

Learning Support Materials

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

Teacher's Notes



Introduction

These materials are designed to support learning and teaching for the National 5 Unit *English for Speakers of Other Languages: In Context - Study*. They form part of a series of materials for the three National 5 Units.

The materials are not designed to be a stand-alone teaching pack but to supplement the materials which lecturers, teachers and tutors already use to deliver courses and to support ESOL and EAL learners.

The teacher's notes are arranged in 3 sections as follows:

- Teacher's notes
- Answer Key
- Listening CD track index and Tapescripts

There are no supplementary materials for this Unit.

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01 Introduction



What are the skills you need to study successfully?

Skill: All

Notes:

The purpose of this lesson is for students to think about what will be required of them when they are studying at college or university. The teacher should introduce each activity. Then students should discuss each activity in small groups or pairs. After each activity, hold whole class feedback and write the main points on the board. Make sure that most of the following points are covered.

Activity 1

General introduction to get students thinking about the difference between the kind of language skills the students use in their daily lives and the skills they will need for study.

Activity 2 - Reading

Students will be required to read academic texts relating to their subject as well as lecturers' notes. The purpose of these texts is focussed on the particular points which the writer wishes to get across. These texts will also contain information which the students will be expected to learn.

It is important that students develop the skill of being able to read quickly and to be able to find the main points of a text without reading every word laboriously.

Activity 3 - Writing

Students will mainly have to write essays and reports in college. These texts often have more focussed aims than the texts that students write in everyday life (like Emails) and follow certain conventions. They need to be well organised into paragraphs (a unit of information or argumentation which has a single topic). They have to be linked together so that the argument or information flows well and the text is clear for the reader.

Activity 4 – Listening

Students will have to be able to follow a lecture and take notes and to engage in discussion with other students. Some of the most important skills are to understand how lectures are structured and to distinguish the main from the supporting points.

Activity 5 – Speaking

The main speaking activities that students engage in college are giving presentations and engaging in discussion with other students. They have to develop the confidence to be able to stand up in front of a group of students to present a clearly organised talk on their subject. In addition, they have to develop the skill of being able to engage in discussion with students to get their opinions and ideas across appropriately.

Homework

This task will allow you to get a picture of the needs of your students and you will also be able to see their level of written English.

2 Speaking



Presentations 1: Organisation and sign posting language

Skill: Speaking

Notes: The aim of this lesson is for students to work on the organisation of presentations and to learn some signposting language.

Activity 1

This is a simple activity to introduce the topic of giving presentations. Put the students into pairs or small groups. They should choose a topic for one other student in the group. When that student has spoken for a full minute they should stop them.

This will help students to realise that speaking for one minute, let alone 4 minutes, can be quite difficult. Emphasise that they need to plan carefully what they are going to say if they are going to speak for a full 4 minutes.

Activity 2

The aim of this exercise is for students to understand that presentations are structured carefully. You could copy the pattern onto an OHT and go through with your students.

Students read the skeleton presentation and put the paragraphs in the correct order.

1F 2C 3B 4D 5E 6A

Activity 3

Emphasise to students that they must make the organisation of their talk clear and this can be achieved through the use of signposting language. They underline this language in the skeleton talk on opera.

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.....

Section C

- Firstly,
- However
- For instance

- Take a look at
- I'd like you to look at this.

Section D

- Finally, the future of

Section E

- To sum up, first we looked at.....Then we saw that.....Finally we looked at.....

Section F

- Today I'm going to talk about
- I am going to divide my presentation intosections.
- First I will talk about second I will go on to talk aboutand finally I will talk about
- I will talk for about minutes.

Activity 4

Students decide in pairs when in a talk it would be most appropriate to use the language. The aim is not for them to learn all of these phrases but to have a collection of phrases which they can use for reference when they are preparing their talks.

1. In other words, F
2. Today I'm going to talk about.... A
3. I am going to divide my presentation into three sections. B
4. If you have any comments I would be happy to hear them. J
5. Firstly.....Secondly.....Thirdly.....Finally.....
B/D
6. For example / for instance.... D
7. I'd like you to look at this. H
8. In conclusion I'd like to emphasise that.... I
9. The graph illustrates. H
10. I'd like to move on now. G
11. First we looked at And then we saw that.... I
12. I'd be glad to try to answer your questions.
J
13. I will talk for about minutes. B
14. Does anyone have any comments or questions?
J
15. To sum up.... I
16. Another interesting point is.... G
17. Take a look at this. H
18. My topic today is.... A
19. Turning now to..... G
20. I will talk about....., then I will talk about..., finally I will talk about.... B
21. Then we considered. Then I argued.... I
22. I'm going to give a short presentation about....
A

23. That completes my presentation. I

Homework

Students will present their topic in the revision lesson after the input lessons on presentations. You could think of other examples of topics arouse interest.

Through the homework for the lessons on presentations, students will go through the complete process of planning and preparing to talk on this topic.

3 Speaking



Presentations 2: Planning the talk/talking from notes

Skill: Speaking

Notes: The aim of this lesson is for students to be able to practise planning and talking from notes.

Activity 1:

Students discuss the questions in pairs or small groups.

Possible answers:

1. Why is it important to plan your presentations?
So that you know what you are going to say and do not block and leave silence. So that it has a structure and organisation.
2. Why is it important to practise your presentations?
To gain confidence. To check timing. So that you remember the detail, etc.
3. How can you practise?
In front of a mirror, with a friend, tape yourself.
4. Why is it important to set yourself a strict time limit?
Not to overrun and bore audience. To keep your talk structured.

5. Why is it not a good idea to write down every word you want to say?
Eye contact. Unspontaneous.
6. What are the purposes of visual aids? What kind of visual aids can you use?
OHP, PowerPoint, flipchart, realia, etc. To liven up your presentation. To clarify points.

Students read and see which of the points they came up with are mentioned.

Activity 2

Go through the advice in the student's notes about planning. Students complete the skeleton notes.

Answers:

| Talk on opera | |
|----------------------|--|
| 30 secs | Intro: <ul style="list-style-type: none"> • History • Opera TODAY • Future |
| 1 min | Section 1 HISTORY <ul style="list-style-type: none"> • Florence – end of 16th and 17th centuries • VENICE – 17th and 18th centuries |

| | |
|---------|--|
| | <ul style="list-style-type: none">• Spreads throughout the rest of Europe – 18th, 19th 20th centuries |
| 1 min | Section 2 Opera NOW <ul style="list-style-type: none">• An international world Important Singers Important Opera Houses• Modern audience – all kinds of people |
| 1 min | Section 3 FUTURE <ul style="list-style-type: none">• 'a dying art form?'• Development – modern composers |
| 30 secs | Conclusion <ul style="list-style-type: none">• Summarise above |
| | INVITE QUESTIONS |

Activity 3

You will need to prepare a short 4 minute talk as an example for students on a topic which you know about.

Activity 4

Students prepare their own talk.

Activity 5

Students give their 4 minute presentations in groups of three. The listeners use the feedback sheet.

Activity 6

Students research the topic they have chosen for their presentations.

4 Speaking



Presentations 3: Using visual aids

Skill: Speaking

Notes: The aim of this lesson is for students to learn about the purposes of and best ways to use visual aids in presentations.

Activity 1

This is a brief introduction to the topic of this lesson. You could do this as whole class activity:

- (a) flip chart
- (b) OHT
- (c) White/blackboard
- (d) Pie chart
- (e) Bar chart

Other visual aids: graphs, PowerPoint, realia, large photos / pictures, etc.

Activity 2

Students have already read about the usefulness of visual aids. These are the points mentioned in the text in the previous lesson:

- can add a great deal to the effect of your talk.
- keep the audience interested
- can help to clarify your points
- give structure to your talk.

Activity 3

Try to elicit as much as possible from the whole class before students read and check their answers in pairs.

Emphasise that practical problems with visual aids can often ruin a presentation. It can often be useful to bring alternatives, e.g. OHTs when you have a PowerPoint presentation prepared.

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

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

B

Activity 4

The most common visual aid used for presentations is the OHT (though it is being overtaken by PowerPoint). It is important that students know how to use the OHT effectively. Students read the text and answer the questions.

Activity 5

Hand out some transparencies and pens and get students to write and draw something on them – it doesn't really matter what. They then come up to the OHT and experiment.

Homework

The next task is for student to plan their presentations and prepare their visual aids. Offer any help you can.

5 Speaking



Presentations 4: Body Language

Skill: Speaking

Notes: The aim of this lesson is for students to develop more awareness of body language and how it can affect the impression given by presenters. The lesson is built on a series of discussion about different aspects of body language.

Activity 1

This is a brief task to get student to think about the topic. Students discuss in pairs.

Activity 2

An open discussion in pairs and then as a whole class. Body language can vary greatly in different cultures and non native speakers are in an excellent position to comment on British behaviour.

Activity 3

Again an open discussion. These behaviours may have different interpretations in different cultures. Below are the British and US interpretations for your reference. Did they interpret any differently?

| NONVERBAL BEHAVIOR | INTERPRETATION |
|--|-------------------------------------|
| Standing with hands on hips | Aggression |
| Sitting with legs crossed, foot kicking slightly | Boredom |
| Sitting, legs apart | Open, relaxed |
| Hand to cheek | thinking |
| Sitting with hands clasped behind head, legs crossed | Confidence, superiority |
| Open palm | Sincerity, openness, innocence |
| Tapping or drumming fingers | Impatience |
| Touching hair | Lack of self-confidence; insecurity |
| Head leaning back | Interest |

| | |
|--------------------------------|---------------------------|
| Stroking chin | Trying to make a decision |
| Looking down, face turned away | Disbelief |
| Biting nails | Insecurity, nervousness |
| Pulling at ear | Indecision |

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

Activity 4

This discussion focuses on how body language can affect the impression given by a presenter. The following are general points but this whole area is obviously quite subjective.

Eye contact

- Nervous presenters find it difficult to keep eye contact with their audience.
- Too little eye contact can mean that the audience does not pay attention to you.
- Too much eye contact can be quite threatening.
- There is the tendency to focus on people who are looking at you most closely and this can mean that you lose the attention of those who are not looking at you.
- For nervous presenters, however, it can be reassuring to concentrate on a few members of the audience rather than having to a look at everyone.
- Ideally, though, the presenter should try to look at everyone at some point during the talk.
- Sweeping your eyes across the whole audience can have a good effect.
- Presenters who read from notes will not have good eye contact with their audience.

Gestures

- Big gestures can wake up an audience and get their attention. They can also alienate an audience and be distracting.
- Standing very still can focus attention on you but can be a bit boring.
- If you do not smile, then you will not engage your audience.

The audience

- They will be looking at you, sitting up in their seats.

Activity 5

It is essential to rehearse presentations. Elicit these reason why:

- to get the timing right
- to improve confidence
- to make sure that you have the information at your fingertips
- to see what modifications need to be made to the plan

- to see the effects of your body language

You can practise by:

- taping / videoing yourself
- giving your presentation to the mirror
- borrowing a friend

Homework

Students should practise their planned presentations.

6 Speaking



Presentations 5: The differences between spoken and written language

Skill: Speaking

Notes: The aim of this lesson is for students to develop an understanding of the difference between spoken and written academic discourse. This is important for both speaking and writing as it will allow students to speak and write more appropriately.
This lesson is quite demanding. It requires students to have an interest in and skill in analysing texts. If this material is too demanding for your students, you might like to skip it.

Activity 1

Students read the two paragraphs and decide which is spoken and which is written. The first is spoken. Elicit onto the board the differences they can see between the two texts – see activities below for answers.

Activity 2

Students discuss in pairs with reference to the texts they have just read. Elicit the table onto the board.

| Academic Writing | Academic Speaking |
|---|--|
| <ul style="list-style-type: none"> • more complex • more formal • longer words • more difficult words • shorter texts with more concentrated information • noun based phrases • more grammatical complexity • more passive verbs • very little reference to the audience | <ul style="list-style-type: none"> • less complex • less formal • shorter words • simpler words • longer texts - information is more spread out • verb based phrases • less grammatical complexity • more active verbs • more reference to the speaker and audience |

Activity 3

Students find examples of these features in the texts and complete the table with at least one example of each.

| Written texts – examples | Spoken texts - examples |
|--------------------------|-------------------------|
| | |

| | |
|--|---|
| <p>more difficult words</p> <ul style="list-style-type: none"> • resume work • straightforward • as it is currently practised • in cold climates • are inclined to daydream | <p>less difficult words</p> <ul style="list-style-type: none"> • go back to work • clear and direct • as it is studied at the moment • in places where it is cold • people also daydream |
| <p>more concentrated information</p> <ul style="list-style-type: none"> • At first sight this definition – which is one that will be found in most textbooks – is straightforward enough. | <p>less concentrated information</p> <ul style="list-style-type: none"> • 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. |
| <p>noun based phrases</p> <ul style="list-style-type: none"> • At first sight this definition | <p>verb based phrases</p> <ul style="list-style-type: none"> • People usually define it |
| <p>more grammatical complexity</p> <ul style="list-style-type: none"> • As we progress through an ordinary day (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. | <p>less grammatical complexity</p> <ul style="list-style-type: none"> • 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. |
| <p>more passive verbs</p> <ul style="list-style-type: none"> • which is one that will be found in most textbooks • can linguistics, as it is currently practised, be rightly described as | <p>more active verbs</p> <ul style="list-style-type: none"> • most textbooks and general writing about the subject would agree with this definition. • Can we describe Linguistics as a science |

| | |
|---|---|
| <ul style="list-style-type: none">• Our biological rhythms are set to | <ul style="list-style-type: none">• We have a biological rhythm which means that |
| very little reference to the audience and the writer | reference to the audience and the speaker <ul style="list-style-type: none">• I will start with a definition of Linguistics.• Think about how you feel through each normal day (not when you have stayed up all night). When do you feel most sleepy? |

Activity 4

Students re-write the written texts making them seem more like spoken texts

Homework

Having chosen a topic, researched it, planned it and rehearsed it, students should be now be at the stage of making final preparations. They should be going through a process of looking at their plans, re-rehearsing again and revising their plans again.

Student should look through the checklist after they rehearsed and tick if they are satisfied with the points.

7 Speaking



Presentations 6: Revision: Giving a presentation

Skill: Speaking

Notes: The aim of this lesson is for students to give the presentations that they have prepared for homework to the rest of the class.

Preparation:

- Make up a schedule for the presentations.
- Make sure that students have the equipment they will need available.
- Get the students to set up the room with chairs for the audience facing the speaker.

Emphasise to the students in the audience that they should think of questions to ask the presenter at the end and that they should fill in an evaluation sheet for each speaker (you will need to photocopy).

You should also fill in an evaluation sheet for each speaker.

Make sure also that you time the speakers. Give them warnings 1 minute and 30 seconds before their time is up.

8 Speaking



Discussion 1: Effective group discussion

Skill: Speaking

Notes: Group discussion is becoming an increasingly important part of the learning process in FE and HE. One of the greatest difficulties that students have in college is being able to contribute effectively and confidently to discussion with groups of native speakers. The aim of this lesson is for students to think about what makes a successful discussion group.

Activity 1

The aim here is for students to share their feelings about discussing in groups and expressing their opinions. There can be considerable cultural differences in attitudes to expressing opinion in front of peers.

Students discuss in groups of three or more.

Activity 2

The main aim of this activity is for students to think about how they and other members of their group behave in group discussion.

Put students into groups of 3 or more for this discussion and be strict about timing them. Emphasise that they should try to come to a conclusion in this time although they must discuss the advantages and disadvantages of each option.

Activity 3

In the same groups, students now discuss how they performed in the discussion. It is important to learn to think about their language behaviour critically and reflect productively on their performance. Make sure that the students' discussion is productive and constructive.

Activity 4

Keep students in the same group. This activity aims to get student to think in a more structured way about group discussion. Introduce the idea of badly performing groups to the class using the ideas here. Try to elicit other examples of kinds of group which do not function well, e.g. one person dominating, one or more people not contributing, a group which does not value all contributions, a group in which there are too many managers and not enough creative people, etc.

Students now read the text and tick the attitudes which they think they have. They compare with their partners. They need to think back to the discussion which they had on language learning. They then discuss if they were a generally successful group.

Activity 5

You can re-arrange the people in each group for this activity. They discuss in their group. Feedback to the whole class.

Here are some suggestions:

- 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?

Try to involve him/her in the discussion in various ways: Ask him/her direct questions or opinion. Encourage her/him by making sure that her/his contributions are valued and taken forward in the discussion. Use unthreatening and open positive body language towards her/him – eye contact, open posture and gestures, etc.

- One person dominates the discussion? How can you stop them? *Interrupt, openly discuss his/her attitude to the discussion, avoid eye contact.*
- You do not understand something? What can you do?

Ask for clarification.

- The conversation has come to a stop and there is silence. How can you move the discussion on?

Ask for the opinion of one member of the group. Think of a new angle to take on the topic. Pauses can be productive – they allow people time to think. Relax!

- 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?

Try to pull her/him back to the topic under discussion. Discuss her/his attitude to the conversation.

Activities 6 + 7

Students should bear in mind all the advice and discussions in the previous activities as they take part in this task. Again be strict about timing. At the end of the task, they should collaborate on filling in the evaluation sheet.

Homework

Students should think about the discussion in which they engage in their everyday lives. They should be developing a critical approach to their use of spoken language.

9 Speaking



Discussion 2: Useful language

Skill: Speaking

Notes: This lesson moves onto look at some of the useful language which can be used to fulfil particular functions in discussion.

This is some more useful language for discussions. You could feed it into the lesson at relevant points and/or give it to students for reference.

Asking for opinions

What do you think about ...?

What do you feel about ...?

Giving opinions.

I think

In my opinion/view,

Agreeing

I think you're absolutely right.

I totally agree.

Disagreeing

Yes, but on the other hand

I don't agree at all.

Asking for clarification/more information

I'm sorry, could you repeat what you said about ...

What does ... mean?

Checking that you have understood

So what you're saying is that

Are you saying that ...?

Changing the subject/moving on

Can we move on to the next point now.

Another interesting point is

Controlling the discussion

Let's start by looking at

So, I think we have agree that

Does anyone disagree with this?

X, what do you think?

Interrupting politely

If I could just come in here.

Sorry to interrupt, but ...

I'd just like to say that ...

Activity 1

Students first focus on interrupting. Introduce the phrases to the students. Can you/the students think of any alternatives?

Activity 2

This activity focuses specifically on interrupting. Instructions as student's notes.

Activity 3

This activity draws attention to the language used for asking for and giving opinion, agreeing and disagreeing. Students put the phrases in the correct places in the table:

| Asking for opinions | Giving opinions. | Agreeing | Disagreeing |
|-------------------------------------|--------------------------------------|---|--|
| <i>What do you feel about ...?</i> | <i>In my opinion/ view,</i> | <i>I think you're absolutely right.</i> | <i>I don't agree at all.</i> |
| <i>What do you think about ...?</i> | <i>I think</i> | <i>I totally agree.</i> | <i>Yes, but on the other hand</i> |

Activity 4

Students now practise the language above by completing the discussion task.

Activity 5

This activity draws attention to the language used for understanding the task and controlling the discussion. Students put the phrases in the correct places in the table:

| Asking for clarification/ more information | Checking that you have understood | Controlling the discussion |
|--|--|---|
| <i>I'm sorry, could you repeat what you said about ...</i> <i>What does ... mean?</i> | <i>So what you're saying is that</i> <i>Are you saying that ...?</i> | <i>Let's start by looking at</i> <i>Does anyone disagree with this?</i> <i>Another interesting point is</i> <i>So, I think we have agree that</i> <i>Can we move on to the next point now.</i> |

| | | |
|--|--|------------------------------|
| | | <i>X, what do you think?</i> |
|--|--|------------------------------|

Activity 6

Students now practise the language above by completing the discussion task.

Homework

Encourage students to use the language they have studied in this lesson in the English which they use in their daily lives.

10 Speaking



Discussion 3: Revision

Skill: Speaking

Notes: This lesson is a series of discussion tasks designed to provide students with practice of the language and skills they have studied in the lessons on discussion.

Activity 1

You could photocopy and cut up the role play A and B instructions so that students cannot read their partner's papers. Put the students into pairs and tell them to read the instructions. You could set up the room so that the tutors are sitting at individual desks. The 'students' go out of the room and sit in front of their 'tutors'. This will make the situation seem more formal and 'real life.' Students can swap roles and do the same role play again.

You should listen carefully to what they are saying and feedback on the effectiveness of the conversation as well as accuracy.

Activity 2

Students have to discuss and come to an agreement. Put them into groups of three or more. Be strict about the timing. Monitor the discussion very carefully and feedback on the success of the discussion. You could also get the student to fill in the evaluation form for group discussion from the previous lesson.

Activity 3

This activity focuses on giving opinion. Again put students into groups of 3 or more and monitor carefully providing feedback at the end of the discussion on accuracy but also how successful the group was at working together. You could also get the student to fill in the evaluation form for group discussion from the previous lesson.

Activity 4

This activity again focuses on coming to agreement, Procedure as above.

11 Writing



The process of writing/text planning and organisation

Skill: Writing

Notes: The aim of this lesson is to encourage students to think about the process of writing from being given an assignment to handing in the final draft. The lesson looks at tackling a questions and planning what you are going to write.

Activity 1

Students discuss in pairs the types of writing they have done in the past. This may have been writing for exams or Emailing. The point is that academic writing can be quite different from other ways of writing.

Students then go on to assess their strengths and weaknesses in writing. From this discussion, you should be able to diagnose which areas students will need most work on.

Activity 2

Students work in pairs to put these stages into the correct order.

- A. Make notes from your research. 5
- B. Read the question. 1
- C. Read your first draft and talk about it with colleagues and your teacher. 9
- D. Write your second draft. 10
- E. Think about what you should write. 3
- F. Research the topic – go to the library, use the Internet, etc. 4
- G. Hand in your work. 12
- H. Check your first draft for grammar, spelling, punctuation and vocabulary. 8
- I. Plan what you are going to write. 6
- J. Understand what you need to write about. 2
- K. Write your first draft. 7
- L. Check your second draft for grammar, spelling, punctuation and vocabulary. 11

Activity 3

Emphasise that planning is a very important part of the process of writing. It is worth underlining the following (from lesson on recognising text structure for reading):

Emphasise that in good writing and debate, you need to consider both sides of a question. It is not enough just to present your own opinions. You must present the opposing arguments and then counter them. In addition, lecturers will not be particularly interested in the opinions of the students but will be interested that they can argue and defend opinions in a reasoned and critical way. Student should be providing support for their opinions not just stating them.

Students make notes on their own of the arguments in favour and against. They then compare in small groups. As a class collect ideas on the board.

Students then read the text. As a class tick off on the board the points which are mentioned in the text.

Activity 4

The purpose of this is for student to see a model plan for writing.

Introduction

Paragraph 1

Background to the topic

How the essay will be organised

Main body of the text

Paragraph 2

Easier access to information and more efficiency at home and work

Paragraph 3

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

Paragraph 4

Speed of work life. Email - effects at work. Counter argument – stress of the workplace.

Conclusion

Paragraph 5

Summary and future

Activity 5

Emphasise that the basic structure of all essays is usually fairly similar. – beginning/ middle/ end.

In pairs or small groups students choose one of the statements and discuss, making notes for and against.

Activity 6

Having collected ideas, they then plan their writing on their own.

Homework

The homework for writing aims for student to practise the skills presented in the lessons by producing a portfolio of

texts.

Students either choose to write the essay which they planned or plan and write another. This will allow you further to diagnose the areas which they will need to work on.

12 Writing

Paragraphs 1



Skill: Writing

Notes: The aim of this lesson is to encourage students to think about what a paragraph is - to be able to recognise the function of paragraphs in a text and to be able to produce them.

Activity 1

Students try themselves in pairs to write a definition of a paragraph. Alternatively elicit some ideas from the class and put up on the board.

Students now read the definition and complete in pairs. What were the similarities between their definition and the definitions they came up with.

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

Activity 4

These are gist questions so that students have an idea about what the text is about before they work on the paragraph structure. Students should read on their own and then share answers with their partner.

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

Activity 3

The aim of this is for students to see that paragraphs express and develop a single idea. Students work in pairs to produce their own title. Compare a class the different possibilities.

- A. Babies can do nothing for themselves. 3
- B. The purpose of babies' smiles. 5
- C. Variation in ways of bringing up babies. 1

Activity 4

It should be fairly easy for students individually and checking in pairs to put in the paragraph divisions. Make sure that they do not look back to the original text in the lesson about reading.

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

Students choose one title from A and B and write paragraphs to hand to you next lesson.

13 Writing

Paragraphs 2



Skill: Writing

Notes: The aim of this lesson is to look at the internal structure of paragraphs and analyse how ideas are developed from a topic sentence through example, explanation, description, etc.

Activity 1

You could write the example paragraphs onto OHTs and show how the topic sentence represents the main idea of the paragraph and how it is developed in various ways.

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. **Supporting argument** 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. **Example**

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. **Further explanation** 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. **Further explanation** 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. **Research**

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. **Example / further explanation.** 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. **Examples** This leads to greater efficiency and (for private companies) higher profits. **Consequences?**

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. **Further explanation** 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. **Further explanation**
From Nicky Hayes *Teach Yourself Psychology* Teach Yourself

Activity 2

Students work in pairs to match the topic sentences to the paragraphs in the text. They check with their partners.

1C 2B 3A 4 D

Activity 3

Students now look at how the topic sentences are developed. They check their answers with their partners.

1. Which paragraph uses examples? 4
2. Which 2 paragraphs use explanations? 2+3
3. Which paragraph uses more definition? 1

Homework

Students should write the paragraphs beginning with the topic sentences. If they have difficulty thinking of ideas, elicit some ideas on the board.

14 Writing



Linking 1

Skill: Writing

Notes: The next two lessons aim to help students to understand the importance of linking their texts so that the information flows clearly and smoothly through each paragraph.

Activity 1

This discussion will need some whole class preparation. Elicit the differences between formal end of course and continuous assessment and write on the board. Students discuss the advantages and disadvantages of each method of assessment and make notes. Whole class feedback with notes on the board.

Activity 2

Students read the text. As a whole class elicit what the problem with the text is, i.e. it is not linked together and therefore is more difficult to read as the ideas do not flow clearly from each other.

Activity 3

Students underline all the linking words in the text and check with their partners.

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

It is difficult for students to use conjunctions (linkers) effectively and accurately for two reasons: they need to understand the meaning of the words and use them appropriately to link sentences; the structures which surround the words can be difficult to get right. This exercise focuses on some of the most common conjunctions in academic written argumentation – conjunctions which link clauses with

contrasting meanings.

There is quite a lot of difficult structure here. There are different ways of approaching this.

- You can get the students to read through the explanations themselves and check anything they don't understand with their partner and you
- or you can present the sentences and structures on the board.

It would be useful if you could provide more examples for students to clarify the meaning.

Activity 5

This exercise aims to focus on the common errors which students have in getting the form right. They do the exercise in pairs and then check with the whole class. Alternatively, you could photocopy the answers for them to check on their own. There may be more than one possible answer.

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

Activity 6

This exercise requires students to produce sentence themselves. They need to think about both form and meaning. Procedure as previous activity. There may be more than one possible answer.

1. (a) Although he has a terrible cold, he goes on smoking.
(b) In spite of his terrible cold, he goes on smoking.
2. (a) Even though he had only three days to finish the project, he managed to complete it on time.
(b) He had only three days to finish the project. However, he managed to complete it on time.
3. (a) Despite the increase in violent come, the number of less serious crimes has fallen.
(b) There has been an increase in violent crime. However, the number of less serious crimes has fallen.
4. (a) In spite of the fact that the music was very loud, I could

sleep.

(b) Even though the music was very loud, I could sleep.

5. (a) Although the concert was sold out, we got a ticket.

(b) Despite the fact that the concert was sold out, we got a ticket.

Homework

1. Despite living in London all my life, I have never been to the Houses of Parliament.

2. Although we were running late, we managed to get to the station on time to catch the train.

3. In spite of the claims by the government that the allegations are untrue, many journalists do not believe them.

4. Even though most people now know the dangers connected with cigarettes, many people continue to smoke.

5. Even though there have been staff shortages, the company has managed to complete the project.

6. Although she has never taken lessons, she speaks French fluently.

7. In spite of not managing to find time to do much studying, she passed the exam with a high grade.

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

15 Writing

Linking 2

Skill: Writing

Notes: The lesson aims to provide more practice of common conjunctions – both meaning and form.

Activity 1

The aim of this is for students to look at the meaning of these sentences before they go on to work more closely on meaning and form. There may be more than one possible context for each sentence. There is no correct answer for this exercise. One of the purposes is for students to discuss possible contexts.

Possible answers:

- a newspaper report 2, 4, 6, 9, 10
- an academic essay or book 3, 4, 5
- an Email 7,
- a law court 8
- formal letter 10, 12, 14
- a recipe 13

Activity 2

This exercise focuses on meaning. The students in pairs should go through each sentence and try to match the linker with the appropriate meaning. They should write the linkers in the table. This will serve as a useful reference for the future. Check with the whole class by drawing the table on an OHT or the board and eliciting the answers.

| 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> |
| <i>due to /</i> | <i>led to /</i> | <i>/</i> | <i>and; after</i> |
| <i>owing to /</i> | <i>As result of</i> | <i>Furthermore /</i> | <i>that; then;</i> |
| <i>was brought</i> | <i>As a</i> | <i>Moreover</i> | <i>next</i> |
| <i>about by /</i> | <i>consequence</i> | | |

| | | | |
|------------------------|------------------------------|--|--|
| <i>was caused by /</i> | <i>of / Consequently</i> | | |
|------------------------|------------------------------|--|--|

Activity 3

There is quite a lot of difficult structure here. There are different ways of approaching this.

- You can get the students to read through the explanations themselves and check anything they don't understand with their partner and you
- or you can present the sentences and structures on the board.

It would be useful if you could provide more examples for students to clarify the meaning.

Activity 4

This focuses on the grammar which surrounds these linkers. Students work individually and then check with their partners. Either photocopy the answers for the students to check themselves or check as a class using the OHP or the board.

| TYPE 1 | TYPE 2 | TYPE 3 |
|-----------------------------|----------------------------|----------------------|
| <i>led to</i> | <i>in addition to</i> | <i>furthermore,</i> |
| <i>was brought about by</i> | <i>due to</i> | <i>firstly, etc.</i> |
| <i>was caused by</i> | <i>owing to</i> | <i>after that</i> |
| | <i>because of</i> | <i>next,</i> |
| | <i>as a consequence of</i> | <i>moreover,</i> |
| | <i>as a result of</i> | <i>consequently</i> |

Activity 5

Students now practise getting the sentences right. They should do this in pairs and then check with a photocopied key or with you. Encourage them to use a variety of linkers. There may be more than one possible answer for each sentence.

Cause

1. I didn't contact you because I had lost your number.
2. We will not sign owing to the fact that the contract is unreasonable.
3. Her resignation was caused by her wanting a new career.

Result

2. It had been snowing. As a consequence the road was blocked.
3. The unacceptable terms led to the contract not being signed.

4. The fact that the computer had not been installed properly resulted in it breaking down all the time.

Addition

1. In addition to giving you a headache, studying too hard can also stop you sleeping.
2. I work full time. Furthermore, I am a student.
3. Taxes have been raised. Moreover, the cost of living has also increased.

Listing / steps in a process

First, peel the potatoes. Secondly, chop them into small pieces. Then, heat the oil in the pan. Next add the potatoes. After that, stir them all the time.

Activity 6

This focuses on meaning and form. Procedure as above.

1. In addition to being very hungry, I am tired
2. As a result of the violence of the 1980's, there is much better policing of the inner cities.
3. My bad behaviour led to my expulsion from school.
4. The phone companies are very inefficient. Furthermore they are very expensive.
5. As a consequence of not eating between meals she lost a lot of weight
6. Owing to the pressure of the exam, many candidates felt under a great deal of stress.

Homework.

This revises work in this and the previous lesson.

There are several reasons why traffic should be banned from the centre of Edinburgh. The first and most obvious reason is to decrease pollution. Even though the Edinburgh climate is wet and windy which leads to a great deal of pollution being blown out to sea, this pollution still contributes to global warming. Secondly, Edinburgh is an old city planned and built at a time when there were no cars and many fewer other vehicles. As a result the streets are narrow and not suited to the amount of traffic which we now have. At certain times, it is consequently faster to walk than to take either private or public transport.

Read the text again. . Identify the topic sentence. – *underlined above.*

How is the idea in the topic sentence developed? *List of arguments in favour.*

16 Writing



Reporting statistics 1

Skill: Writing

Notes: This lesson and the next focus on explaining and interpreting statistics. This is an important academic skill. Statistics and data are used to support argument and hypotheses. Students should be able to write explanations of statistics presented in graphs and other visuals.

Activity 1

Students study the bar chart and answer the true / false questions. This should test whether they can correctly interpret data.

1. The chart shows the total number of visitors to the UK in 2000 and 2001. FALSE (October only)
2. There were more visitors to the UK in October 2000 than in October 2001. TRUE
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. TRUE
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. FALSE

Activity 2

Students now look at a model paragraph and analyse the structure. They check with their partners.

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. *In italics*
2. How is it supported? *Detailed explanation of data.*
3. Underline the language in this paragraph which will be generally useful for describing statistics. *See above.*
Students could note down these phrases for future

reference. They are generically useful for this kind of task.

Activity 3

Students now focus on the detail of writing this kind of text. In pairs they match the verbs with the arrows. Some of the arrows may be interpreted in different ways.

Activity 4

It is possible to express the same information using a noun or a verb. Write the example on the board to demonstrate this. You could also demonstrate this with more examples. Students work in pairs to write the nouns. Encourage guessing. Whole class feedback.

- | | |
|-------------------|-----------------|
| • increase / rise | increase / rise |
| • flatten out | flattening out |
| • stabilise | stabilisation |
| • level off | levelling off |
| • fluctuate | fluctuation |
| • recover | recovery |
| • hold steady | steady hold |
| • grow | growth |

Activity 5

This exercise focuses on modifying the amount and speed of change expressed. Explain using the examples on the board. Students work in pairs. Whole class feedback.

Amount of change

| | |
|-----------------------------|---|
| dramatic / dramatically | 1 |
| sharp / sharply | 1 |
| substantial / substantially | 1 |
| considerable / considerably | 1 |
| significant / significantly | 1 |
| slight / slightly | 3 |

Speed of change

| | |
|-------------------|---|
| rapid / rapidly | 1 |
| quick / quickly | 1 |
| swift / swiftly | 1 |
| slow / slowly | 3 |
| steady / steadily | 2 |

Activity 6

Students move on to practise writing sentence with the language they have been studying. Students work in pairs. Whole class feedback.

1. The number of mobile phones in the UK has risen swiftly.
2. There is a steady increase in the number of people suffering from AIDS in Africa.
3. The number of women who are in top management

- positions has been growing rapidly.
4. There is a quick recovery in sales of DVDs
 5. The number of video players sold has decreased substantially.

Homework

This allows students to practise the language they have been studying by writing a coherent paragraph.

17 Writing



Reporting statistics 2

Skill: Writing

Notes: In this lesson, student continue to practise describing data.

Activity 1

The activity practises the language studied in the previous lesson. Students also have to understand the graph to be able to fill the gaps.

This graph shows the sales of mobile phones per month between 1998 and 2001. Although there was a levelling off in sales from 1998 to 1999, sales recovered slowly throughout 1999 and the start of 2000. . Following this, sales dropped sharply in March 2000. Since then, there has been a fluctuation in sales. There are indications, however of a slight rise.

Activity 2

More practice and interpretation of data.

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

Activity 3

Students again have to refer to the chart and understand the data to correct the content of the paragraph. They will have to use the language that they have studied.

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

Students now put into the practice the language which they have been studying, They can write in pairs or individually. You will need to take in the paragraphs when they have finished writing.

Homework

A similar activity for homework.

18 Writing



Proof reading

Skill: Writing

Notes: Proof reading is essential for all students but especially for those whose first language is not English as they are more likely to make mistakes in grammar, vocabulary, spelling and punctuation. Proofreading time should be planned into the time that students have to complete an assignment. They should always leave enough time to go through their work carefully to check for errors.

Activity 1

This activity focuses on the metalanguage used to describe punctuation. It is important for students to know this so that they can engage in conversation with their teacher about what may be wrong with the punctuation of a text

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

Activity 2

The use of apostrophes is difficult for native speakers as well as non native speakers. Make sure students know the difference between the apostrophe used in contractions and the apostrophe used to show possession. Using apostrophes correctly will give a good impression. Rules:

- Singular nouns: apostrophe between the noun and the s
- Regular plural nouns: apostrophe after the s

- Irregular plurals not ending in s: apostrophe between the noun and the s
- Nouns already ending in s: apostrophe after the s.
- *It's* means 'it is'. *Its* is used for possession.
-

Activity 3

Students are tested on what they have learnt about the use of the apostrophe. They also begin to practise their editing skills.

1. The dog's bone. (1 dog)
2. The 2 dogs' bones.
3. The man's house.
4. The men's house.
5. The woman's apple.
6. The women's apple.
7. Mr Smith's decision.
8. Mr Jenkins' decision.
9. It's been a long time since we've seen each other.
10. It's the longest bridge in Europe.
11. Its trunk is up to 3 feet long

Activity 4

Students practise punctuating the text. They begin to practise their editing skills.

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

These words are commonly misspelled. Students should be encouraged to keep a list of words which they personally often spell wrongly.

1. length
2. strength
3. width
4. necessary
5. accommodation
6. friend
7. chief
8. grammar
9. although
10. substantial
11. psychology
12. mystery

- 13. helpful
- 14. useful
- 15. usefully
- 16. beautifully

Activity 6, 7 and homework

Students practise their proofreading skills. They can also be encouraged to proof read all of the texts which they write. This graph shows the sales of mobile phones per month from 1998 and 2001. Although there was a levelling 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 fluctuation in sales. There are indications, however of a slight rise.

Hi John

How are you? I haven't 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 Thursday. Its 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

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.

19 Writing



Revision

Skill: Writing

Notes: The aim of this lesson is to review and revise the writing skills practised in the previous lessons. Students should work through the activities in small groups. They should check with the teacher when they are ready.

Activity 1

Students should be able to answer these questions. If they have problems tell them to look back over the writing lessons.

Activity 2

1. Although 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.
2. In addition to being unemployed, he has terrible debts.
3. As a result of the government's decision to increase foreign aid, many more people in developing countries will have better chances of survival.
4. As a consequence of Wayne's injury the England team was reduced to 10 players.
5. The increased numbers of hurricanes in the southern states is due to global warming.
6. In spite of the fact that she has been eating less, she is not losing weight.

Activity 3

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 daylength. Many people experience a form of depression during the long winter months, which clears up completely when spring and summer come.

Activity 4

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.

Activity 5 and Activity 6

To complete in class.

Homework

Students should now have a portfolio of work which they have written over the course of the writing lessons. They can use this for future reference. For this final assignment, students should pull together all the aspects of writing that they have studied.

20 Listening



Introduction - types of listening and ways of listening

Skill: Listening

Notes: The aim of this lesson is for students to start to think about the kinds of listening they will have to deal with in college and university and strategies to cope with it. The purpose of the lesson is also to introduce to students to ways of getting useful listening independently of the teacher.

Activity 1

Students read the text and answer the questions. It is important that they try to remember the answers to the questions and try not to refer back so that they use their own words are not simply reading from the text. They check in pairs.
See text for answers.

Activity 2

Students go to the website and find a topic they are interested in. The aim of this is for students to become more independent in finding listening material and training themselves to develop their own listening skills.

Activity 3

Students choose which instruction they wish to follow
Make sure that at the end of the exercise they share the information which they have learnt from the listening with their partner.

Homework

Students repeat the activity for themselves. They should be encouraged to use this technique as much as possible.

21 Listening



Introduction – Preparing for listening/different kinds of listening

Skill: Listening

Notes: The aim of this lesson is for students to practise preparing for listening and for them to practise various listening techniques – skimming, listening for detail and recognising the structure of a talk.

Activity 1

Students predict in pairs the vocabulary that will come up in the talk.

They discuss what makes a good language learner in pairs.

Activity 2

Students skim listen and answer the questions by taking notes.

Answers:

1. How to be a good language learner
2. They reach a plateau
3. Being independent learners. Getting as much exposure as they can.
4. See tapescript

Activity 3

Students listen for detail and understanding the structure of the talk.

Answers:

Introduction

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

Part 1 – intermediate plateau

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

Part 2 – moving on

- One option – depend on teacher – can be useful
- BUT- Not enough
- Take responsibility for own learning

Part 3 - What can you do?

Exposure

- Listening - TV and radio
- Reading - read for pleasure
- see grammar and vocabulary repeatedly

Part 4 Fun

Advantages of being an upper-intermediate / advanced student

- Part of a world community
- Expressing ideas

Conclusion

- Take opportunity
- Learn outside classroom
- New experiences

Activity 4

Students tick the vocabulary that they predicted would come up in the talk. Listen again if necessary to check

Activity 5

Students try to fill in the gaps without listening again. They then listen to check – isolate this part of the listening – do not play the whole thing again.

Activity 6

Students discuss the extract and the question in pairs.

Homework

Students listen to the radio or the TV and come to the next lesson ready to report back on it.

22 Listening



Understanding data

Skill: Listening

Notes: The aim of this lesson is for students to work on understanding oral description of data. They will also practise representing data in various ways. This also acts as extra practice for the work they will have done on written description of data.

Activity 1

Students write the names of the different methods under the graphics.

Answers:

graphs, bar charts, pie charts, tables

Activity 2

Students saying the number. You could provide extra practice by reading out a random selection of numbers for them to write down.

Activity 3

Students listen to the data and represent the figures in graph form – you may need to play the short extract several times for them to be able to do his satisfactorily. They check in pairs. Provide feedback by drawing the graph in the board or revealing the answer on an OHT.

See tapescript for answers – you will have to draw your own graphic.

Activity 4

Students listen to the data and represent the figures in bar chart form – you may need to play the short extract several times for them to be able to do his satisfactorily. They check in pairs. Provide feedback by drawing the graph in the board or revealing the answer on an OHT.

See tapescript for answers – you will have to draw your own graphic.

Activity 5

Students listen to the data and complete the table – you may need to play the short extract several times for them to be able to do his satisfactorily. They check in pairs. Provide feedback by drawing the graph in the board or revealing the

answer on an OHT.

See tapescript for answers – you will have to draw your own graphic.

Activity 6

Student listen again to the second excerpt and complete the paragraph.

See tapescript for answers

Homework

23 Listening



Listening to a longer lecture

Skill: Listening

Notes: The aim of this lesson is for students to practice listening to a longer, more challenging lecture.

Activity 1

Students predict the vocabulary that might come up in the lecture.

Activity 2

Students work in pairs to share knowledge about the meanings of the words, They use dictionaries if necessary

Activity 3

This is necessary background to the lecture. You will need maps of a map of northern Europe. Students share knowledge in pairs.

Activity 4

Students predict the content of the lecture.

Activity 5

Listening to the introduction to the lecture will give them some idea of the content This is very intensive listening.

Answers:

1. (a series of invasions)
2. Put these stages in the lecture into the correct order.
 - Early English
 - The Vikings
 - The Norman Invasion
 - English today

Activity 6

Students now go on to take notes on the main part of the lecture.

They should listen for gist and not for detail. It is important for them to check with their partner after listening to share information. You can feedback by copying the table onto the board and eliciting as much as the students heard. Play the listening again and repeat the process of checking in pairs. See tapescript for answers.

Activity 7

Students see if they can answer the detail question with their partner. They then listen again to check.

Activity 8

Students should now be able to answer the question they discussed before they listened.

Activity 9

This is a short preliminary discussion. Homework is to find as much information as they can about the questions.

24 Reading



Reading efficiently – different ways of reading

Skill: Reading

Notes: The aim of this lesson is to get students thinking about different purposes of texts and different methods of reading.

Many students are overwhelmed when they start college by the amount that they have to read. They think that they will have to understand everything in a book in detail. Students need to learn not to read every word line by line in a text but to find the information which is most relevant to their needs – usually what is relevant for the assignment they will have to produce.

Activity 1

The students should read the text and answer the questions on their own. They should then check with their partner / group. Finally, check that all the class agree on the answers. See the text for the answers to most of the questions.

Question 3

- 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

Question 4

See next lesson for definitions

Activity 2

Students discuss in pairs. Whole class feedback.

Suggested answers:

a novel

aesthetic, 'spiritual', entertainment, study (Eng Lit students), to pass the time

a general interest magazine

entertainment, to pass the time, to find out the gossip

a book about your favourite hobby

information about what you are interested in, entertainment, to pass the time, instruction about how to do something, making contact with people who share similar interests

a road sign

information

a recipe

instructions on how to make dish, to pass the time

a letter from the bank

information about you overdraft!, getting advice about what to invest in, etc.

Activity 3

Students do the activity alone and then share answers with the group. Write the students' responses on the board and feed in the following:

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

1. Email
2. poetry
3. dictionary entry
4. formal letter
5. academic text

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

1. social / to invite the reader to a party
2. to inspire, aesthetic reasons
3. to find the meaning of a word / to expand vocabulary
4. complaining
5. to explain a point / to educate / to inform

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

1. skimming and then detail – to see time and place of the party
2. reading for detail
3. scanning to find entry and then reading in detail
4. skimming to get a general idea, scanning to find details of flight number, etc, detail to understand nature of the complaint and then detail.
5. skimming to get a general idea. Detail to learn more about the subject.

Homework

The homework set for reading in these lessons all involve students finding texts which interest them and reading them to practise various reading skills. The aim is to encourage student to find texts for themselves from a variety of sources (newspapers, libraries, the Internet) – an important skill in itself to develop. They should bring the results of their reading to class to share with their class mates at the beginning of every lesson They should, in this way, build up a portfolio of authentic texts which they have read

For this lesson, the main purpose this is to get students to use a library. They can use a public or a college library. In the next lesson, students should feed back what they have found

to their group.

25 Reading



Scanning

Skill: Reading

Notes: The aim of the lesson is for students to practice scan reading. You should emphasise that students are not required to understand the text fully but only be able to answer the scan reading questions.

Activity 1

Students read the two paragraphs and individually compare their answer with their partners.

The first paragraph defines scanning and the second paragraph defines skimming.

Activity 2

Students first need to get a general idea of what the text is about. The first paragraph provides this. Make sure that students read only the first paragraph quickly – you could give a 30 second time limit. They then check the answer to the question with their partner.

Activity 3

The text is quite difficult but the students should be able to find most of the information required. The purpose is to present students with an authentic text to show them that they do not need to understand everything to complete the task. Make sure that students are not reading everything from beginning to end but that they are looking for the figures and then reading the information to which the figures refer.

| | |
|-----|--|
| 30% | Of students used the library or Internet at school |
| 16% | Used video/audio at school |
| 2% | Went on field trips |
| 1% | Took part in role play |
| 13% | Thought their A level course prepared them well for university |
| 6% | Felt confident writing essays |
| 86% | Thought that their teachers were more influential than their own reading |

Activity 4

Give the students a very short time limit. One minute of concentrated scanning should be enough to find this information. They should cover the text and uncover for the time limit. At the end of the time, they should re-cover the text. They should check with their partner

How long did Dr Booth's research take? *3 years*

For what purpose did 30 % of students use the Internet at school?

Project work

What do the students feel most optimistic about?

that the experience would change them significantly

Homework

Emphasise that looking for information on the Internet is a kind of scanning and is becoming increasingly important for research. It is a good (though sometimes unreliable) source of information. Students present their findings to a partner in the next lesson.

26 Reading



Skimming

Skill: Reading

Notes: The aim of this lesson is for students to practise skimming. Again the texts are challenging but the aim is for students to see that they do not need to understand every word to get the gist to see if the text is relevant for their purpose and if they need to read it in detail.

Activity 1

Either teach the students the key words or get students to look them up in their, preferably, monolingual dictionaries, though they may need to translate some of them.

Activity 2

Students follow the instructions in the student's notes. They check their answers in pairs. The purpose of them covering the text is to discourage them from reading from the text when they give their answers. They should try to summarise in their own words.

Activity 3

The students cover the text and uncover to read it. Give a time limit – 2 minutes should be enough. The questions are very general so students should be able to answer them without referring back.

1. UK methane emissions are twice what the government says.

TRUE

2. The EU has released information about greenhouse gasses.

TRUE

3. Methane has less effect on the greenhouse effect than carbon dioxide.

FALSE

4. A scientist says that it is hard to say how much methane a country emits.

TRUE

Activity 4

Students again make sure that they understand the key words.

Activity 5

Give students a 1 minute time limit to uncover the text and read the first and last paragraphs, They should then cover the text and answer the questions with their partners.

Homework

It is students' responsibility to skim read at least 3 articles. They should be prepared to tell their partner the general meaning of the text.

27 Reading



Reading for Detail

Skill: Reading

Notes: The aim of this lesson is for students to read in detail the texts which they skimmed in the previous lesson. Allow students more time for this. Emphasise that students should not need to understand every word to be able to answer the true / false questions. They should try to work out the meaning of any unknown vocabulary from the context.

Activity 1

Students read alone and then check their answers with their partners.

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

Activity 2

One of the best ways for students to understand how true / false questions work is for them to write some themselves. Emphasise that they need to change the wording of the text to make good true / false statements. They should not just copy sentences from the text and change the verb to make them false. These questions test the reader's understanding of the information not just the wording of the text. Writing these questions also means that they have to read the text in a lot of detail.

Students should write their questions in pairs and then pass them to another pair to answer by referring to the text.

Activities 3 +4

Follow the same procedure for activities 3 and 4.

1. Everyone was happy with the heat wave FALSE

There is the possibility that the heat would reach over 27C for 3 days. FALSE

2. More people died in France in the last heat wave than in the UK TRUE
3. One of the major problems is lack of water in the body TRUE
4. Sunstroke leads to death. FALSE

Homework

This differs from the homework in the previous lesson in that students should choose an article to read in detail and be ready to summarise in detail to their partner.

28 Reading



Understanding text structure 1 – simple texts

Skill: Reading

Notes: The aim of this lesson is to give students practise in recognising text structure. This will help them to read. If you understand where you are in at text, how the information is organised and how an argument is developing, you will be able to read more efficiently and understand the writer's message more clearly.

Activity 1

The main units of text organisation are the sentence and paragraph.

Linkers link parts of the text together. See the writing lesson on linking for a list of linkers. Students should make a list of the linkers which they know.

Activity 2

Emphasise that in good writing and debate, you need to consider both sides of a question. It is not enough just to present your own opinions. You must present the opposing arguments and then counter them. In addition, lecturers will not be particularly interested in the opinions of the students but will be interested that they can argue and defend opinions in a reasoned and critical way. Student should be providing support for their opinions not just stating them.

Students think of arguments for and against in pairs. Come together as a class. Copy the table onto the board. Elicit arguments for and against and write on the board.

Students read the text and see if their arguments are mentioned. Feedback as class ticking off the arguments mentioned on the board.

Get students to fill in the table with their partner and then copy onto to the board and elicit ideas:

| | |
|-------------|--|
| Paragraph 1 | Introduction – background to the topic. Procedure to be followed in the text. |
| Paragraph 2 | Arguments in favour |
| Paragraph 3 | Arguments against |
| Paragraph 4 | Conclusion – personal opinion |

Activity 3

This activity shows how the text could be structured in a different way. Follow the same procedure.

| | |
|-------------|--|
| Paragraph 1 | Introduction – background to the topic. Procedure to be followed in the text. |
| Paragraph 2 | Argument 1 in favour – counter argument |
| Paragraph 3 | Argument 2 in favour – counter argument |
| Paragraph 4 | Argument 3 in favour – counter argument |
| Paragraph 5 | Conclusion – personal opinion |

Activity 5

Students discuss in pairs. Both are valid. Perhaps the second is better as it allows the reader to see the counter argument immediately after it is stated.

29 Reading



Understanding text structure 2 – more complex texts

Skill: Reading

Notes: The aim of this lesson is for students to work towards understanding the structure and organisation of more complex texts. They also practise the skimming and scanning techniques which have already been introduced to them.

Activity 1

Students skim the titles and the first paragraph of the text. Make sure that they stick to the time limit and that they cover the text after 30 seconds. They share what they can remember about the text with their partner and then with the whole class.

Activity 2

Students now scan the same text. Emphasise that they are only looking for the information which they need to answer the questions and that they should not read every word. They also do not need to understand every word. They check their answers with their partners and then with the rest of the class.

1. The date of the first space flight by a woman. *June 6th 1953*
2. The highest that the Space Shuttle has gone. *600 km*
3. The names of the NASA missions which landed men on the moon. *Apollo 11-17 (not 13)*
4. The year before which India hopes to have carried out a human space flight. *2008*
5. The amount of money which a private company will win if it succeeds in commercial human space flight. *\$10 million*

Activity 3

This activity aims to get students to recognise the structure and organisation of the text. They will need to read the text in detail to fill in the table which they should do alone. They should check their answers with their partners and then the rest of the class.

| | |
|----------------------|---|
| Introduction | <ul style="list-style-type: none"> • Definition of human space flight • Animals in space |
| Records | <ul style="list-style-type: none"> • First human space flight • First woman in space • Highest orbit |
| Missions to the moon | <ul style="list-style-type: none"> • Apollo 8 |

| | |
|--|---|
| | <ul style="list-style-type: none">• Apollo 10• Apollo 11-17 |
| Countries | <ul style="list-style-type: none">• Countries which have now or have had active space programmes• Countries which are planning space programmes for the future |
| Spacecraft and space ports | |
| Prize for commercial human pace flight | <ul style="list-style-type: none">• The prize• The first commercial flight |
| Manned or human space flight | |

Homework

This is again a research exercise as well as an exercise in text organisation. Student should hand their tables to you for checking along with a print out of the text from the Internet.

30 Reading



Dealing with difficult vocabulary

Skill: Reading

Notes: The aim of this lesson is to help students to develop the skills of being able to read a text without getting 'stuck' on words they do not know. Some students rely too much on their dictionaries and wish to look up every unknown word. Before looking up the words in the dictionary, they should learn to go through this process:

- Is the word necessary for understanding the information I need to get from the text? i.e. is it a key word? If it is not necessary, I do not need to know what it means.
- Is it possible to work out the meaning of the word from the context? If this is not possible and the word is essential for the level of understanding I require, only then will I need to look up the word in a dictionary.

Activity 1

Students read the text and answer the questions. They check with their partner. In the process of reading, they should be able to work out the meanings of the words *grain* and *simultaneously* from the context. They may even not be aware that they have worked out the meaning from the context.

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

Activity 2

Point out to students that they did not need to know every word in the text to answer the questions. Some words, however, were necessary – emphasise to students that these are the key words which make understanding the text possible. They should try to work out the meanings of these words from the context, e.g. the word *grain* is a key word – it is possible to work from the text that it is what flour is made from.

Activity 3

Students now read the short paragraphs. They answer the questions which follow. The point to get across is that they should be able to distinguish the words they need (the key

words) from the words they do not need to know. Their purpose is to answer the questions.

Answers

Food preparation

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

TRUE

Historical development of food

- What two kinds of food can humans eat? *Plant and animal products*
- What two methods did they use to get food? *Hunting and gathering*

Key words: *omnivorous, hunter-gatherer.*

Words not needed: *grains! stationary??*

This text interestingly defines the key words so it is quite easy to guess them from context.

Beer

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

Key words: alcoholic beverage, gallons.

Words not needed: *fermentation, starch, barley, cassava root, agave*

Alcoholic beverage and *gallons* should be quite easy to guess from the context.

Activity 4

The students read alone and try to answer the questions which focus on deducing meaning from context. When they have finished they can help their partner with their answers. See the text for the answers.

1. What is rennet? *a bacteria traditionally obtained from the stomachs of young cattle*
2. How can milk be curdled? *adding acids such as vinegar or lemon juice*
3. Which of the following can affect the flavour of cheese?
 - different kinds of mould
 - age YES
 - different kinds of milk YES
 - different kinds of rennet NO
4. What is pasteurization? *The milk may be heated to kill bacteria*
5. Which cheeses do not melt? *halloumi, paneer and ricotta*

Homework

Students find a text and read it intensively trying to work out meaning from context rather than using a dictionary. They summarise for the class in the next lesson.

31 Reading



Revision

Skill: Reading

Notes: The aim of this lesson is to review and revise the reading skills practised in the previous lessons. Students should work through the activities in small groups. They should check with the teacher when they are ready.

Activity 1

- A. Read the first line of each paragraph to find the most relevant part. 5
- B. Scan through the index and contents page of the book to find the most relevant chapter. 3
- C. Read the parts you have identified in detail, taking notes. 6
- D. Read the chapter title and the first and last paragraph to see if it is relevant for your needs. 4
- E. Go to the library. 1
- F. Scan the shelves for a book which will be relevant to what you need to know. 2

Activity 2

1. Most texts have a purpose. T
2. Reading for detail is called gist reading. F
3. Scanning should take a long time. F
4. It is necessary to read every line of a text. F
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. T
6. Finding a word which you do not know in the dictionary is skimming. F
7. Skimming should take along time. F
8. Searching for information on the Internet is a kind of scanning. T
9. The purpose of a text affects the ways it is written. T
10. All texts have similar organization. F
11. It is important to understand every word in the text you are reading. F
12. Context is the language which is around a word. T

Activity 3+4

See text

Activity 5

| | |
|--------|--|
| 9 | Number of planets in the solar system |
| 158 | Number of moons in the solar system |
| 98.86% | The amount of mass in the solar system which is accounted for by the Sun |
| 90% | The amount of remaining mass in the solar system which is accounted for by Jupiter and Saturn alone. |

2. Which planet is closest to the Sun? *Mercury*
3. Which planet is furthest from the Sun? *Pluto*

Activity 6

- A. Planetary planes and orbits. 7
- B. More detail about the contents of the solar system. 4
- C. Definitions 2
- D. Summary of the contents of the solar system. 1
- E. The names of the planets. 5

Activity 8

See text.

Homework

Students should choose this final text and practice all the skills they have been developing in the reading lessons.

The students should now have collected a variety of texts from a variety of sources (newspapers, libraries, the Internet) which they have read.

32 Education The Education System

Skill: Speaking, Reading

Notes: The aim of these series of lessons is for students to gain an understanding of the Scottish education system and to practise the skills in making enquiries and applying for a course.

Activity 1:

This exercise practises the basic vocabulary which students will need to talk about education. They should complete in pairs.

When children are two or three years old. They sometimes go to a (a) nursery school, where they learn simple games and songs. Their first real school is called a (b) primary school. In Britain children start this school at the age of five. The (c) academic year in Britain starts in September and is divided into three (d) terms or two (e) semesters. Schools (f) break up for the summer holiday in June or July. (g) Secondary education starts at the age of about eleven. In Britain education is (h) compulsory 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) state schools which are maintained by the government,, but some parents choose to send their children to (j) private schools, which can be very expensive. University courses usually last 3 or 4 years and at the end students (k) graduate which means that they receive their (l) degree. At university teaching is by (m) tutorial (a lesson with 1 to 4 or 5 students and a teacher), (n) seminar (a class of students discussing a subject with a teacher), (o) lecture (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) grant from the government to help pay for their (q) fees and living expenses.

What does vocational mean?
profession

Leading directly to a

What is the opposite of compulsory?

optional

Activity 2:

The activity aims for students to get a general overview of the system in Scotland. They should work through the activities in pairs or small groups. Make sure that the students are scanning to find the information and not reading every word line by line.

1. At what ages do pupils attend primary school? 5-11

2. At what ages do pupils attend secondary school? 11-16/18
3. What is the difference between further education and higher education?
Basically: FE – usually not degrees more vocational courses; HE more ‘academic’ courses
4. When does compulsory education start and end? 5-16
5. What options do pupils have at 16?
Work/Highers/FE

| Examinations | At what age are they usually taken? | At what institutions? |
|--|--|------------------------------|
| Standard Grades | 16 | School |
| Highers | 18 | Schools /FE |
| Advanced Highers | 19 | Schools /FE |
| SVQs (Scottish Vocational Qualifications) | Any | FE |
| HNCs (Higher National Certificate) | Any | FE |
| HNDs (Higher National Certificates) | Any | FE/HE |
| Degrees | Any | HE |

Activity 3:

Students should draw a similar table about any other education system that they know and explain to their groups.

Activity 4

These issues are for discussion. Put the students into small groups and choose the issues which you think will interest them most. They should feedback the results of their discussion to the whole class.

Homework

Students should now be able to write about one of the issues discussed. Remind them to look back the lessons on writing.

33

Education

Making verbal enquiries about courses

Skill: Speaking Listening

Notes: The aim of this lesson is for students to practise and gain confidence in making enquiries about courses.

Elicit from students the sources of information about college courses. (Prospectuses, websites, enquiries in person, phone enquiries).

Activity 1

The aim is for students to learn about the stages in applying for and beginning a course. Students put the stages in order and check with partner. They should check the vocabulary in bold with their partner and with you.

- A. Go to the college to talk to or phone a **student advisor**. 3
- B. Start the course 8
- C. Go for an interview for the course 6
- D. **Fill in** and send in an **application form** for the course. 5
- E. Look at college websites and **prospectuses**. 2
- F. Get accepted onto the course 7
- G. Think about what you would like to do in the future. 1
- H. Choose a course which you would like to do. 4
- I. **Enrol** on the course 9

Activity 2:

This is a conversation between a prospective student and a student advisor. Play the tape as many times as necessary. Students check in pairs.

- 1. Paul wants to go on a poetry course. F
- 2. He lives near the college. T
- 3. He has studied computing before. T
- 4. He has got seven Standard Grades. F
- 5. He has to fill in a form at the college. F

6. He has to come to the college for an interview.
F
7. The course is free.
T
8. The deadline for applications is 14th June. T

Activity 3

Students first try to remember what was in the spaces. They then listen to check. See tapescript for answers.

Activity 4

Students scan read for the information in the questions.

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

Activity 5

This is preparation for the following role play.

1. Yes, I'm calling about
2. What qualifications can I get at the end of the course?

3. What kind of things would I study?
4. What level of English do I need?
5. Is it a full or part time course?
6. When does it start and finish?
7. What can I do after I have finished the course?

8. How can I apply for the course?

Activity 6

Put the students in pair and allocate roles.

Make sure that the students complete the notes.

34

Education

Making written enquiries about a course

Skill: Speaking, Writing, Reading

Notes: The aim of this lesson is to help students to write letters of enquiry.

Activity 1

Revise the layout of formal letters. Student should check answers in pairs.

Your address

The recipient's address

The date

Dear.....,

The body of the letter

Yours sincerely,

Your signature
Your name (printed)

'Yours sincerely' When you know the name of the recipient (e.g. Dear Mr Jones)

'Yours faithfully' When you do not know the name of the recipient (Dear Sir/Madam)

Activity 2

Students proofread and correct the letter, checking with their partners:

Dear Ms Rowley,

I am writing to enquire about Spanish courses as I would like to learn conversational Spanish for my trip to Mallorca in January of next year. Please could you let me know the

starting date of the course? I have never studied Spanish before. Do you offer courses for beginners? Also what qualifications are possible at the end of the course? I look forward to hearing from you and can be contacted on my mobile (07968 6536524) at any time during the day or at the above address.

Yours sincerely,

Clare Cameron

Clare Cameron (Ms)

Activity 3

Students read the information and find the answers to the queries.

Activity 4

Students find if the information is included.

- | | | |
|--|-----|-----|
| 1. Start Date | yes | |
| 2. The cost of the course | | No |
| 3. Course Content | Yes | |
| 4. If you have to pay for course materials | No | |
| 5. Progression after the course | | Yes |
| 6. The times of classes | | No |

Activity 4

Students write the letter using the model they have already studied.

Answer Key

2 Speaking



Activity 2

1F 2C 3B 4D 5E 6A

Activity 3

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.....

Section C

- Firstly,
- However
- For instance
- Take a look at
- I'd like you to look at this.

Section D

- Finally, the future of

Section E

- To sum up, first we looked at.....Then we saw that.....Finally we looked at.....

Section F

- Today I'm going to talk about
- I am going to divide my presentation intosections.
- First I will talk about second I will go on to talk aboutand finally I will talk about
- I will talk for about minutes.

Activity 4

In other words,

F

Today I'm going to talk about....

A

I am going to divide my presentation into three sections.

B

If you have any comments I would be happy to hear them.

J

Firstly.....Secondly.....Thirdly.....Finally.....

B/D

For example / for instance....

D

I'd like you to look at this.

H

In conclusion I'd like to emphasise that....

I

The graph illustrates.

H

I'd like to move on now.

G

First we looked at And then we saw that....

I

I'd be glad to try to answer you questions.

J

I will talk for about minutes.

B

Does anyone have any comments or questions? J
 To sum up.... I
 Another interesting point is.... G
 Take a look at this. H
 My topic today is.... A
 Turning now to..... G
 I will talk about....., then I will talk about..., finally I will talk about.... B
 Then we considered. Then I argued.... I
 I'm going to give a short presentation about.... A
 That completes my presentation. I

3 Speaking



Activity 1:

Possible answers:

Why is it important to plan your presentations?

So that you know what you are going to say and do not block and leave silence. So that it has a structure and organisation.

Why is it important to practise your presentations?

To gain confidence. To check timing. So that you remember the detail, etc.

How can you practise?

In front of a mirror, with a friend, tape yourself.

Why is it important to set yourself a strict time limit?

Not to overrun and bore audience. To keep your talk structured.

Why is it not a good idea to write down every word you want to say?

Eye contact. Unspontaneous.

What are the purposes of visual aids? What kind of visual aids can you use?

OHP, PowerPoint, flipchart, realia, etc. To liven up your presentation. To clarify points.

Activity 2

| | Talk on opera |
|---------|--|
| 30 secs | Intro: <ul style="list-style-type: none"> • History • Opera TODAY • Future |
| 1 min | Section 1 HISTORY <ul style="list-style-type: none"> • Florence – end of 16th and 17th centuries • VENICE – 17th and 18th centuries • Spreads throughout the rest of Europe – |

| | |
|---------|---|
| | 18 th , 19 th 20 th centuries |
| 1 min | Section 2 Opera NOW <ul style="list-style-type: none"> • An international world Important Singers Important Opera Houses • Modern audience – all kinds of people |
| 1 min | Section 3 FUTURE <ul style="list-style-type: none"> • ‘a dying art form?’ • Development – modern composers |
| 30 secs | Conclusion <ul style="list-style-type: none"> • Summarise above |
| | INVITE QUESTIONS |

4 Speaking

Presentations 3: Using visual aids

Activity 1

- flip chart
- OHT
- White/blackboard
- Pie chart
- Bar chart

Other visual aids: graphs, PowerPoint, realia, large photos / pictures, etc.

Activity 2

These are the points mentioned in the text in the previous lesson:

- can add a great deal to the effect of your talk.
- keep the audience interested
- can help to clarify your points
- give structure to your talk.

Activity 3

Try to elicit as much as possible from the whole class before students read and check their answers in pairs.

Emphasise that practical problems with visual aids can often ruin a presentation. It can often be useful to bring alternatives, e.g. OHTs when you have a PowerPoint presentation prepared.

Visibility 2

Suitability 3

Using visual aids 1

Availability 4

Make sure that you can plug the equipment in D
Match the kind of visuals you create to the type of presentation. C

Make sure that the audience can see.

B

5 Speaking

Presentations 4: Body Language

Activity 3

Below are the British and US interpretations for your reference.

| NONVERBAL BEHAVIOR | INTERPRETATION |
|--|-------------------------------------|
| Standing with hands on hips | Aggression |
| Sitting with legs crossed, foot kicking slightly | Boredom |
| Sitting, legs apart | Open, relaxed |
| Hand to cheek | thinking |
| Sitting with hands clasped behind head, legs crossed | Confidence, superiority |
| Open palm | Sincerity, openness, innocence |
| Tapping or drumming fingers | Impatience |
| Touching hair | Lack of self-confidence; insecurity |
| Head leaning back | Interest |
| Stroking chin | Trying to make a decision |
| Looking down, face turned away | Disbelief |
| Biting nails | Insecurity, nervousness |
| Pulling at ear | Indecision |

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

6 Speaking

Presentations 5: The differences between spoken and written language

Activity 2

| Academic Writing | Academic Speaking |
|---|--|
| <ul style="list-style-type: none"> • more complex • more formal • longer words | <ul style="list-style-type: none"> • less complex • less formal • shorter words |

| | |
|--|--|
| <ul style="list-style-type: none"> • more difficult words • shorter texts with more concentrated information • noun based phrases • more grammatical complexity • more passive verbs • very little reference to the audience | <ul style="list-style-type: none"> • simpler words • longer texts - information is more spread out • verb based phrases • less grammatical complexity • more active verbs • more reference to the speaker and audience |
|--|--|

Activity 3

| Written texts – examples | Spoken texts - examples |
|---|---|
| <p>more difficult words</p> <ul style="list-style-type: none"> • resume work • straightforward • as it is currently practised • in cold climates • are inclined to daydream | <p>less difficult words</p> <ul style="list-style-type: none"> • go back to work • clear and direct • as it is studied at the moment • in places where it is cold • people also daydream |
| <p>more concentrated information</p> <ul style="list-style-type: none"> • At first sight this definition – which is one that will be found in most textbooks – is straightforward enough. | <p>less concentrated information</p> <ul style="list-style-type: none"> • 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. |
| <p>noun based phrases</p> <ul style="list-style-type: none"> • At first sight this definition | <p>verb based phrases</p> <ul style="list-style-type: none"> • People usually define it |
| <p>more grammatical complexity</p> <ul style="list-style-type: none"> • As we progress through an ordinary day (not one where we have stayed up all night!) we find that there are particular 'low' points, where it is | <p>less grammatical complexity</p> <ul style="list-style-type: none"> • Think about how you feel through each normal day (not when you have stayed up all night). When do you feel most sleepy? Most |

| | |
|---|---|
| <p>easy to become sleepy and to take a nap.</p> | <p>people would say that they feel sleepier at certain times of the day. Some people even take little naps.</p> |
| <p>more passive verbs</p> <ul style="list-style-type: none"> • which is one that will be found in most textbooks • can linguistics, as it is currently practised, be rightly described as • Our biological rhythms are set to | <p>more active verbs</p> <ul style="list-style-type: none"> • most textbooks and general writing about the subject would agree with this definition. • Can we describe Linguistics as a science • We have a biological rhythm which means that |
| <p>very little reference to the audience and the writer</p> | <p>reference to the audience and the speaker</p> <ul style="list-style-type: none"> • I will start with a definition of Linguistics. • Think about how you feel through each normal day (not when you have stayed up all night). When do you feel most sleepy? |

8 Speaking

Activity 5

Here are some suggestions:

- 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?

Try to involve him/her in the discussion in various ways: Ask him/her direct questions or opinion. Encourage her/him by making sure that her/his contributions are valued and taken forward in the discussion. Use unthreatening and open positive body language towards her/him – eye contact, open posture and gestures, etc.

- One person dominates the discussion? How can you stop them? *Interrupt, openly discuss his/her attitude to the discussion, avoid eye contact.*

- You do not understand something? What can you do? *Ask for clarification.*

- The conversation has come to a stop and there is silence. How can you move the discussion on?

Ask for the opinion of one member of the group. Think of a new angle to take on the topic. Pauses can be productive – they allow people

time to think. Relax!

- 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?

Try to pull her/him back to the topic under discussion. Discuss her/his attitude to the conversation.

9 Speaking



Discussion 2: Useful language

Notes: This is some more useful language for discussions.

Asking for opinions

What do you think about ...?

What do you feel about ...?

Giving opinions.

I think

In my opinion/view,

Agreeing

I think you're absolutely right.

I totally agree.

Disagreeing

Yes, but on the other hand

I don't agree at all.

Asking for clarification/more information

I'm sorry, could you repeat what you said about ...

What does ... mean?

Checking that you have understood

So what you're saying is that

Are you saying that ...?

Changing the subject/moving on

Can we move on to the next point now.

Another interesting point is

Controlling the discussion

Let's start by looking at

So, I think we have agree that

Does anyone disagree with this?

X, what do you think?

Interrupting politely

If I could just come in here.

Sorry to interrupt, but ...

I'd just like to say that ...

Activity 3

| Asking for opinions | Giving opinions. | Agreeing | Disagreeing |
|------------------------------------|---------------------------------|---|------------------------------|
| <i>What do you feel about ...?</i> | <i>In my opinion/view,</i> | <i>I think you're absolutely right.</i> | <i>I don't agree at all.</i> |

| | | | |
|-------------------------------------|---------------------|-------------------------|--|
| <i>What do you think about ...?</i> | <i>I think</i> | <i>I totally agree.</i> | <i>Yes, but on the other hand</i> |
|-------------------------------------|---------------------|-------------------------|--|

Activity 5

| Asking for clarification/ more information | Checking that you have understood | Controlling the discussion |
|--|--|---|
| <i>I'm sorry, could you repeat what you said about ...</i> <i>What does ... mean?</i> | <i>So what you're saying is that</i> <i>Are you saying that ...?</i> | <i>Let's start by looking at</i> <i>Does anyone disagree with this?</i> <i>Another interesting point is</i> <i>So, I think we have agree that</i> <i>Can we move on to the next point now.</i> <i>X, what do you think?</i> |

11 Writing



The process of writing / text planning and organisation

Activity 2

- Make notes from your research. 5
- Read the question. 1
- Read your first draft and talk about it with colleagues and your teacher. 9
- Write your second draft. 10
- Think about what you should write. 3
- Research the topic – go to the library, use the Internet, etc. 4
- Hand in your work. 12
- Check your first draft for grammar, spelling, punctuation and vocabulary. 8
- Plan what you are going to write. 6
- Understand what you need to write about. 2

Write your first draft. 7
Check your second draft for grammar, spelling, punctuation and vocabulary. 11
are mentioned in the text.

Activity 4

Introduction

Paragraph 1
Background to the topic
How the essay will be organised

Main body of the text

Paragraph 2
Easier access to information and more efficiency at home and work

Paragraph 3
Disadvantages of - information and speed of access – lack of regulation

Paragraph 4
Speed of work life. Email - effects at work. Counter argument – stress of the workplace.

Conclusion

Paragraph 5
Summary and future

12 Writing

Paragraphs 1

Activity 1

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

Activity 4

Babies are brought up in VARIOUS similar ways all over the world. FALSE
They develop into mature adults all over the world because of these similar upbringings DESPITE THESE VARIOUS UPBRINGINGS. FALSE
Babies survive by chance. BABIES SURVIVE BECAUSE EVOLUTION HAS DESIGNED THEM TO SURVIVE FALSE
They are very good at interacting with people from an early age. TRUE
As babies get older they smile less. TRUE
Parents react to their baby's smile by wanting to be with their baby. TRUE

Activity 3

Babies can do nothing for themselves. 3

The purpose of babies' smiles. 5

Variation in ways of bringing up babies. 1

Activity 4

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.

13 Writing

Paragraphs 2



Activity 1

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. **Supporting argument** 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. **Example**

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. **Further explanation** 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. **Further explanation** 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. **Research**

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. **Example / further explanation.** 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. **Examples** This leads to greater efficiency and (for private companies) higher profits. **Consequences?**

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. **Further explanation** 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. **Further explanation**

From Nicky Hayes *Teach Yourself Psychology* Teach Yourself

Activity 2

1C 2B 3A 4D

Activity 3

Which paragraph uses examples? 4

Which 2 paragraphs use explanations? 2+3

Which paragraph uses more definition? 1

14 Writing

Linking 1



Activity 3

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.

ore examples for students to clarify the meaning.

Activity 5

There may be more than one possible answer.

Despite **the snow**, we went for a walk in the country.

Although **it was snowing**, we went for walk in the country.

The deadline was not reasonable. **However**, they managed to complete the work on time.

In spite of the unreasonable deadline, they managed to complete the work on time. CORRECT

In spite of the introduction of the higher fines, there has been an increase in figures for drunk driving. CORRECT

Despite the introduction of higher fines, there has been an increase in figures for drunk driving.

They now offer higher salaries. However, it is still difficult for them to attract qualified staff. CORRECT

Despite offering higher salaries, it is still difficult for them to attract qualified staff. CORRECT

Activity 6

There may be more than one possible answer.

1. (a) Although he has a terrible cold, he goes on smoking.
(b) In spite of his terrible cold, he goes on smoking.
2. (a) Even though he had only three days to finish the project, he managed to complete it on time.
(b) He had only three days to finish the project. However, he managed to complete it on time.
3. (a) Despite the increase in violent crime, the number of less serious crimes has fallen.
(b) There has been an increase in violent crime. However, the number of less serious crimes has fallen.
4. (a) In spite of the fact that the music was very loud, I could sleep.
(b) Even though the music was very loud, I could sleep.
5. (a) Although the concert was sold out, we got a ticket.
(b) Despite the fact that the concert was sold out, we got a ticket.

Homework

1. Despite living in London all my life, I have never been to the Houses of Parliament.
2. Although we were running late, we managed to get to the station on time to catch the train.
3. In spite of the claims by the government that the allegations are untrue, many journalists do not believe them.
4. Even though most people now know the dangers connected with cigarettes, many people continue to smoke.
5. Even though there have been staff shortages, the company has managed to complete the project.
6. Although she has never taken lessons, she speaks French fluently.
7. In spite of not managing to find time to do much studying, she passed the exam with a high grade.
8. Despite the fact that some scientists believe there is intelligent life somewhere in the universe, evidence has never been found.

15 Writing

Linking 2

Notes:

Activity 1

Possible answers:

- a newspaper report 2, 4, 6, 9, 10
- an academic essay or book 3, 4, 5
- an Email 7,
- a law court 8
- formal letter 10, 12, 14
- a recipe 13

Activity 2

| Cause / reason | Result | Addition | Listing / Steps in process |
|--|---|--|--|
| <i>because of / due to / owing to / was brought about by / was caused by /</i> | <i>result in / led to / As result of As a consequence of / Consequently</i> | <i>in addition to / Furthermore / Moreover</i> | <i>firstly, etc. / and; after that; then; next</i> |

Activity 4

| TYPE 1 | TYPE 2 | TYPE 3 |
|--|---|---|
| <i>led to was brought about by was caused by</i> | <i>in addition to due to owing to because of as a consequence of as a result of</i> | <i>furthermore, firstly, etc. after that next, moreover, consequently</i> |

Activity 5

There may be more than one possible answer for each

sentence.

Cause

I didn't contact you because I had lost your number.

We will not sign owing to the fact that the contract is unreasonable.

Her resignation was caused by her wanting a new career.

Result

It had been snowing. As a consequence the road was blocked.

The unacceptable terms led to the contract not being signed.

The fact that the computer had not been installed properly resulted in it breaking down all the time.

Addition

In addition to giving you a headache, studying too hard can also stop you sleeping.

I work full time. Furthermore, I am a student.

Taxes have been raised. Moreover, the cost of living has also increased.

Listing / steps in a process

First, peel the potatoes. Secondly, chop them into small pieces. Then, heat the oil in the pan. Next add the potatoes.

After that, stir them all the time.

Activity 6

In addition to being very hungry, I am tired

As a result of the violence of the 1980's, there is much better policing of the inner cities.

My bad behaviour led to my expulsion from school.

The phone companies are very inefficient. Furthermore they are very expensive.

As a consequence of not eating between meals she lost a lot of weight

Owing to the pressure of the exam, many candidates felt under a great deal of stress.

Homework.

There are several reasons why traffic should be banned from the centre of Edinburgh. The first and most obvious reason is to decrease pollution. Even though the Edinburgh climate is wet and windy which leads to a great deal of pollution being blown out to sea, this pollution still contributes to global warming. Secondly, Edinburgh is an old city planned and built at a time when there were no cars and many fewer other vehicles. As a result the streets are narrow and not suited to the amount of traffic which we now have. At certain times, it is consequently faster to walk than to take either private or public transport.

16 Writing



Reporting statistics 1

Activity 1

The chart shows the total number of visitors to the UK in 2000 and 2001. FALSE (October only)

There were more visitors to the UK in October 2000 than in October 2001. TRUE

There were fewer visitors to the UK from North America than from Western Europe in October 2001.

There were fewer visitors to the UK from Western Europe in October 2001 than the total number of visitors from other countries. TRUE

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. FALSE

Activity 2

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. *In italics*
2. How is it supported? *Detailed explanation of data.*
3. Underline the language in this paragraph which will be generally useful for describing statistics. *See above. Students could note down these phrases for future reference. They are generically useful for this kind of task.*

Activity 4

- | | |
|-------------------|-----------------|
| • increase / rise | increase / rise |
| • flatten out | flattening out |
| • stabilise | stabilisation |
| • level off | levelling off |
| • fluctuate | fluctuation |
| • recover | recovery |
| • hold steady | steady hold |
| • grow | growth |

Activity 5

Amount of change

| | | |
|-----------------------------|---|---|
| dramatic / dramatically | 1 | |
| sharp / sharply | | 1 |
| substantial / substantially | 1 | |
| considerable / considerably | | 1 |
| significant / significantly | 1 | |
| slight / slightly | 3 | |
| Speed of change | | |
| rapid / rapidly | | 1 |
| quick / quickly | | 1 |
| swift / swiftly | 1 | |
| slow / slowly | 3 | |
| steady / steadily | 2 | |

Activity 6

1. The number of mobile phones in the UK has risen swiftly.
2. There is a steady increase in the number of people suffering from AIDS in Africa.
3. The number of women who are in top management positions has been growing rapidly.
4. There is a quick recovery in sales of DVDs
5. The number of video players sold has decreased substantially.

17 Writing

Reporting statistics 2



Activity 1

This graph shows the sales of mobile phones per month between 1998 and 2001. Although there was a levelling off in sales from 1998 to 1999, sales recovered slowly throughout 1999 and the start of 2000. . Following this, sales dropped sharply in March 2000. Since then, there has been a fluctuation in sales. There are indications, however of a slight rise.

Activity 2

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

improvement. TRUE

Activity 3

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.

18 Writing

Proof reading



Activity 1

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

Activity 2

Rules:

- Singular nouns: apostrophe between the noun and the s
- Regular plural nouns: apostrophe after the s
- Irregular plurals not ending in s: apostrophe between the noun and the s
- Nouns already ending in s: apostrophe after the s.
- *It's* means 'it is'. *Its* is used for possession.
-

Activity 3

The dog's bone. (1 dog)

The 2 dogs' bones.

The man's house.
The men's house.
The woman's apple.
The women's apple.
Mr Smith's decision.
Mr Jenkins' decision.
It's been a long time since we've seen each other.
It's the longest bridge in Europe.
Its trunk is up to 3 feet long

Activity 4

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

1. length
2. strength
3. width
4. necessary
5. accommodation
6. friend
7. chief
8. grammar
9. although
10. substantial
11. psychology
12. mystery
13. helpful
14. useful
15. usefully
16. beautifully

Activity 6, 7 and homework

This graph shows the sales of mobile phones per month from 1998 and 2001. Although there was a levelling 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 fluctuation in sales. There are indications, however of a slight rise.

Hi John

How are you? I haven't 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 Thursday. Its 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

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.

19 Writing

Revision



Activity 2

1. Although 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.
2. In addition to being unemployed, he has terrible debts.
3. As a result of the government's decision to increase foreign aid, many more people in developing countries will have better chances of survival.
4. As a consequence of Wayne's injury the England team was reduced to 10 players.
5. The increased numbers of hurricanes in the southern states is due to global warming.
6. In spite of the fact that she has been eating less, she is not losing weight.

Activity 3

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 daylength. Many people experience a form of depression during the long winter months, which clears up completely when spring and summer come.

Activity 4

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.

20 Listening

Introduction - types of listening and ways of listening

Activity 1

See text for answers.

21 Listening

Introduction – preparation for listening / different kinds of listening

Activity 2

1. How to be a good language learner
2. They reach a plateau
3. Being independent learners. Getting as much exposure as they can.
4. See tapescript

Activity 3

Introduction

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

Part 1 – intermediate plateau

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

Part 2 – moving on

- One option – depend on teacher – can be useful
- BUT- Not enough
- Take responsibility for own learning

Part 3 - What can you do?

Exposure

- Listening - TV and radio
- Reading - read for pleasure
- see grammar and vocabulary repeatedly

Part 4 Fun

Advantages of being an upper-intermediate / advanced student

- Part of a world community
- Expressing ideas

Conclusion

- Take opportunity
- Learn outside classroom
- New experiences

22 Listening



Activity 1

graphs, bar charts, pie charts, tables

Activity 3

See tapescript for answers

Activity 4

See tapescript for answers

Activity 5

See tapescript for answers

Activity 6

See tapescript for answers

23 Listening



Listening to a longer lecture

Activity 5

1. (a series of invasions)
2. Put these stages in the lecture into the correct order.
 - Early English
 - The Vikings
 - The Norman Invasion
 - English today

Activity 6

See tapescript for answers.

24 Reading



Reading efficiently – different ways of reading

Activity 1

Question 3

- 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

Question 4

See next lesson for definitions

Activity 2

Suggested answers:

a novel

aesthetic, 'spiritual', entertainment, study (Eng Lit students), to pass the time

a general interest magazine

entertainment, to pass the time, to find out the gossip

a book about your favourite hobby

information about what you are interested in, entertainment, to pass the time, instruction about how to do something, making contact with people who share similar interests

a road sign

information

a recipe

instructions on how to make dish, to pass the time

a letter from the bank

information about you overdraft!, getting advice about what to invest in, etc.

Activity 3

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

1. Email
2. poetry
3. dictionary entry
4. formal letter
5. academic text

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

1. social / to invite the reader to a party
2. to inspire, aesthetic reasons

3. to find the meaning of a word / to expand vocabulary
4. complaining
5. to explain a point / to educate / to inform

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

1. skimming and then detail – to see time and place of the party
2. reading for detail
3. scanning to find entry and then reading in detail
4. skimming to get a general idea, scanning to find details of flight number, etc, detail to understand nature of the complaint and then detail.
5. skimming to get a general idea. Detail to learn more about the subject.

25 Reading

Scanning



Activity 1

The first paragraph defines scanning and the second paragraph defines skimming.

Activity 3

| | |
|-----|--|
| 30% | Of students used the library or Internet at school |
| 16% | Used video/audio at school |
| 2% | Went on field trips |
| 1% | Took part in role play |
| 13% | Thought their A level course prepared them well for university |
| 6% | Felt confident writing essays |
| 86% | Thought that their teachers were more influential than their own reading |

Activity 4

How long did Dr Booth's research take? *3 years*

For what purpose did 30 % of students use the Internet at school?

Project work

What do the students feel most optimistic about?

that the experience would change them significantly

26 Reading



Skimming

Activity 3

UK methane emissions are twice what the government says.

TRUE

The EU has released information about greenhouse gasses.

TRUE

Methane has less effect on the greenhouse effect than carbon dioxide.

FALSE

A scientist says that it is hard to say how much methane a country emits.

TRUE

27 Reading



Reading for Detail

Activity 1

1. France declares less methane than the real figure.

TRUE

2. Climate change gasses emitted by plane and ships increased by half a per cent between 2003 and 2004.

FALSE

Peter Bergamaschi's figures were calculated separately from the countries' own figures.

3. Germany's figures have always been closer to Bergamaschi's than France and the UK's figures.

FALSE

4. In the 1990s, methane emissions were lower in London than the government estimates. FALSE.

Activities 3 +4

1. Everyone was happy with the heat wave FALSE

There is the possibility that the heat would reach over 27C for 3 days. FALSE

2. More people died in France in the last heat wave than in the UK TRUE

3. One of the major problems is lack of water in the body TRUE

4. Sunstroke leads to death. FALSE

28 Reading

Understanding text structure 1 – simple texts

Activity 2

| | |
|-------------|--|
| Paragraph 1 | Introduction – background to the topic. Procedure to be followed in the text. |
| Paragraph 2 | Arguments in favour |
| Paragraph 3 | Arguments against |
| Paragraph 4 | Conclusion – personal opinion |

Activity 3

| | |
|-------------|--|
| Paragraph 1 | Introduction – background to the topic. Procedure to be followed in the text. |
| Paragraph 2 | Argument 1 in favour – counter argument |
| Paragraph 3 | Argument 2 in favour – counter argument |
| Paragraph 4 | Argument 3 in favour – counter argument |
| Paragraph 5 | Conclusion – personal opinion |

29 Reading

Understanding text structure 2 – more complex texts

Activity 2

1. The date of the first space flight by a woman. *June 6th 1953*
2. The highest that the Space Shuttle has gone. *600 km*
3. The names of the NASA missions which landed men on the moon. *Apollo 11-17 (not 13)*
4. The year before which India hopes to have carried out a human space flight. *2008*
5. The amount of money which a private company will win if it succeeds in commercial human space flight. *\$10 million*

Activity 3

| | |
|----------------------------|--|
| Introduction | <ul style="list-style-type: none"> • Definition of human space flight • Animals in space |
| Records | <ul style="list-style-type: none"> • First human space flight • First woman in space • Highest orbit |
| Missions to the moon | <ul style="list-style-type: none"> • Apollo 8 • Apollo 10 • Apollo 11-17 |
| Countries | <ul style="list-style-type: none"> • Countries which have now or have had active space programmes • Countries which are planning space programmes for the future |
| Spacecraft and space ports | |

| | |
|--|---|
| Prize for commercial human pace flight | <ul style="list-style-type: none">• The prize• The first commercial flight |
| Manned or human space flight | |

30 Reading

Dealing with difficult vocabulary

Activity 1

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

Activity 3

Food preparation

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

Historical development of food

- What two kinds of food can humans eat? *Plant and animal products*
- What two methods did they use to get food? *Hunting and gathering*

Key words: *omnivorous, hunter-gatherer.*

Words not needed: *grains! stationary??*

This text interestingly defines the key words so it is quite easy to guess them from context.

Beer

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

Key words: *alcoholic beverage, gallons.*

Words not needed: *fermentation, starch, barley, cassava root, agave*

Alcoholic beverage and *gallons* should be quite easy to guess from the context.

Activity 4

See the text for the answers.

1. What is rennet? *a bacteria traditionally obtained from the stomachs of young cattle*
2. How can milk be curdled? *adding acids such as vinegar or lemon juice*
3. Which of the following can affect the flavour of cheese?
 - different kinds of mould
 - age YES
 - different kinds of milk YES
 - different kinds of rennet NO

4. What is pasteurization? *The milk may be heated to kill bacteria*
5. Which cheeses do not melt? *halloumi, paneer and ricotta*

31 Reading

Revision



Activity 1

- A. Read the first line of each paragraph to find the most relevant part. 5
- B. Scan through the index and contents page of the book to find the most relevant chapter. 3
- C. Read the parts you have identified in detail, taking notes. 6
- D. Read the chapter title and the first and last paragraph to see if it is relevant for your needs. 4
- E. Go to the library. 1
- F. Scan the shelves for a book which will be relevant to what you need to know. 2

Activity 2

Most texts have a purpose. T

Reading for detail is called gist reading. F

Scanning should take a long time. F

It is necessary to read every line of a text. F

Reading the first and last paragraphs of a chapter or text to get a general idea of the meaning is called skimming the text.

T

Finding a word which you do not know in the dictionary is skimming. F

Skimming should take along time. F

Searching for information on the Internet is a kind of scanning. T

The purpose of a text affects the ways it is written. T

All texts have similar organization. F

It is important to understand every word in the text you are reading. F

Context is the language which is around a word. T

Activity 3+4

See text

Activity 5

| | |
|--------|--|
| 9 | Number of planets in the solar system |
| 158 | Number of moons in the solar system |
| 98.86% | The amount of mass in the solar system which is accounted for by the Sun |

| | |
|-----|--|
| 90% | The amount of remaining mass in the solar system which is accounted for by Jupiter and Saturn alone. |
|-----|--|

2. Which planet is closest to the Sun? *Mercury*
3. Which planet is furthest from the Sun? *Pluto*

Activity 6

- A. Planetary planes and orbits. 7
- B. More detail about the contents of the solar system. 4
- C. Definitions 2
- D. Summary of the contents of the solar system. 1
- E. The names of the planets. 5

Activity 8

See text.

32

Education The Education System

Activity 1:

When children are two or three years old. They sometimes go to a (a) nursery school, where they learn simple games and songs. Their first real school is called a (b) primary school. In Britain children start this school at the age of five. The (c) academic year in Britain starts in September and is divided into three (d) terms or two (e) semesters. Schools (f) break up for the summer holiday in June or July. (g) Secondary education starts at the age of about eleven. In Britain education is (h) compulsory 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) state schools which are maintained by the government,, but some parents choose to send their children to (j) private schools, which can be very expensive. University courses usually last 3 or 4 years and at the end students (k) graduate which means that they receive their (l) degree. At university teaching is by (m) tutorial (a lesson with 1 to 4 or 5 students and a teacher), (n) seminar (a class of students discussing a subject with a teacher), (o) lecture (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) grant from the government to help pay for their (q) fees and living expenses.

What does vocational mean?
profession

Leading directly to a

What is the opposite of compulsory?

optional

Activity 2:

1. At what ages do pupils attend primary school? *5-11*

2. At what ages do pupils attend secondary school? 11-16/18
3. What is the difference between further education and higher education?
Basically: FE – usually not degrees more vocational courses; HE more ‘academic’ courses
4. When does compulsory education start and end? 5-16
5. What options do pupils have at 16?
Work/Highers/FE

| Examinations | At what age are they usually taken? | At what institutions? |
|--|--|------------------------------|
| Standard Grades | 16 | School |
| Highers | 18 | Schools /FE |
| Advanced Highers | 19 | Schools /FE |
| SVQs (Scottish Vocational Qualifications) | Any | FE |
| HNCs (Higher National Certificate) | Any | FE |
| HNDs (Higher National Certificates) | Any | FE/HE |
| Degrees | Any | HE |

33

Education

Making verbal enquiries about courses

Activity 1

- A. Go to the college to talk to or phone a **student advisor**. 3
- B. Start the course 8
- C. Go for an interview for the course 6
- D. **Fill in** and send in an **application form** for the course. 5
- E. Look at college websites and **prospectuses**. 2
- F. Get accepted onto the course 7
- G. Think about what you would like to do in the future. 1
- H. Choose a course which you would like to do. 4
- I. **Enrol** on the course 9

Activity 2:

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

Activity 3

See tapescript for answers.

Activity 4

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

Activity 5

1. Yes, I'm calling about
2. What qualifications can I get at the end of the course?

3. What kind of things would I study?
4. What level of English do I need?
5. Is it a full or part time course?
6. When does it start and finish?
7. What can I do after I have finished the course?

8. How can I apply for the course?

34

Education

Making written enquiries about a course

Activity 1

Your address

The recipient's address

The date

Dear....,

The body of the letter

Yours sincerely,

Your signature

Your name (printed)

'Yours sincerely' When you know the name of the recipient (e.g. Dear Mr Jones)

'Yours faithfully' When you do not know the name of the recipient (Dear Sir/Madam)

Activity 2

Dear Ms Rowley,

I am writing to enquire about Spanish courses as I would like to learn conversational Spanish for my trip to Mallorca in January of next year. Please could you let me know the starting date of the course? I have never studied Spanish before. Do you offer courses for beginners? Also what qualifications are possible at the end of the course?

I look forward to hearing from you and can be contacted on my mobile (07968 6536524) at any time during the day or at the above address.

Yours sincerely,

Clare Cameron

Clare Cameron (Ms)

Activity 4

- | | | |
|--|-----|----|
| 1. Start Date | yes | |
| 2. The cost of the course | No | |
| 3. Course Content | Yes | |
| 4. If you have to pay for course materials | | No |

- | | |
|---------------------------------|-----|
| 5. Progression after the course | Yes |
| 6. The times of classes | No |

Listening CD track index

| Lesson Number | Track Number |
|--------------------------|---------------------|
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| Lesson 21 Activities 2-5 | Track 2 |
| Lesson 22 Activity 3 | Track 3 |
| Lesson 22 Activity 4 | Track 4 |
| Lesson 22 Activity 5 | Track 5 |
| Lesson 23 Activity 5 | Track 6 |

Tapescript

Lesson 21

Well, good morning everyone and welcome to the college. Students often ask what they can do to improve their English. So today I would like to talk about what you can do to make the most of your short time studying here. We have been teaching English for a long time and we think we can give you some useful advice before you start your course.

Most of you have been studying English for some time and have reached a good level. But have you ever felt that you are not getting better? 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. You may have friends who you speak only English to. However, when it comes to understanding the TV, the radio, films, when you are in a room of native speakers who are all talking quickly, when you want to read a novel or a newspaper, you get lost, find the situation really very difficult, you understand very little. Learning English can be like climbing a mountain. At the start you make good fast progress, getting higher up the mountain everyday. 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. This is known to English teachers as the intermediate plateau - a plateau is a flat part of a mountain or hill. You use the same language day after day without learning much new. Moving on from here, becoming an upper intermediate or advanced speaker is difficult. I would like to look at how you can move on across the plateau and up the mountain - how you can make that jump to understanding and producing more complicated more unusual and more interesting language.

So you want move on from this plateau. What can you do? One possibility is to rely on your teacher - you can attend classes regularly, listen hard and work hard in class, do all the homework. This is very useful and you will see yourself getting better. But it is not enough! What you really need to do is take responsibility for your own learning - to escape the teacher and take every opportunity to learn for yourself outside the classroom. We find that the students who make the best progress, who get across the plateau and up the mountain to become advanced students are the ones who use the lessons just as the starting point for their learning.

So what can you do outside the classroom to improve your English? Some people think the key to language learning is what is called 'exposure'. What does this mean? Exposure to language means experiencing as much language as you can. You need to listen and to read as much as you can - to swim in English. How can you get enough exposure? You are in an English speaking country so there really are endless opportunities. Watching TV and listening to the radio and going to the cinema are some

of the easiest ways to hear a lot of English. Even if you seem to understand very little, the key to improving your understanding is to accustom your ear to the speed of English and this takes time. Gradually you will understand more and more. Some people think that reading (especially for students who want to study in English) is the key to moving on up the mountain of learning. But choose something which you find interesting - something which you would read in your language, read for pleasure not for study. Also don't try to understand every word - read for general understanding. When you read, you see the words and grammar again and again in the context of a story or of an argument and learn them much more completely than being told by your teacher what the words mean and how the grammar works.

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

To conclude, my message to you today is to take hold of the opportunity which is being offered to you here. Use your lessons as the starting point for your own learning and use your time to experience as much English as you can. You will learn a lot of English but will also have a tool which will allow you to have many more new experiences in the future.

Lesson 22

TAPESCRIPT 1 - graph

As you can see from this graph, the typical pulse rate for a 36 year old woman is 64, if she is at rest. This rises to about 80 after one minute of exercise and then rises again to 150 after another minute. Her pulse rate then falls to 100 in the one minute after exercise and falls again to 79 in the next minute after she stops exercising.

TAPESCRIPT 2– bar chart

Well here are the results of our survey into favourite after school activities. The most popular activity unsurprisingly was visiting friends. 50% of the students said that they go to others' houses after school. The second most popular activity was talking on the phone. 25% of students said they did this - some of them for an hour or more. I bet their parents aren't too happy! We were surprised that only 15% of students liked going to play sports after school. That must be by why we are all getting so fat! Finally 10% of the sample said that they played computer games and these were mostly boys.

TAPESCRIPT 3 – table

Here we go. Here are the average results of students in this month's biology test, That is March 2006. The average mark was 82%. This is a slight improvement on February this year when students scored 80%. We are quite please with this year. Last year was a disaster. The score for February was 55% which only rose to 60% in March. However, 2004 was our best year with an average of 82% in February which rose to an astonishing 95% in March.

Lesson 23

Part 1

Today we are going to look at the history of English from its beginnings to the modern English used all over the world today. English developed over many centuries as the British Isles were invaded by various people from the rest of Europe who brought their languages with them. I will briefly summarise early English, also called Anglo-Saxon. I will then go on to talk about the effect on the language of the arrival of the Vikings from Scandinavia. We will then look at the Norman Invasion and finally the development of the English we speak today.

Part 2

Before the fifth and sixth centuries, the people who lived in the British Isles were mainly Celtic and they spoke Celtic languages. There is very little Celtic in modern English, though Celtic languages survive as modern Welsh, Irish Gaelic and Scottish Gaelic.

Through the fifth and sixth centuries, England was gradually invaded by a people from an area in and around the north of Germany. We know that these northern German invaders spoke languages related to Dutch, German and Scandinavian. We do not know much about these languages because there are very few written records from this period. However, in England, these languages developed into what we call today Anglo-Saxon or Old English. There are administrative records written in Old English as well as the epic poem Beowulf which some people consider to be the first poem in English. Old English gave modern English a large number of words and the basic grammar of the language. We can therefore say that English is a Germanic language - a language which is based on German. It is similar to modern German in many ways.

The next stage in the development of English was another invasion. This happened from the 8th century onwards. This time, the invaders came from further north - from Scandinavia. These people were called the Norsemen or Vikings and brought their language 'Norse' with them. Anglo Saxon and Norse over time mixed and combined. Many basic English words come from Norse like 'take' and 'they'.

1066 saw a third and final invasion from Europe. These invaders came from Normandy in France. They conquered the whole of England, Wales and some of Scotland. They brought with them their language which was a form of old French. In the centuries which followed what was called the Norman Conquest, English changed enormously. This is called the Middle English period and if you want to hear this language, you should read the Middle English poet Geoffrey Chaucer who was writing in the second half of the 14th century. In this period, the complicated grammar of Old English became much simpler - modern English grammar is quite simple compared with modern German. The vocabulary of the language also changed enormously with the use of words which came from French and

Latin. In this period, there were three languages being spoken in England - English by the common people for everyday business, French by the nobility and Latin in the Church. Some people would have been trilingual!

You only need to look in a dictionary to see the large number of words which come from French. Modern English sometimes has two words for one meaning - one which comes from Anglo-Saxon and one which comes from French. The French words tend to be more formal. For example, commence (a formal word) comes from French while begin comes from German. Begin is a more normal, everyday word than commence.

During the Middle Ages and the modern periods, English spread to Scotland and Wales, though Celtic languages still survive. With the growth of the British Empire from the seventeenth century, English began also to spread throughout the world. English is now the lingua franca or common language of communication for millions.

So, to conclude, we have seen the development of English from a small unimportant language - a mixture of Germanic languages, French and Latin - to become the world's second most spoken language after Chinese. Quite a remarkable story!

Lesson 33

(CS = College Secretary; Paul = Paul)

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

P: Yes, I'm calling about the Desk top publishing course in your Community prospectus. I'm interested in it because I want to publish my poetry. Can you tell me 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 did 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 enrol. 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 fill in at home, and you can send it in to us.

P: Do I need to come in for an interview?

CS: No, not for the community courses.

P: And how much 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 deadline, but if you can get it in earlier, so much the better. Now, I just need your name and address.....