing with problems;
builds on suggestions made by others;
asks questions of others;
talks about how the discussion is progressing and suggests the next step.

Keeping the discussion going:

talks about differences of opinion and tries to reach common conclusions;
encourages everyone to take part;
keeps the discussion relaxed by, for example humour, calling for short breaks, or by moving on the conversation;
is willing to compromise.

Negative attitudes:

talks too much;
talks very little;
acts as if s/he does not care ;
often changes the topic ;
tells funny stories or personal experiences;
carries on private conversations within the group;
is aggressive and critical of others;
tries to take over the group ;
disagrees all the time and doesn't listen to others' views.

adapted from Belbin website

In general as a group:

1. Do you have actively positive attitudes?
2. Do you help to keep the discussion going?

3. Do you have any negative attitudes?

Activity 5

Here are some of the most common problems that non native speaker have in discussions. Can you think of any solutions?

- One person in the group is very quiet. She or he does not feel confident enough or is not willing to contribute to the discussion. How can you help her/him?
- One person dominates the discussion? How can you stop them?
- You do not understand something? What can you do?
- The conversation has come to a stop and there is silence. How can you move the discussion on?
- One of the group members is not concentrating on the task and is talking about something else. How can you bring him or her back on task?

Activity 6

Now try the following activity. Remember all of the advice in the previous activities.

Here is a list of jobs. Discuss within your group of 3, the contributions which each of the jobs makes to society and then decide which one makes the greatest contribution.

- Teacher
- Soldier
- Doctor
- Research Scientist
- Architect
- Footballer
- Politician

You have about 4 minutes for this.

Activity 7

Evaluate your performance as a group by filling the following evaluation form.

Managing the discussion.

1. Was the conversation managed well?
2. Did one person move the discussion on or did you act as group to keep the conversation moving towards a conclusion?
3. Did everyone keep focused on the task
4. Did the group manage to come to a conclusion?

Balanced Contributions

1. Did everyone in the group speak?
2. Was everyone's contribution valued?
3. Did anyone speak much more than the others?

Understanding

Did everyone understand what was happening at all points in the discussion?

Overall evaluation

Was it a successful discussion?

Homework task:



You may be involved in discussions in English in your daily life with friends, colleagues and family. These are some of the situations in which you may discuss with others:

- Deciding on and planning what to do in the evening (watching TV, going to the cinema, etc.).
- Talking with bureaucrats and various workers to manage your daily life (bank officials, council workers, repair people, etc.).
- Talking with college staff about your learning and practical matters about the course you are doing and courses you would like to take in the future.
- Talking with your boss about matters connected with work (your pay, your work schedule, etc.).
- Talking with colleagues about how to get various tasks done.

When you are involved in these discussions, think

about your contributions in the light of what you have studied in this lesson.

**Lesson
9**

Speaking

Discussion 2: Useful language

Skills: Speaking

Activity 1

In the previous lesson, you looked at how groups work and how you contribute to discussions. In this lesson, you are going to study some of the language which is useful when you are involved in discussion.

Interrupting politely

If there is someone dominating your group or if you want to get your point across, you will have to interrupt politely.

Here are three expressions for interrupting. Can you add any more?

- If I could just come in here, ...
- Sorry to interrupt, but ...
- I'd just like to say that ...

Activity 2

Interrupting politely – Practice

Work in groups of three or more.

Choose one of these topics to talk about. One member of the group should start by trying to talk on this topic for 2 minutes without being interrupted. This speaker should try to resist being interrupted. The job of the other members of the group is to interrupt and ‘take the floor’. The student who is talking at the end is the winner.

- Scotland
- Scottish people
- Public Transport

- TV
- Scottish Food

Choose another subject and another student to begin talking for 2 minutes.

Activity 3

Opinion and agreeing

Match the phrases to the functions. Write the phrases in the table.

| Asking for opinions | Giving opinions | Agreeing | Disagreeing |
|----------------------------|------------------------|-----------------|--------------------|
| | | | |

- I don't agree at all.
- Yes, but on the other hand
- In my opinion/view,
- What do you feel about ...?
- I think you're absolutely right.
- I totally agree.
- I think
- What do you think about ...?

Activity 4

Practice - Opinion and agreeing

Work in groups of three or more. Follow the instructions for the task below. Make sure you use the language above.

Encourage anyone who is quieter to express their opinion.

Make sure that no one takes over the group.

You must come to agreement.

Make sure you keep the conversation going for 4 minutes, so time yourselves. Discuss the advantages and disadvantages of each option.

It is your teacher's birthday next week. You decide to buy her a group gift. Discuss the following options and decide on the best one.

- a box of chocolates
- flowers
- a book
- a scarf
- a dictionary
- a beauty treatment in a department store
- a new bag

You have four minutes for this.

Activity 5

Understanding the task/controlling the discussion

Match the phrases to the functions. Write the phrases in the table.

| Asking for clarification/ more information | Checking that you have understood | Controlling the discussion |
|---|--|-----------------------------------|
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

- Let's start by looking at
- Does anyone disagree with this?
- So what you're saying is that
- Another interesting point is
- I'm sorry, could you repeat what you said about ...
- So, I think we have agree that
- Are you saying that ...?
- What does ... mean?
- Can we move on to the next point now.
- X, what do you think?

Activity

Practice - Understanding/controlling the discussion

Work in groups of three or more. Follow the instructions for the task below. Make sure you use the language above.

Nominate one student to be the person who controls and moves the discussion on.

Make sure that every stage of the discussion is clear to you by using the language above.

Make sure you keep the conversation going for 4 minutes - time yourselves. Discuss the advantages and disadvantages of each option.

You have decided that you will have an evening out next week as a group. Discuss the following options and agree on where you will go:

- the cinema
- the theatre
- a meal in a restaurant
- a meal in one your homes
- a picnic
- a football match

You have 4 minutes for this.

Homework task:



Practise using the language above in the discussions you have in your daily life.

**Lesson
10**

Speaking

Discussion 3: Revision

Skills: Speaking

Activity 1

In the following discussion tasks, make sure you that you think about how you contribute to the discussion. Also make sure that you use the language practised above.

Role Play Situations

Work in pairs. Decide if you are A or B. read your role. Do not read your partner's role. Act out the situation. Swap roles and act out the same situation again.

Role play 1

A – Student:

Your assignment was due to be handed in last Wednesday. You have been unable to find the books that are needed in the library. You think that the books have all been borrowed by other students who have written the same assignment but the books have not been returned to the library. This is only the second time that you have handed in an assignment late. Go to your tutor and ask for an extension. You will need at least an extra two weeks.

B – Tutor:

You are tired of students coming to you asking for extensions for their assignments. Already three students this morning have come to ask for extensions. They say that the books they need are not in the library. You have been to the library and found the books easily. You think that these students are just making excuses and have been out having a good time instead of

studying. A is usually a good student but you have had enough of excuses.

Role Play 2

A – Student:

You started a geography course 3 months ago. Unfortunately, you find the subject uninteresting and you think that the lecturers are not very good. You would like to change to a history course. You have always been interested in history and you feel you are qualified to take this course. Go to talk to your tutor. Try to persuade him or her to let you change course. One of your friends changed course last week.

B - Tutors:

This year several students have dropped out of the geography course. They say the course is boring. You do not think this is true. In addition, if more students drop out, the course will have to be closed. The deadline for changing courses was two weeks ago so you are very reluctant to allow a student to change at this late date, although students have changed course this late in the past.

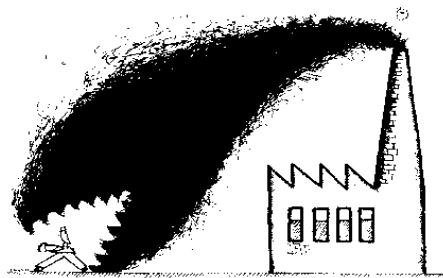
Activity 2

Discussing and coming to agreement.

Your school/college has held a competition for students to design a T-shirt which can be sold to raise money for an environmental protection organisation. Your group has been asked to choose the best design. Discuss which of these designs you would like to choose.

You have 4 minutes for this.





Activity 3

Giving opinions

Choose one of the following statements to discuss with your group. Discuss for 4 minutes and then choose another statement. Make sure that everyone contributes.

- All citizens should have to carry identity cards.
- Animals should not be killed for their fur.
- Dogs should always be kept on a lead.
- All drunk drivers should be permanently banned from driving.

Activity 4

Discussing and agreeing

Look at this list of inventions.

What impact have they had on your lives?

Which two would it be most difficult for you to live without?

- The mobile phone
- The Internet
- Email
- Television
- The microwave
- Personal hi-fis

You should discuss all the inventions and also come to agreement within 4 minutes.

Lesson

11

Writing

The process of writing/text planning and organisation

Skills: Writing

Activity 1

What texts have you written in the past?

What did you find most difficult about writing and what did you find easier? Think about the following:

Planning, checking your work, starting to write, thinking about what you should write, organising your text, knowing what is correct and incorrect.

This material aims to help with these aspects of writing.

Activity 2

When you are writing a text, you need to go through a series of stages.

This is a common procedure for writing a text but the stages are in the wrong order. Order them correctly.

- A. Make notes from your research.
- B. Read the question.
- C. Read your first draft and talk about it with colleagues and your teacher.
- D. Write your second draft.
- E. Think about what you should write.
- F. Research the topic – go to the library, use the Internet, etc.
- G. Hand in your work.
- H. Check your first draft for grammar, spelling, punctuation and vocabulary.
- I. Plan what you are going to write.
- J. Understand what you need to write about.
- K. Write your first draft.
- L. Check your second draft for grammar, spelling, punctuation and vocabulary.

Activity 3

One of the most difficult and important stages of the above procedure is organising your thoughts and research and planning what you are going to say.

Look at the statement below. Can you think of arguments in favour and against. Make notes in the table.

It is important to be balanced in your essay and to present both sides of the question. You must present the arguments you may not agree with and then counter them.

The Internet is a force of good. Discuss.

| In favour | Against |
|-----------|---------|
| | |

Read the brief example essay. Which of your points are mentioned?

1. In the last 10 or so years, the Internet has changed the lives of millions of people in many ways. The speed of this change has been dramatic. Most homes in developed countries now have Internet access. However, we have not had time fully to consider its effect. The Internet has brought great benefits but there are also problems connected to the speed of its introduction and spread across the world. This essay aims to summarise the main arguments in favour and against the spread of this phenomenon.
2. The main obvious benefit is that the Internet has brought us access to enormous amounts of information at the touch of a button (or click of a mouse). We can find information and carry out everyday tasks in seconds which in the past would take effort and time to obtain. We can shop online, download music, book travel tickets and a multitude of other tasks. In the work context, companies and public organisations can share information easily and quickly. This leads to greater efficiency and (for private companies) higher profits.

3. However, easy access to this amount of information has its disadvantages. The Internet is unregulated and uncontrolled. There is no authority to decide whether material is accurate and reliable. In addition, there is no regulation of materials like pornography, political propaganda and sites set up to cheat people out of money or to encourage them get involved in criminal or even terrorist activity. The enormous freedom of information which the Internet provides comes at a price.
4. The Internet has increased the speed of the workplace. In the past, we used to write memos and send them physically, or give them to colleagues. We spent time waiting for an answer. Nowadays, the Internet has made Email possible and communication in the workplace is extremely fast. This has made offices much more efficient. We send an Email and expect an immediate response. However a negative effect has been that our working lives are more stressful than in the past. Some argue that technology has not made work easier for us. It has increased pressure to react with speed.
5. In conclusion, the Internet has brought both advantages and disadvantages. We live in a rapidly changing world and the Internet is driving this change with enormously increased opportunities for sharing information. In my opinion, the Internet is here to stay and there is little we can do to change this situation. In the future, it will be as familiar to us as television and we will no longer question its effects but regard it as necessary as the telephone in both our private and working lives.

Activity 4

The writer of this essay planned carefully. Here is the plan but there are some parts missing. Looking back at the essay, complete the plan.

Introduction

Paragraph 1

Background to the topic

How the essay will be organised

Main body of the text

Paragraph 2

Paragraph 3

Disadvantages of - information and speed of access – lack of regulation

Paragraph 4

Conclusion

Paragraph 5

Activity 5

You can see that an essay is usually organised in the following way.

Introduction:

Background to the topic.
Purpose in writing.
Organisation of the text.

Main Body of text:

One or more paragraphs.
Arguments – both sides of question. Examples and illustrations.

Conclusion:

Implications of what has been said/how the question was answered/own opinions, etc.

Look at the following questions. Choose one you are interested in. Think about what you want to say – discuss with a partner and take notes. Remember to discuss both sides of the argument.

- Teachers' pay should be related to performance. Discuss.
- Schools in the UK should re-introduce corporal punishment. Discuss.
- Smoking should be banned in all public places. Discuss.
- All testing on animals should be banned. Discuss.

Activity 6

Make a plan for the question which you discussed in the previous activity.

Homework task:



Write the essay you have planned or choose another of the titles and plan and write your essay. Write about 250 words.

Lesson

12

Writing

Paragraphs 1

Skills: Writing

Activity 1

What is a paragraph?

Look at this definition.

Complete with these words:

next follow develop information examples develop

A paragraph is a group of sentences that _____ one topic or idea. The topic of one paragraph should _____ logically from the topic of the last paragraph and should lead on to the topic of the _____ paragraph. The paragraphs have different functions, but all _____ an idea - that is, they add , _____ , explanation, _____ and illustrations to the central theme or idea until the theme is fully developed.

Is this definition similar to your definition?

Activity 2

Read the following extract from a book on psychology and decide if these statements are true or false. Correct any which are false.

1. Babies are brought up in similar ways all over the world.
2. They develop into mature adults all over the world because of these similar upbringings.
3. Babies survive by chance.
4. They are very good at interacting with people from an early age.
5. As babies get older they smile less.
6. Parents react to their baby's smile by wanting to be with their baby.

The First Relationships

1. All over the world babies are brought up in different ways. The experiences of an Inuit child, living in a traditional community in the Arctic regions of northern Canada are widely different from the everyday experiences of a child growing up in Britain. In some communities babies are kept tightly wrapped up, in others they wear only a few clothes; in some communities they are carried around continuously, while in others they spend most of their day in cots or beds. And in some communities they spend all their time with their mother, while in others they are looked after by relatives, friends or even older children.
2. Yet despite all these differences, babies grow and, if they survive, generally develop into mature, balanced adults. Human babies can adapt to a huge range of different environments and conditions. These differences in how they are looked after don't really matter, as long as the baby gets what it really needs for healthy development. And what it needs most is other people.
3. Human infants, when they are first born, are physically totally helpless. They have to be fed, cleaned, carried around by other humans, and without this they would not be able to survive. This physical helplessness continues for a very long time - far longer than for any other animal. On the face of it, it would seem as if luck, as much as anything else, is what helps babies get through. But nature doesn't really work that way. As you will see in chapter 8, the process of evolution means that we would develop only in a certain kind of way if it gave us an increased chance of survival.
4. Human beings are born supremely adapted for sociability. Being unable to move themselves, as well as being unable to cling to their mothers as many animals do, they depend completely on other people. Because of this, they are very strongly predisposed to interact with people - and this is true of babies all over the world. For example, when an infant is first born it is unable to change the focus of its eyes. However these eyes have a fixed focus at just the right distance to allow the child to look at its mother's face while it is breast feeding.
5. Human infants also begin to make facial expressions very soon after birth. These movements are often quite tiny, but their parents, who are used to their baby's face, can recognise them. A human infant inherits a tendency to smile when it sees something which resembles a human face - and as it gets older, the resemblance needs to be more and more exact. Ahrens

(1954) showed that very young babies, in their first month or so, would smile when they saw an oval shape with two dots in it for eyes; but as the baby grew older, more detail was needed until by four months the infant would smile only at a real human face, or a very realistic picture.

6. For parents, of course, being looked at and smiled at by your baby is an extremely special experience. It is very rewarding and so it means that the parent is more likely to want to spend time with the baby, playing with it and talking to it. And that interaction, as we will see, forms a strong foundation for the future relationship between the parent and the child

From Nicky Hayes *Teach Yourself Psychology* Teach Yourself

Activity 3

Each paragraph should express and develop one main idea.

Three of the paragraphs have been given titles which summarise the one idea of the paragraph. However, they are in the wrong order.

Match the titles with the paragraphs then write the missing three titles.

- A. Babies can do nothing for themselves.
- B. The purpose of babies' smiles.
- C. Variation in ways of bringing up babies.

Activity 4

Look at the following text from a previous lesson. The paragraph divisions have been taken out. Where should the paragraph divisions be?

Remember that each paragraph should express and develop a single idea.

The number of countries where the death penalty is legal has fallen dramatically over the last 50 or so years. Despite this general trend in the world towards the banning of capital punishment, there are strongly argued positions both in favour and against this method of punishment. In countries where the death penalty is not legal, there are large numbers of people who are in favour. It is therefore important to consider both sides of the argument. One of the main arguments of those who are in favour of the death penalty is that it acts as a

discouragement to people who might be thinking of murdering. However, those who are opposed argue that there is in fact little or no evidence that it acts as a deterrent to murder. They point to countries where the death penalty is legal. These countries have a higher murder rate than countries where capital punishment is banned. Another argument in favour of capital punishment is that society has a right to claim the lives of those who kill – that we have a right to revenge. The counter argument to this is that the state does not have the right to kill anyone and the idea of the state being revenged on individuals in society is not valid. Finally those in favour argue that, with modern techniques of DNA testing, there is little chance of the wrong person being executed. Against this is the argument that, although there are much better modern techniques for making sure that the right person is punished, they are not infallible and mistakes are inevitable and tragic. In conclusion, it is my opinion that the arguments against the death penalty outweigh those in favour.

Homework task:



Write paragraphs for two of the following – one from A and one from B. They all express single topics – make sure that you state what you are going to write about and then develop the idea with examples, explanations and supporting argument, etc.

A

- Describe what you like to wear when you go somewhere formal (for example a wedding or a job interview).
- Describe how to prepare your favourite food.

B

- In favour of increasing taxes on motorists.
- In favour of recycling paper

Lesson

13

Writing

Paragraphs 2

Skills: Writing

Activity 1

Topic sentences

The one idea in each paragraph is usually expressed by one 'topic sentence'. This is usually at the beginning but may be later on in the paragraph.

The other sentences in the paragraph develop the ideas in the topic sentence through examples, supporting statements and further argument.

Read the following paragraphs.

1. Can you underline the topic sentences?
2. Can you identify how the idea expressed in the topic sentence is developed? Through example, supporting argument, explanation, description, research etc.

The paragraphs come from texts you have already studied.

Example 1

1. All over the world babies are brought up in different ways. The experience of an Inuit child, living in a traditional community in the Arctic regions of northern Canada is widely different from the everyday experiences of a child growing up in Britain. In some communities babies are kept tightly wrapped up, in others they wear only a few clothes; in some communities they are carried around continuously, while in others they spend most of their day in cots or beds. And in some communities they spend all their time with their mother, while in others they are looked after by relatives, friends or even older children.

From Nicky Hayes *Teach Yourself Psychology* Teach Yourself

The idea is developed through several examples.

Example 2

3. However, easy access to this amount of information has its disadvantages. The Internet is unregulated and uncontrolled. There is no authority to decide whether material is accurate and reliable. In addition

there is no regulation of materials like pornography, political propaganda and sites set up to cheat people out of money or to encourage them get involved in criminal or even terrorist activity. The enormous freedom of information which the Internet provides comes at a price.

The idea is developed through:

- further explanation/argument (There is no authority to decide whether material is accurate and reliable).
- examples (there is no regulation of materials like pornography, political propaganda and sites set up to cheat people out of money or to encourage them get involved in criminal or even terrorist activity).

Now try these paragraphs:

Paragraph 1

Human beings are born supremely adapted for sociability. Being unable to move themselves, as well as being unable to cling to their mothers as many animals do, they depend completely on other people. Because of this, they are very strongly predisposed to interact with people - and this is true of babies all over the world. For example, when an infant is first born it is unable to change the focus of its eyes. However these eyes have a fixed focus at just the right distance to allow the child to look at its mother's face while it is breast feeding.

From Nicky Hayes *Teach Yourself Psychology* Teach Yourself

Paragraph 2

Human infants also begin to make facial expressions very soon after birth. These movements are often quite tiny, but their parents, who are used to their baby's face can recognise them. A human infant inherits a tendency to smile when it sees something which resembles a human face - and as it gets older, the resemblance needs to be more and more exact. Ahrens (1954) showed that very young babies, in their first month or so, would smile when they saw an oval shape with two dots in it for eyes; but as the baby grew older, more detail was needed until by four month the infant would smile only at a real human face, or a very realistic picture.

From Nicky Hayes *Teach Yourself Psychology* Teach Yourself

Paragraph 3

The main obvious benefit is that the Internet has brought us access to enormous amounts of information at the touch of a button (or click of a mouse). We can find information and carry out everyday tasks in seconds which in the past would take effort and time to obtain. We can shop online, download music, book travel tickets and a multitude of other tasks. In the work context, companies and public organisations can share information easily and quickly. This leads to greater efficiency and (for private companies) higher profits.

Paragraph 4

Babies have a very good way of getting help when they need it. Because the human baby can't run for help itself, it needs a way of getting help from its parents. A baby's cry can penetrate for a long distance, and people quickly learn to recognise the sound of their baby's crying as opposed to that of another infant.

From Nicky Hayes *Teach Yourself Psychology* Teach Yourself

Activity 2

Look at the following paragraphs from the text in a previous lesson about cheese. The topic sentences have been taken out. Can you match the topic sentence to each of the paragraphs?

1. The milk is curdled using some combination of rennet (an animal or plant product) and acidification. Some cheeses also have moulds, which can turn some cheeses green or blue, either on the outside or inside.
 2. Different styles and flavours of cheese are the result of using different species of bacteria and moulds, different levels of milk fat, variations in length of ageing, differing processing treatments (cheddaring, pulling, brining, mould wash) and different breeds of cows, sheep, or other mammals. Other factors include animal diet and the addition of flavouring agents such as herbs, spices, or wood smoke. The milk may be heated to kill bacteria in a process called pasteurisation and this might affect the flavour.
 3. For a few cheeses, the milk is curdled by adding acids such as vinegar or lemon juice Rennet is bacteria traditionally obtained from the stomachs of young cattle, but now also laboratory produced. It acts by breaking down the milk into small fragments, leading to coagulation. Substitute "vegetable rennets" have been extracted from various species of the Cynara thistle family.
 4. Some cheeses, like raclette, melt smoothly; many others can be made to melt in the presence of acids or starch. Fondue, with wine providing the acidity, is a good example of a smoothly-melted cheese dish. Other cheeses turn elastic and stringy when they melt, a quality that can be enjoyed in dishes like pizza and Welsh rarebit. When some cheeses are heated their fats separate. A few acid-curdled cheeses, including halloumi, paneer and ricotta, do not melt at all and can become firmer when cooked.
- A. Most cheeses, however, are acidified to a lesser degree by bacteria, which turn milk sugars into lactic acid, followed by the addition of rennet to complete the curdling.

- B. There are hundreds of types of cheese produced all over the world.
- C. Cheese is a solid food made from the milk of cows, goats, sheep, water buffalo or other mammals.
- D. Cheeses can be eaten either raw or cooked, alone or with other ingredients. As they are heated, most cheeses melt and brown.

Activity 3

Look again at the four paragraphs in the text above. How are the ideas in the topic sentences developed?

1. Which paragraph uses examples?
2. Which 2 paragraphs use explanations?
3. Which paragraph uses more definition?

Homework task:



Write paragraphs for the following topic sentences.
Remember to develop the ideas in different ways.

- Sunday is the day when I really relax (describe what you do – you can invent).
- Many people argue that Smoking should be completely banned (give one or two arguments why).

**Lesson
14**

Writing

Linking 1

Skills: Writing

Activity 1

In this lesson you are going to study how to link your text so that the ideas move clearly on from each other.

Discuss the advantages and disadvantages of the following.
Before you talk to your partner, make notes:

Formal examinations

Advantages:

Disadvantages:

Continuous Assessment

Advantages:

Disadvantages:

Activity 2

Now look at the following paragraph taken from an essay on formal written examinations. Why is it **not** a good text?

Some people say that formal written examinations are a good test of pupils' memories and ability to work under pressure. They do not test pupils' creativity, research skills or a multitude of other abilities which are much better assessed through continuous assessment. Defenders of formal examinations say that they give all pupils an equal chance under the same conditions and that they are a fairer way of judging students' abilities. It is possible to make continuous assessment as rigorous and standardised as formal examinations. Regular meetings of markers and observations for the teachers who are responsible for the pupils' work can make sure that standards are kept similar.

Activity 3

The paragraphs which you write should link clearly with each other so there is a flow of sense through the text. In addition the sentences within the paragraphs should be connected together.

You should do this by using linking words.

Look at the same text now – it includes linking words. Underline all the linking words.

Firstly, although it is argued that formal written examinations are a good test of pupils' memories and ability to work under pressure, they are the only skills which they do test. They do not test pupils' creativity, research skills or a multitude of other abilities which are much better assessed through continuous assessment. Secondly, defenders of formal examinations say that they give all pupils an equal chance under the same conditions and that they are therefore a fairer way of judging students' abilities. However, it is possible to make continuous assessment as rigorous and standardised as formal examinations. For example regular meetings of markers and observations for the teachers who are responsible for the pupils' work can make sure that standards are kept similar.

Activity 4

Contrasting conjunctions

It can be quite difficult to use linking words correctly. This exercise and the exercises in the next lesson are designed to help to you use the most common linking words in English.

Although / Even Though / Despite / In spite of / However

These words link contrasting clauses

Look at these examples of unlinked sentences. They express contrasting ideas. Look at how they are linked together in the sentences which follow them.

1. It was raining. We decided to go for picnic.

| | |
|---|--|
| Although Even though | it was raining, we decided to go for a picnic. |
| Despite In spite of | the rain, we decided to go for a picnic. the fact (that) it was raining, we decided to go for a picnic. |
| It was raining. However, we decided to go for a picnic. | |

2. Jim was feeling ill. He went to work.

| | |
|--|--|
| Although Even though | Jim was feeling ill, he went to work. |
| Despite In spite of | his illness, Jim went to work. the fact (that) he felt ill, Jim went to work. feeling ill, Jim went to work. |
| Jim was felling ill. However, he went to work. | |

Look at how the structures of the sentences changes.

| | |
|-------------------------|--------------|
| Although Even though | Subject Verb |
| Despite In spite of | Noun |

| | |
|---------------------------|------------------------------|
| | the fact (that) Subject Verb |
| | -ing |
| However, USE NEW SENTENCE | |

Activity 5

There are grammatical errors in some of these sentences. Can you correct the sentences which are wrong?

1. Despite it was snowing, we went for a walk in the country.
2. Although the snow, we went for walk in the country.
3. The deadline was not reasonable. Even though, they managed to complete the work on time.
4. In spite of the unreasonable deadline, they managed to complete the work on time.
5. In spite of the introduction of the higher fines, there has been an increase in figures for drunk driving.
6. Although the introduction of higher fines, there has been as increase in figures for drunk driving.
7. They now offer higher salaries. However, it is still difficult for them to attract qualified staff.
8. Despite offering higher salaries, it is still difficult for them to attract qualified staff.

Activity 6

Link these sentences with the linking words given:

1. He goes on smoking. He has a terrible cold.
 - (a) Although
 - (b) In spite
2. He had only three days to finish the project. He managed to

complete it on time.

(a) Even though

(b) However

3. There has been an increase in violent crime. The number of less serious crimes has fallen.

(a) Despite

(b) However

4. The music was very loud. I could sleep.

(a) In spite of

(b) Even though

5. The concert was sold out. We got a ticket.

(a) Although

(b) Despite

Homework task:



Re-write the sentences using the word given so that it means the same.

1. Even though I have lived in London all my life, I have never been to the Houses of Parliament.

Despite

2. In spite of running late, we managed to get to the station on time to catch the train.

Although

3. Even though the government claims the allegations are

untrue, many journalists do not believe them.

In spite

4. Most people now know the dangers connected with cigarettes. However, many people continue to smoke.

Even though

5. Despite the staff shortages, the company has managed to complete the project.

Even though

6. In spite of the fact that she has never taken lessons, she speaks French fluently.

Although

7. She did not manage to find time to do much studying. However, she passed the exam with a high grade.

In spite

8. Although some scientists believe there is intelligent life somewhere in the universe, evidence has never been found.

Despite

Lesson
15

Writing

Linking 2

Skills: Writing

Activity 1

This exercise is designed to help you to think about context. Find the sentences below which match with these written contexts. You may find more than one sentence which matches each context. Some sentences may not match any of the contexts. There is no correct answer.

- a newspaper report
 - an academic essay or book
 - an Email
 - a law court
 - formal letter
 - a recipe
-
1. Intensive farming **has resulted in** the extinction of many species of insect.
 2. **In addition to** being director of IBM, he was also managing director of several other companies.
 3. The assassination of the president **led to** the revolution.
 4. The incidence of malaria in Africa is high **due to** the high numbers of mosquitoes.
 5. **Firstly**, I would like to outline the reasons for the decline of the British Empire. **Secondly**, I will analyse the effect this has had on many countries around the world. (thirdly, ... fourthly, ... finally, ...).
 6. The unemployment rate is very high **owing to** the lack of

investment in the economy

7. We delayed the picnic **because of** the rain.
8. **As a consequence of** your behaviour, we have decided to punish you by sending you to prison.
9. His imprisonment **was brought about by** his repeated failure to pay his debts.
10. **As result of** your actions, the company has lost millions of pounds in profits.
11. Her illness **was caused by** her unhealthy lifestyle.
12. We thought your performance at the interview was very good. **Furthermore**, we were very impressed by your CV.
13. Weigh the flour **and** put into a bowl. **After that** add the eggs and **then** the milk to the flour. Mix very quickly. **Next**, pour the mixture into the frying pan.
14. The quality of the food was excellent. **Moreover**, the service was very polite and attentive.
15. He did not study much at all. **Consequently**, he failed his exams.

Activity 2

Look at the sentences containing linkers again. What kind of relation do they show between the clauses in the sentences? Write the linkers in this table. There is one example in each column.

| Cause/reason | Result | Addition | Listing/Steps in process |
|-------------------|------------------|-----------------------|--------------------------|
| <i>because of</i> | <i>result in</i> | <i>in addition to</i> | <i>firstly, etc.</i> |

Activity 3

Look at how the grammar of the linkers works:

TYPE 1

| | |
|--------|--------------------------------|
| VERB + | PREPOSITION + NOUN |
| | PREPOSITION + -ing |
| | the fact that + SUBJECT + VERB |

For example:

- Their failure to get the work done in time **led to their loss** of the contract.
- Their failure to get the work done in time **led to their losing** the contract.
- Their failure to get the work done in time **led to the fact that they lost** the contract.

TYPE 2

| | |
|----------|--|
| LINKER + | (Preposition) + NOUN |
| | (Preposition) + -ing |
| | (Preposition) + the fact that + SUBJECT + VERB |

For example:

- **In addition to my enjoyment** of the acting, I thought the direction was excellent.
- **In addition to enjoying** the acting, I thought the direction was excellent.
- **In addition to the fact that I enjoyed** the acting, I thought the direction was excellent.

TYPE 3

| | |
|--------------|----------------|
| NEW SENTENCE | LINKER + comma |
|--------------|----------------|

For example

We left in good time. **Furthermore**, we drove very quickly so we should have arrived punctually.

Activity 4

The grammar of linking words can be difficult to get right. Look at the example sentences in Activity 1 again. Write them in the correct columns in the table below:

| TYPE 1 | TYPE 2 | TYPE 3 |
|---------------|-----------------------|---------------------|
| <i>led to</i> | <i>In addition to</i> | <i>Furthermore,</i> |

Activity 5

Link these sentences with appropriate linkers. You can make one sentence or write two sentences using a linker. Try to use a variety of linkers:

Cause

1. I didn't contact you. I had lost your number.
2. We will not sign. The contract is unreasonable.
3. She resigned. She wanted a career change.

Result

1. It had been snowing. The road was blocked.
2. The terms were not acceptable. The contract was not signed.
3. It had not been installed correctly. The computer broke down all the time.

Addition

1. Studying too hard can give you a headache. It can also stop you sleeping.
2. I work full time. I am a student too.
3. Taxes have been raised. The cost of living has also increased.

Listing

Peel the potatoes. Chop them into small pieces. Heat the oil in the pan. Add the potatoes. Stir them all the time.

Activity 6

Write a sentence which means more or less the same as the first sentence, using the linker given.

Example 1:

I have lived in Edinburgh for 10 years but I have never been to the castle.

Although

Although I have lived in Edinburgh for 10 years, I have never been to the castle.

Example 2:

As a result of the robbery he had to get the locks changed.

Resulted in

The robbery resulted in him getting the locks changed.

1. I am very hungry and tired.

In addition to

2. The violence in the 1980s led to much better policing of the inner cities.

As a result of

3. As a result of my bad behaviour, I was expelled from school.

led to

4. The phone companies are very inefficient and they are also very expensive.

Furthermore,

5. She lost a lot of weight because she didn't eat between meals.

As a consequence

6. The pressure to pass the exam led to many candidates

feeling under a great deal of stress.

Owing to

Homework task:



Write these linker in the gaps in this text in favour of banning traffic from the centre of Edinburgh.

consequently as a result even though

secondly, first leads to

There are several reasons why traffic should be banned from the centre of Edinburgh. The _____ and most obvious reason is to decrease pollution. _____

the Edinburgh climate is wet and windy which _____ a great deal of pollution being blown out to sea, this pollution still contributes to global warming.

_____ Edinburgh is an old city planned and built at a time when there were no cars and many fewer other vehicles. _____ the streets are narrow and not suited to the amount of traffic which we now have. At certain times, it is _____ faster to walk than to take either private or public transport.

Read the text again. Identify the topic sentence. How is the idea in the topic sentence developed?

Now write a paragraph against banning traffic from the centre of Edinburgh. Use appropriate linkers. Some or all of these ideas may help you:

- Inconvenience for residents in the centre.
- Economic effects on city centre businesses.

Inefficiency and high cost of public transport.

**Lesson
16**

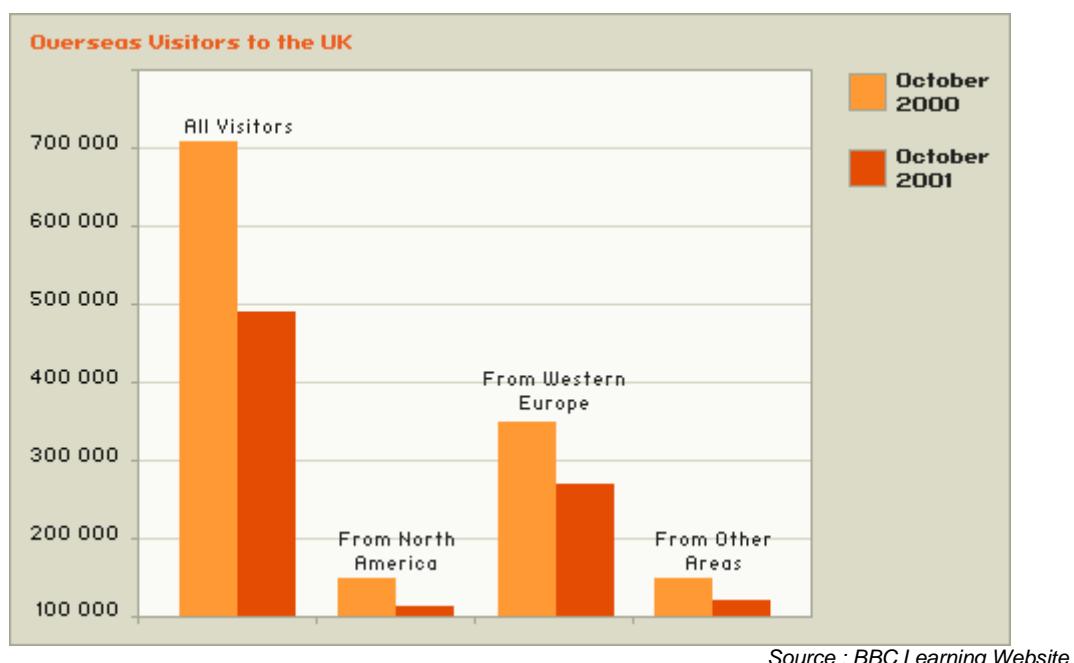
Writing

Reporting Statistics 1

Skills: Writing

Activity 1

An important skill in academic writing is to be able to describe statistics. In these lessons you will learn about describing statistics in graphs and bar charts.



Look at the bar chart above and answer the questions:
True or false?

1. The chart shows the total number of visitors to the UK, in 2000 and 2001.
2. There were more visitors to the UK in October 2000, than in October 2001.
3. There were fewer visitors to the UK from North America than from Western Europe in October 2001.
4. There were fewer visitors to the UK from Western Europe in October 2001, than the total number of visitors from other countries.

5. The difference between the figures for visitors from Western Europe in October 2000 and 2001 was smaller than the difference between visitors from North America in the same period.

Activity 2

Look at the following paragraph which describes the bar chart above.

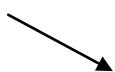
The chart compares the tourism data for the UK in October 2001 with October the previous year. Overall, there was a significant drop in the total number of visitors from just over 700,000 to just under 500,000. Although there were considerably more visitors from Western Europe than from the USA in both months, both figures decreased dramatically between October 2000 and October 2001. There were approximately 100,000 fewer visitors from Western Europe and about 25,000 fewer from the USA. Finally, there was a corresponding relative drop in the numbers of people coming to the UK from other countries. The decline can be explained as a consequence of the terrorist attack in America in September 2001.

1. Identify the topic sentence.
2. How is it supported?
3. Underline the language in this paragraph which will be generally useful for describing statistics.

Activity 3

Verbs of change

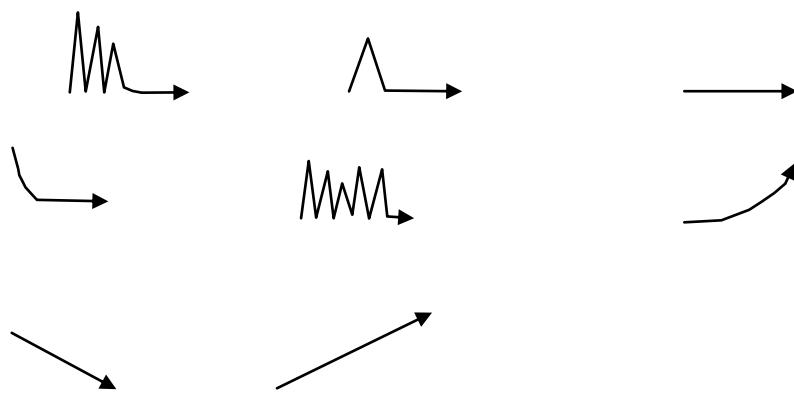
The number of visitors dropped/decreased/declined.



Match the verbs with the arrows. There may be more than one verb for each arrow:

- increase/rise (past - rose, past participle - risen)
- flatten out

- stabilise
- level off
- fluctuate
- recover
- hold steady (past - held, past participle - held)
- grow



Activity 4

Nouns of change

There was a drop/decrease/decline in the number of visitors.

What are the nouns which correspond with these verbs?

- increase/rise
- flatten out
- stabilise
- level off
- fluctuate
- recover
- hold steady
- grow

Activity 5

Adjectives and adverbs can be used to modify the **amount of change** which happens and the **speed of change**.

- Adjectives modify nouns. They usually come before nouns.
- Adverbs modify verbs and adjectives. They usually come after the verb.

For example:

- There was a **significant** drop in the total number of visitors. (amount)
- There were **considerably** more visitors in October 2000. (amount)
- Both figures decreased **dramatically** between October 2000 and October 2001. (amount)
- There were **approximately** 100,000 fewer visitors. (amount)
- Crime increased **slowly**. (speed)
- There was a **slow** increase in crime. (speed)
- The number of cats in the area has increased **sharply** in the last few years. (amount)
- There has been a **sharp** increase in the number of cats in the area over the last year. (amount)

Look at the following adverbs and adjectives. What kind of change do they express?

1. a large change/great speed of change
2. an average change/average speed of change
3. a small change/low speed of change

Amount of change

dramatic/dramatically

sharp/sharply

substantial/substantially

considerable/considerably

significant/significantly
slight/slightly

Speed of change

rapid/rapidly
quick/quickly
swift/swiftly
slow/slowly
steady/steadily

Activity 6

Re-write these sentences changing the adjective to an adverb or vice versa:

For example:

The number of big cats in the wildlife reserve has declined sharply.

There has been a sharp decline in the number of big cats in the reserve.

1. There was a swift rise in the figures which represent the number of mobile phones in the UK.

2. The number of people suffering from AIDS in Africa is increasing steadily.

3. There has been rapid growth in the numbers of women who are in top management positions.

4. Sales of DVD players are recovering quickly.

5. There has been a substantial decrease in the number of video players sold.

Homework task:



Write a paragraph describing these statistics. Remember to include a topic sentence.

Begin with the start of this topic sentence:

This table shows the number of

Buses 15 or more minutes late (percentages), Edinburgh

| | January 2006 | February 2006 | March 2006 |
|-----------------|--------------|---------------|------------|
| Lothian Buses | 5% | 7% | 8% |
| First Buses | 15% | 35% | 16% |
| Macgregor Buses | 12% | 6% | 6% |

Lesson
17

Writing

Reporting Statistics 2

Skills: Writing

Activity 1

In this lesson you will practice the language you studied in the previous lesson to describe more complicated statistics.

Look at the graph and the text which follows. Fill the gaps with the words below.

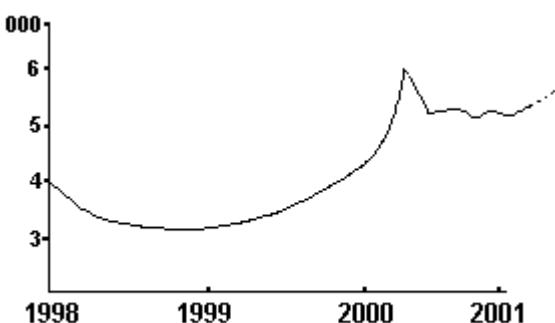


Figure 1. Sales of mobile phones per month

Source: The Financial Times website

slight between sharply recovered shows levelling

although fluctuation

This graph _____ the sales of mobile phones per month

_____ 1998 and 2001. _____ there was a

_____ off in sales from 1998 to 1999, sales _____

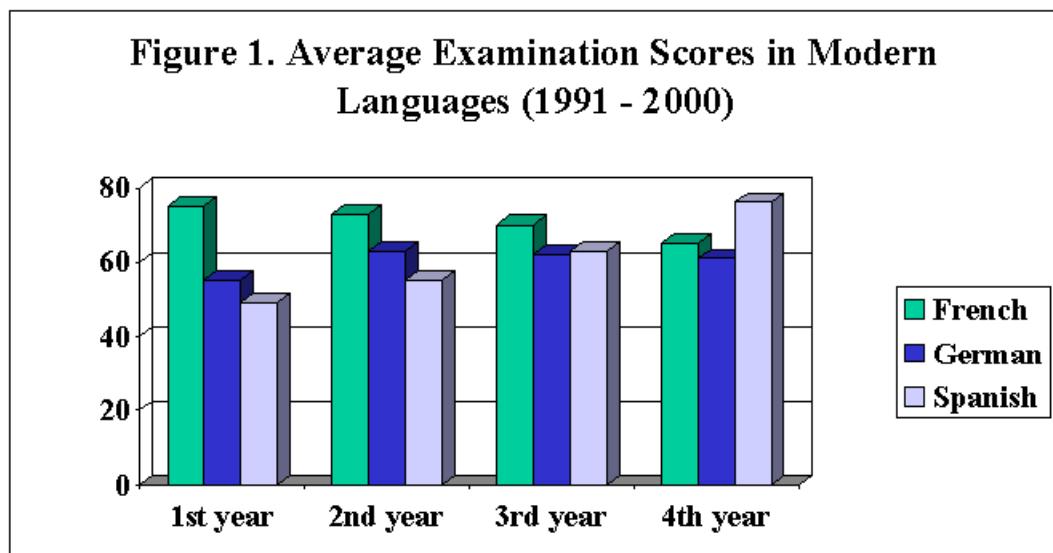
slowly throughout 1999 and the start of 2000. Following this, sales

dropped _____ in March 2000. Since then, there has been a

_____ in sales. There are indications, however of a

_____ rise.

Activity 2



Study the bar chart above and answer the questions:
Are the statements true or false?

1. Students of French tended to perform better in exams in their first year than in years 2 to 4.
2. German students got better results than Spanish students in every year.
3. The best results for Spanish students were in the third year.
4. The results of students of German remained stable in the third and fourth years.
5. The results of Spanish students showed a steady improvement.

Activity 3

Now look at this paragraph describing the bar chart. Can you correct the errors in the content? Re-write the paragraph so it correctly expresses the data.

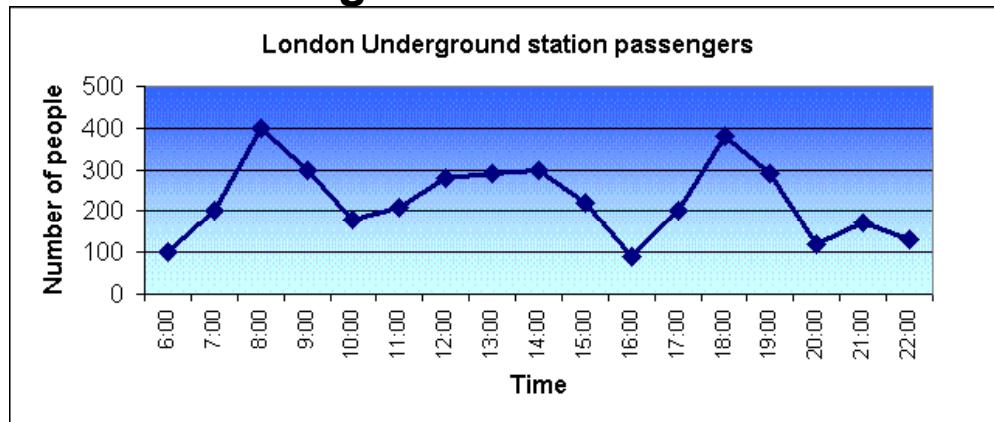
This bar chart shows the average examination results for students of French, German and Spanish in each of their three years of study. The chart represents the average results of students in the years 1991-2001. French students showed a sharp decline in performance over the four years while students of Spanish showed a slight decline. The scores of German students fell substantially for the first 3 years and then rose dramatically between the third and fourth years.

This bar chart shows the average examination results for students of French, German and Spanish in each of their **four** years of study. The chart represents the average result of students in the years 1991-**2000**. French students showed a **steady** decline in performance over the four years while students of Spanish showed a sharp **improvement**. The scores of German students **improved steadily** for the first 3 years and then **hold steady** between the third and fourth years.

Activity 4

Look at the following graph. Write a paragraph describing the data.

London Underground



Homework task:



WORLD CLOTHING SALES - percentages



Write a paragraph describing the data represented in the bar chart above.

**Lesson
18**

Writing

Proofreading

Skills: Writing

Activity 1

Proof reading is checking your text after you have written it to check for mistakes in grammar, vocabulary, punctuation and spelling. It is an essential part of the process of writing.

Punctuation

Match the punctuation with the words:

| | |
|-----------------|--|
| . | • quotation marks / speech marks / inverted commas |
| , | • hash |
| Peter | • question mark |
| ? | • full stop |
| () | • slash |
| ! | • hyphen |
| : | • apostrophe |
| ; | • exclamation mark |
| / | • comma |
| Stir-fry | • colon |
| “ ” | • brackets |
| Michael’s shoes | • square brackets |
| * | • semi colon |
| [] | • asterisk |
| @ | • ‘at’ |
| # | • capital letter |

Activity 2

Apostrophes

Look at the position of the apostrophe in these phrases and answer the questions. What are the rules for the use of apostrophes?

1. The boy's shoes.

How many boys? Where does the apostrophe go with singular nouns ending with a letter other than s?

2. The boys' shoes.

How many boys? Where does the apostrophe go with regular plural nouns ending in s?

3. The child's toys.

How many children?

4. The children's toys.

Where does the apostrophe go with irregular plural nouns (not ending in s)?

5. John's jacket.

6. Mr Jones' jacket.

Where does the apostrophe go with nouns which already end in s?

7. We kept a very friendly cat when I was a child. Its name was Whiskers.

8. It's a long way to Cape Town.

What does *it's* mean? When do we use *its*?

Activity 3

Apostrophes - practice

Now try this exercise. Put the apostrophe in the right places.

1. The dogs bone. (1 dog)

2. The 2 dogs bones.

3. The mans house.

4. The mens house.

5. The womans apple.

6. The womens apple.

7. Mr Smiths decision.
8. Mr Jenkins decision.
9. Its been a long time since weve seen each other.
10. Its the longest bridge in Europe.
11. Its trunk is up to 3 feet long

Activity 4

Read this text from a previous lesson. The punctuation has been taken out. Re-write with punctuation.

firstly although it is argued that formal written examinations are a good test of pupils memories and ability to work under pressure they are the only skills which they do test they do not test pupils creativity research skills or a multitude of other abilities which are much better assessed through continuous assessment secondly defenders of formal examinations say that they give all pupils an equal chance under the same conditions and that they are therefore a fairer way of judging students abilities however it is possible to make continuous assessment as rigorous and standardised as formal examinations for example regular meetings of markers and observations for the teachers who are responsible for the pupils work can make sure that standards are kept similar

Activity 5

Commonly misspelled words.

Most of these words are spelled wrongly (some are correct). Can you correct them? Take a note of words which you regularly spell wrongly.

1. lenhtg
2. strenhgt
3. widht
4. neccessary
5. accomodation
6. friend
7. chief

8. grammer
9. although
10. substancial
11. psicology
12. mistery
13. helpful
14. usefull
15. usefully
16. baeutfuly

Activity 6

It is very important to get into the habit of proofreading your texts. To practise, identify the errors of spelling and punctuation in the following texts from earlier lessons and correct them.

This graph shows the sales of mobile phones per month from 1998 and 2001 although there was a leveling off in sales from 1998 to 1999, sales rose slowly throughout 1999 and the start of 2000. Following this sales dropped dramatically in March 2000. Since then there has been a flutuation in sales. There are indicatoins, however of a sligth rise.

Activity 7

Instructions as above.

Hi John

How are you. I havent seen you for ages. I have been very busy recently at work We have new contract so our boss is pushing us very hard

I wanted to invite you to come to a party next Thurday. Its my birthday and I will be 30 so its quite important. Will you be able to come. It would be great if you could be their. It starts at 8pm at my flat.

Please Email me back and tell if you can come.

Jim

Homework task:



Correct the following text:

Proof reading

Always check your spelling, punctuation and grammar very carefully. If you use a computer you can use the spell check but don't depend on it much - it can get confused). Check in particular the spelling of all the key words associated with the topic (especially those used in the question! , and the names of your published sources. Were there are optional spellings (e.g. -ise/-ize endings), always use the same choice.

As for punctuation, pay special attention to the use of the apostrophe (both for abbreviation and possession). Note especially that *it's* means only *it is*. If you are not sure how to use apostrophes correctly don't just sprinkle them around hopefully or leave them out completely consult a friend who knows or an appropriate reference book. Accuracy in spelling and punctuation is give a good impression when essays are graded.

**Lesson
19**

Writing
Revision

Skills: Writing

Activity 1

Quiz

1. What is a topic sentence?
2. What is a paragraph?
3. List three reason linkers.
4. List three cause linkers.
5. Why is it important to use linking words?
6. What are the names of these punctuation marks:
! “ ” / @ ()
7. What verbs and nouns can you use to express the trends indicated by these arrows?



Activity 2

Make one sentence from these two sentences using linkers.

1. Everyone over the age of 18 in the UK has the right to vote.
The number of people who actually vote in an election is very small.

Although

2. He is unemployed. He has terrible debts.

In addition

3. The government has decided to increase foreign aid. Many more people in developing countries will have better chances of survival.

As a result of

4. Wayne had an injury. The England team was reduced to 10 players.

As a consequence of

5. There has been an increase in the numbers of hurricanes in the southern states. This is due to global warming.

Due to

6. She has been eating less. She is not losing weight.

In spite of

Activity 3

Proof read and correct this text.

Seasonal Affective Disorder

Poets and dramatists have long commented on the way that spring often results in young people thinking of love and romance. I am not aware of any psychological evidence which would either prove or disprove that, but we certainly seem to respond, physically, to increasing daylight. Many people experience a form of depression during the long winter months which clears up completely when spring and summer come.

Source: Teach Yourself Psychology

Activity 4

Proof read and correct this text.

HNC/D in Tourism

These courses offer a range of tourism and tourism-related skills, providing opportunities to work in tourism or to further your studies by direct entry into years 2 or 3 of university for the Higher National Certificate (HNC) you will study the structure of the tourism industry, the Scottish Tourism Product Marketing, Customer Care, Personal Effectiveness Communication and IT skills. You can also choose to study a language from French, German, Italian, Spanish at Elementary, Intermediate or Advanced levels English as a foreign language may also be available for students from abroad.

Source – Stevenson College Edinburgh Prospectus

Activity 5

Look at the following information. Write a paragraph describing the data indicating the general trend for the number of students studying for each subject.

Highers students at Eastfield College 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|-------------|------|------|------|------|
| Biology | 75 | 92 | 90 | 73 |
| Psychology | 52 | 38 | 39 | 54 |
| Mathematics | 22 | 32 | 67 | 104 |
| English | 105 | 81 | 126 | 54 |

Activity 6

1. Read these essay questions. Choose two and write plans for them.

2. The mobile phone has caused more problems than it has solved. Discuss.
3. The rich should pay more tax. Discuss.
4. Air travel should be taxed heavily. Discuss.
5. Alcohol advertising should be banned. Discuss.
6. All immigrants should be made to learn English. Discuss.
7. All drugs should be legalised. Discuss.

Homework task:



Write an essay of about 250 words using one of the plans you have just written.

**Lesson
20**

Listening

Introduction – types of listening and ways of listening

Skills: Listening

Activity 1

Read this text giving advice on listening in study contexts. After you have read it, see how much you can remember by answering the questions without referring back to the text.

Students in college and university need to be able to understand lectures and to be able to understand discussion with fellow students and their lecturers. Lectures are one of the main ways of teaching in further and higher education. A lecture is a prepared talk given by a lecturer to a large group of students who are expected to listen and take notes. One of the difficulties of listening to lectures is that there is no opportunity to stop the lecturer to ask for clarification. However, many lecturers will give their students notes summarising the content of the lecturer and some may invite question at the end of their talk.

Students need to have a variety of skills to be able to listen to lectures effectively. First of all, they need to be able to take notes. This involves distinguishing the main points from the detail as it is not possible to write down everything which the lecturer says. The students need to develop the skills of skimming to gain a general understanding of the lecture and scanning to understand particular points.

A difficulty which many students find with understanding lectures is vocabulary. Students need to develop knowledge of the vocabulary in their subject area. A good way to do this is to read in advance about the subject of the lecture and to keep a vocabulary book of words which are relevant.

One of the best ways to improve listening skills is to get as much exposure as possible to spoken English. There are a variety of sources of good listening material. Radio listening and TV watching can help enormously with developing listening skills.

1. What are the two kinds of listening situations students take part in, in colleges and universities?
2. What can make lectures difficult for students?
3. How do some lecturers help with this problem?
4. Why can't you write down everything that the lecturer says?
5. What is skimming?
6. What is scanning?
7. How can you improve your vocabulary in your subject area?
8. What two sources of listening material are give?

Activity 2

The text above advises students to get as much exposure to spoken English as possible. It says that a good source for this is the radio and TV.

BBC radio gives students the opportunity to listen online. Go to the BBC website: www.bbc.co.uk/worldservice/learningenglish and choose a text that you would like to listen to.

Activity 3

Now that you have chosen a text to listen to, follow the instructions in this task sheet. Choose the activities which you will find most useful. You can use this sheet to study listening on your own.

Before you listen:

- Read as much as you can about the topic.
Read the website introduction.
Search for the topic in a search engine and find an article or site on the subject and read the material
Take note of the vocabulary from the material you are reading in your vocabulary book.
- Write 5 questions about the topic that you would like the

answers to.

First listening

- Listen - and after you have listened:
- Which of the words noted down are in the text you are listening to?
- Which of your questions were answered?
- Write 3 or 4 sentences summarising the text you listened to.

Second listening

Focus especially on any parts which you found especially difficult. Isolate these and listen to them as many times as you need to understand them.

Make a transcript of parts of the listening by listening several times and writing down every word.

Draw a diagram to show the organisation of the listening text.

Follow up

Tell your partner about the text you have listened to.

Homework task:



Choose another listening from the website and follow the procedure above.

Lesson

21

Listening

Preparing for listening/different kinds of listening

Skills: Listening

Activity 1

In this lesson you are going to practise preparing for listening and different ways of listening.

You are going to listen to a director of an English language college giving a talk to intermediate students of English as part of their induction. She is talking about how to get the most out of their course.

It is important before you listen to prepare for what you are about to hear. You can do this in a number of ways.

- 1. You can predict the vocabulary that will be in the listening by thinking about the general topic.**

The speaker is talking about language learning. What are some of the words she might use?

For example:
native speaker, grammar

Think of at least five other words.

- 2. You can also think about and discuss the content of the listening trying to predict what will be said.**

Discuss:

What are the characteristics of a good language learner? Write at least 3 statements in pairs and then share your ideas with another pair and the class.

For example:

A good language learner takes risks.

Before you listen. You will need to understand this word:

plateau

What is a plateau? Can you draw a picture?

Activity 2

Skim **listen** to the director for general understanding. Answer these very general questions:

1. What is the topic of the talk?
 2. What problems do intermediate students often have?
 3. How can they get over these problems?
 4. What opportunities do being an upper-intermediate and advanced student give you?

Activity 3

Listening for detail and understanding the structure of the talk.

Complete the plan that the speaker made for the talk.

Introduction

- _____
- What I will talk about: making the most of your time useful _____

Part 1 – intermediate plateau

- Starting to learn - _____ progress
- Now for intermediate students - everyday skills – no _____
- Intermediate _____
- Moving on from the intermediate plateau

Part 2 – moving on

- One option – _____ on teacher – can be useful
- BUT- Not _____
- Take _____ for own learning

Part 3 - What can you do?

Exposure

- Listening - TV and _____
- Reading - read for _____
 - see _____ and _____ repeatedly

Part 4 Fun

Advantages of being an upper-intermediate/advanced student

- Part of a _____ community
- Expressing _____

Conclusion

- Take _____
- Learn outside classroom

- New experiences

Activity 4

Now look back at the vocabulary that you predicted might come up in the talk in the first activity. Which of the words did you hear?

Activity 5

Listening for more detail.

Can you fill the spaces in these excerpts from the script? Listen and check.

Finally, becoming an upper-intermediate and then advanced speaker of English is _____. You will reach a _____ where a whole new world is opening up for you. English is a _____ language. There is only one other language with more speakers - _____. In learning English you are becoming part of a _____ community of speakers - both native speakers and people who speak English as a _____ language. English is also big in another _____. People who _____ language, agree that there are more words in English than in any other language and the vocabulary is _____ fast. This is because English is spoken by so many people in so many different _____. Look at all these new words as _____ for you to say something new, to _____ new ideas.

Activity 6

Look at these statements from the talk. To what extent do you agree? Are they true for you?

- When you first started learning you made very fast progress. Everyday you felt you learned something new and that your English was getting better.
- Now you can survive in English everyday - go shopping, use public transport, you even have few problems with working in Scotland.
- Then one day you find yourself not moving on, you have reached a plateau or a flat part of your journey where you

carry on at the same level.

Discuss these questions:

1. Do you depend on your teacher or are can you work independently?
2. What kinds of exposure to English do you take advantage of?

Homework task:



Listen to at least one radio programme on the radio or on the Internet or watch a TV programme of your choice, Come to the next class ready to tell your classmates about it.

Lesson

22

Listening

Understanding data

Skills: Listening

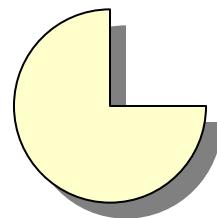
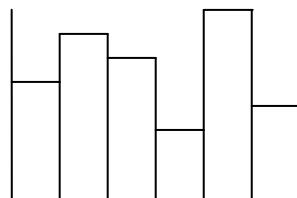
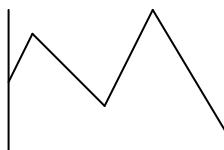
Activity 1

It is very important in college and university on some courses to be able to understand figures and statistics (numerical data). Lecturers will often give data to you in lectures which you will have to note down.

One of the best ways to do this is to represent data visually.

This lesson is designed to help you with this. It will also be useful for describing data in writing.

Look back at the lesson on data in the writing section. What are the following four ways of representing data called?



| Results | Jan | Feb | Mar | Apr |
|---------|-----|-----|-----|-----|
| 2002 | 12 | 55 | 44 | 123 |
| 2003 | 18 | 76 | 56 | 153 |
| 2004 | 10 | 98 | 8 | 132 |
| 2005 | 8 | 66 | 99 | 177 |
| 2006 | 5 | 23 | 88 | 98 |

Activity 2

How do you say these numbers and symbols?

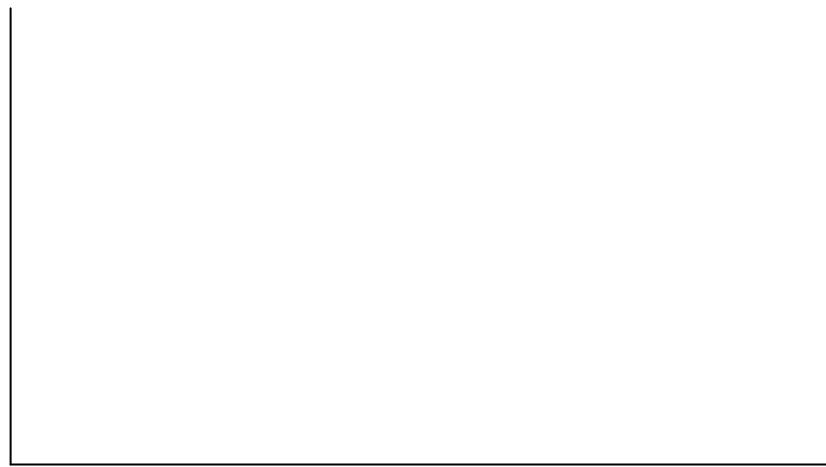
- 1
- 143
- 2,143
- 92,143
- 792,143
- 8,792,143
- 3.98

- $\frac{1}{3}$
- $\frac{2}{3}$
- $\frac{5}{8}$

- %

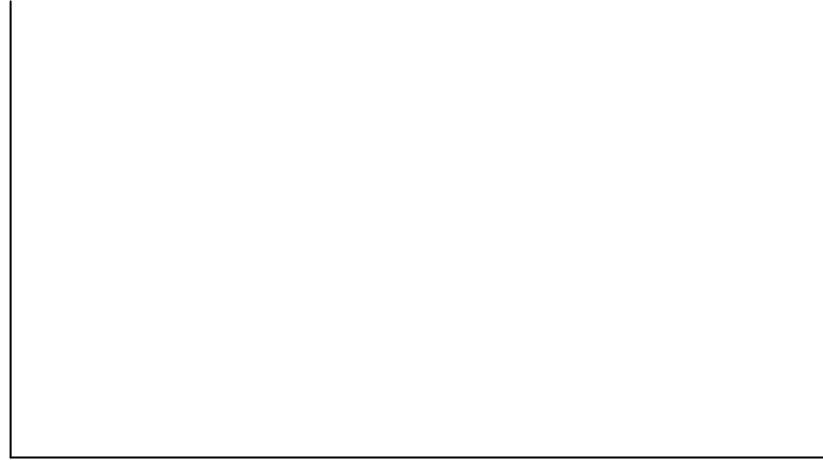
Activity 3

Listen to the lecturer describing some data. Draw a graph to represent this information on the axes below. You should label the axes with appropriate information. Give the graph an overall title.



Activity 4

Listen to another lecturer describing some data. This time, draw a bar chart on the axes below. You should label the axes with appropriate information. Give the bar chart an overall title.



Activity 5

Listen to this lecturer. **Complete** the information in this table (this year is 2006!). Give the table an overall title.

| Results | Feb | Mar |
|---------|-----|------|
| 2006 | 80% | |
| 2005 | | 60/% |
| 2004 | | |

Activity 6

Look at this script of the second excerpt. See if you can guess or remember the words which go in the spaces and then listen to check if you were right.

Well here are the results of our _____ into favourite after school activities. The most popular activity _____ was visiting friends. 50% of the students said that they go to others' houses after school. The _____ most popular activity was talking on the phone. 25% of students _____ they did this - some of

them for an hour or more. I _____ their parents aren't too happy! We were _____ that only 15% of students liked going to play sports after school. That _____ be by why we are all getting so fat! _____ 10% of the sample said that they played computer games and these _____ mostly boys.

Homework task:



Represent the information in the table as a graph. (You will need two lines on the same graph.)

Then write a paragraph describing the data.

T+T Telecom

Average length of breaks taken by men and women
(minutes per day - including lunch) – 2006

| | MEN | WOMEN |
|-------|-----|-------|
| Jan | 30 | 30 |
| Feb | 35 | 35 |
| Mar | 25 | 40 |
| April | 20 | 45 |
| May | 15 | 35 |

Lesson

23

Listening

Listening to a longer lecture

Skills: Listening

Activity 1

You are going to listen to lecturer talking about the history of the English language.

You will practise preparing for listening including predicting the content of a lecture, skimming and listening for detail.

Predicting the kind of vocabulary which is likely to come up in a listening will help you while you are listening.

What words will the speaker use in the lecture on the history of English.

For example: *language, development, etc.*

Activity 2

This more difficult vocabulary will also help you to understand.

Make sure you understand the words Use a dictionary, if necessary.

- Invade – also what is the noun? – what is the person?
- Conquer – also what is the noun? – what is the person?
- Epic
- Bilingual
- Spread

Activity 3

Some texts and listening include geographical and cultural information which make it difficult to understand. The next two activities are designed to help you by providing this information.

1. Using a map of Europe identify the following places.
2. What languages are spoken in these places?

| Place | Where is it on the map? | Languages |
|-------------------------|-------------------------|--------------|
| Scandinavia | | |
| Holland/the Netherlands | | |
| Germany | | |
| France | | |
| Normandy | | |
| The British Isles | | |
| Scotland | | |
| England | e.g. north west Europe | e.g. English |
| Wales | | |
| Ireland | | |

Activity 4

It can help you listen better if you predict the content of the lecture and activate any knowledge that you already have by discussing it.

Do you know the answers to these questions?

Discuss with your partner.

1. What do you know about the history of the English language?
2. What languages is English related to?

3. Where are Celtic languages still spoken?
4. What are the main Celtic languages?
5. What happened in 1066?
6. What is a lingua franca? Can you think of any examples?
7. When did the British Empire begin?

Activity 5

Now you are ready to listen.

Part 1 - introduction

It is very important to listen carefully to the first part of the lecture as it gives you an idea of the topic and how the lecture will be organised.

Listen to this first part and answer the questions:

1. How did English develop? (A series of invasions)

2. Put these stages in the lecture into the correct order.

- The Norman Invasion
- English today
- The Vikings
- Early English

Activity 6

Part 2 – main body of the lecture

Take notes in the following table about the main events in history.
Try to note down the important information.

Check with your partner. Help your partner so that you have as much information as possible.

| Period | Notes |
|--|--------------|
| Before the 5 th and 6 th centuries | |
| 5 th and 6 th centuries | |
| 8 th century onwards | |
| 1066 | |
| The Middle Ages and the modern period | |

Activity 7

Detail

What do you remember about the following? Share information with your partner and then listen again to make more detailed notes

1. What people lived in the British Isles before the fifth and sixth centuries?
2. Where do their languages survive?
3. What was the name of the people who came from northern Germany?
4. What surviving writing do we have in Anglo-Saxon?
5. What did Old English give modern English?
6. What was the name of the Vikings' language?
7. Where did the invaders come from in 1066?
8. What is the name of the most famous Middle English writer?
9. What effect did Norman French have on English grammar?
10. And on English vocabulary?
11. What three languages were spoken in England in the Middle Ages?
12. Explain how English has 2 words for some meanings.
13. What caused the spread of English throughout the world?
14. Which language is now spoken more than English?

Activity 8

Can you now answer the question you discussed before the listening? Here they are again:

1. What languages is English related to?
2. Where are Celtic languages still spoken?
3. What are the main Celtic languages?
4. What happened in 1066?
5. What is a lingua franca? Can you think of any examples?
6. When did the British Empire begin?

Activity 9

Discuss these questions with your partner:

1. What do you know about the history of your first language?
2. Where is your first language spoken?
3. Are there many dialects and accents?

Homework task:



Try to find out as much as you can about your first language – its history, where it is spoken, dialects and accents, etc.

Talk to friends and relations who speak the same first language, look on the Internet and/or use a library.

Be ready to tell your class mates about your language in the next lesson.

Lesson

24

Reading

Reading efficiently – different ways of reading

Skills: Reading

Activity 1

Read the following text and answer the questions which follow.

When you start a course in college or university in the UK, one of the main difficulties will be to get through the amount of reading which will be given by your lecturer for each course.

You will need to read efficiently. There is not enough time to read everything line by line. You will need to develop the skills of skimming and scanning.

First, you will need to go to the library and scan through the titles of books in the index or on the shelves to find the books on your reading list or the books which you think might be relevant. When you have chosen a relevant book, you will need to scan through the chapter titles and quickly find the relevant sections. If you have particular information to find, you will then need to scan through that chapter to find that information.

Having found a relevant chapter or section of a chapter, you will need to skim read to get the general meaning (gist) to be sure it is relevant. One way of doing this is to read the first few lines of the first and last paragraphs.

Finally you will need to read the relevant passages carefully and take notes.

1. What will be one of the main difficulties when you start college?

2. Why can't you read everything in a text?

3. Put the following in the correct order:

- Skim the chapter for gist reading the first and last paragraphs of the chapter

- Read in detail the parts of the chapter that are most relevant taking notes
- Find the book in the library
- Find the relevant chapter by scanning the contents page, index, etc.

4. Write short definitions of the following:

- Scanning
- Skimming
- Gist

Activity 2

Purpose in reading

When we read, we have a purpose.

What might be possible purposes for reading the following texts? There could be several purposes. How many can you think of?

e.g. A newspaper:

- to find out what is on TV
- to read the sports results
- to be more informed about the news
- entertainment
- to see what's on at the cinema

1. A novel.
2. A general interest magazine.
3. A book about your favourite hobby.
4. A road sign.
5. A recipe.
6. a letter from the bank

Activity 3

Your purpose in reading affects how you read a text. For example, when you read a newspaper to find out what's on TV, you **scan** the index or the whole paper to find the TV section, then you might **skim** this section to get a general idea of what's on or scan if you are interested in watching a particular programme. Then you might read the information in detail about a particular programme.

When you read academic texts, you have to be flexible about

what you are reading. You cannot read every line of a book from the beginning to end as you would when you are reading a novel for pleasure. You are reading to find particular information so you have to go through the process in Activity 1 to find the most relevant parts and then read in detail.

Look at the following texts. What type of text is it? What might be the purpose or purposes in reading the text? What would be the best ways to read the texts (skimming, scanning, reading for detail). Make notes in the table below. It is not necessary to understand the texts completely to fill in information.

Text 1

Hi John

How are you? I haven't seen you for ages. I have been very busy recently at work. We have a new contract so our boss is pushing us very hard.

I wanted to invite some to a party next Thursday. It's my birthday and I will be 30, so it's quite important. Will you be able to come? It would be great if you could be there. It starts at 8pm at my flat.

Please Email me back and tell if you can come.

Jim

Text 2

My heart aches, and a drowsy numbness
pains

My sense, as though of hemlock I had
drunk,

Or emptied some dull opiate to the drains
One minute past, and Lethe-wards had
sunk:

'Tis not through envy of thy happy lot,
But being too happy in thy happiness -

.....

Text 3

Famous Someone or something that is famous is very well known, usually because it is remarkable or extreme.

Text 4

Dear Sir,

I would like to complain about a flight which I took from London to Edinburgh on June 12th, this year. There were several problems with this flight. It was flight BA4567 from Heathrow.

First of all, it was delayed for 5 hours. I understand that delays are a fact of life. However in this case, there was very little help offered by your staff and we were not even provided with vouchers to exchange for food or drink

Text 5

The main task of phonological rules is to provide a phonetic representation for the word on the basis of its phonological representation in the lexicon and the syntactic configuration in which it occurs at the surface structure. We need to justify any divergence between the phonological (lexical) representation of items and

Text type (e.g. article from a newspaper.)

- 1.
- 2.
- 3.
- 4.
- 5.

Purpose (e.g. to inform the reader about the news.)

- 1.
- 2.
- 3.
- 4.
- 5.

Best method for reading (e.g. reading for detail, skimming, scanning.)

- 1.
- 2.
- 3.
- 4.
- 5.

Homework task:



You have been asked by your lecturer to read about primary education in the UK, in order to get a very general idea about how it is organised.

Go to a library and find a book which gives you an outline of primary education in the UK by scanning through the index and the shelves. You can also ask the librarian to help you.

Find the relevant information by scanning and skimming the book or books you find. Then read the relevant parts in detail and take notes. Be ready to report back to your class in the next lesson.

Text sources:

- Text 2 - From Keats 'Ode to A Nightingale'
- Text 3 - *Cobuild English Dictionary for Advanced Learners* Collins
- Text 5 - Neil Smith and Deirdre Wilson *Modern Linguistics* Penguin

**Lesson
25**

**Reading
Scanning**

Skills: Reading

Activity 1

Skimming and scanning

Which of these paragraphs defines skimming and which defines scanning?

1. Your eyes move quickly over the text to find the particular information which you want. You ignore everything except the information which you need. This process should be very fast. An example of this kind of reading is looking up a number in the phone book. You need to know the kind of information you need before you start this kind of reading.

2. You use this method of reading when you want a general idea (the gist). You do not pay attention to the details of the text but try to find the main ideas. A good way to do this is to read the first sentence of each paragraph or to read the first and last paragraphs of a chapter. It is a good idea to have a general idea of the kind of information you are looking for before you start reading like this.

You can scan through a whole book to find the parts which are most relevant or scan a shorter text to find the most relevant parts for your purpose in reading. This lesson practises scanning short texts.

Activity 2

First skim read to understand the gist of the text. Read the first paragraph, quickly and cover the text. Answer this question

What is the text about?

Activity 3

What do the figures in the table refer to? Find out by scanning the text, looking for the figures and reading what they refer to.

Remember to ignore information which is not relevant. It is not necessary to understand everything in the text. Your task is to answer the question.

| | |
|-----|--|
| 30% | |
| 16% | |
| 2% | |
| 1% | |
| 13% | |
| 6% | |
| 86% | |

Differences in teaching and learning at university and at school

Historian Dr Alan Booth has devised a questionnaire to test the views of more than 200 first-year history students at Nottingham University, over a three-year period. The students were asked about their experience of how history is taught at the beginning of their degree programme to see how teaching at university is different from teaching at school. It quickly became clear that teaching methods in school were quite traditional. It was found that school teaching does not encourage students to be independent learners.

About 30 per cent of students claimed to have used

libraries and the Internet at school and this had mostly been in connection with project work. Only 16 per cent had used video/audio; 2 per cent had experienced field trips and less than 1 per cent had engaged in role-play.

Dr Booth found students and teachers were frequently restricted by the kind of tasks which they were expected to do for exams. These put obstacles in the way of more unconventional teaching and active learning, he said. Of the students in the survey just 13 per cent felt their A-level course had prepared them very well for work at university. Three-quarters felt it had prepared them quite well.

One typical comment sums up the contrasting approach: “At A-level we tended to be spoon-fed with dictated notes and if we were told to do any background reading (which was rare) we were told exactly which pages to read out of the book”.

To test this further the students were asked how well they were prepared in specific skills central to degree level history study. The answers reveal that the students felt most confident at taking notes from lectures and organising their notes. They were least able to give an oral presentation and there was no great confidence in contributing to seminars, knowing how much to read, using primary sources and searching for texts. Even reading and taking notes from a book were often problematic. Just 6 per cent of the sample said they felt confident when asked to write an essay.

The personal influence of the teacher was extremely important. In fact individual teachers were the centre of students’ learning at A level with some 86 per cent of respondents reporting that their teachers had been more influential in their development as historians than the students’ own reading and thinking.

The ideal teacher turned out to be someone who was enthusiastic about the subject; a good clear communicator who encouraged discussion. The ideal teacher was able to develop students’ involvement and independence. He or she was approachable and willing to help. The bad

teacher, according to the survey, dictates notes and allows no room for discussion. He or she makes students learn strings of facts; appears uninterested in the subject and fails to listen to other points of view.

No matter how poor the students judged their preparedness for degree-level study, however, there was a fairly widespread optimism that the experience would change them significantly, particularly in terms of their open mindedness and ability to cope with people.

Alison Utley, *Times Higher Education Supplement*. February 6th, 1998.

Activity 4

You are now going to scan the same text for other information. Answer these three questions:

1. How long did Dr Booth's research take?
2. For what purpose did 30 % of students use the Internet at school?
3. What do the students feel most optimism about?

Homework task:



Using the Internet is a kind of scanning. The Internet is an important resource for study. Find the following information by using a search engine and finding the most relevant sites.

- Find an at least one English language course at a college in Edinburgh which offers academic English
- How much does this course cost or is it free?
- How can you apply for the course?
- Where is the college?
- What is the next start date?
- How long does the course last?

Note down his information and bring it to the next lesson to compare with other students in your class.

**Lesson
26**

Reading

Skimming

Skills: Reading

Activity 1

This lesson practises ways of skimming a text to gain a general idea of the meaning in order to see if it is relevant for your purpose in reading. Skimming should be fast.

Remember that this should happen after you have scanned a book to see which parts are most relevant for your purpose.

This text is quite 'difficult'. You should, however, be able to gain an understanding of the gist through skimming the text without having to worry too much about the vocabulary. If, however, there are too many words for you to be able to understand, use a monolingual dictionary.

These are the key words which should help you to understand. If you do not know the meanings of these words, look them up in a dictionary.

greenhouse gases methane emission audit

the Kyoto protocol software backwards

global warming climate change

Activity 2

On the next page are the titles and the first and last paragraphs of the text. Make sure they are covered by a sheet of paper until you are ready to read. Uncover the text for only 30 seconds and read. After 30 seconds see if you can answer this simple question:

What is the problem?

Methane emissions twice official level – study

- Study claims output 92% above official figure
- France also found to have higher reading

James Randerson, science correspondent
Thursday June 22, 2006

The Guardian

The UK's emissions of the powerful greenhouse gas methane are nearly double what the government says they are, according to a global audit of methane emissions.

.....
.....
.....
.....

An earlier study by Professor Nisbet supports Prof Bergamaschi's results. He found that methane emissions in the London area in the late 1990s were 40% to 80% higher than declared by the government at the time.

Activity 3

Below is the complete text. Again cover the text and take only 30 seconds to read the first sentence of each paragraph (in bold). This method of skim reading should give you a little more idea of the general meaning of the text and you should be able to answer these questions:

True or false?

1. UK methane emissions are twice what the government says.
2. The EU has released information about greenhouse gases.
3. Methane has less effect on the greenhouse effect than carbon dioxide.
4. A scientist says that it is hard to say how much methane a country emits.

Methane emissions twice official level - study

- Study claims output 92% above official figure
- France also found to have higher reading

James Randerson, science correspondent

Thursday June 22, 2006

[The Guardian](#)

The UK's emissions of the powerful greenhouse gas methane are nearly double what the government says they are, according to a global audit of methane emissions.

The study, which looked at how much methane is released into the air, suggests that Britain's actual contribution is 92% up on what it declares under the Kyoto protocol. It also suggests that France is emitting 47% more methane than it declares.

The report in New Scientist today coincides with the latest round of figures on greenhouse gas emissions by the European Union. Climate-changing gases, excluding those from aviation and shipping, increased by 18m tonnes or 0.4% between 2003 and 2004. The UK's emissions rose by 0.2%. Environmental groups greeted the news with dismay. "[The figures] confirm our fear that the UK government is pretending to be a leader on climate change, but in reality it is a laggard," said Germana Canzi of Friends of the Earth.

Although methane emissions are much lower than carbon dioxide and the gas is broken down more quickly, it has a much more powerful warming effect. Over 100 years, a tonne of methane will cause 23 times as much warming as a tonne of CO₂

Peter Bergamaschi, of the European commission joint research centre at Ispra in Italy, and his team set about calculating methane emissions from different countries independently of the internal estimates. He produced estimates based on the amount of methane in the atmosphere over the country. This involved collecting data from chemical detectors which sniff the air for methane.

Software then ran the recent weather backwards, to work out where the gases must have been emitted. The study

suggested that Germany had also underestimated its methane contribution by 62%. But during the course of Professor Bergamaschi's study Germany revised its estimate of national methane emissions upwards by around 70%, putting it in line with his figure.

Euan Nisbet, an expert on atmospheric science at Royal Holloway, University of London, said it was extremely difficult to estimate a country's methane emissions. He said governments should invest more in good-quality monitoring.

An earlier study by Professor Nisbet supports Prof Bergamaschi's results. He found that methane emissions in the London area in the late 1990s were 40% to 80% higher than declared by the government at the time.

James Randerson, *The Guardian*. June 22nd, 2006

Activity 4

You are now going to practise skim reading another text.

Make sure that you understand the following key words before you read:

*heat wave disease issue a warning thunder
lightning flood storm*

Activity 5

Use the same technique to skim read the text. Cover the text and uncover only while you read the first and the last paragraphs. Give yourself a time limit of 60 seconds to do this. With the text covered, answer the following questions with your partner:

1. What happened at the weekend?
2. Who should be most careful in the heat?
3. Was the whole country very hot?

Sun may not be such fun as heat wave warning issued

Sarah Hall, health correspondent
Monday July 3, 2006
[The Guardian](#)

The heat wave that affected Britain over the weekend may have been welcomed by sunbathers - but elderly people, the young and those with chronic diseases have been warned by the government to avoid the sun over the next few days.

The Department of Health took the unusual step of issuing a heat wave warning after the Metrolological Office predicted there was an 80% chance temperatures would rise to 27C (80F) on at least two consecutive days between Sunday and Tuesday.

With a forecast of 34C (93F) predicted for tomorrow in the south-east, the Department of Health warned of "significant health risks", in the first guidance it has issued on a specific heat wave since drawing up a "heat wave health plan" two years ago.

That move was prompted by the heat wave of August 2003, in which 27,000 people died of heat-related causes in north-west Europe. At least 11,000 of them died in France, prompting accusations of apathy and incompetence against the government. At least 2,000 died in Britain, with 85% aged 75 or over.

In a leaflet to be distributed to doctors, walk-in centres and care homes, the Department of Health suggests babies and children, elderly people and those with chronic diseases should take steps to prevent dehydration. These include staying indoors during the hottest hours of the day, between 11am and 3pm, regularly drinking water or fruit juice, and avoiding alcohol, tea or coffee. Becoming dehydrated and overheated can lead to sunstroke - which might be fatal - or heat exhaustion.

Symptoms of heat exhaustion include headaches, exhaustion, nausea, vomiting and collapse caused by low blood pressure. People with these symptoms are advised to take a cool shower, to drink, or to sponge themselves down with cold water. Sunstroke, or heatstroke, can develop if heat exhaustion is left untreated, but can occur without warning.

While some parts of the country were very hot yesterday, Manchester was hit by heavy rain. Severe thunderstorms caused flash flooding, which closed two lanes of the M60 motorway, and homes were damaged by lightning strikes. Greater Manchester Fire and Rescue dealt with almost three times as many calls during the storms, receiving more than 630, up from an average 250.

Sarah Hall, *The Guardian*. July 3rd, 2006

Homework task:



Buy a newspaper. Skim through at least 3 articles. Be prepared to come to the next lesson and tell your partner about the gist of the text you have skimmed.

Lesson

27

Reading

Reading for detail

Skills: Reading

Activity 1

When you have found the relevant text and the parts of the text which are most relevant for your needs, you need to read in detail. These activities will help you to practise reading for detail.

Look back at the texts on global warming and on the heat wave in the previous lesson. You are going to read these for detail.

You will need to spend more time reading the texts. Try not to look up every word you do not know but try to work out the meaning from the context.

Spend as long as you need to find the answers to the questions. Check with your partner.

Methane emissions twice official level

True or false?

1. France declares less methane than the real figure.
2. Climate change gases emitted by plane and ships increased by half a per cent between 2003 and 2004.
3. Peter Bergamaschi's figures were calculated separately from the countries' own figures.
4. Germany's figures have always been closer to Bergamaschi's than France and the UK's figures.
5. In the 1990s, methane emissions were lower in London than the government estimates.

Activity 2

In pairs, now write one more true/false statement on this text. You need to change the wording of your statements to see if the other students can understand similar information written using different words. Pass to another pair of students to answer.

Activity 3

Sun may not be such fun as heat wave warning issued

True or False?

1. Everyone was happy with the heat wave.
2. There is the possibility that the heat would reach over 27C for 3 days.
3. More people died in France in the last heat wave than in the UK.
4. One of the major problems is lack of water in the body.
5. Sunstroke leads to death.

Activity 4

Write 4 true/false statements about this text.

Give your true false questions to another pair of students to answer.

Homework task:



Buy a newspaper. Skim through at least 3 articles. Choose one and read for it for detail. Be prepared to come to the next lesson to summarise the article in detail for your partner.

Lesson

28

Reading

Understanding text structure 1 - simple texts

Skills: Reading

Activity 1

Every text is structured and organised. The subject or argument of a text is organised so that it is clear to the reader. Every part of the text is related to the other parts in a way which is meaningful and clear. If the reader understands how the text is structured, then they will understand the purpose which the writer has in writing the text.

This lesson practises recognising text structure. Discuss these two questions with a partner.

1. What are the main units which give text overall structure?
2. What words are used to link parts of a text together? Make a list.

Activity 2

With your partner, make a list in the table below, of the arguments in favour of and against the death penalty.

| In favour | Against |
|-----------|---------|
| | |

Now read this simple essay on capital punishment. Which of your arguments are mentioned?

Capital punishment

The number of countries where the death penalty is legal has fallen dramatically over the past 50 or so years. Despite this general trend in the world towards the banning of capital punishment, there are strongly argued positions both in favour and against this method of punishment. In countries where the death penalty is not legal, there are large numbers of people who are in favour. It is therefore important to consider both sides of the argument.

One of the main arguments of those who are in favour of the death penalty is that it acts as a discouragement to people who might be thinking of murdering. In addition, they argue that society has a right to claim the lives of those who kill – that we have a right to revenge. Finally they argue that, with modern techniques of DNA testing, there is little chance of the wrong person being executed.

Those who are opposed to the death penalty argue that there is, in fact, little or no evidence that it acts as a deterrent to murder. They point to countries where the death penalty is legal. These countries have a higher murder rate than countries where capital punishment is banned. In addition, they would say that the state does not have the right to kill anyone and the idea of the state being revenged on individuals in society is not valid. Finally, they say that, although there are much better modern techniques for making sure that the right person is punished, they are not infallible and mistakes are inevitable and tragic.

In conclusion, it is my opinion that the arguments against the death penalty outweigh those in favour.

Look at the structure of this text and fill in the table:

| | |
|-------------|--|
| Paragraph 1 | |
| Paragraph 2 | |
| Paragraph 3 | |
| Paragraph 4 | |

Activity 3

Below is another essay on the same subject. Some of the text is the same. How is the text structured differently? Fill in the table below.

Capital punishment

The number of countries where the death penalty is legal has fallen dramatically over the last 50 or so years. Despite this general trend in the world towards the banning of capital punishment, there are strongly argued positions both in favour and against this method of punishment. In countries where the death penalty is not legal, there are large numbers of people who are in favour. It is therefore important to consider both sides of the argument.

One of the main arguments of those who are in favour of the death penalty is that it acts as a discouragement to people who might be thinking of murdering. However, those who are opposed argue that there is in fact little or no evidence that it acts as a deterrent to murder. They point to countries where the death penalty is legal. These countries in fact have a higher murder rate than countries where capital punishment is banned.

Another argument in favour of capital punishment is that society has a right to claim the lives of those who kill – that we have a right to revenge. The counter argument to this is that the state does not have the right to kill anyone and the idea of the state being revenged on individuals in society is not valid.

Finally those in favour argue that, with modern techniques of DNA testing, there is little chance of the wrong person being executed. Against this is the argument that, although there are much better modern techniques for making sure that the right person is punished, they are not infallible and mistakes are inevitable and tragic.

In conclusion, it is my opinion that the arguments against the death penalty outweigh those in favour.

| | |
|-------------|--|
| Paragraph 1 | |
| Paragraph 2 | |
| Paragraph 3 | |
| Paragraph 4 | |
| Paragraph 5 | |

Activity 4

Both of these ways of organising the text are valid.

Which do you think is most effective?

Homework task:



Find a text from the newspaper and analyse the structure of its paragraphs. Bring the text to the next lesson and be ready to explain how it is organised.

**Lesson
29**

Reading

Understanding text structure 2 - more complex texts

| | |
|------------------------|--|
| | |
| Skills: Reading | |

Activity 1

You are now going to look at the organisation of more complex texts.

Skim read the text on page 127 to get a general understanding of what it is about. Read only the title and the first paragraph in 30 seconds and then cover it.

What do you remember? Discuss the following with your partner:

What is the text about?

Activity 2

Now scan read the text to find the following information:

1. The date of the first space flight by a woman.
2. The highest that the Space Shuttle has gone.
3. The names of the NASA missions which landed men on the moon.
4. The year before which India hopes to have carried out a human space flight.
5. The amount of money which a private company will win if it succeeds in commercial human space flight.

Activity 3

Now complete the following table which shows the organisation of the information in the text.

| | |
|---|--|
| Introduction | <ul style="list-style-type: none">• Definition of human space flight• _____ in space |
| Records | <ul style="list-style-type: none">• First human space flight• First _____ in space• Highest _____ |
| _____ to the moon | <ul style="list-style-type: none">• Apollo _____• Apollo 10• Apollo _____ |
| _____ | <ul style="list-style-type: none">• Countries which have now or have had active space programmes• Countries which are planning space programmes for the _____ |
| _____ and space ports | |
| Prize for commercial human space flight | The prize The first _____ flight |
| Manned or _____ space flight | |

HUMAN SPACE FLIGHT

Human spaceflight is space exploration with a human crew and possibly passengers, which is in contrast to robotic space probes or remotely-controlled, unmanned space missions. On occasion, passengers of other species have ridden aboard spacecraft, although not all survived the return to earth. Dogs, not humans, were the first large mammals launched from Earth.

The first human spaceflight was Vostok 1 on April 12, 1961; Soviet cosmonaut Yuri Gagarin made one orbit around the earth. Following the success of his flight, the head engineer of the Vostok program suggested the formation of women cosmonauts; Valentina Tereshkova became the first woman in space onboard Vostok 6 on June 16th 1963. The highest Earth orbit attained by a piloted vehicle was Gemini 11 in 1966, which reached a height of 1,374 km. The Space Shuttle on the missions to launch and service the Hubble Space Telescope has also reached high earth orbit at an altitude of around 600 km.

The destination of human spaceflight missions beyond Earth orbit has only been the Moon, which is itself in Earth orbit. On the first such mission, Apollo 8, the crew orbited the Moon. Apollo 10 was the next mission, and it tested the lunar landing craft in lunar orbit without actually landing. The six missions that landed were Apollo 11-17, excluding Apollo 13. On each mission, two of the three astronauts involved landed on the moon; thus, in the late 1960s and early 1970s NASA's Apollo program landed twelve men on the Moon - returning them all to Earth.

As of 2005 piloted space missions have been carried out by the Soviet Union/Russia, the People's Republic of China, and the United States. Missions carried out by the United States are both governmental (NASA) and civilian (Scaled Composites, a California-based company). Brazil, Canada, Europe, India, China and Ukraine also have active space programs. The Indian Parliament recently sanctioned funds to the Indian Space Research Organization for a human spaceflight by 2008. Japan has announced a program to place a person on the moon by 2025.

Currently the following spacecrafts and spaceports are used:

- International Space Station
- Space Shuttle
- John F Kennedy Space Center
- Shenzhou spacecraft
- Jinquan Satellite Launch Center

In an attempt to win the \$10 million X-Prize, numerous private companies attempted to build their own manned spacecraft capable of repeated sub-orbital flights. The first private spaceflight took place on June 21 2004, when SpaceShipOne conducted a sub-orbital flight. With its second flight within one week, SpaceShipOne captured the prize on October 4, 2004.

NASA now uses the term "human spaceflight" to refer to its programme of launching people into space. Traditionally, these endeavours have been referred to as "manned space missions". The term 'manned' does not reflect gender, but means "crewed", or "operated by a person".

Source - Wikipedia

Homework task:



Scan the internet for a text. A good source is the online encyclopaedia Wikipedia. Draw a table to show how it is organised.

Lesson

30

Reading

Dealing with difficult vocabulary

Skills: Reading

Activity 1

It is usually not necessary to understand every word to be able to get a general understanding of a text.

Read this paragraph. Are these statements true or false?

1. Pasta was first made in Italy.
2. Pasta was developed before bread.
3. Pasta is easier to make than bread.

Pasta was developed independently and simultaneously in a number of places around the globe (though some anthropologists disagree about this). In each of these places, locally available grain was the most important food in the diet. Grains had, before the invention of pasta, been processed as flour and eaten as bread. Pasta was probably developed as an alternative to bread. Pasta can be made even where there is no oven. In contrast, bread requires a lot of time and effort to make.

Source: Wikipedia

Activity 2

Did you know every word in the paragraph? Which words did you not know?

Some of the words you did not know are not necessary to get a general understanding and answer the questions – for your purpose in reading the text. For example, it is not necessary to understand this vocabulary: **anthropologist**.

However, there are some key words which are necessary. When you are reading, it is important to identify which are the **key words** for understanding the text and which you do not need to know.

Two key words in this text which you need to answer the questions are: **grain** and **simultaneously**.

You should be able to guess the meaning of these words from the **context - from the language which is around the words**.

What are the meanings of **grain** and **simultaneously**?

Activity 3

Read the following short paragraphs about human eating habits. As you are answering the questions which follow, decide which are the key words and which are not necessary for a general understanding of the text. Try to guess their meanings from the context.

Food preparation

While some food can be eaten without preparation, many foods undergo some form of preparation for reasons of safety, palatability, or flavour. At the simplest level this may involve washing, cutting, trimming or adding other foods or ingredients, such as spices.

Source: Wikipedia

True or false:

- All food needs to be prepared.
- There are many different ways of preparing food.

Undergo - this is a key word which is necessary to understand the paragraph. Try to guess the meaning from the context.

These words are not necessary for a general understanding of the paragraph: **palatability, trimming**.

Historical development of food

Human are omnivorous animals that can consume both plant and animal products. Early humans employed hunter-gatherer methods to collect food. This involves collecting stationary plants (such as fruits, grains, roots, and mushrooms) with mobile animals which must be hunted and killed in order to be eaten.

Source: Wikipedia

- What two kinds of food can humans eat?
- What two methods did they use to get food?

What are the key words in this paragraph? Did you guess these from the context? How?

Are there any words you did not need to know to understand the text?

Beer

Beer is the world's oldest and most popular alcoholic beverage, selling more than 133 billion litres (35 billion gallons) a year. It is produced through the fermentation of starch-based material, commonly barley, though cassava root in Africa, potato in Brazil, and agave in Mexico, among other starch sources, have been used.

Source: Wikipedia

True or false:

- Beer is extremely popular.
- It can be made from different material.

What are the key words in this paragraph? Did you guess these from the context? How?

Are there any words you did not need to know to understand the text?

Activity 4

Now read this longer text and answer the questions which follow. Remember that you do not need to understand every word to answer these questions, which test your general understanding. The key words are **in bold** - try to guess their meanings from context. Some key words are used more than once so make sure you look at every context. Only if you have no idea of the meaning of the key words, look in a monolingual dictionary.

Cheese

Cheese is a solid food made from the milk of cows, goats, sheep, water buffalo or other mammals. The milk is **curdled** using some combination of **rennet** (an animal or plant product) and **acidification**. Some cheeses also have **moulds**, which can turn some cheeses green or blue, either on the outside or inside.

There are hundreds of types of cheese produced all over the world. Different styles and flavours of cheese are the result of using different species of **bacteria** and **moulds**,

different levels of milk fat, variations in length of ageing, differing processing treatments (cheddaring, pulling, brining, mould wash) and different **breeds** of cows, sheep, or other mammals. Other **factors** include animal diet and the addition of flavouring agents such as herbs, spices, or wood smoke. The milk may be heated to kill bacteria in a process called **pasteurisation** and this might affect the flavour.

For a few cheeses, the milk is **curdled** by adding acids such as vinegar or lemon juice. Most cheeses, however, are **acidified** to a lesser degree by bacteria, which turns milk sugars into lactic acid, followed by the addition of rennet to complete the curdling. **Rennet** is bacteria traditionally obtained from the stomachs of young cattle, but now also laboratory produced. It acts by breaking down the milk into small **fragments**, leading to **coagulation**. Substitute "vegetable rennets" have been extracted from various species of the Cynara thistle family.

Cheeses can be eaten either raw or cooked, alone or with other ingredients. As they are heated, most cheeses **melt** and brown. Some cheeses, like raclette, **melt** smoothly; many others can be made to melt in the presence of acids or starch. **Fondue**, with wine providing the acidity, is a good example of a smoothly-melted cheese dish. Other cheeses turn elastic and stringy when they melt, a quality that can be enjoyed in dishes like pizza and Welsh rarebit. When some cheeses are heated their fats separate. A few acid-curdled cheeses, including halloumi, paneer and ricotta, do not melt at all and can become **firmer** when cooked.

Source: Wikipedia

1. What is rennet?
2. How can milk be curdled?
3. Which of the following can affect the flavour of cheese?
 - Different kinds of mould
 - Age
 - Different kinds of milk
 - Different kinds of rennet

4. What is pasteurisation?
5. Which cheeses do not melt?

Homework task:



Find an article which interests you. Read it, trying not to use a dictionary, to get a general understanding. Be prepared to summarise generally the content in the next lesson.

Lesson

31

Reading

Revision

| | |
|------------------------|--|
| | |
| Skills: Reading | |

Activity 1

In this lesson you are going to practise the reading methods you have been studying.

Put these stages in academic reading into the correct order

- A. Read the first line of each paragraph to find the most relevant part.
- B. Scan through the index and contents page of the book to find the most relevant chapter.
- C. Read the parts you have identified in detail, taking notes.
- D. Read the chapter title and the first and last paragraph to see if it is relevant for your needs.
- E. Go to the library.
- F. Scan the shelves for a book which will be relevant to what you need to know.

Activity 2

Are these sentences about reading, true or false? If they are false, correct them.

1. Most texts have a purpose.
2. Reading for detail is called gist reading.
3. Scanning should take a long time.
4. It is necessary to read every line of a text.
5. Reading the first and last paragraphs of a chapter or text to get a

general idea of the meaning is called skimming the text.

6. Finding a word which you do not know in the dictionary is skimming.
7. Skimming should take a long time.
8. Searching for information on the Internet is a kind of scanning.
9. The purpose of a text affects the ways it is written.
10. All texts have similar organisation.
11. It is important to understand every word in the text you are reading.
12. Context is the language which is around a word.

Activity 3

You are going to read a text using the reading methods you have been studying.

Skim reading

Cover the text and only uncover when you are reading. Take 30 seconds to skim the title and the first and last paragraph.

What is the text about?

Activity 4

Prediction

Before the next activity, see how much you know about this topic. Discuss the following with your partner:

1. How many planets are there in the solar system?
2. Do you know their names in English?
3. Which planet is closest to the Sun?
4. Which planet is furthest from the Sun?
5. Have all the planets been discovered?

Activity 5

Scan Reading

1. What do these figures refer to?

| | |
|--------|--|
| 9 | |
| 158 | |
| 98.86% | |
| 90% | |

2. Which planet is closest to the Sun?

3. Which planet is furthest from the Sun?

Activity 6

Text organisation

Put these paragraph headings into the correct order. There are two missing. Write titles for these paragraphs.

- A. Planetary planes and orbits.
- B. More detail about the contents of the solar system.
- C. Definitions.
- D. Summary of the contents of the solar system.
- E. The names of the planets.

Activity 7

Now look at the text to check your answers to the prediction exercise in activity 4.

The Solar system:

1. The solar system comprises the Sun and its nine planets and their 158 currently known moons, as well as asteroids, meteoroids, planetoids and interplanetary dust. Astronomers are discussing the classification of a potential tenth planet.
2. Although the term "solar system" is frequently applied to other star systems, literally, it should strictly refer to Earth's system only: the word "solar" is derived from the Sun's Latin name, Sol, and thus is sometimes written capitalised. When talking about another stellar system or planetary system, it is more accurate to drop the term "solar" and form names such as "the Alpha Centauri system" or "the 51 Pegasi system."
3. The principal component of the solar system is the Sun a main sequence G" star that contains 99.86% of the system's known mass and dominates it gravitationally. Its two largest orbiting bodies, Jupiter and Saturn, together account for more than 90% of the system's remaining mass. (The Oort cloud too might hold a substantial percentage, but as yet its existence is unconfirmed). Because of its large mass, the Sun has an interior density high enough to sustain nuclear fusion, releasing enormous amounts of energy, most of which is radiated into space in the form of electromagnetic radiation, mostly in the form of visible light.
4. In broad terms, the charted regions of the solar system consist of the Sun, eight bodies in relatively unique orbits commonly called *planets* or *major planets* and two belts of smaller objects, which can be called *minor planets*, *planetoids*, or *planetesimals*. Many have moons orbiting them, and the largest are encircled by planetary rings of dust and other particles.
5. The major planets are, in order of distance from the Sun, Mercury (☿), Venus (♀), Earth (⊕), Mars (♂), Jupiter (♃), Saturn (♄), Uranus (♅/♆), Neptune (♆), and Pluto (♇). The planets (with the exception of Earth) are named after gods and goddesses from Greco-Roman mythology.
6. Pluto, the ninth planet, is also considered a member of the outer belt, and its status as a planet is currently under debate, particularly since the

discovery of the larger 2003 UB313.

7. Most objects in orbit round the Sun, lie within the same shallow plane, called the ecliptic plane, which is roughly parallel to the Sun's equator. The major planets, with the exception of Pluto, lie very close to the plane, while comets and Kuiper belt objects often lie at extreme angles to it. The majority of solar system objects also orbit in the same direction in which the Sun rotates. Although no major planet's orbit is a true circle, all save Pluto have roughly circular orbits.

Source: Wikipedia

Activity 8

Dealing with difficult vocabulary

Use the techniques you practised in the lesson on difficult vocabulary to work out the meanings of these words:

| | |
|-------------|--|
| comprises | |
| derived | |
| capitalised | |
| encircled | |
| plane | |

Homework task:



Choose an article from a newspaper or a chapter from a book and follow the same activities as above. Skim read it, scan it and look at the text organisation. Remember that it is not necessary to understand every word to get a general understanding of the text. Report back to your class in the next lesson about the content of the article or chapter.

Lesson

32

Education

The Education System

Skills: Speaking, Reading

Activity 1

Describing education systems - vocabulary

Complete the following text with the words below:

| | | | | |
|---------|-------------------|----------|----------|------------|
| state | terms | seminar | degree | semesters |
| private | primary | tutorial | graduate | academic |
| grant | secondary | lecture | break up | compulsory |
| fees | nursery school | | | |

When children are two or three years old. They sometimes go to a (a) _____, where they learn simple games and songs. Their first real school is called a (b) _____ school. In Britain, children start this school at the age of five. The (c) _____ year in Britain starts in September and is divided into three (d) _____ or two (e) _____. Schools (f) _____, for the summer holiday in June or July. (g) _____, education starts at the age of about eleven. In Britain, education is (h) _____ from 5 to 16 year of age, but many children choose to remain at school for another two or three years after 16, to take Highers in Scotland or A levels in England and Wales. Most children go to (i) _____ schools which are maintained by the government, but some parents choose to send their children to (j) _____ schools, which can be very expensive. University courses usually last 3 or 4 years and at the end students (k) _____, which means that they

receive their (l) _____. At university teaching is by (m) _____, (a lesson with 1 to 4 or 5 students and a teacher), (n) _____, (a class of students discussing a subject with a teacher), (o) _____, (when a teacher gives a prepared talk to a larger number of students) and private study. Some people who receive a place at university or college receive a (p) _____, by the government to help pay for their (q) _____, and living expenses.

What does vocational mean?

What is the opposite of compulsory?

Activity 2

The Scottish Education System

Scan read the table on page 141 which outlines the Scottish Education system. and answer the questions:

1. At what ages do pupils attend primary school?
2. At what ages do pupils attend secondary school?
3. What is the difference between further education and higher education?
4. When does compulsory education start and end?
5. What options do pupils have at 16?

Complete the information in this table from the table.

| Examinations | At what age are they usually taken? | At what institutions? |
|--|--|------------------------------|
| Standard Grades | | |
| Highers | | |
| Advanced Highers | | |
| SVQs (Scottish Vocational Qualifications) | | |
| HNCs (Higher National Certificates) | | |
| HNDs (Higher National Certificates) | | |
| Degrees | | |

THE SCOTTISH EDUCATION SYSTEM

| Age | Stage | Establishments |
|--|--|---|
| 3-5 | <u>Nursery education (optional).</u> | |
| 5-12 | <u>Primary education (compulsory).</u> | Primary schools - state or independent (private). |
| 12-16 | <u>Lower secondary education (compulsory).</u> | Secondary schools - state or independent (private). |
| 14 | Advice offered to pupils to help them select subjects for continuing study in years S3 and S4 towards Standard Grade examinations at the end of S4 (aged 16). | Secondary Schools - state or independent (private). |
| 16 | Standard Grades taken. Advice offered to pupils to help them select subjects for study in upper secondary or further education college, to choose an appropriate training course or find employment. | Secondary Schools - state or independent (private). |
| 16-18 | <u>Upper secondary education (optional).</u> In S5 & S6 subjects are studied at different levels for Higher level examinations and/or National Certificate assessment. Certain subjects may be taken in S6 only for the Advanced Higher. Advice is offered in relation to progression to further or higher education, to training or to employment. | Secondary schools - state or independent (private) |
| Other options for those who do not wish to stay at school after 16:- | | |
| 16+ | <u>Further education (mostly vocational and pre-degree courses).</u> Training (Vocational). Scottish Vocational Qualifications (SVQ) courses. | By independent providers (in training centres) or by contract with FE colleges. |
| 16+ | Courses are either non-advanced or advanced. Non-advanced courses comprise: Vocational and general studies; Pre-employment courses; Link courses for school pupils; Off-the-job training for employees; Evening Classes. Advanced courses comprise: Higher National Certificate courses; Higher National Diploma courses. | Further education colleges. |
| 16+ | <u>Higher Education (mostly universities)</u> Courses offered comprise: Degree level courses; Higher National Certificate courses; Higher National Diploma courses; Professional training courses. | Higher education institutions. |

Activity 3

Do you have experience of education in another country? Can you draw a similar table to the one above? Describe the different system to your partner.

Activity 4

Conversations

These are some of the issues in the Scottish and British system. Do you have opinions on these issues? Choose two and spend some time thinking about them and writing notes. Then, discuss what other people in your group think.

- Students have to specialise quite early – when they choose their Highers at 16. Some say this is too early to decide what you would really like to study. Do you agree?
- In some countries, students attend three schools – primary or elementary school and then high school. They have a choice at 14 for 4 years. They can go to a vocational or ‘technical’ school (where they study practical subjects like plumbing). Alternatively, they can go to an academic school. Students who go to the academic school are expected to go to university, while those who go to technical schools are expected to go on to work at 18 or 19. In the UK, students attend only two schools – primary and secondary. Do you think the system whereby students go to three schools is better?
- Pupils start compulsory school quite early in the UK (at 5) compared with other countries. In some countries, pupils do not start school until they are 7 or even 8. Do you think that 5 is a good age to start school?
- Degrees in Scotland are either 3 or 4 years long. In some other countries, degrees can be much longer. Is three years long enough to get a degree?
- Children in many schools wear uniforms. What might be the benefits of wearing uniforms, and the disadvantages?
- There are also private schools in the UK and some parents spend a very large amount of money sending their children to these schools. Do you think it is right that some students can go to private schools? (Some people in the UK think

they should be closed and everyone should go to the same state schools).

Homework task:



Choose one of the discussion points above and write an essay on the topic of about 250 words.

Lesson

33

Education

Making verbal enquiries about courses

Skills: Speaking Listening

How could you find out what courses are available at your local college?



Activity 1

The process of applying for a course.

Put these stages of the application process in order. Make sure you know the meanings of the words in bold

- A. Go to the college to talk to or phone a **student advisor**.
- B. Start the course.
- C. Go for an interview for the course.
- D. **Fill in** and send in an **application form** for the course.
- E. Look at college websites and **prospectuses**.
- F. Get accepted onto the course.
- G. Think about what you would like to do in the future.
- H. Choose a course which you would like to do.
- I. **Enrol** on the course

Activity 2



Listen to the conversation between Paul and the secretary at the college:

Mark the sentences T (true) or F (false):

- | | |
|--|----------|
| 1. Paul wants to go on a poetry course. | T F |
| 2. He lives near the college. | T F |
| 3. He has studied computing before. | T F |
| 4. He has got seven Standard Grades. | T F |
| 5. He has to fill in a form at the college. | T F |
| 6. He has to come to the college for an interview. | T F |
| 7. The course is free. | T F |
| 8. The deadline for applications is 14 th June. | T F |

Activity 3

Read the tape script. Try to guess what goes in the spaces.
Listen again to check.

(CS = College Secretary; Paul = Paul)

CS: Good morning, Jewel and Esk Valley College, can I help you?

P: Yes, I'm _____ the Desk top publishing course in your Community prospectus. I'm interested in it because I want to publish my poetry. Can you _____ a bit more about it please?

CS: Well, it's for people in the local community. Do you live

near the college?

P: Yes, I'm just round the corner in Brunstane Road.

CS: That's fine. Now, have you studied any computing before, because you do need some experience to do the course.

P: Yes, I _____ IT at school. I've got a Standard Grade in it.

CS: Good, and how many Standard grades have you got altogether?

P: I've got six.

CS: That's great ... the reason I'm asking is that we have some full-time courses in IT but you need a minimum of 5 Standard grades to _____. Would you be interested in a full-time course?

P: No, because I'm working right now.

CS: All right then ... I'll send you a form to _____ at home, and you can send it in to us.

P: Do I _____ to come in _____ an interview?

CS: No, not for the community courses.

P: And how _____ is it?

CS: It's free ... you don't need to pay anything.

P: That's great! When do I have to have the form in?

CS: By 14th June at the latest. That's the final _____, but if you can get it in earlier, so much the better. Now, I just need your name and address...

Activity 4

You will now practise similar situations.

Work in two groups.

Scan read the following prospectus entries for 2 courses at Stevenson College Edinburgh. Are these sentences true or false?

1. The HNC computing course is for beginners.

2. You can gain SQA qualifications in both courses.
3. You need a Higher to take the English course.
4. Older applicants might be able to take the HNC in computing course without having the qualifications, if they have the right experience
5. There are two start dates for the computing course.
6. There are three start dates for the English course.
7. The computer course can lead to a university course.

Computing HNC (Full-time)

This is a general computing course providing you with an advanced understanding of computing. It prepares students for progression to further study in computing.

The programme consists of SQA units in the following areas:

- Computer Operating Systems
- Computer Architecture
- Applications Software
- Supporting Users

Entry Requirements:

1 Higher, 4 Standard Grades at Grade 3 or above and IT skills (word processing, spreadsheets, database) or 12 SQA National Units with a computer bias (to include core skills such as Communications and Maths).

English language IELTS 5.5 or equivalent and above.

If you are over 21 with relevant experience you may be considered without these qualifications.

Qualification Type:

Higher National Certificate

Start:

Week beginning 4 September 06 & 29 January 07.

What can I do next?:

You may progress to the HND Computing: Technical Support Programme (second year) or a related degree course. This course is designed to meet the requirements of employers who recruit computer trainee staff and enables you to pursue a career in computing.

How to apply:

Either fill in an application form online or fill in and send in the application form enclosed with this prospectus.

English as a Foreign Language, General (Full-time)

We offer a range of courses from Beginner to Advanced for students who are over 16 and want to improve their general English language skills. All involve practice in reading, writing, listening and speaking, together with work on grammar, vocabulary and pronunciation. The maximum class size is 18. We offer 3 terms and 3 start dates throughout the year on a full-time, part-time or evening basis, so you can choose the start date, duration and mode of study which best suits your needs. This course is also offered as a summer school class. For more information on the summer school ask for the Summer school brochure from Jenny Smith in the International Centre on 0131 535 4738.

Entry Requirements:

Your level of English will be assessed. You should have a basic knowledge of the English alphabet.

Qualification Type:

College certificate; you can also do Cambridge examinations PET, FCE, CAE, CPE, depending on your level of English.

Start:

Weeks beginning 4 September 06, 8 January 07 and 17 April 07.

What can I do next?:

The Cambridge ESOL exams are internationally recognised qualifications in English for employment and study purposes.

How to apply:

Either fill in an application form online or fill in and send in the application form enclosed with this prospectus.

Activity 5

Instead of reading the prospectus, you decide to phone the college to ask for information about these courses.

Think about the language you will need first.

Beginning the call:

1. How does the speaker in the previous activity begin his enquiry about the course? Copy down his first sentence:
-

Write down the questions you will need to ask to find out the following information:

2. Qualifications at the end of the course:
-

3. Course Content:
-

4. Entry requirements including English language:
-

5. Full or part time:
-

6. Start and finish dates:
-

7. After the course:
-

8. How to apply:
-

Activity 6

Take it in turns take the following roles in pairs:

Student A - Student Advisor:

You work in the advice centre of Stevenson College. Answer the phone and help the applicant with his/her enquiries. You can refer to the text but do not read from it word for word. Try to remember as much as possible.

Student B - Applicant:

Role Play 1

You are interested in studying for an HNC in Computing at Stevenson College Edinburgh. Call the college and ask for the following information. You will have to pretend that you have not read the prospectus entry. Complete your notes:

Student A – Applicant:

Role Play 2

You are interested in taking an English course at Stevenson College Edinburgh. Call the college and ask for this information. You will have to pretend that you have not read the prospectus entry. Complete your notes:

Qualifications at the end of the course

.....
Course Content

.....
Entry requirements including English language

.....
Full or part time

.....
Start and finish dates

.....
After the course

.....
How to apply

Lesson

34

Education

Making written enquiries about a course

Skills: Speaking, writing reading

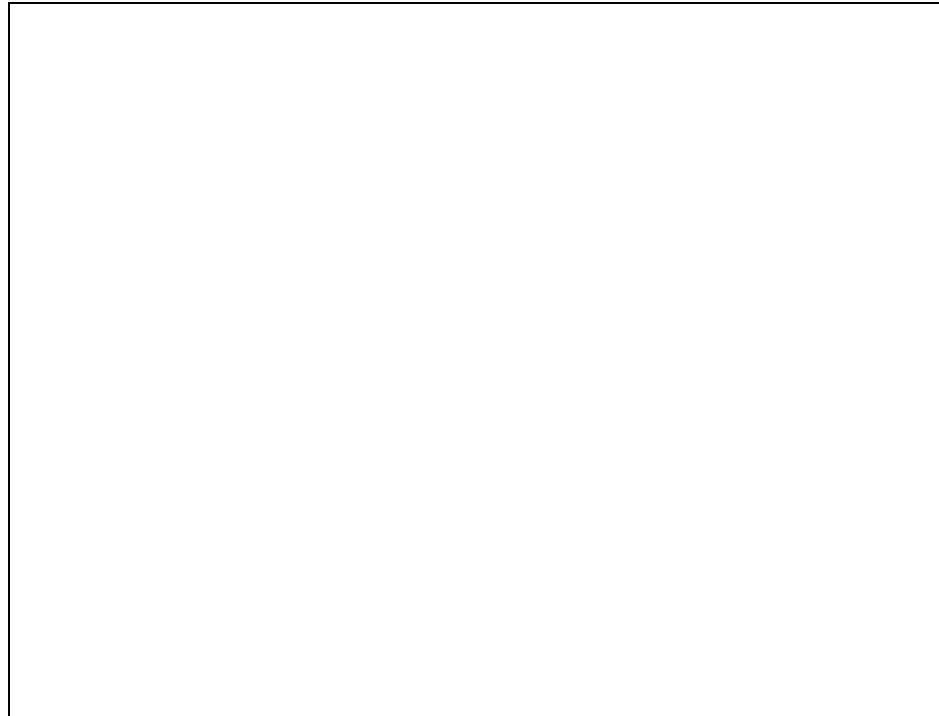
Activity 1

Will a letter to a college be formal or informal?

What is the layout for a formal letter?

Write in the correct place in the space below the following:

- ◆ Your signature
- ◆ The date
- ◆ The body of the letter
- ◆ Your address
- ◆ Your name (printed)
- ◆ Yours sincerely,
- ◆ The recipient's address
- ◆ Dear....,



Check with your partner to see if you both agree on the layout of the letter.

When do you use 'Yours sincerely' and 'Yours faithfully'?

Activity 2

Read this letter enquiring about Spanish courses at Jewel and Esk College. There are 14 mistakes in the letter. They may be grammatical, spelling, punctuation or mistakes in the convention of writing formal letters. Proof read and find these mistakes and correct them.

| | |
|--|--|
| <p>Ms Rosemary Rowley, Jewel and Esk Valley College, 24 Milton Road East, Edinburgh EH15 2PP</p> <p>Dear Ms Rowley,</p> <p>I write to enquire about spanish courses as I would learn conversational Spanish for my trip to Mallorca in Janary of next year please could you let me know the starting date of the course. I have never studyd spanish before. Do you offer courses for beginers? Also what qualifications are possible at the end of the course.</p> <p>I look forward to hear from you and can be contact on my mobile (07968 6536524) at any time during the day or at the above adress.</p> <p>Yours fatihfully,</p> <p><i>Clare Cameron</i></p> <p>Clare Cameron (Ms)</p> | <p>2 North Street, Edinburgh EH4 2DS</p> <p>3rd June 2006</p> |
|--|--|

Activity 3

Look at this information about foreign language learning at Jewel and Esk Valley College. What are the answers to Clare's enquiries?

Conversational Languages

| | |
|--------------------|-----------------|
| Mode of Attendance | Part Time |
| Course Leader | Rosemary Rowley |
| Start Date | Flexible |

Entry Requirements

There are no specific entry qualifications or experience required for this course.

Classes cater for beginners, post-beginners and intermediate levels. Guidance is available to help you choose the right level of class for you.

Study Areas

A comprehensive range of conversational language classes is available in:

- French
- Italian
- German
- Spanish
- Gaelic

Classes run both day and evening at our Alderston House Campus.

It is possible to study the above languages by distance learning.

SQA certificated language classes are offered during the day and by distance learning

Target Audience

All Welcome

Assessment Information

Continuous assessment.

Progression Possibilities

Unit/module in your chosen language.

Source: Jewel and Esk Valley College, EFL Courses 2003-2004

Activity 4

Now read the information about English language courses at Jewel and Esk college.

Is the following information included?

1. Start Date.
2. The cost of the course.
3. Course Content.
4. If you have to pay for course materials.
5. Progression after the course.
6. The times of classes.

English as a Foreign Language
English for Speakers of Other Languages (ESOL)

| | |
|--------------------|--|
| Mode of Attendance | Full Time or Part Time |
| Duration | 1 Year. Full Time and Part Time vacancies can occur throughout the Year. |
| Course Leader | Eldrydd Robinson |
| Start Date | September |

Entry Requirements

Applicants will be tested at the beginning of the courses to make sure that they are placed in the correct class for their level of English.

These courses are designed for a range of students from Pre-Intermediate to Advanced level. Students may sit Cambridge Certificate and IELTS exams. Students practise language skills and academic English.

Study Areas

- Skills in reading, writing, speaking and listening
- Study skills for further courses at college or university
- Supervised self-study

Target Audience

British, European and overseas students who wish to improve their English language skills.

Progression Possibilities

Students may progress to college or university places or into employment

Source: Jewel and Esk Valley College, EFL Courses 2003-2004

Activity 5

Write a letter to the course leader of the English courses at Jewel and Esk asking for the following information:

- ◆ Can you start the course a week late, as you have to go to your cousin's wedding?
- ◆ Do you have to pay for the course materials?
- ◆ How much does the course cost?
- ◆ What time are the classes?

Use the following address for the college:

Jewel and Esk Valley college,
24 Milton Road East,
Edinburgh,
EH15 2PP