

Learning Support Materials

English for Speakers of Other Languages: In Context – Study (Higher)

Student Notes



Table of Contents

	Page
Applying to a UK University/College	
1. Finding/using appropriate information	3
2. Review and Remember 1	7
Teaching and learning in the UK	
3. What to expect	9
4. Study methods	12
5. Introduction to Academic English	16
6. Review and Remember 2	19
Learning Strategies	
7. Individual learning styles	20
8. Time Management	24
9. Teamwork	29
10. Review and Remember 3	33
Research Skills	
11. The Internet	35
12. Reading	38
13. Note-taking	42
14. Interpreting data	45
15. Review and Remember 4	50
Writing Skills	
16. Structures and paragraphs	52
17. Vocabulary, grammar and style	56
18. Essays and Reports	60
19. Review and Remember 5	65
Project Presentation	
20. Presentation and Report Preparation	67
21. Presentations	69

Lesson
01

Applying to a UK University/College

Finding/using appropriate information (3 hours)

	Task: Using appropriate information
Skill: Listening, Reading	System: Discourse, Vocabulary

The next step a new hat?



Useful language for this lesson:

thoroughly	further education (FE)
daunting	higher education (HE)
an award	a graduate
an acronym	prospective
acute	genetics
to relocate	a boom
public sector	transferable skills
to put pen to paper	to check something out

Self-study tip:



It's important to research thoroughly before you make an application to university or college. The language, forms and the whole procedure can be quite daunting. Give yourself plenty of time to prepare your application.

Activity 1

- Why do you want to apply to further or higher education? Brainstorm for 5 minutes with your partner.
- Listen to the recording. Why would students want to be graduates?

Answer the following questions:

- What affects your ability to get a good job? Give four reasons.
- How much was the average graduate salary in 2001?
- What types of occupations earn more than the average graduate salary?
- Where are the best places to look for a job for a higher salary?
- Which specific type of organisation is mentioned where

- job opportunities are increasing?
6. In which sectors of the economy have job prospects declined?
 7. What types of public sector jobs require more staff?
 8. How will graduates progress their career in the future?
 9. What are employers looking for in candidates apart from a degree?
 10. Name four transferable skills that employers require.
-

Activity 2

- a) What kind of course do you want to apply for?
- b) What do these words mean? They are all some type of award or course:
 - a. Certificate
 - b. Diploma
 - c. Degree
 - d. Ordinary
 - e. Honours
 - f. Bachelor
 - g. Master
 - h. Postgraduate
 - i. Higher
 - j. Undergraduate
- c) Match these abbreviations with the type of award above:
 - ◆ PhD
 - ◆ MSc
 - ◆ HND
 - ◆ BA
 - ◆ BEd
 - ◆ BSc
 - ◆ MA
 - ◆ LLB
 - ◆ MPhil
 - ◆ PGCE
- d) Which of the above courses are:
 - ◆ taught
 - ◆ research

Activity 3

- a) If you want to apply to an *undergraduate* degree course in the UK you need to complete a UCAS application form.

UCAS is the acronym for Universities and Colleges Admission Service.

Look at www.ucas.com for an application form or look at a copy of an application form from your teacher.

- b) What kind of language skills will you need to complete this form?
-

Activity 4

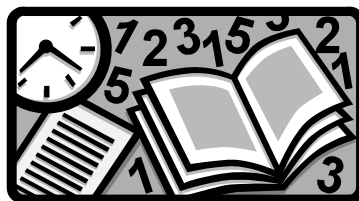
- a) If you want to apply for a *postgraduate* course you need to complete the university's own application form.

Using the Internet, download an application form for a university you are interested in applying to or look at the examples your teacher has.

- b) Are there any differences between the UCAS form and this form?
-

Activity 5

- a) Using either the Personal Statement from the UCAS form or a Supporting Information form for a postgraduate course, make some notes on what you would like to say about yourself.
- b) Discuss these with your partner – give each other feedback on what you think of their ideas.
- c) With your partner, decide how you are going to:
- ◆ structure the statement
 - ◆ what information is important to include and what is additional information



Activity 6

- a) Apart from your academic choices, you will need to think about other issues when you are applying to a college or university. What topics are covered in the forms you have looked at apart from your choice on institution and course?
- b) Listen to the recording of a prospective student talking about some of the things they are thinking about. What are their main concerns?
- c) Answer these questions:
1. What are the advantages and disadvantages of applying for a Business Studies course?
 2. Why does the student think it's better to stay in Scotland?
 3. What advice has the student been given?
 4. Has visiting the Open Days helped or hindered their decision making process?

Test yourself:



Complete either a UCAS form or a postgraduate form. Can you answer all of the questions?

Homework task:



Complete the Personal Statement or Supporting Information form using the notes you made in class today.

Self-evaluation:



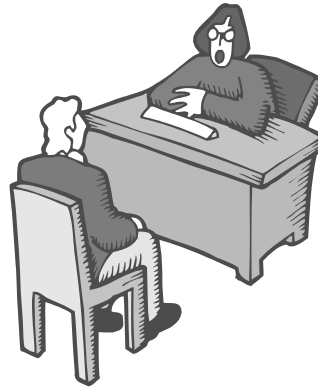
Do you have any concerns about going on to further or higher education? Are you excited about going to college or university? Write about 250 words on how you feel about this next step.

Lesson
02

Applying to a UK University/College

Review and Remember 1

Tell me about yourself



Useful language for this lesson:

a Higher
sincerely

illustrious
devastated

Self-study tip:



Look at the comments your teacher made about your Personal Statement before you start these activities.

Activity 1

In lesson 1, you looked at some of the information and the types of forms you need to complete to apply to a college or university.

- What kind of information do you need for these forms?
- What do you need to write about?

Activity 2

Look at the Personal Statement below that a student has written on their UCAS form.

- Underline any inappropriate vocabulary, phrases or grammar.
- Correct these errors and rewrite the statement as required.



My name is Ms Samira Jenkins. I am 22 years old and am very interested in applying to your illustrious university. I have always wanted to be a journalist and I can't wait to start this course.

I have a lot of writing experience, which I believe will help me to do well on this course. At school I was a writer and editor for the school magazine and I also currently edit a monthly newsletter for my local running club. I've also had some work experience in the local newspaper office which involved working during the summer holidays covering news stories for the sports page.

At the moment I'm working part-time and am studying for 4 Highers. I was unable to stay on at school when I was 16 for personal reasons and am now hoping that I can use my experience and qualifications to enter this course.

My family will be very proud of me if I get a place on the course, as I am the first person who has had the opportunity to go to university and they will be devastated if I don't get in. I sincerely hope that you can give me a place.

Homework task:



Re-write your statement that you did for homework in lesson 1.

Self-evaluation:



How many errors did you spot? Did you understand the reasons why some words/phrases were not appropriate?

Lesson
03

Teaching and learning in the UK

What to expect

	Task: Using a case study
Skill: Reading, Speaking	System: Vocabulary, Discourse

Excited, nervous, terrified?



Useful language for this lesson:

to resolve to do something
the key to something
to tackle something
to encounter a problem
to hang around

to supplement
open-minded
a transition
terminology

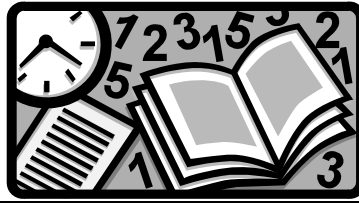
Self-study tip:



To prepare for a college or university course you need to be familiar with how your course is going to be taught as well as the subject itself.

Activity 1

- If you went to university in another country you know of, what would you expect to do? How would you expect to study?
- Do you think there are any differences between university in that country and studying at college or university in the UK?
- Read the case study below about a student moving from a further education college to university.



Yelena was delighted when she found out that her HND in Tourism Management was recognised as a qualification to get into the third year of a BA (Hons) Tourism Management at her local university. Joining a course in the third year, in a new institution, is always a bit difficult and Yelena expected to find that other students were already in established groups and that some of the work covered might not be the same as the HND she'd just completed. Yelena resolved that she would be as open-minded as possible, both in terms of meeting new people and gaining new ideas.

The first problem she encountered, however, was the lecturer who taught the subject she found the most difficult. He was really difficult to get hold of, as he was part-time. After the lecture, he walked away quickly, without checking whether they had any questions or problems and although he gave really good handouts and written information on the assessment they had to do, Yelena felt that she still needed to talk through some things with him. As she had given up trying to see the lecturer, she thought that if she supplemented each lecture with a visit to the library to look up topics that she found difficult, this would be a way round the problem. She soon discovered that she was not the only student with these concerns and formed a small study group with two other students.

The second problem was that she wasn't sure of some of the terminology used, not just in the lectures, but also in the assessment. The assessment was a case study. She wasn't sure what that meant, as they hadn't done that type of assessment before. She didn't want to ask the other students, as she was too embarrassed to admit that she didn't know what it was. After checking in her student handbook, she found out that there were special advisers who helped with study skills. She thought that the adviser might be able to help her and made an appointment with her. The adviser explained to Yelena that a case study could be a lot of different things, but in this case, the students were being asked to answer questions on a true account of how a company had dealt with a particular Tourism issue. The assessment was actually quite straightforward now she understood what was required and felt more confident about tackling the assessment.

She still wanted to talk to the lecturer though, so decided that she would email him to ask for an appointment – that way she didn't need to hang around outside his room waiting to see him, or hope to catch him at the end of a lecture. To her amazement, he replied the next day and made an appointment with her.

- d) What problems did Yelena encounter when she went to university?
- e) How did she overcome these problems?



Write down any new ideas you have heard today about how to prepare for college/university – think about how you can use these ideas in your classes at the moment.

Activity 2

- a) How can you prepare yourself for the transition to college or university? Discuss with your partner.
- b) Swap partners and compare your notes.
- c) Write down the list of issues you are going to discuss in the next few lessons.

Homework task:



Write about 150 words on your expectations of college/university life. Bring this to your next lesson.

Lesson
04

Teaching and learning in the UK
Study methods (3 hours)

	Task: Examining study methods
Skill: Listening, Speaking	System: Vocabulary

Is this is a lesson, module, unit, assessment, essay, report, lecture

What do they all mean?



Useful language for this lesson:

jargon	a principle
a composition	a strike
a hypothesis	a dispute
to orchestrate something	a repercussion
the latter part of something	strategic
	tactical

Activity 1

a) When you move into further or higher education you will be faced with a lot of *jargon*. Put the words in the box below into three categories:

1. Study
2. Type of class
3. Work and assessment

credit	discipline	lecture	tutorial
course	elective	programme	case study
semester	seminar	continuous assessment	
module	dissertation	essay	workshop lab
project	literature review	practical	report

b) Are there any words you can add to the lists?

Activity 2

- a) One of the categories in Activity 1 was “**type of class**”. How many of these words did you recognise? How many of these types of class have you attended in your own country?
- b) What would you expect to happen in a **lecture**?
- c) Listen to the extract from a university lecture. What kind of language is being used – informal, formal, academic, jargon?
- d) Answer these questions on the lecture:
 - 1. Who is the Prime Minister mentioned?
 - 2. Which industry is being discussed?
 - 3. Which 3 points is the lecturer going to discuss?
- e) Why does the lecturer split the talk into three sections? How can this help your listening skills?

Activity 3

- a) What would you expect to happen in a tutorial?
- b) How can you prepare for a tutorial?

Activity 4

- a) What would you expect to happen in a seminar?
- b) Listen to the extract from a seminar. What have the students been asked to do?
- c) Are they nervous or confident?

Activity 5

- a) In general, what would you expect to happen in a lab, workshop or practical?
 - b) What type of subjects may use this type of class?
-

Activity 6

- a) Another of the categories in Activity 1 was “**work and assessment**”. How many of these words did you recognise? Have you completed this type of work or these types of assessments in your own country or on this course?
- b) Match the definitions below and on the next page with the words from your list of “work and assessment”:
 1. A study of a particular example, in detail. If you are involved in a _____, you are likely to be expected to show how far it demonstrates some key principles in the theory of your subject.
 2. Frequent or regular assessments that count towards the final result. Essays, reports or projects often make up the _____ mark.
 3. A long composition, often involving original research. A _____ is also sometimes called a thesis and may be the result of a detailed investigation to try to prove or disprove a particular hypothesis.
 4. A piece of writing to answer a particular question. An _____ usually contains an argument, where evidence is provided in support of a conclusion. The evidence will come from your reading and you will be expected to reference it appropriately.
 5. A _____ is a summary of the main points made in the books you have read. It is often used at the start of an extended piece of writing to provide a context for new points that the writer is going to make.
 6. A task requiring a fair amount of time and effort. A report of a _____ can be quite long, requiring clear accounts of the objectives of the exercise, the method used to gather the information, equipment used, findings analysis, conclusions and recommendations.

7. An account prepared after an investigation. _____
tend to have a highly structured layout, using standard
headings, which will vary according to the purpose of the
_____.

Test yourself:



What is the difference between:

1. An essay and a report?
2. Continuous assessment and an exam?
3. A credit and a course?
4. A lecture and a seminar?

Homework task:



Go to your library and look for information on “study skills”. Look up the categories you have looked at in this lesson and compare their descriptions with yours.

Lesson
05

Teaching and learning in the UK

Introduction to Academic English

	Task: Discovering academic English conventions
Skill: Reading	System: Vocabulary, Grammar, Discourse

What is academic English?

Why is it different to everyday English?



Useful language for this lesson:

a colloquialism
a contraction
a phrasal verb
a reference
to paraphrase

a euphemism
personal/impersonal pronouns
a lexical verb
Latin
a quotation

Self-study tip:



Learning about academic English takes time - don't worry if you can't remember everything now – you will get more practice later in the Unit.

Activity 1

a) Look at the sentences below:

1. I've no idea what he's talking about.
2. I found out what he did.
3. She sadly passed away last week.
4. I think that it's a really bad situation.
5. I do not understand his argument.
6. I discovered what he did.
7. She died last week.
8. It appears that it is a very bad situation.

b) Which use formal language? Which use informal language?

c) Explain why you have put each sentence into a category.

Activity 2

- a) Read the two passages below:
1. The analysis conducted by Boyle and Lopez (2003) suggests that 50% of people are now keen to travel to work on public transport. This is a significant increase on the figure from 2002 but does not reflect the actual number of people using the public system. Sandeman criticised the survey, claiming it is “fundamentally flawed and inaccurate and does little to add to the debate” (2004:34)
 2. In 2003, a survey was carried out by two people called Boyle and Lopez, who found out that half the people surveyed want to go to work by bus or train. But their survey didn’t say anything about how many people actually go to work using public transport, so another writer said it wasn’t a very good survey.
- b) Which one uses the correct referencing system and appropriate academic style?
-

Activity 3

- a) You will see the words/abbreviations in the list below in academic textbooks and journals. What language are these taken from?
1. e.g.
 2. et al.
 3. etc.
 4. i.e.
 5. N.B.
- b) Match the words/abbreviations with their meanings. Use an English-English dictionary:
6. that is, in other words
 7. for example
 8. and the rest
 9. note well or carefully
 10. and others



You will see many references like this – note down any new ones as you read.

Test yourself:



How many Latin abbreviations can you remember?

Homework task:



Look on the websites of UK universities and colleges for help with academic English – can you find any exercises or places/ people that can help you?

Self-evaluation:



What are the key points you have learned about academic English?

Supplementary:



Look for an academic English course book in your library. What kind of topics does it discuss?

Lesson
06

Teaching and learning in the UK

Review and Remember 2

Time for a chat!



Self-study tip:



Revise your notes from lessons 3, 4 and 5, before you start to plan what you're going to say.

Activity 1

Prepare to speak with your teacher for approximately 2-3 minutes on the differences between the further and higher education system in your own country and the UK's system.

You should talk about:

- What changes, if any, you expect to encounter e.g. study methods.
- If you think you will have any problems with the transition and how you can overcome those problems.
- What you are looking forward to.

Homework task:



Review the notes your teacher gave you on your pronunciation, grammar and vocabulary.

Self-evaluation:



What did you do well in your conversation today?
What do you need to improve?

Lesson
07

Learning Strategies

Individual learning styles

	Task: Learning about yourself
Skill: Reading	System: Vocabulary

How do you learn?

Have you thought about that before?



Useful language for this lesson:

visual learners	to respond to something
auditory learners	numerical
kinaesthetic learners	to determine something
tactile learners	negligible
hands-on	stimuli
respective	

Activity 1

People learn in many different ways. For example, some people learn primarily with their eyes (**visual learners**) or with the ears (**auditory learners**); some people prefer to learn by experience and/or by “hands-on” tasks (**kinaesthetic or tactile learners**); some people learn better when they work alone while others prefer to learn in groups.

You’re going to complete a questionnaire that’s been designed to help you identify the way(s) you learn best—the way(s) you **prefer** to learn.

You will read a statement and then respond to the statement. Read the instructions that follow:

Decide whether you agree or disagree with each statement. For example, if you strongly agree, mark X (see below).

SA Strongly Agree	A Agree	U Undecided	D Disagree	SD Strongly Disagree
X				

Respond to each statement quickly without too much thought. Try not to change your responses after you choose them.

Activity 2

Read the questionnaire in the Supplementary Materials/that your teacher gives you – remember to follow the instructions on how to respond to the statements.

Activity 3

To find out what type of learner you are, you now need to add up your scores.

Follow the instructions below:

There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value:

SA Strongly Agree	A Agree	U Undecided	D Disagree	SD Strongly Disagree
5	4	3	2	1

Fill in the blanks with the numerical value of each answer. For example, if you answered Strongly Agree (SA) for question 6 (a visual question), write a number 5 (SA) on the score sheet next to question 6.

When you have completed all the numerical values for *Visual*, add the numbers. Multiply the answer by 2, and put the total in the appropriate box.

Follow the process for each of the learning style categories. When you are finished look at the scale at the bottom of the page. It will help you determine your major learning style

preference(s), your minor learning style preference(s), and those learning style(s) that are negligible.

If you need help, ask a classmate and/or your teacher.

Activity 4

Once you have your scores, you can analyse your learning patterns. Read the explanations below to find your learning characteristics:

Visual Major Learning Style Preferences

You learn well from *seeing words* in books, on the board, and in wordbooks. You remember and understand information and instructions better if you read them. You don't need as much oral explanation as an auditory learner, and you can often learn alone, with a book. You should take notes of lectures and oral directions if you want to remember the information.

Auditory Major Learning Style Preference

You learn from *hearing words* spoken and from oral explanations. You may remember information by reading aloud or moving your lips as you read, especially when you are learning new material. You benefit from hearing audio tapes, lectures, and class discussions. You benefit from making tapes to listen to, by teaching other students, and by conversing with your teacher.

Kinaesthetic Major Learning Style Preference

You learn best by experience, by being involved physically in classroom experiences, you remember information well when you actively participate in activities, field trips, and role-playing in the classroom. A combination of stimuli — for example, an audiotape combined with an activity – will help you understand new material.

Tactile Major Learning Style Preference

You learn best when you have the opportunity to do 'hands-on' experiences with materials, that is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide you with the most successful learning situation. Writing notes or instructions can help you remember information, and physical involvement in class related activities may help you understand new information.

Group Major Learning Style Preference

You learn more easily when you study with at least one other student, and you will be more successful completing work well when you work with others. You value group interaction and class work with other students, and you remember information better when you work with two or three classmates. The stimulation you receive from group work helps you learn and understand new information.

Individual Major Learning Style Preferences

You learn best when you work alone. You think better when you study alone, and you remember information you learn by yourself. You understand new material best when you learn it alone, and you make better progress in learning when you work by yourself.

Minor Learning Styles

In most cases, minor learning styles indicate areas where you can function well as a learner. Usually a very successful learner can learn in several different ways.

Negligible Learning Styles

Often, a negligible score indicates that you may have difficulty learning in that way. One solution may be to direct your learning to your stronger styles. Another solution might be to try to work on some of the skills to strengthen your learning style in the negligible area.

Activity 5

- a) Discuss with your partner your respective learning styles. Are they similar/different?
- b) Were you surprised at the result or did you know this already?

Test yourself:



Review any new vocabulary from the test.

Homework task:



Write about 250 words on what you have learned about yourself today from the test and whether you agree with the result.

Self-evaluation:

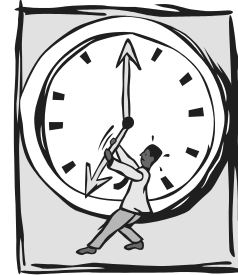


How can this result help you with your language learning and development?

Lesson
08

Learning Strategies
Time Management (3 hours)

	Task: Examining strategies for using time effectively
Skill: All	System: Vocabulary, Discourse, Grammar



Where does the time go?

Language for this lesson:

- to be tempted to do something
- a commitment
- to devise something
- a pie chart
- to fire-fight
- rushing around like a headless chicken
- a root cause
- to delegate
- clutter
- to adopt
- to adapt

Activity 1

The timetable below is a typical example of an undergraduate course in a UK university:

	M	Tu	W	Th	F
9-10	P		L	L	
10-11	P				
11-12					
12-1					Lab
1-2		L			Lab
2-3	Lab				Lab
3-4	Lab				
4-5	Lab	T			

- a) What do the abbreviations/letters represent?
 - b) How many hours of class contact are there?
 - c) What kind of course is this?
 - d) What do you think of this timetable – are there too many hours/too few hours/it's just right?
-

Activity 2

Many students don't realise how little time they have to attend classes and that they have a lot of "free" time. There is a lot of free time in the timetable in Activity 1. What would you do in this time?

Which one of these statements describes you (be honest!)?

1. Tempted to drink coffee all day if you only have a one-hour lecture.
2. Want to work all the time in the library because you don't think you're getting enough time in class.
3. Somewhere in between 1 and 2.

Has anyone taught you how to manage your time?

Activity 3

How can you help yourself to manage your time?

Ask yourself these questions:

1. When does my brain seem most receptive?
 - ◆ First thing in the morning
 - ◆ Middle of the day
 - ◆ Early evening
 - ◆ Late at night
2. What interferes with my time?
 - ◆ Other people
 - ◆ Being disorganised
 - ◆ Trying to be "perfect"
 - ◆ Not knowing what to do with my time
 - ◆ Not getting enough rest and being too tired all the time
3. How much time is left after my commitments?
4. If I have a small amount of time e.g. between lectures what do

I do?

- ◆ Review my lecture notes
- ◆ Analyse an essay question
- ◆ Plan my day/week

5. If I have a longer amount of time, what do I do?

- ◆ Read a chapter /journal article in depth
- ◆ Write a draft of an assessment

6. How much time do I need to rest after study/work?

- ◆ A full day each week
- ◆ A long break at some point in the day
- ◆ Short breaks when I can

Discuss these questions with a partner. Can you devise any common solutions?

Activity 4

a) Listen to the recording of a lecturer talking about time management.

What part(s) of the lecture do you hear?

Introduction/development/conclusion

b) Listen again and answer these questions:

1. What are the three key areas to be discussed?
2. Why is time management important in the workplace?
3. What are you asked to do by the lecturer?
4. Write down the categories of activities the lecturer mentions

c) Listen again and complete the task the lecturer asks you to do.



Activity 5

Time management is a transferable skill that can help you not only to study at a higher level but also in a work situation.

- a) Read the report on time management given out to the employees in a busy architect's office (see Supplementary Materials.)
Why do you think the management have decided to write a report? What else would you suggest they do?
- b) Answer the questions below:
1. Write a summary of no more than 20 words describing the root causes of poor time management
 2. What is the difference in meaning between "ought" and "must"?
 3. What are the verbs called in question 2?
 4. What is the difference in meaning between "effective" and "efficient"?
 5. Would you be able to adopt the strategy for dealing with people and tasks?
 6. Can you adapt this strategy for your own purposes?

Activity 6

Later in this Unit, you will be asked to prepare and present a project.

You will be given 5 hours of class time to do this using the following topics for each lesson:

1. Preparation
2. Research
3. Writing
4. Editing
5. Presentation preparation

How can you manage your 5 hours of class time and time outside of class to achieve this? Discuss your ideas with your group and prepare a schedule to meet your deadline.

Test yourself:



Review the new vocabulary from the Useful language box – pay attention to similar words e.g. adapt/adopt

Homework task:



Using a grammar book, review the uses of modal verbs such as *must* and *ought*.

Self-evaluation:



You have covered a lot of new material, a mix of language skills and tasks and done a lot of thinking about yourself in this lesson. What have you learned about yourself and your language development?

Supplementary:



See the report for Activity 5.

Lesson
09

Learning Strategies
Teamwork

	Task: Listening to a description of a situation
Skill: Listening	System: Vocabulary, Grammar



Do you prefer to work on your own or in a team of people?



Useful language for this lesson:

You have to find the language in this lesson!

For example, fill in the words from Activity 2 here:

Activity 1

Working in a team or a group of students is an essential part of being in further and higher education.

- When have you worked in a team/group either in your studies or leisure time?
- When will you need to work in a team/group when you go to college/university?
- What do you think are the advantages and disadvantages of working in a team/group?

Activity 2

Listen to the recording of two students talking about their experience of working in a group to prepare a presentation for one of their assessments.

a) Student 1 (David)

Fill in the missing word(s) or phrase:

I was quite happy at first to be in the group. I know some people

were a bit (1)_____ because they didn't get to choose who was in

their team but I just thought, (2)
_____?

Anyway, there were (3)_____ of us in the group and we were

told that we all had to have an (4)_____ in the preparation, (5)_____, writing-up and of course the presentation.

We started (6)_____ okay, but by the second week, it was (7)_____ that Julia wasn't going to (8)_____.

She kept coming late to meetings, didn't want to (9)_____

in decision-making and then when we did make a decision she said we'd (10)_____ her! To be honest, she's become a (11)_____.

b) Student 2 (Julia)

Answer these questions:

1. Why is Julia unhappy?
 - a) She thinks she's too good for the group.
 - b) She doesn't like working in a group.
 - c) She didn't choose this subject.

2. What is her opinion of David MacMillan?
 - a) He thinks he's superior to everyone else in the group.
 - b) He's a good organiser.
 - c) He's not good at working with other people.

3. Why does Julia feel guilty?

- a) She's been a bit late for meetings.
 - b) She doesn't like anyone in the group.
 - c) She thinks she could have done more.
4. Why is Julia angry about what David said to her?
- a) He doesn't have the right to make fun of other people.
 - b) He's got a posh accent that he thinks everyone else should have.
 - c) He's been horrible to everyone in the group.

Activity 3

In the box below is a list of adverbs that can be used to describe how you can work with people.

- a) Put them into two columns of positive and negative meanings.

encouragingly	co-operatively	inconsiderately
aggressively	supportively	reassuringly
harmoniously	unhelpfully	collaboratively
	thoughtlessly	

- b) Do any of these words describe what's happening in Julia's group?
- c) How would you improve the situation? With a partner, make a list of possible solutions.

Activity 4

Using the words in Activity 3, change the adverbs into:

- a) adjectives
- b) nouns

Test yourself:



Write a sentence for each of the adverbs you've learned today to explain its meaning in an appropriate context.

Homework task:



Write about 250 words on an experience you have had of working in a group – discuss the positive and negative aspects and say whether you think that it was a good or a bad experience for you overall.

Self-evaluation:



Have you ever felt like David or Julia whilst working in a group?

Lesson
10

Learning Strategies
Review and Remember 3

Are you a tree of knowledge?



Self-study tip:



Answer questions that you are confident of first. Don't spend a long time on questions you don't know or are not sure of.

Activity 1

You have 30 minutes to answer these questions. Good luck!

1. What are the names of the four types of learner?
2. Write down at least three positive and three negative adverbs to describe working in a group.
3. Explain the difference between “to adapt” something and “to adopt” something.
4. Give four effects of poor time management.
5. Write a short description of the characteristics of your personal learning style.
6. Draw a pie chart of your weekly activities.
7. Give three examples of modal verbs.
8. Give two advantages and two disadvantages of working in a team.
9. How would you describe someone who is “a pain in the neck”?
10. If you call someone “snobby”, is that a positive or negative term?

Test yourself:



Review any incorrect answers.

Homework task:



Revise the Useful language boxes for each lesson and any grammatical points covered.

Self-evaluation:



Did you find these lessons interesting/challenging/boring?
Why?

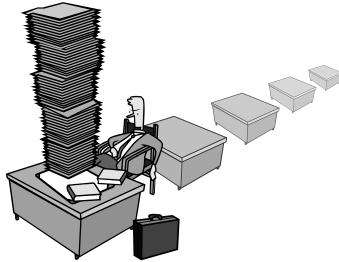
Lesson

11

Research Skills

The Internet

	Task: Assessing internet use
Skill: Listening, Reading	System: Vocabulary, Discourse



Are you surfing or sinking?



Useful language for this lesson:

URL

uniform resource location

censorship

authenticity

a mailbox

a link

to source information

an acronym

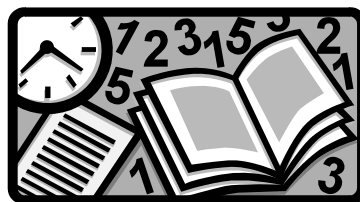
Self-study tip:



Language used to describe the Internet and its functions can be quite unusual and contain lots of acronyms – you don't always need to use the whole word or phrase but it's important you know the meaning

Activity 1

- What kind of information can you get from the Internet for everyday use?
- What kind of information can you get from the Internet for learning English?
- What kind of information can you get from the Internet for academic study in general?



Activity 2

- a) Read the list of words below and draw the symbols they describe:
1. Forward slash
 2. Dash
 3. Oblique
 4. Underscore
 5. Backward slash
 6. Hyphen
- b) Listen to the recording of a teacher giving some information about English language websites. Write down the URLs:
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
- c) Log on to the Internet and look at these sites. Which do you think is most useful? Explain your reasons to your partner.
-

Activity 3

- a) Read the passage below about using the Internet for academic purposes.

One of the main problems with using the Internet is the lack of editing or censoring of information. It is sometimes impossible to source the real author of the work and it may not be possible to guarantee the authenticity of the material.

In addition, it is difficult to assess how current the information is, even if the date is today's date, the information was almost certainly written some time ago.

For academic purposes, it is also essential that any research material is referenced appropriately in an essay, thesis or published work. Many students find it difficult to reference internet-sourced material accurately, especially as the information could change the next day.

- b) What are the three key points?
- c) Do you agree with the points made in the passage?

Test yourself:



Write down the words that describe the punctuation marks you learned today.

Homework task:



Look at the websites in more detail and choose 2 or 3 as your favourites. You can return to these when you need to find information or practise a particular language point.

Self-evaluation:



Have you thought about how you can research material for your project later in the Unit?

Lesson
12

Research Skills
Reading (2 hours)

	Task: Developing reading strategies
Skill: Reading	System: Vocabulary, Discourse

Why am I reading this?



Useful language for this lesson:

- | | |
|------------------------|---|
| to skim | a glossary |
| to scan | relevant/irrelevant |
| to summarise | to play the system |
| social inclusion | to dragoon someone into doing something |
| deprivation | interim |
| a wee bit (Scottish) | a moving feast |
| to crop up | intoxicated |
| a tranche | to mediate |
| to fine tune something | an economic multiplier |
| to drift | |

Self-study tip:



Reading skills can be developed with practice – try to expand the types of text you read.

Activity 1

1. a) Why do you have to read textbooks, articles, lecture notes at college or university? What is the *purpose* of your reading?

b) What questions can you ask yourself when you are reading to help you focus on the text?

Activity 2

- a) Imagine you have been given a reading list of 20 books and 20 journals to help you write an essay. How can you choose which books/article are the most relevant?

What do these words mean?

1. Skim
2. Scan
3. Summarise

- b) Read the list below – how can they help you decide?

1. contents page
2. chapter headings
3. date of publication
4. diagrams
5. sub-headings
6. title
7. summaries
8. index
9. conclusions
10. glossary

- c) Read the case study below. What can you learn from this?

We had a huge reading list for the first essay topic in my course and I thought we were expected to read every single page of every single book. Well, nobody said otherwise – and I knew that at university you're expected to get through a lot of material. But seven books in four weeks – and that was just for one module! There certainly was some useful stuff in some of the books, and I did find some of them interesting. But some of it was irrelevant really, though I thought the lecturers might want me to include it in the essay because it was in the book. I didn't actually manage all seven of the books, though I tried to speed read them: I only read five.

I didn't do very well in the essay, though the lecturer did say it was clear that I had done some reading. In fact, because I had tried to read so much material, I had not really read the right material in depth. I talked to the lecturer and to some of my classmates who had done well in the essay and I soon realised that my strategy was all wrong. I had really concentrated on getting the reading done instead of answering the question set by the essay.

For the next essay, I spent some time concentrating on the question. Then I used the books – there were ten in the list for the second essay – to provide evidence to support what I was trying to say. Before I even started reading, I asked myself questions – and tried to find the answers to them in the books. I'd never realised before how important the index

and the contents page could be in helping you find the relevant parts of the book.

I got a much better mark for my second essay, not because I worked harder but because I was more focused. That made my reading relevant.

Activity 3

- a) Skim read the first part of the article called, “**Innovative scheme helps put troubled youngsters in workplace**” (see the Supplementary notes). You have 5 minutes.
What is the article about?
- b) Read again and take notes – you have 15 minutes.
- c) Match the paragraph headings to the paragraphs:
 - (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
- d) How can this type of activity develop your reading skills?

Activity 4

- a) Do you do any of these things when you are reading?
 1. Use your finger to read along the line.
 2. Read out loud.
 3. Try to understand every word.
 4. Look up every word in a dictionary.
 5. Re read sections frequently.
- b) How can you increase your reading speed without losing accuracy and comprehension?

Activity 5

Read part 2 of the article from Activity 3. You have 5 minutes to read and take notes.

Activity 6

- a) Answer these questions on part 2 without looking at your notes:
1. What is described as a positive outcome?
 2. What is “Creative Change”?
 3. How much does it cost to put a participant on the programme?
 4. What would happen in participants were not on the programme?
 5. How many people are now in the extended scheme?
- b) Did your note-taking help you to remember more information?

Test yourself:



Use a previous text from this Unit and read it again using techniques you’ve learned about today

Homework task:



Write a summary of no more than 100 words of the “Partisipate” article.

Self-evaluation:



What have you learned about reading skills in general and about your own reading skills?

Supplementary:



See the article for Activity 3 and 5 in Supplementary Materials.

Lesson
13

Research Skills
Note-taking (2 hours)

	Task: Taking notes
Skill: Reading, Writing , Listening	System: Discourse

I can remember everything!



Useful language for this lesson:

integrated
to network
ambitious
down the line
a kick start
a mind map
to take notes

an entrepreneur
to mentor someone
fledgling
a keystone
redundant
to make notes
a technique

Self-study tip:



Use a filing system for your notes – can you find your notes quickly and easily on any of the topics you have covered in this Unit?

Activity 1

- a) Why is it important to take notes when you are reading a book, listening to a lecture or watching a video?
- b) How do you organise your notes?

Activity 2

- a) Read the questions in part (d).
- b) Listen to the recording of the first part of a lecture and take notes.
- c) Show your notes to your partner and discuss how accurate you

- think they are. Are they easy to read?
- d) Answer the questions below using only your notes:
1. What is the theme of the lecture?
 2. What is the name of the public sector organisation being discussed?
 3. What are the four types of assistance available to businesses?
 4. What services does the second type of assistance offer?
 5. Who is the third type of assistance aimed at?
 6. Give the name of the programme designed to reduce environmental impact.
 7. What is the keystone of SBG's strategy?
 8. What is the survival rate of new businesses after 3 years?
- e) Compare answers.
- f) Listen again and complete/change your answers as necessary.
- g) How well did you record the information you needed?
- h) Why is it easier to record information when you know the questions in advance?
- i) What do you do if you don't know the questions you may need to answer?
-

Activity 3

- a) How can you improve your note-taking skills?
- b) What is/are:
1. A mind map.
 2. Linear notes.
- c) You can save time taking notes by using symbols. What do these symbols mean?
1. ∴
 2. >
 3. +
 4. →
 5. <
 6. =
 7. %
 8. ≠
- d) Do you use any other symbols? Share them with the class.

Activity 4

- a) Your teacher will give you an article to read. Take notes using your preferred note-taking method. Make sure you have notes on:
1. Main/key points.
 2. Supporting detail/examples.
- b) Show your notes to your partner. Can they tell you what your article is about? Can you tell them what their article is about?
- c) Discuss any improvements you can make to your note-taking technique.

Test yourself:



Check your comprehension of the vocabulary in the Useful language box.

Homework task:



Take notes on a TV or radio programme that is of interest to you. Be prepared to show your teacher your notes and to talk about them.

Self-evaluation:



What do you need to do to improve the speed and accuracy of your note-taking?

Supplementary:



Use your partner's article from Activity 4 to practise your note-taking skills.

Lesson
14 **Research Skills**
Interpreting data

	Task: Understanding/using relevant data
Skill: Reading, Writing	System: Discourse, Grammar, Vocabulary

Graphs, pie charts what are they?

Why are they useful?



Useful language for this lesson:

a graph
a pie chart
statistics
pictorial
to climb
to fall
to increase
to decrease
to fluctuate
slight
comparative
superlative

bar chart
line graph
a survey
a peak
a plateau
rapidly
steadily
sharply
dramatically
to flatten out
to bottom out

Self-study tip:



Pictorial information can be very useful both for your research and for your writing.

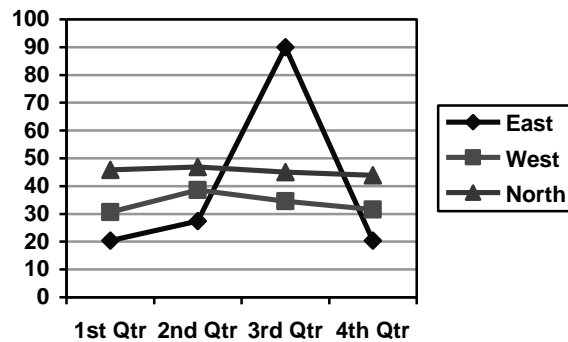
Activity 1

- Why is information sometimes presented in a pictorial way and not written?
- How can you use pictorial information in your writing and reading practice?

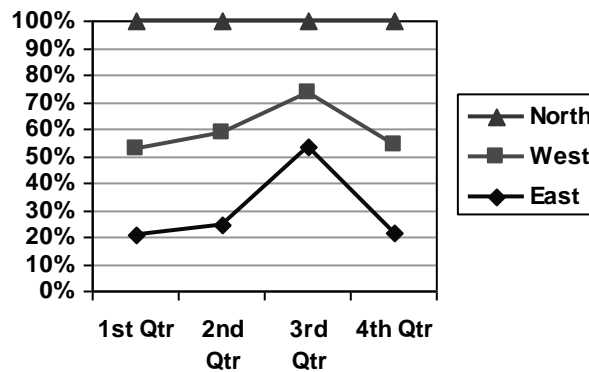
Activity 2

- a) Look at the line graphs below of sales in different regions of a country. What is in the x axis and the y axis in each graph?
- b) Describe them to your partner.

1.



2.



- c) Can you use any of the vocabulary in the Useful language box to describe these graphs?

Activity 3

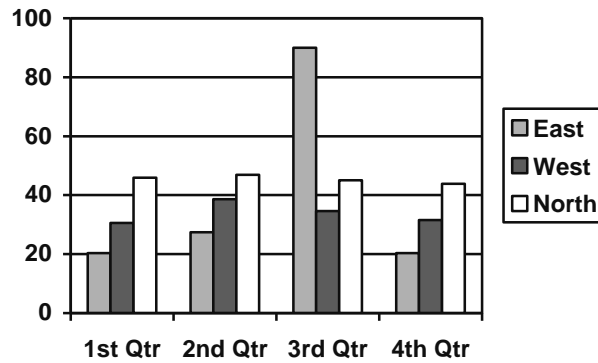
- a) Draw a line graph to represent these descriptions:
 1. Sales climbed steadily in the first quarter, then reached a plateau. By the third quarter, sales had fallen sharply and continued to decrease into the fourth quarter.
 2. There were steady sales, through the first six months, which reached a peak in July. Sales then dropped

dramatically over the next 2-3 months and bottomed out by October.

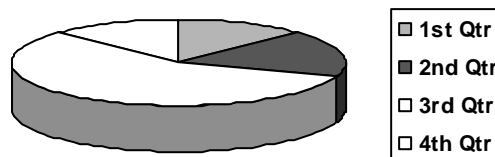
Activity 4

- a) What is the difference between a pie chart and a bar chart?
- b) Label the diagrams below accordingly.

1.

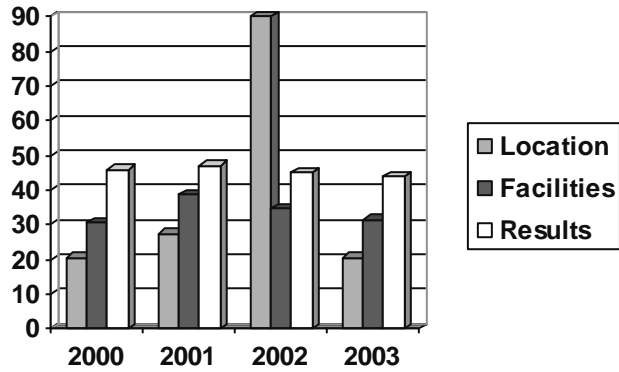


2.



Activity 5

- a) Look at the bar chart below. It describes why students chose a specific university course.



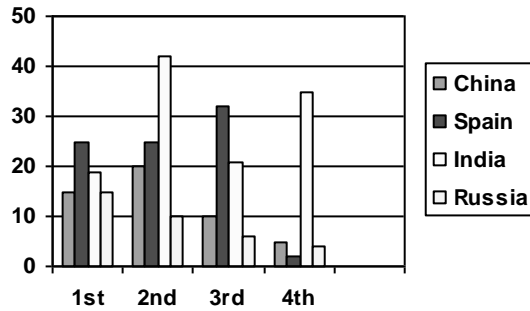
b) Complete the sentences below using these phrases:

hit a peak fluctuated location
 remained fairly constant most significant
 approximately

1. The bar chart shows “results” _____ over the four year period.
2. “Location” _____ in 2002.
3. “Facilities” _____ around _____ 35% between 2000 and 2003.
4. According to the graph, _____ shows the _____ changes over the time period.

Activity 6

- a) Why is language to describe *comparison and contrast* very useful for graphs and charts? How many expressions can you remember in these categories?
- b) The bar chart below shows the number of overseas students recruited to an undergraduate degree course at a Scottish university over the last 4 years (the x axis shows the year of the course e.g. first year). What are the general trends?



c) Write about 150-200 words describing the information.

Test yourself:



Write down three verbs that can express some kind of increase and three verbs that can describe some kind of decrease.

Homework task:



Make a list of all the useful language that you can use to describe graphs and charts. Put the language into categories of nouns, verbs, adjectives and adverbs. Compile a list of useful phrases.

Self-evaluation:



How can you use the language you have developed today for higher level studies?

Lesson
15

Research Skills
Review and Remember 4

What have I learned about research and analysis?



Useful language for this lesson:
to consolidate

Self-study tip:



Telling someone else what you have learned about a topic is one way of helping you to consolidate what you know.

Activity 1

- a) In your group, you are going to discuss the following:
1. advantages and disadvantages of different types of information.
 2. techniques you can use to research this information.
 3. techniques you can use to record this information.
- b) First, make notes individually on the topics in (a). Be prepared to speak about any of the topics and to provide reasons for your choice of techniques.
- c) As you listen to other people speaking, make notes on any new suggestions or points you disagree with.
- d) By the end of your discussion, you must be prepared to present a summary of your discussion to the rest of the class.

Homework task:



Write a summary of your group discussion. What was generally agreed on? What did people disagree on?

Self-evaluation:



Were you able to put your points across in your discussion? Did you let other people dominate the group or did you ensure that everyone had time to speak?

Lesson

16

Writing Skills

Structure and paragraphs (2 hours)

	Task: Discovering conventions of structure
Skill: Reading, Writing	System: Discourse

I know what I want to say but I don't know how to say it ...



Useful language for this lesson:

- | | |
|---|----------------------|
| a topic sentence | to fare better |
| plagiarism | to cohabit |
| to blame someone for something | the welfare state |
| to exacerbate something | serial relationships |
| to justify something | a thesaurus |
| miserably | to mask doubts |
| a ritual | an anchor |
| an era | disposable |
| offensive | consumerist |
| a bedrock of stability | Armageddon |
| to pass someone's ideas off as your own | a deed |
| | to mirror something |

Self-study tip:



Look back at your notes from lesson 5 in this Unit.

Activity 1

- a) What are the three key parts of a piece of writing?
- 1.
 - 2.
 - 3.
- b) What is the purpose of each section?

Activity 2

a) What can you say about the structure of this piece of text?

DOES MARRIAGE STILL MATTER?

Research now shows that married people and their children, on average, fare better in most areas – including health, wealth, family stability and education. The key difference between married couples and cohabiting couples is the public and private commitment they make to each other. People who defend marriage are often accused of being old-fashioned, but marriage can be adapted for modern life. The changing roles of men and women, relationship expectations and balancing work and family life are real challenges for today's couples. Marriage can and should be a conscious effort to overcome these and help people order their lives in a committed and responsible way. Marriage is still the most stable form of family life. On average, cohabiting relationships only last two years before splitting up or converting into marriage. Only three per cent last more than ten years. Young children do put pressure on stable relationships but being married helps. Only eight per cent of children under five see their married parents split up compared with 52 per cent in cohabiting households. In the UK, there's a culture of individualism and a problem with commitment generally. People hesitate to blame individuals for making mistakes, reinforcing the idea that it's OK to live in an irresponsible way. The welfare state exacerbates this by picking up the pieces for families who haven't done their jobs properly. We should start by saying that it's unacceptable to have children by several different fathers or to have serial relationships where children are involved. Marriage is more likely to encourage people to think carefully about what they are promising, rather than just drifting into a relationship and having children. We should do all we can to support it.

Source: O'Neill, R and Roberts, Y., *Does Marriage Still Matter?* Candis, Feb 2004, p. 92

- b) If you had written this, how would you divide it into paragraphs? Use these paragraph headings to help you:
- ◆ Individualistic culture.
 - ◆ Adapting marriage to the present day.
 - ◆ Marriage encourages conscious decision-making.
 - ◆ Greater stability of marriage than co-habitation.
 - ◆ Evidence for support of marriage.
- c) How can you summarise what the paragraph is about to make these headings?
- d) Would you describe this as a formal or academic piece of writing?

Activity 3

- a) Is this writer giving facts, opinions or both? How do you know this?
- b) Do you think this writer justifies their point?
- c) If you had to write an opposing argument i.e. in favour of cohabiting and against marriage, how would you structure your answer?
- d) When you have completed c), look at the opposing argument in Supplementary Materials.
- e) Which writer is the most convincing?

Activity 4

- a) Imagine you have been asked to write about marriage for an assessment. You may think that these writers' opinions are worth including in your writing - how would you do this?
- b) Is it correct to simply copy their words?
- c) Read the case study below and discover what *plagiarism* is.

I was accused of plagiarism for my very first essay: I was so embarrassed! Fortunately, the lecturer had a long talk with me and it became clear how it had happened, because I really hadn't meant to cheat.

Someone once told me that to get a good mark in an essay all you need to do is take a book on the subject and change a few words. I invested in a thesaurus so that I could easily find alternative words for what I was reading. When it came to writing the essay I found a book that seemed to have everything I needed. I did read it carefully, but I couldn't think of any other way of writing the words. So I took my thesaurus and just changed a few words, or turned sentences the other way round.

The lecturer explained to me that doing this is not really acceptable as it is still passing someone else's ideas off as your own. She told me how to acknowledge writers' ideas to support what I was trying to say. So I learned to say things like 'It has been suggested (Smith 1998) that'

Instead of just copying what Smith said and trying to pass it off as my own. Then I would comment on what Smith said. Essay writing actually got more interesting when I did this, even though I had to think a lot harder about what I was saying.

d) What can you learn from this case study?

Test yourself:



Why is it NOT appropriate to copy someone else's work?
What is this called?

Homework task:



Review all the new vocabulary from both texts. Decide which words/phrases would be appropriate in an academic text and which are informal.

Lesson
17

Writing Skills

Vocabulary, grammar and style (2 hours)

	Task: Using appropriate academic language
Skill: Reading, Writing	System: Discourse, Grammar, Vocabulary

Back to academic English – what was that again?



Useful language for this lesson:

addition	result
sequence	exemplification
reason	comparison
contrast	summarising
concession	active/passive
tentacles	anti-corrosion
a remnant	to lobby
a pressing concern	virgin

Self-study tip:



Look back at your notes from lesson 5 in this Unit.

Activity 1

What did you learn about conventions of academic English in lesson 5?

Activity 2

a) Use your English-English dictionary to look up a more formal word for each of these words:

1. to stick to
2. to take away
3. to carry out
4. before
5. to come before something

You will need these words later in the lesson.

Activity 3

As well as the conventions you revised in Activity 1, in order to write well, you need to **connect or link** your sentences and paragraphs together.

- a) Look at the table below with an example of a linking word for each category. Check the meaning of each category.

addition	result
and	consequently

sequence	exemplification
then	for example

reason	comparison
because	similar to

contrast and concession	summarising
although	in conclusion

b) Put the words below into the table:

- | | |
|-------------------|---------------------|
| 1. too | 11. for instance |
| 2. later | 12. because of this |
| 3. illustrated by | 13. before |
| 4. to sum up | 14. furthermore |
| 5. but | 15. nevertheless |
| 6. however | 16. on the contrary |
| 7. as a result of | 17. accordingly |
| 8. finally | 18. due to |
| 9. also | 19. in addition |
| 10. therefore | 20. besides |

You will need some of these words later in the lesson.

Activity 4

Complete the tasks on the text that is on the next page:

- Underline all the linking words.
- Cross out any less formal words and replace them with your new words from Activity 2.
- Fill in the gaps with a word from the Useful language box (in the correct form).
- What grammatical structure has been used in the emboldened phrase?
- Are the underlined phrases fact, opinion or based on research?

PRESSURE GROWS ON OIL INDUSTRY TO REMOVE OLD PIPELINES

A recent survey by the Department of Trade and Industry (DTI) (2003) states that there is enough oil and gas pipe under the North Sea to connect Aberdeen to Houston, Texas, and back again.

But as the oil industry extends its 1. _____ into the massive and, until recently, 2. _____, Atlantic fields, environmentalists and fishermen are becoming increasingly concerned that the 17,000 kilometres of pipe already in place, should be taken away once the oil stops flowing (Loudon 2003).

According to the United Kingdom Offshore Operators Association's technical director Dr John Wills, the oil industry will stick to Department

of Trade and Industry guidelines, which say each case should be considered on its own merits. However, pipelines are still the responsibility of the owners and furthermore, **inspections will be carried out by owners.**

However, operators appear willing to go a step further, on the other side of the North Sea, where the removal of pipelines is now very much part of the wider debate on the disposal of oil structures (Loudon 2004).

Greenpeace Norway has been 3. _____ companies since 2000 to remove their major steel pipelines from the Norwegian sector. Some oil companies are planning to fill the pipelines with 4. _____ material before their permanent removal but the impact of this is not clear.

The DTI has also stated that Philips, the operators of the Ecofisk field are committed to the removal of most of the small pipelines and cables as well as the larger diameter pipes.

In addition, pressure on the oil industry to clean up its 5. _____ is not confined to the green lobby. Thousands of fishing vessels are co-users of the North Sea and their presence, of course, came before that of the multinationals. For fishermen, safety, gear damage and loss of fishing grounds are the most 6. _____.

Source: Johnson, P., *Offshore Pressure Grows*

Test yourself:



How many linking words can you remember? What category do they belong to?

Homework task:



Choose one of the texts your teacher brought into class and do the same exercise as Activity 4.

Lesson
18

Writing Skills

Essays and Reports (2 hours)

	Task: Analysing language and structure
Skill: Writing, Reading	System: Discourse, Vocabulary, Grammar

Essays and reports – are they different?



Useful language for this lesson:

a rubric

to discuss

to illustrate

to explain

to compare

to contrast

acknowledgements

an appendix/appendices

an abstract

to set an examination question

to tackle a question

to evaluate

to account for

to analyse

to outline

to justify

criteria

a bibliography

Activity 1

- a) Whether you are writing an essay or a report you have to answer the question! Read this example – what is the question asking you to do?

“Critically evaluate the usefulness of academic English for non-native speakers of English.”

Divide your answer into:

1. the instruction
2. the key aspects
3. the significant words

- b) Is this a report or an essay? How do you know?
- c) Read this rubric – what must you do/what must you not do?

Time: 3 hours

Attempt 3 questions out of 6; at least one from each section.
ALL questions must be written in a formal report format and be illustrated with diagrams where appropriate.

Activity 2

- a) Look at the phrases below showing examples of the vocabulary used to set examination questions. Check the meanings of each phrase.
1. **Discuss** the differences between ...
 2. Using examples, **illustrate** the meanings of ...
 3. **Explain** the reasons for ...
 4. **Compare** and **contrast** the techniques used in ...
 5. **Evaluate** the impact of ...
 6. **Account for** the similarities of ...
 7. **Outline** the major influences on ...
 8. **Critically evaluate** ...
 9. **Analyse** the relationship between the ... and the ...
 10. **Justify** the reasons for the ...
- b) Can you think of any other verbs/phrases to add to this list?

Activity 3

- a) When you are writing formally, how do you reference other writers' work?
- b) Look at the phrases below. What type of verbs and phrases are these?
1. As X points out ...
 2. According to Y ...
 3. To quote from A "...
 4. B suggests/states/shows that ...
 5. Referring to ..., F says that ...
 6. W argues/claims that ...

- c) Look back through your notes for an article that you enjoyed reading. How could you reference the author of this article using the language above? For example: “O’Neill (2004), states that marriage is still applicable to today’s society”.

Activity 4

- a) Whether you are writing a report or an essay, you must write in a formal style and present your information/argument in a structured format. What can you remember about structure, paragraphs and connecting your writing?
- b) Here is a suggested way of tackling an essay. Can you fill in the missing words?

1. _____: Introductory sentence about the 2. _____, making reference to the issues in the question. The 3. _____ themes suggested by this topic. How you are going to approach the topic. What would count as 4. _____? 5. _____: 6. _____ theme, explaining why it has been dealt with first. Why this is an 7. _____ issue, and 8. _____ for any claims you are making about it. 9. _____ theme, linked to the first theme, e.g. *secondly*, or *in contrast*. 10. _____ theme ...etc 11. _____ 12. _____ main points, restate arguments, or refer back to the original question. Make 13. _____ if appropriate (i.e. if the question instructed you to).

- c) If you had to write a report instead of an essay, would your answer look very different?

Activity 5

- a) The list below gives the titles of the possible sections of a report. Check the meanings.
- b) They are not in order – put them into the correct order.
1. Acknowledgements
 2. List of contents
 3. Introduction
 4. Method
 5. Appendices

6. References
7. Conclusions
8. Presentation of results
9. Title
10. Abstract
11. List of tables and illustrations
12. Review of the literature
13. Measurement criteria
14. Discussion of the results
15. Recommendations
16. Bibliography

c) Do you need to use each of these sections for every report?

Activity 6

- a) When you have finished your report or essay, you must include a bibliography. Why?
- b) The most common method of writing references in the text and in the bibliography is the Harvard method. Log onto the Internet and find information on the Harvard referencing system. Print off examples for your own reference. You will need this for your project.

Test yourself:



- a) How many ways of reporting an author's work can you remember?
- b) What is a rubric?
- c) What verbs are frequently used in setting examination questions?
- d) What are the names of the sections of a report?
- e) How would you structure an essay?
- f) What are the differences between an essay and a report?

Homework task:



- a) Write a short essay of 250-350 words on a topic of your choice. You must write the question and answer it!
- b) Answer the same question but in a report style (the same number of words).

Self-evaluation:



Are you prepared to start working on your project? Do you need to revise any lessons/topics from this Unit?

Lesson

19

Writing Skills

Review and Remember 5

What do I need to remember?



Activity 1

- a) Read the list of typical comments about students' examination papers and continuous assessment.
1. Try to time your work so that you can answer all questions. One short answer can significantly reduce your grade.
 2. Include more references.
 3. If you use diagrams, you must explain them and demonstrate their relevance.
 4. Some students only relied on their lecture notes – this is not sufficient evidence.
 5. Memorising whole actions/chapters of text books is not appropriate – this does not demonstrate your knowledge.
 6. There was a lot of description but little discussion.
 7. Do not write in the first person or offer personal opinions.
 8. Apply your knowledge – do not simply recite facts.
 9. Answer the question!
 10. The student was only asked to answer 3 questions, but answered four, so the first three questions were marked.
- b) Why has the examiner made each of these comments? Discuss with your partner.
- c) What should the student do in each case to avoid this happening in the next exam or assessment?
- d) What have you learned from these comments?

Self-evaluation:



Have you ever done any of the things mentioned in Activity 1 when answering questions? What have you learned from these lessons to prevent that happening again?

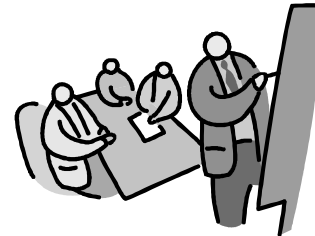
Lesson
20

Project Presentation

Presentation and Report Preparation (5 hours)

	Task: Researching and presenting a project
Skill: All	System: All

Putting all your learning together...



Useful language for this lesson:

Relevant language from this Unit

You will decide on any new language!

Activity 1

- a) You are going to prepare an individual report and presentation on one of the topics below. Brainstorm each topic with your partner. You have 10 minutes.
 1. A comparison of study methods in further or higher education in the UK and (another country).
 2. Individual learning styles and their application to English language learning and academic study.
 3. Learning how to study – developing skills and language for academic English.
 4. Teamwork and time management - their application to English language learning and academic study.
- b) In your group, exchange ideas about each topic. You have 20 minutes.
- c) Choose a topic for your project. The report will be 250-350 words and the presentation will be 5-8 minutes, including time for questions. Your presentation will also be recorded.
- d) Start to plan your project. Think about:
 1. What type of information you need.
 2. Where you are going to get the information.
 3. How long it is going to take you to find the information and to take notes.
 4. How you are going to compile the information.
 5. How long it is going to take you to write up the information,

- proofread it and edit it.
6. How much information is going into your report and how much into your presentation
 7. What visual aids/additional information you will need for your presentation
 8. How much time you will need to practise your presentation

Activity 2

For each of the next four hours of class you will need to bring in evidence of what you are doing to prepare for your project to show/discuss with your teacher.

Hour 2 – Research carried out and evidence of note-taking.

Hour 3 – Plan/draft of your report.

Hour 4 – Redraft/final report – initial discussion of presentation.

Hour 5 – Evidence of presentation preparation (plan/visual aids).

After each session, your teacher will give you feedback on what you have done and provide any further advice as required.

You will have the class time to continue preparing but if you need additional time, then you will need to fit this around your other studies.

You will be allowed to use any of the facilities available such as going to the library or using the Internet as appropriate in class time.

In lesson 21, you will make your presentation and hand in your report and self-evaluation (see homework task).



Make a plan or timetable to help you organise your time leading up to the presentation

Homework task:



When you have finished preparing your project and before you do your presentation, write about 250 words on what you have learned and achieved in completing this lesson. Hand this in with your report at your presentation.

Lesson
21

Project Presentation

Presentations

	Task: Making a presentation
Skill: Speaking, Listening	System: All

Time to perform!



Self-study tip:



Make sure you have practised with your visual aids to prepare for today

Activity 1

In this lesson you will be asked to do your presentation of your project.

- a) Look at the presentation evaluation form from lesson 20, which tells you what you will be assessed on.
- b) Have you remembered what you need to do, to prepare a presentation?
 1. Structure and content.
 2. Language – linking words/signposting.
 3. Visual aids.
 4. Body language.
 5. How to use your voice effectively.
 6. Pronunciation/stress/intonation.
 7. Timing.

Activity 2

Present!

Remember the presentation must be 5-8 minutes long, including time for questions by your teacher and other students.

Activity 3

You will spend a couple of minutes with your teacher, who will give you feedback on your presentation. You will need to use these comments in your self-evaluation (see homework task).

Homework task:



After your presentation, write about 150 words to evaluate how well you did today. Take into account any comments from your teacher and hand your work in to your teacher the next day.