

Learning Support Materials

SCOTTISH
QUALIFICATIONS
AUTHORITY



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

Teacher's Notes



Introduction

These materials are designed to support learning and teaching for the Higher Unit *English for Speakers of Other Languages: In Context - Study*. They form part of a series of materials for the three Higher 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 4 sections as follows:

- Teacher's Notes
- Answer Key
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- Supplementary Materials

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01

Applying to a UK University or College

Finding/using appropriate information (3 hours)

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

Materials: Recording and tapescript of “Prospects for Graduates” for Activity 1; recording and tapescript for Activity 6.
A selection of undergraduate and postgraduate prospectuses
UCAS and postgraduate application forms.

Notes: Warmer:
Ask students what is the significance of the hat. Ask students if they are excited/frightened about going to college.

Activity 1:

- a) The lesson is not intended to be a careers advice session as there are professionals who will help students through this process but some students are reluctant to seek advice. Focusing on the specific vocabulary and style used in prospectuses, forms, etc. will help students to feel more confident. Ask students to brainstorm for 5 minutes – monitor their discussions and draw out as many points as possible for compilation on the board.
- b) Ask students what they think are the advantages and disadvantage of becoming a graduate in the UK and in their own countries. Listen to the recording once and ask students to answer the questions and compare answers. Listen again if necessary. Have a short discussion about the key issues that are mentioned e.g. portfolio careers – is this happening in their own country?

Activity 2:

- a) Group students’ answers on the board into subject areas and types of course e.g. BA, but don’t tell them how you have grouped them.
- b) In pairs, students work through the list.
- c) In pairs, students match their answers. Check answers and see if they agree with your groupings on the board. It’s a good idea to have some prospectuses available at this point to help students find the answers. You may also at this point wish to discuss part-time and full-time meanings – this will depend on your class as to which type of course/study mode students will be following.
- d) Students may argue that all courses are “taught” but it is important to distinguish between the full-time research

course and the element of research that exists in all types of courses.

Activity 3:

- a) Students either look on the computer or browse through forms you have brought in. Ask them to pick out the main sections and what kind of information is required in them.
- b) The forms consist of very specific details required with an entirely open section on writing what you want about yourself. Discuss how students can write in these sections e.g. the importance of using accurate vocabulary to describe courses they have completed and structure/grammar with appropriate vocabulary for the Personal Statement section.

Activity 4:

- a) and b) Even though students will only be applying on either a UCAS or a PG form, it is a useful exercise to see what kind of information is required. Ask them to compare and contrast the forms – do these forms resemble anything that they use at home?

Activity 5:

- a) Monitor students as they make notes individually.
- b) Monitor students as they compare notes – are they bringing up similar ideas – ask students to swap partners. Get feedback and compile a list of suggested topics on the board.
- c) Students work in pairs again and complete the task by producing a list of headings and a structure – this will be completed for homework.

Activity 6:

- a) There are headings on the forms that students may wish to query e.g. “criminal convictions”, “disabilities” and “references”. Ensure that students are clear about why it is important to complete these sections and what the information is used for.
- b) Get students to talk about advantages and disadvantages of going to university (link back to Activity 1). Then listen to the recording and ask for the main points.
- c) Students listen again and complete the questions. Round off by having a short discussion on these points – do they have the same concerns? Are there any different concerns for non-native speakers that have not been mentioned?

02 Applying to a UK University or College

Review and Remember 1

Materials: Corrected students' statements (their homework from lesson 1)

Notes: (Before you start this lesson you will have to have marked students' homework from Lesson 1.)

Warmer:

Ask students how they think they got on with their homework task from Lesson 1. Elicit problem areas.

Activity 1:

- a) Ask students how much they can remember about the headings on the forms. Compile a list on the board.
- b) Elicit that you have to write about "yourself" in an "appropriate" way. Before moving on to Activity 2, give back students work and give them 5 minutes to analyse your comments. Then ask them to discuss what they need to improve with their partners and ask them to compile a short list of ways of improving. Get suggestions in plenary and put headings on the board.

Activity 2:

- a) Students read the statement individually – set a time limit. Monitor students as they correct, then get feedback and make suggestions on the board. Highlight any glaring omissions.
- b) Students rewrite the statement incorporating the amendments. Ask students to swap statements and give feedback to each other. Get more feedback for a final summary of good/bad points led by you. Students are then ready to rewrite their statements you gave out at the beginning of the lesson.

03 Teaching and learning in the UK

What to expect

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

Materials: None

Notes: Warmer:
In the previous lessons, a number of issues were looked at in terms of preparing to apply to university. The self-evaluation activity from Lesson 1 should be used here to start off the conversation about expectations – compile a list of positive and negative expectations.

Activity 1:

- a) Students discuss with partners (if possible mix up nationalities) about their own system. What are the advantages and disadvantages of their system?
- b) Elicit differences - provide vocabulary as required to match the list of expectations on the board. Identify anything that is causing major concern or that is not correct.
- c) Check comprehension of the Useful language, then students read the case study and discuss the questions in pairs. Set a time limit for the reading. Focus on language problems first – how can students overcome these problems? Do not provide any specific answers but note suggestions. Ensure students are clear that different study methods will also have an impact on their language learning e.g. what kind of language will be used in a case study if it is about a company? Formal or informal?

Activity 2:

- a) Get students to use the case study as a starting point for suggestions and add in their own solutions.
- b) Move students at least once and more if time.
- c) In the plenary, compile a list of topics that students can focus on for the next few lessons – elicit the titles of the next set of lessons.

04 Teaching and learning in the UK

Study methods (3 hours)

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

Materials: Recording and tapescript for Activity 2 and Activity 4

Notes: Warmer:
Ask students how many of these words they know/have heard before. Do they know the differences? Elicit one or two examples.

Activity 1:

- a) Give an example of one word for each category as students may think they are very similar categories. Students work in pairs, then check answers together and ask for any further suggestions. Check comprehension of the “study” words in detail at this stage as they will not be looked at in the rest of the activities.
- b) Ask for any further suggestions and put onto the board.

Activity 2:

- a) Students discuss briefly how many words they know and have participated in. Get one or two answers to see if their meaning is the same as in the UK.
- b) Get students to work in pairs - nominate a pair to give you an answer and get more detail if necessary.
- c) This is an introduction to the type of language and structure of lectures (more work will be done on this later in the Unit). Play the recording once, and get feedback.
- d) Play the recording again - students answer questions and check answers in plenary. Point students to the Useful language box where they will find some of the more academic/formal words.
- e) Stress that not all lecturers do this and lectures can, therefore, be quite difficult to follow even for native speakers. Encourage students to think about how they can improve their listening skills to cope with these situations.

Activity 3:

- a) Students may well be confused between tutorial and seminar. Explain that these words are used almost interchangeably but there can be some differences.
- b) Give examples of how you can prepare for a tutorial – use your own experiences to help give some context.

Activity 4:

- a) Remind students that this can be interpreted as a tutorial as well but in the listening they will hear a difference.
- b) Play the recording once only and get students to answer in pairs. How would they feel about having to prepare something like this?
- c) One of the students sounds nervous, even though they sound like they have prepared quite well. How can students overcome nervousness? Reinforce the need for practice, especially for non-native speakers who can be dealing with difficult vocabulary.

Activity 5:

- a) Emphasise that, again, these words are often used interchangeably; it often depends on the course/university's preference for what word is used.
- b) Get students to brainstorm for 2 minutes and nominate for answers.

Activity 6:

- a) This activity also is a way of introducing some of the language issues that will be discussed later i.e. understanding the differences between the types of work and the language required to complete them. Would they have to complete these types of assessments at home? Do they think there are any differences between the language in each of these? Encourage students to start thinking about formal language and how this might be different to everyday language – this will be continued in the next lesson.
- b) Students match the words individually, then compare with a partner. Take time to analyse the definitions as they are quite detailed and show distinct differences.

05 Teaching and learning in the UK

Introduction to academic English

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

Materials: Examples of academic texts (with Latin abbreviations) for Activity 3

Notes: Warmer:
Students who already have qualifications from their own country may be familiar with the term academic English. For others, this may be their first time they will have looked at a different style of language for a specific purpose. Take any suggestions and put on the board.

Activity 1:

The purpose of this exercise is to allow students to discover differences between formal and informal language and why it is or is not appropriate for academic use. Point students to the Useful language box and ask them to look up the meanings. Students put the sentences into categories individually, then compare with a partner. Highlight the lack of contractions, informal phrases/vocabulary, euphemisms and personal pronouns in formal language. They will get further practice later in the Unit so at this stage the purpose is to get students simply to recognise differences.

Activity 2:

Elicit that passage 2 is quite informal, chatty and more like someone speaking. There is no proper reference to the “other” writer and the main reference is not written properly. Ask students to look at how a reference to someone else’s work is written i.e. the year in brackets and ask if they can guess what the second reference means i.e. the page number of the actual piece of work. Ask why they think this has been written in here and not in the earlier date – elicit “inverted commas” or “quotation marks” to show these are the actual words of someone not just a paraphrase. Check comprehension of “paraphrase” and “quotation”.

Activity 3:

- a) Ask students if they recognise any of the abbreviations. These are quite common so they will probably be aware of “etc, e.g.”. Ask them to guess the language.
- b) Students match the meanings in pairs. Nominate pairs to give answers. Check comprehension – if possible, show students some examples from academic texts and get

them to find the examples from the activity.

06 Teaching and learning in the UK

Review and Remember 2

Materials: None

Notes: Warmer:
Check comprehension of “to chat” – is this formal or informal?
This activity is not a formal presentation but should still be fairly formal in the language used in the conversation.

Activity 1:
Set a time limit for students to prepare their talk – this will depend on how much time you have to interview students and if you are going to use additional time to interview everyone. Monitor students as they prepare – checks students are using the topics to structure their notes. Remind students that they will be asked questions. As students speak, make notes on their pronunciation use of grammar and vocabulary and their response to questions. Ask students how they felt they did and compare these comments with your own. Give students your written comments for them to complete their homework activity.

07 Learning Strategies

Individual learning styles

Task: Learning about yourself
Skill: Reading
System: Vocabulary

Materials: Supplementary Materials for Activity 2 and Activity 3

Notes: Warmer:
Ask students to think about when they find it easy or hard to follow lessons – do they like listening, reading etc?

Activity 1-Activity 4:

This learning style questionnaire is a well-known guide to enabling students to discover how they learn and what the best methods are for them to improve their learning. Check comprehension of the Useful language before starting. You will need to guide some students through the statements and the scoring system. Ensure that students do not spend a long time over each question – monitor as students complete the test. You may wish to set a time limit. Also ensure that students do not feel that there is a “right” or a “wrong” answer to any question. All answers are valid and all styles are valid.

Activity 5:

Allow time for this activity so that students can start to discuss the implications of their result. Monitor and make a note of each student’s style – this can also help you to determine other supplementary activities for future lessons, for example, if you have a class of mainly auditory learners. Reassure students that no one style is “correct”.

After discussion, ask for suggestions as to how each type of learner can use their result – compile a list on the board and ensure that students take notes, as they will need this for their homework and self-evaluation activities.

08

Learning Strategies

Time management (3 hours)

Task: Examining strategies for using time effectively

Skill: All

System: Vocabulary, Grammar, Discourse

Materials: Recording and tapescript for Activity 4 (time management lecture) and the Time Management Report in Supplementary Materials for Activity 5

Notes: Warmer:

Ask students how much time they spend on studying English – do they think it's enough? What's their timetable like for this course – do they have a lot of free time?

Activity 1:

Students are often surprised at how little time they have to attend classes in FE and HE. The timetable is a real example of a current course in HE. Recycle the types of classes that the letters stand for. Discuss with students part (d) – elicit any concerns they may have about a “light” timetable or a “heavy” timetable.

Activity 2:

This is a light-hearted but also serious way of looking at time management – give some of your own/your friends' experiences of being a student. Most students will be somewhere in between. Ask students whether they think they manage their time well given their answers - do they want to change this?

Activity 3:

Students do this individually before discussing with a partner. Have they thought about these issues before? As a non-native speaker, time management in exam and assessment situations becomes critical, so this is a key skill. Do they think they will need to allow themselves more time as a non-native speaker?

Activity 4:

This is only a short extract but it introduces a good way of helping students put their time management into context. Do (a) and (b) and then if necessary, draw a pie chart on the board and give an example (use yourself if you wish). Focus on the activities that involve language learning and also how much time students spend relaxing. Cultural differences can be very apparent here which can be a useful basis for further discussion.

Activity 5:

Students should read the report once before discussing the questions. The report is written in a traditional style although it does use some formal and informal language – e.g. headless chicken. Students read the report again. Review how to write a summary and set a time limit. For questions 2 and 3 you may need to do a brief presentation on modal verbs or simply nominate students and use concept questions to check comprehension. You may also want to introduce a brief exercise to recycle modals before moving on. Focus on the vocabulary in the report – demonstrate differences between the similar words, effective/efficient, adapt/adopt. Get students' views on the tone of the report – how would they respond to this?

Activity 6:

Although the project does not come until later in the Unit, it is a useful exercise to get students thinking about what they will need to do and will focus them on the more specific language lessons to follow. Put students into small groups to produce a schedule. You could provide a suggested format on the board but it would be more effective if they can come up with their own template. Tell students that they will be able to use these schedules later.

09

Learning Strategies

Teamwork

Task: Listening to a description of a situation

Skill: Listening

System: Vocabulary, Grammar

Materials: Recording and tapescript for Activity 2

Notes: Warmer:
Students give their preferences – this can bring out some strong reactions with particular cultures.

Activity 1:

Students work individually to answer a, b and c. Then put into pairs and compare answers. Nominate pairs to give suggestions for each question and put key points on the board. Add in your own suggestions.

Activity 2:

Play the recording of both students once for gist. Then ask students to look at the questions and answer after a second listening. Students compare answers. In (a) ask what kind of language is being used here – informal/formal. Can they pick out any idioms e.g. a pain in the neck, phrasal verbs e.g. fed up. In (b) focus on how they can listen for the answer – what synonyms are used e.g. unhappy/fed up.

Activity 3:

Students do individually, then compare answers. Check comprehension of all the words before moving on to (b) and (c). Nominate individual students to give answers for (b) and pairs for (c). You may wish to discuss (c) in more detail if time allows.

Activity 4:

If you run out of time you could set this as an additional homework task. Ask for suffixes that change words e.g. -ness for nouns. Allow students to use an English-English dictionary. Remember to give students time to write in the Useful language box any new words they need to record.

10 Learning Strategies Review and Remember 3

Materials: None

Notes: Warmer:
Ask students what the picture means. Ask them what topics they've covered and what have been their major learning outcomes.

Activity 1:
Give students a couple of minutes to read through the questions first, then set the time limit of 30 minutes to answer the questions. On completion, collect their papers and then go through the answers together. Highlight any problem areas and make suggestions for further exercises or revision.

11 Research Skills

The Internet

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

Materials: Recording and tapescript for Activity 2. Access to the Internet for Activity 2.

Notes: Warmer:
Discuss the type of language that has grown up around the Internet i.e. that a lot of new language has been created or is being adapted e.g. surfing used to mean being on the sea on a board! The “sinking” aspect is that there is so much information available now that it can be a disadvantage.

Activity 1:
Put students into small groups to discuss the questions first. Then take suggestions and put on the board. Elicit some advantages and disadvantages of the Internet e.g. ease of access but the possibility of finding information/images you don’t want, such as pornography.

Activity 2:
a) To give an accurate website address i.e. URL, students need to be able to use the correct vocabulary to describe punctuation marks. You may wish to revise some vocabulary first, such as colon, exclamation mark. Students do this individually. Nominate for answers and draw the symbols on the board.
b) Students listen once only then compare answers. The detail is vital, as an inaccurate address results in wasted time on the computer. Listen again to check answers.
c) Let students spend a few minutes looking at the sites if you have time, otherwise let them do this for homework.

Activity 3:
This is only a short passage so give students 5 minutes to read it and then answer the questions. Ask students why they know there are 3 points i.e. the three paragraphs. Ask them how formal the language is – note the lack of contractions, use of a high level of vocabulary and formal style. Discuss whether they agree with the points and if they can overcome these problems.

12 Research Skills

 Reading (2 hours)

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

Materials: Article in Supplementary Materials “Innovative scheme helps put troubled youngsters in workplace” for Activity 3 and 5

Notes: Warmer:
Many students find reading particularly difficult, so the aim of this lesson is to build confidence and expand their reading skills/ techniques. Ask students what they find enjoyable/difficult about reading.

Activity 1:

Give some suggestions for these questions if they find this difficult. Put students into pairs to brainstorm for a few minutes.

Activity 2:

Give students some examples of how to scan, skim and summarise. Use the list in (b) to explain this as well. Ensure students know where to find the index/glossary etc – check comprehension of all these terms. The case study demonstrates a number of key problems for both native and non-native speakers and highlights some of the points just discussed. Ask students what they think of the student’s original strategy – have they done this?

Activity 3:

The article has been split into two sections so that you can extract different exercises from it. It is also over the word limit for the Outcome but for the purposes of the individual activity it is a reasonable length. Set time limits for students so they become aware of how long they are taking to read a text. If students are really struggling to get through the text in the time, discuss with them individually what problems they are having as you monitor. The activity to match paragraph headings could be used in the Outcome and is common in English examinations. Suggest to students that they try this activity with other texts to speed up their summarising skills.

Activity 4:

Students try to increase speed usually at the expense of their accuracy or try to read too much detail whilst toiling over texts for too long. Give encouragement to students that they can improve both through practice. Talk through the points in (a) and make suggestions.

Activity 5:

Monitor students - check for any stragglers. You may need to give extra help to some students.

Activity 6:

Students may find this activity quite challenging so you may need to give lots of encouragement. Students swap answers to compare and in the plenary discuss what students have found easy/difficult with the whole lesson. (The project later in the Unit will allow more time for practice if required).

13 Research Skills

Note-taking (2 hours)

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

Materials: Recording and tapescript for Activity 2. Examples of note-taking techniques i.e. linear notes and a mind map for Activity 3. Two different academic articles of 450-600 words for Activity 4.

Notes: Warmer:
Ask students how much they remember from any of their recent lessons. Ask them how long lectures/tutorials will be at college or university – why is it important, therefore, to take good notes?

Activity 1:

- a) To help to remember important information and details.
Helps you to structure information so you can find it again, as a non-native speaker you can check over words/phrases/spellings you weren't sure of when you were listening/reading.
- b) Ask students if they use diagrams, underline, use highlighters – take any other suggestions and put on the board.

Activity 2:

Students read the questions first then listen once only, to take notes. Monitor as they take notes and note any good practice or problems. Students exchange notes and discuss their accuracy. Allow students to make amendments if necessary. Answer questions individually and then compare. Allow discussion and amendments again. Students then listen again to the recording and self-correct answers. Check answers together then nominate students to give feedback on how well they thought they did in the exercise. Discuss why it is easier to listen when you have the questions but in their academic lectures/tutorials there are sometimes no guidelines and students have to make up their own mind as to what is important. Ask students what the lecturer may do to help identify key points and supporting detail e.g. structure of the talk, language used, the amount of material covered on a particular topic.

Activity 3:

- a) Based on the discussion you've just had, ask students to brainstorm how they can improve their skills.
- b) Some students may have used these techniques before

but you will need to give a demonstration either on the board or use a handout with some examples of the different techniques. These can also be used for preparing a written piece of work also so stress the usefulness of these techniques. If you need further information on the techniques refer to any good study skills book.

- c) Students complete this individually – ask them where else they would use these symbols e.g. in a Maths/Science subject. Write out the full word/phrase for each one so students see how much quicker it is to use the symbol.
- d) If you have any symbols you use add these and any suggestions from students.

Activity 4:

- a) Put students into pairs and give student A an article and student B a different article. The articles should be of an academic nature of about 450-600 words. Monitor as they take notes.
- b) Students swap notes and tell each other what their partner's article is about. Monitor and take notes for feedback.
- c) Students discuss with each other any suggestions then provide your own feedback in the plenary on what you have observed.

14 Research Skills

Interpreting data

Task: Understanding and using relevant data

Skill: Reading, Writing

System: Discourse, Vocabulary, Grammar

Materials: You may wish to put some of the graphs onto an OHP and colour in for easier reference.

Notes: Warmer:
Elicit types of graphs, charts and why they are used. Ask students to draw examples on the board.

Activity 1:

Ask students to answer (a) and (b) in pairs. Nominate for answers. Ask students if they find it easier to read information in this way (who are the visual learners?).

Activity 2:

- a) Monitor students - make a note of the types of phrases they are using. Nominate pairs for answers and put some example phrases on the board.
- b) Students look at the Useful language - ask them to adapt their phrases if they can to incorporate this language if they have not already used it in (a). Put more examples on the board – ask students which words are synonyms.

Activity 3:

Students draw their graphs in pairs, then nominate 3 or 4 pairs to draw their graph on the board. Ask the class which is the most accurate. Check comprehension of phrases.

Activity 4:

Ask students what the difference is between the graphs – which do they think has the most visual impact? Which would they prefer to use? How could they use these charts in their project later in the Unit?

Activity 5:

- a) Give students a couple of minutes to look at the graph and ask for their initial impression of the data. Nominate students to give the general trends for each country.
- b) Students complete the questions individually then compare with a partner. Check answers together. Ask what type of language is being used in question 4 – elicit superlative. Check comprehension of superlative and comparative and put examples from students on the board.

Activity 6:

- a) Elicit examples of comparison and contrast (you may wish to insert a specific exercise here to recycle vocabulary).
- b) Give students 2 minutes to look at the chart and write down general trends. Compare with a partner.
- c) Students write a longer description – you may need to finish this for homework. Monitor for use of target language.

15

Research Skills

Review and Remember 4

Materials: Students need their notes from lesson 11-14. Flip chart or board.

Notes: Warmer:
Give students 2 minutes to write down any words associated with research skills. Put suggestions on the board - which are the key points that everyone has thought of?

Activity 1:

The purpose of this exercise is to consolidate students' learning on key research techniques before moving on to writing skills. The students will need to practise these skills and the associated language for their project so you could say a little bit about the project at this point if you think it's appropriate. This can help students focus on why these skills are important.

You may want to spend a couple of minutes brainstorming the questions to get students thinking. Make sure they work individually first – give students about 10 minutes to make notes.

Put students into groups of 3 or 4 and ask them to work through the questions, in order – give them 20 minutes to discuss. Monitor. After 20 minutes tell them they have 5 minutes to agree on their main points.

Depending on time, nominate at least 2 groups to present their findings. Encourage them to use the board or flip chart for key points and examples. Ask the rest of the class if they agree.

In the plenary, present a final round-up of the student's suggestions.

16 Writing Skills

Structure and paragraphs (2hours)

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

Materials: Cohabitation argument for Activity 3 from Supplementary Materials

Notes: Warmer:
Ask students what they like and dislike about writing. Take any suggestions and put on the board for reference later.

Activity 1:

It is impossible to go into great depth about all aspects of writing at a higher level, especially for academic writing, within this Unit, however, the following lessons will focus on the key concepts and techniques which will help students in both writing and to consolidate their reading skills.

- a) and b) Students need to be able to discuss the three key features before moving on. Give examples from presentations, news items on radio or TV, newspapers and so on to cement their understanding of introduction, development and conclusion.

Activity 2:

- a) Do not let students read the text yet. Students are hopefully struck by the density of the text. Students look at the headings then read the text.
- b) In pairs students decide where to put the beginning and end of each paragraph. Make sure they realise that the headings are NOT in the order of the text.
- c) Introduce the “topic sentence” and how this can help students in both their writing and reading. Elicit the purpose of the topic sentence.
- d) Ask students for their arguments for and against this being an academic piece of writing - what are they looking for e.g. informal phrases, contractions, phrasal verbs.

Activity 3:

This section may take some time so work through slowly and carefully so that students can see the difference between facts, opinions – the importance of evidence, references and why informality is not acceptable in academic writing. Put students into pairs or small groups to discuss each question and then take suggestions for and against which writer is the most convincing.

Activity 4:

Plagiarism is a major problem for many students; in particular, it is too easy for non-native speakers simply to copy, to impress a tutor. Explain to students that it is very easy for tutors to spot plagiarism, - they will be very familiar with any reading lists they have given and that it is easy to spot a perfectly written sentence in the middle of less accurate work. Discuss how students can avoid this problem e.g. practising summarising.

17 Writing Skills

Vocabulary, grammar and style

Task: Using appropriate academic language

Skill: Reading, Writing

System: Discourse, Vocabulary, Grammar

Materials: A selection of articles e.g. from newspapers, academic texts, magazines – as long as there is a mix of formal and informal

Notes: Warmer:
Ask students why they need to study academic/formal English.

Activity 1:

Elicit all points covered in lesson 5 and explain that some will be extended and other topics will be introduced.

Activity 2:

There is a huge range of material available to practise informal to formal and you may feel that further exercises are needed here. This is an example and shows, in particular, the change from phrasal verb to other verbs for formality.

Activity 3:

- a) Ask students what each category means and how they might use these in a sentence. You could introduce the articles you brought in to class here so students can word spot and see how they are used in different contexts.
- b) Students do the activity individually and then compare with a partner. You may need to give example sentences on the board or again students can word spot in the articles.

Activity 4:

Students can do this in pairs. The text covers a number of points already discussed and brings up the use of the passive. You may need to do a presentation here or at least a recycling activity to check students' comprehension and use of the passive form. Or, use your articles so students can look for the construction. Once students have completed all the questions, nominate pairs for answers and discuss any difficulties – possibly with understanding question e). Use the articles again to provide further examples of fact, opinion and evidence of research.

Activity 5:

If time, do this activity but you may wish to set this as additional homework. Go through a summary of everything you have covered so far with students before they start this. Monitor as students write and make notes for a plenary

session. You may wish to mark this piece of work before starting the next lesson on essays and reports.

18 Writing Skills

Essays and reports (2 hours)

Task: Analysing language and structure

Skill: Reading, Writing

System: Discourse, Vocabulary, Grammar

Materials: Exam papers/assessment questions for Activity 2. Students will need to choose an article from previous lessons for Activity 3. Access to the Internet for Activity 6.

Notes: Warmer:
Ask students if they have any ideas about similarities/differences.

Activity 1:

Many students fail to answer questions appropriately in exams and assessments, both native and non-native speakers, so understanding the question and rubric is critical for good marks. Breaking the question down into sections is a useful way of helping students to assess what is required. Emphasise that answering the question set and not the question they would like to answer is essential! Students do this activity in pairs.

Activity 2:

Students do this individually and then compare answers. Many of the phrases are quite similar but some do have very specific requirements so spend time going through the vocabulary. Show students examples of questions from assessments/exams etc. for further practice. Nominate students to give answers for other phrases.

Activity 3:

In previous lessons students have looked at the importance of referencing but not specifically at the actual language. You may wish to include an exercise/recycle “reporting verbs”. Explain that several key phrases like this can be used in almost any type of essay and/or report. Ask students to choose an article in pairs and complete part c). Nominate pairs to put examples on the board.

Activity 4:

- a) Nominate individual students to give answers. Keep asking questions until all the key points have been raised.
- b) There are no words to choose from in this exercise so set a time limit for students to complete individually and ask students to compare. You may need to spend some time on going through the structure and what is required in

each section.

- c) Although there are similarities between essays and reports, at this stage it is important that students see the differences between the appearance of a report and an essay. Activity 5 demonstrates this in more detail.

Activity 5:

- a) Students use an English-English dictionary to check meanings individually. Then ask students to test each other for 5 minutes on what the words mean.
- b) In pairs, students put the list together in the correct order. Ask each pair to give you 3 or 4 numbers in the sequence, checking as you go whether these are correct. Check comprehension of words and give examples if necessary.
- c) Nominate pairs to give differences.

Activity 6:

- a) Check comprehension of bibliography and ask for reasons why you need to give this information. Emphasise that a report or essay is not considered finished until the bibliography is added.
- b) Allow students plenty of time to browse for Harvard referencing and ensure that they all have a printed example to take with them. You may wish to point them to specific university sites where they can find study skills information.

19 Writing Skills

Review and Remember 5

Task: Analysing examiners' comments
Skill: Reading, Speaking
System: Discourse

Materials: None

Notes: Warmer:
A lot of ground has been covered in lessons 16-18, so what are the most important things to remember? How can looking at examiners' comments help students to improve their writing?

Activity 1:
The comments cover a cross section of the most common problems for students and areas which need constant reinforcement.
You may wish to do this activity in pairs, small groups or as a class discussion. A suggested format would be to ask students to read the questions first, individually. Give them 5 minutes to skim and brainstorm ideas. Then put students into pairs or small groups to discuss why the examiner has made these comments. Then put students into a bigger group to expand the discussion and to exchange ideas. Monitor students' comments and make notes of any common points or areas of confusion. For example, some students will still believe that memorising whole chunks of information is a good technique for writing. Refer students back to individual lessons if necessary for support for their points.

Stop the discussion when you feel that students have exhausted their points and bring the class back together for a plenary session. Nominate individual students to give their opinions from their groups and check whether the rest of the class agrees.

Ensure that you highlight good practice and provide a summary at the end of the class of the key points.

20 Project Presentation

Presentation and report preparation (5 hours)

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

Materials: Students will require a selection of materials for visual aids such as OHP acetates, flip chart paper etc. The presentation evaluation sheet in the Supplementary Materials.

Notes: Warmer:
The time allocated to the project will give students ample opportunity to put their skills into practice and also provide time for any necessary follow-up on individual problem areas. Ask students what they have enjoyed/not enjoyed about the lessons in this Unit. Ask them how doing a project can help them to consolidate their skills and language learning.

Activity 1:

Students will have 5 hours class time to prepare their project, so you will need to give guidance as to what is expected in each time slot.

- a) This first hour allows time for discovering what is expected in the project and to put some ideas together so they can start their research. Students read the topics and brainstorm with a partner. Monitor.
- b) Put students into a larger group to share ideas. Monitor and at the end of 20 minutes nominate groups to give suggestions for each topic.
- c) Students then individually decide on a topic and give you their chosen title.
- d) Students read through the list of suggestions and draw a diagram/make notes of what they are going to do. Monitor and advise as required.

Activity 2:

At the end of the first hour all students should have a topic choice and a rough outline of what they are going to do. The remaining four hours are therefore available to the students to consult with you regarding their progress. In each hour the students need to bring you evidence of what they have done/are doing. They can ask for advice/feedback but they **MUST** have evidence. You may wish to provide additional exercises for students if you feel students have struggled with any previous skills/language areas in addition to providing the consultation time. For the presentation in lesson 21, you can point students to the notes for this lesson to remind them of

what you will be expecting to see and you can also give them the evaluation sheet in the Supplementary Materials. You may need to adjust the timescale depending on how students are progressing. It is important that students come to each time slot and are given some feedback at each stage.

21 Project Presentation

Presentations

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

Materials: Any visual aids required by students. Presentation evaluation form in Supplementary Materials. Recording equipment (video if possible, or tape recorder).

Notes: Activity 2:
Ensure that all equipment is set up appropriately for students.
Allow time for students to prepare their visual aids.
Make notes on the evaluation form for each student.
You may wish to prepare some questions in advance, as you will know which topic they will be discussing.

Activity 3:
You can give individual feedback to each student at the end of their talk, plus keep a note of any general points that are emerging which can be fed back to the class before they do their Outcomes.
Remind students to complete their post presentation self-evaluation for homework.

Answer Key

01

Applying to a UK university or college

Finding/using appropriate information (3 hours)

Activity 1:

1. Individual circumstances, geographically mobile, able to relocate, your own effort. 2. £18,200. 3. Management, IT, advertising, promotion, marketing. 4. Scotland, overseas, south east of England. 5. Small to medium-sized enterprises. 6. Financial services, ICT (Information, computing and technology). 7. Public services e.g. teachers, doctors, nurses, social workers and police. 8. Graduates will need to develop a portfolio so they can move across and between companies. 9. Personal skills, relevant experience and using time at university wisely. 10. Communication, IT, presentation, decision making, problem solving, analysis, critical thinking.

Activity 2:

b) 1. An award for success in a year's full-time study. 2. Higher than a certificate but below a degree. 3. An undergraduate award for studying for 3 or 4 years. 4. Completed after three years of study. 5. The grade or pass you have achieved in your degree – in Scotland this normally takes 4 years – in England this takes 3 years. 6. The title for a first degree. 7. Usually a second or postgraduate degree but in Scotland at the ancient universities e.g. St Andrews this is an undergraduate degree. 8. An award for a course of study undertaken by graduates. 9. A Master's degree or a Doctorate. 10. A bachelor degree.

c) PhD – Doctor of Philosophy, MSc – Master of Science, HND – Higher National Diploma, BA – Bachelor of Arts, BSc – Bachelor of Science, BEd – Bachelor of Education, MA – Master of Arts, LLB – Bachelor of Law, MPhil – Master of Philosophy, PGCE – Postgraduate Certificate of Education.

d) Full-time research courses are PhD and MPhil although all courses have some element of research required. Research courses are possible to complete through part-time study.

Activity 6:

1. Advantages: Work placement, work experience, earn money (implied but not stated). Disadvantages: longer to complete the course, more debt. 2. Cheaper. 3. Visit universities, conflicting and biased advice, confusing advice. 4. Yes and no – made the student think about some things but not necessarily helped them make a decision.

02

Applying to a UK University or College

Review and Remember 1

Activity 1:

- a) Detailed personal information, details about the course and institutions applied to, educational qualifications, qualifications still to be completed, work experience, criminal convictions, disabilities.
- b) Yourself - you have to write about yourself and a referee has to write a reference about you.

Activity 2:

a)

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.

In the above statement, although there are no specific grammatical problems, there are some inappropriate phrases and vocabulary that do not fit with the style expected for this type of statement. Words such as “illustrious” and “devastated” are not suitable as they either give the impression of being sycophantic or being melodramatic. The last paragraph, in particular, is inappropriate due to the melodramatic language and the “pleading” nature of the writing.

In paragraph 1, you don't need to give name, age etc. - this has already been given elsewhere on the form. “I can't wait” is very informal and sounds a little childish in this context. Although the student gives some good information about her writing experience, it needs to be precise – the experience described is still a bit vague and a bit longwinded. Saying that

you'll do well on the course is very bold – some tutors may feel this is showing off. In paragraph 3, “personal reasons” are mentioned but no detail is given. This may need further explanation as tutors may wonder why you weren't able to stay at school. This might be followed up in an interview.

03 Teaching and learning in the UK

What to expect

Activity 1:

- d) Lecturer not available to discuss anything at the end of lectures, language used, not sure how to get information, difficulties with specific subjects and assessments.
- e) Checked her student handbook, found other students with similar problems, used the email system instead of waiting to see someone, formed a study group, did extra work in the library, discovered help from other people within the university.

04 Teaching and learning in the UK

Study methods (3 hours)

Activity 1:

- a) 1. **Study** – credit, discipline, course, elective, programme, semester, module. 2. **Type of class** – lecture, tutorial, seminar, workshop, lab, practical. 3. **Work and assessment** – case study, continuous assessment, dissertation, essay, report, literature review, project.
- b) Exam(ination), test.

Activity 2:

- b) The teacher would (normally) speak for a minimum of 50 minutes up to 2 hours, students take notes, usually no or little interaction.
- c) Initially informal to grab the students' attention but then becomes formal, academic and starts to use jargon e.g. IR means Industrial Relations.
- d) 1. Margaret Thatcher. 2. The mining industry. 3. The development of the miners' strategy in response to the government, the government's decision making process in the middle to later parts of the strike, the aftermath for Industrial Relations/government and miners.
- e) A good presenter always starts by discussing what they are going to talk about to give the audience some signposts and to help them follow the talk. Students can use these signposts to know that they are to listen for gist and detail.

Activity 3:

- a) A tutorial and seminar are now used interchangeably, however, traditionally at Oxford and Cambridge university, a tutorial was a one-to-one meeting with a tutor to discuss an essay in detail. Tutorials are still used to give feedback on work and to work in

small groups with interaction with the teacher.

- b) Depends on the tutorial subject and/or teacher's approach. You may be asked to prepare by reading something, reviewing something or being prepared to talk about your progress.

Activity 4:

- a) A seminar is a small group meeting to discuss a particular topic that may be led by the tutor but can also be led by students. Students are usually asked to provide a seminar paper or presentation to lead off the discussion with a prepared analysis of the issues.
- b) To present a paper on "How is the Internet going to affect communication at work". They've also got to complete a survey for their final report.
- c) Fiona sounds nervous because of the "ums" and hesitations. But Catherine sounds reasonably comfortable.

Activity 5:

- a) These are all types of class where the students are very active, even if the tutor is leading the class. It usually gives students the opportunities to practice some skill or aspect of their studies.
- b) Science students use labs for conducting experiments; Arts students use studios e.g. painting, photography; IT/Business students use computer labs (although most students now how to use some form of IT so this is now commonplace).

Activity 6:

- b) 1. case study 2. continuous assessment 3. dissertation 4. essay
5. literature review 6. project 7. report/reports.

05

Teaching and learning in the UK

Introduction to academic English

Activity 1:

- b) Formal: 5, 6, 7, 8 Informal: 1, 2, 3, 4

Activity 2:

- b) 2

Activity 3:

- a) Latin b) 6 and 4, 7 and 1, 8 and 3, 9 and 5, 10 and 2.

08

Learning Strategies

Time management (3 hours)

Activity 1:

- a) The letters across the top are days of the week. The letters in the timetable itself are: P = Practical, Lab = Laboratory, L = Lecture, T = Tutorial
- b) 12 hours. c) This could be any type of science based course, IT

course or language course as the lab could be a computer lab or language lab (in this case it was a language and management course),

Activity 4:

- a) Introduction and part of the first main point.
- b) 1. How we manage our time at the moment, how to improve your time management skills, setting priorities. 2. Because people have to do more in less time. 3. The pie chart on the OHP (overhead projector) and the handout. 4. Sleeping, eating, socialising, travelling, attendance at classes, reading, writing, researching, exercising, relaxing.

Activity 5:

- a) Writing a report makes the suggestions very official and also means that each employee has a copy for reference. The management may decide to talk to the employees as well, maybe through a presentation/demonstration
- b) 2. The text gives the explanation for this context – ought is “should be done if possible” but must is “has to be done” 3. Modal verbs 4. Effective – works well and produces intended results, efficient – doing tasks well without wasting time (but not necessarily effective if the result is not the one required).

09

Learning Strategies

Teamwork

Activity 1:

- b) In seminars/tutorials to prepare a presentation/paper; for assessments; discussion groups; for practicals/lab work; in class e.g. working in pairs/small groups to analyse case studies.
- c) Some suggestions: **Advantages** - support from team members/more ideas/more people to share the workload. **Disadvantages** – too many people trying to do the same thing/if people don't like each other it's difficult to achieve the task/can slow things down if everything has to be agreed on.

Activity 2:

- a) 1. fed up 2. what difference does it make? 3. four 4. equal role 5. research 6. off 7. obvious 8. play ball 9. take part 10. excluded 11. pain in the neck
- b) 1. c 2. a 3. c 4. a

Activity 3:

- a) **Positive**: encouragingly, co-operatively, supportively, harmoniously, collaboratively, reassuringly.
Negative: inconsiderately, aggressively, unhelpfully, thoughtlessly.
- b) There's not much support going on but plenty of unhelpfulness, lack of consideration of other people's feelings, little co-operation and

some aggression, also David is being quite thoughtless in making comments about Julia's accent.

- c) Some suggestions could be – trying to listen as well as talk to each other. An apology might help. The rest of the group could mediate.

Activity 4:

(please note that other forms are possible for some answers)

- a) encouraging, co-operative, supportive, harmonious, collaborative, reassuring, inconsiderate, aggressive, unhelpful, thoughtless.
- b) encouragement, co-operation, support, harmony, collaboration, reassurance, inconsideration, aggression, unhelpfulness, thoughtlessness.

10 Learning Strategies

Review and Remember 3

Activity 1:

- 1. Visual, auditory, kinaesthetic, tactile.
- 2. **Positive:** encouragingly, co-operatively, supportively, reassuringly, harmoniously, collaboratively or any other suitable answers.
Negative: aggressively, inconsiderately, unhelpfully, thoughtlessly or any other suitable answers.
- 3. “to adapt something” – means to change it to suit your purposes; “to adopt something” - means in this context that you will start to use the strategy.
- 4. Activity mania, fire-fighting, reacting not planning or controlling, interruptions, clutter, poor planning, low morale.
- 5. Individual answers (but check the descriptions given in the supplementary notes as a basis for the answer).
- 6. Individual answers.
- 7. Must, should, ought, can, could, may, might, will, would, shall.
- 8. Various answers possible - accept all reasonable explanations.
- 9. Someone who is annoying or irritating.
- 10. Negative, because the person using the word disapproves of the person's attitude.

11 Research Skills

The Internet

Activity 1:

- a) Almost anything now – “surfers” can download music, films as well as information.
- b) There are many specific English language learning sites as well as reading or listening to anything in English.
- c) Many journals, books and other academic material are published on-line as well as being able to access libraries on-line to find “traditional” material e.g. books and journals.

Activity 2:

- a) 1. / 2. - 3. / 4. _ 5. \ 6. -
- b) 1. www.eslpartyland.com 2. www.nonstopenglish.com
3. <http://a4esl.org> 4. www.cobuild.collins.co.uk
5. www.learnenglish.org.uk 6. www.aaaeft.co.uk 7. www.manythings.org
8. www.teflgames.com 9. www.englishclub.com 10. www.english-zone.com

Activity 3:

- b) 1. Lack of censorship means uncertainty regarding authenticity of material and the true author. 2. Not clear when the material was written. 3. Difficult to reference accurately.

12

Research Skills

Reading (2 hours)

Activity 1:

- a) At a higher level of study you are expected to read extensively. This requires good reading skills to get through a large amount of material, and being able to select what is relevant for your purpose.
- b) Suggestions: What is this chapter/book/article going to tell me about X?
What are the key points of this text? What are the supplementary points? Why is this relevant to my essay/report/assessment?

Activity 2:

- a) 1. Skim means to look through something quickly to get the gist of a text.
2. Scan means to look for specific detail within a text.
3. Summarise means to reduce down the content of a text into a shorter form but retaining the key information.
- b) All the words/phrases represent areas of a book/article/text that can help the reader find information quickly.
- c) The case study shows that it is the quality of the reading and the relevancy of the reading that is important for completing tasks. It also shows that students must always ask for clarification if they are not sure what it is required.

Activity 3:

- a) The title gives a succinct description.
- c) (i) and 2. (ii) and 4. (iii) and 1. (iv) and 3. (v) and 5.
- d) Being able to summarise what a paragraph is about, can speed up your reading. It can also help you to decide how much of the text is relevant to your purposes. It can also help you to fully understand the text by having to think about it and write/think about the summary in your own words.

Activity 4:

- b) By not doing the actions in (a); by reading more types of text and more frequently; by trying to read higher levels of text; by setting a time limit for your reading; in general, practise!

Activity 6:

- a) 1. The participants are either in work, further education or training. 2. A post-placement programme. 3. £3738 or approximately £3800. 4. They would probably drift towards a life of crime or unemployment. 5. 150.

13

Research Skills

Note-taking (2 hours)

Activity 2:

- 1. Support for new businesses. 2. The Small Business Gateway. 3. Business information, business start-up, high growth start-up, business growth. 4. Market research, one-to-one business planning sessions, flexible training, specialist advice, networking opportunities. 5. Ambitious entrepreneurs. 6. The Waste Minimisation Programme. 7. The mentoring of fledgling businesses. 8. 80%.

Activity 3:

- b) 1. A mind map is a diagram showing a key central point/topic with various branches leading off the centre with sub-headings. 2. Linear notes are put into headings/sub-headings, use numbers.
- c) 1. therefore 2. greater/more than 3. plus/addition/and 4. leads to 5. less than 6. equals/is the same as 7. percentage 8. not the same as.

14

Research Skills

Interpreting data

Activity 1:

- a) Pictorial information is easier to read than lists of figures/statistics. Graphs, charts etc can make a bigger visual impact and help to get your message across in both reports and presentations. The information is usually easier to remember.
- b) Students need to be able to interpret pictorial information so they can read a variety of texts, in particular, for academic purposes. Many English examinations require descriptions of graphs and in order to present their own research they need to be able to use the appropriate language.

Activity 2:

- a) (1) x axis – quarters of the year i.e. periods of 3 months; y axis – sales number.
(2) x axis – quarters of the year; y axis – sales in percentage.
- b) Suggested answers (other vocabulary is possible):

1. Sales in the North remained stable at about 40, whereas in the West, sales increased slightly from 30 to 40 up to the second quarter, then decreased again over the remaining half of the year. In the East, there was a dramatic increase between the second and third quarter, reaching a peak of 90, followed by a dramatic decrease over the fourth quarter.
2. Sales in the North were constant at 100% over the period, while in contrast, sales in the West increased gradually over the first half of the year, from 50% to 70%, then fell back to 50 % by the fourth quarter. Sales in the East followed a similar pattern, starting at 20% but rising more steeply to 50 % by the third quarter and falling off again to 20% in quarter 4.

Activity 4:

- a) A pie chart is a circle with “portions” of the pie representing figures (a pie is a type of food). A bar chart is a series of either vertical or horizontal columns used to represent figures.
- b) 1. A bar chart. 2. A pie chart.

Activity 5:

- c) 1. remained fairly constant 2. hit a peak 3. fluctuated, approximately 4. location, most significant.

Activity 6:

- a) Comparison and contrast language gives students the tools to describe data and draw readers to the important and most significant aspects of the information. This language is also useful for developing an analysis of an argument.
- b) Russia – a steady increase; India – fluctuating recruitment; Spain – initial sharp increase followed by a small decrease and then plateau; China – a steady increase with a slight decrease over the last year.

16

Writing Skills

Structure and paragraphs (2hours)

Activity 1:

- a) Introduction, development, conclusion.
- b) The structure helps the writer to present a point/argument and helps the reader to follow the argument.

Activity 2:

- a) It's very difficult to skim this text as there is nothing to guide you through e.g. sub-headings, paragraphs. Without paragraphs it is difficult to see what the topics/points are – you would have to read this in detail to understand the context.
- b) Individualistic culture – paragraph 4, Adapting marriage to the present day – paragraph 2, Marriage encourages conscious decision-making – paragraph 5, Greater stability of marriage than co-habitation – paragraph 3, Evidence of support for marriage –

paragraph 1.

(Text as written in the original source)

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.

- c) To summarise the topics, if the text is written reasonably well then usually the first sentence of the paragraph, **the topic sentence**, should give an introduction to the paragraph.
- d) Although this may appear at first to be quite formal, there is some informal language e.g. OK, "We should do ...". The nature of the piece means that the writer has a strong opinion, which is very clear. There is some evidence given e.g. "research shows ..." and "on average," but there is no source given for this information or statistics. This could reflect the location of this text, which is a general magazine and not an academic text. In an assessment you would have to back up your figures with a reference.

Activity 3:

- a) The writer is giving both (see notes above).
- b) The writer produces some strong support but without the reference, the reader can question the legitimacy of what is written.
- c) To begin a counter-argument you would need to look at the points

made in this article and build a case, using other types of statistics, for example.

- d) You can argue that both writers are convincing, though the second article uses a lot more opinion without evidence/statistics. Ultimately, your decision can be based on your personal opinion before you read the article and your bias towards the subject in general.

Activity 4:

- a) You must reference the author and the year. You would also need to mention this in the bibliography (the latter will be discussed more in lesson 18).
- b) If you reference accurately you can quote from other authors. If you don't reference then this is plagiarism.
- d) Referencing is essential to achieve good marks.

17

Writing Skills

Vocabulary, grammar and style

Activity 2:

1. to adhere to 2. to remove 3. to conduct 4. prior to 5. pre-dated

Activity 3:

addition	result
and too also furthermore in addition	consequently accordingly illustrated by because of this therefore

sequence	exemplification
then finally later before	for example for instance

reason	comparison
because as a result of due to	similar to

contrast and concession	summarising
although but	In conclusion To sum up

however nevertheless	
-------------------------	--

Activity 4:

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. (BASED ON A SURVEY, SO A FACT – REFERENCE TO THE YEAR OF THE SURVEY ALSO GIVEN)

But as the oil industry extends its (1) **tentacles** into the massive and, until recently, (2)**virgin**, 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). (BASED ON RESEARCH – REFERENCE PROVIDED)

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. (IT APPEARS THAT THIS IS DR WILLS' OPINION – NO EVIDENCE IS GIVEN THAT THIS HAS HAPPENED) **However**, pipelines are still the responsibility of the owners and **furthermore**, **inspections will be *carried out* by owners.** (THE PASSIVE TENSE)

However, operators appear willing to go a step further in the other side of the North Sea (BASED ON RESEARCH – REFERENCE GIVEN AT THE END OF THE PARAGRAPH) 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) **lobbying** companies since 2000 to remove their major steel pipelines from the Norwegian sector. Some oil companies are planning to fill the pipelines with (4) **anti-corrosion** material **before** their permanent removal but the impact of this is not clear. (AUTHOR'S OPINION – NO EVIDENCE THAT THIS IS BASED ON ANY RESEARCH)

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) **remnants** 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) **pressing concerns**.

18 Writing Skills

Essays and reports

Activity 1:

- a) 1. **Critically evaluate** – look at arguments for and against, assess the strength of evidence for these arguments – use criteria to evaluate. 2. **The usefulness of academic English** – how can you describe usefulness? What is academic English, how is it different? 3. **For non-native speakers** – narrows down the topic to specific group.
- b) Probably an essay but doesn't say – you need the rubric.
- c) Must do 3 questions – not any more or less; must use a report and not essay style answer; you are expected to put diagrams in the text.

Activity 2:

- a) 1. Discuss – talk about important aspects/look at arguments for and against
2. Illustrate – give examples, evidence 3. Explain – give reasons for why something is the way it is 4. Compare – look at similarities, contrast – look at differences 5. Evaluate – Examine the importance of something/look at arguments for and against/give evidence 6. Explain/give reasons for something 7. Outline – give the main points 8. Critically evaluate – see example in Activity 1. 9. Analyse – Examine in detail. 10. Justify – Give evidence/arguments for a point.
- b) Other examples can be: comment on, define, describe, distinguish between, interpret.

Activity 3:

- c) Reporting verbs/phrases

Activity 4:

- b) **Introduction:** Introductory sentence about the **topic**, making reference to the issues in the question. The **main** themes suggested by this topic. How you are going to approach the topic. What would count as **evidence**?

Development: **First** theme, explaining why it has been dealt with first. Why this is an **important** issue, and **evidence** for any claims you are making about it.
Second theme, linked to the first theme, eg *secondly*, or *in contrast*.
Third theme ... etc.

Conclusion : **Summarise** main points, restate arguments, or refer back to the original question. Make **recommendations** if appropriate (i.e. if the question instructed you to).

- d) Yes, there would be some differences. Essays do not have numbered headings and are written in continuous prose.

Activity 5:

- b) The correct order is: 9, 1, 10, 2, 11, 3, 12, 4, 13, 8, 14, 7, 15, 6, 16, 5.
- c) There are a lot more sections for a report and the information contained shows that the data in the results section is from a particular survey/research. An essay discusses ideas but does not focus on one specific set of research data.

Activity 6:

- a) A bibliography provides the complete a list of references that have been used in the text and allows the reader to follow up references if they wish to do further reading.

Listening CD track index

Lesson Number	Track Number
Introduction	Track 1
Lesson 1 Activity 1	Track 2
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Tapescript

01 Applying to a UK University or College Finding/using appropriate information (3 hours)

Activity 1:

Prospects for graduates

With higher salaries and far fewer graduates being unemployed, career prospects are good. As more people enter higher education, competition for good jobs will increase. Your individual circumstances, whether you are geographically mobile and able to relocate if necessary, and the effort you are prepared to put into your job search will all have an effect on your prospects.

Some key points to consider are that:

- ◆ The average graduate starting salary in September 2001 was £18,200.
- ◆ On average, graduates entering management, IT, advertising, promotion and marketing can expect salaries well above this.
- ◆ Higher salaries are also offered for jobs overseas, in the south east of England and Scotland.
- ◆ Graduates between 20 and 24 are earning, on average, 27% more than their non-graduate counterparts.
- ◆ Opportunities in small and medium-sized enterprises of fewer than 200 staff are also increasing.

What about future demand? Whilst the recent boom in financial services and ICT may have slowed down, advances in genetics and food production have opened new possibilities for graduates. The need for people to work in public services and social welfare is acute and demand for teachers, doctors, nurses, social workers and police is quite high. Many occupations are already graduate-only and others, such as the police, are recruiting an increasing number of graduates.

In addition, graduates in the future will need to develop “portfolio careers”, using transferable skills and lateral progression to move between different functions and different organisations.

However, it is not only a degree that employers are looking for. They are also interested in personal skills, relevant experience and evidence that you have made the most of your time at university and have taken advantage of the opportunities open to you. Work experience is highly valued by employers of graduates. A recent survey found that it could significantly increase your chances of finding a good career after university.

Finally, the key transferable skills that employers are looking for are:

- ◆ Communication

- ◆ IT
- ◆ Presentation
- ◆ Decision making
- ◆ Problem solving
- ◆ Analysis
- ◆ Critical thinking

It's therefore important that you think about how you can develop these skills and perhaps look at how the degree that you would like to study is going to give you those opportunities. Good luck!

Activity 6:

There are so many things to think about when you want to apply to university. First, there's the course – not sure if I really want to continue with Maths or maybe do something a bit more general like Business Studies. The advantage of that course is that you get to do a work placement for a year so you get work experience as well as your degree. But, that means it'll take me longer to finish my degree and I could be in debt by then. Then there's where you're going to study – I'd quite like to stay in Scotland but maybe I should go away somewhere completely different. I've got a friend going to Newcastle and one going to Southampton but if I stay in Scotland it'll be cheaper for me. That's one of my biggest problems, finance, I mean – I'll have to work to survive but I'm worried about how much time that'll take away from my studies – there's no point going if I can't study properly.

My careers adviser told me that I should check out a few places before I even think about putting pen to paper. I've got a shortlist of 5 unis but I keep getting conflicting advice about what's the best one, what's the worst one etc, etc. It's so difficult to choose. I think a lot of people are biased as well, because they went there, so that's not all that helpful. I've been to a couple of Open Days. I wasn't very impressed with the first one I went to. The staff were very snobby and the facilities weren't very good but they've got great Halls of Residence right in the centre of town so that could be good. The other Open Day I went to was really well-organised and everyone was really friendly and helpful, but everyone keeps telling me I'd be stupid to go there because they're so far down in the league tables. I don't really know what that means but it seems like just more information to confuse me.

04 Teaching and learning in the UK

Study methods (3 hours)

Activity 2:

Okay everyone, settle down please. A bit of hush please thank you. Okay everyone, today we're going to continue looking at the problems that arose for the mining industry after the election of Margaret Thatcher as Prime Minister. Last week, if you remember, we started to analyse the steps leading up to the miners' strike and what happened during the initial

weeks of the dispute. Today, I'm going to discuss three key points. First, the development of the miners' strategy in response to the government's actions. Second, an analysis of the government's decision-making process during the middle and latter parts of the strike; and finally, the aftermath of the strike and the repercussions for both sides of the dispute in terms of the state of IR in the UK in the post-strike years.

So, first I'm going to turn to the development of the miners' strategic and tactical approach to orchestrating the strike as the dispute continued

Activity 4:

(F = Fiona; C = Catherine)

F: Hello everyone. Em, we're answering em, question 3 on the list of topics for the seminar programme, which is "How the Internet", sorry "How is the Internet going to affect communication at work?" Catherine'll start off by discussing the advantages of emm, the Internet. Then I'll discuss the disadvantages, and finally Catherine'll discuss possible, future emmm developments. Over to you, Catherine.

C: Well actually, before I start discussing the advantages, I'd like to give you a handout so you can follow the presentation and make notes. We'll take questions at the end, please. While I'm speaking, Fiona will also be handing out a mini-survey that we'd like you to fill in as part of the seminar. Emmmm we need to use that data for our final report, but that comes later though. So, the main advantages of the Internet in terms of communication at work can be put into 4 main categories

08

Learning Strategies

Time management (3 hours)

Activity 4:

This morning's lecture is going to focus on the three key steps to developing good time management skills. As we all know, time management can be very difficult. Students are accused of having too much time on their hands, or complain about not having enough time to complete assessments. In the workplace, ever increasing demands on our time, mean that we are expected to do more in a shorter time, regardless of personal or family commitments. Yet nobody really teaches us how to manage our time. Everyone seems to assume that we can just do it. So, is it possible to learn how to manage time for effectively and stay sane in the process?

As I mentioned, there are three key points I want to discuss. First, looking at how we manage our time at the moment; second, devising ways of then improving our time management skills and third, to decide how we can set priorities to achieve this.

So turning to the first point – how we manage our time at the moment. I'd

like you to look at the first pie chart on the OHP and in your handout and I'd like you to fill in how much time you spend on the following activities: sleeping, eating, socialising, travelling, attendance at classes, reading, writing, researching, exercising, relaxing.

When you've done that, I'd then like you to fill in the second pie chart with how much time you'd like to spend on each activity. This may come as a shock to some of you!

09

Learning strategies

Teamwork

Activity 2:

Student 1 (David)

I was quite happy at first to be in the group. I know some people were a bit **fed up** because they didn't get to choose who was in their team but I just thought, **what difference does it make?**

Anyway, there were **four** of us in the group and we were told that we all had to have an **equal role** in the preparation, **research**, writing-up and of course the presentation.

We started **off** okay, but by the second week, it was **obvious** that Julia wasn't going to **play ball**. She kept coming late to meetings, didn't want to **take part** in decision-making and then when we did make a decision she said we'd **excluded** her! To be honest, she's become a **pain in the neck**.

Student 2 (Julia)

I never wanted to do this elective and I feel like I'm just wasting my time. And when the lecturer said we had to work in a group on the assessment I thought I was going to cry – I can't stand David MacMillan. He's such a know-it-all and thinks he can tell everyone what to do – well he can't tell me what to do and I don't care what mark I get for this or what the others do any more.

I did try a bit at first to say something in the group discussions but every time I said something he kept making comments about my accent and how nobody would understand me. What a nerve – he wants to hear himself talking sometimes with that snobby accent of his. Thinks he's on the BBC news or something.

Anyway, the others in the group are okay and I suppose I do feel a bit guilty for not pulling my weight but they've just let him walk all over them and they just do what he says. The presentation's in 3 days and he's getting frantic that it's not going to be perfect - what a shame.

11 Research Skills

The Internet

Activity 2:

Okay everyone, listen to me for a moment. I've got some really good websites for you to look at for homework. Now, I've got 10 addresses so you need to listen carefully. I'm going to give you the address and a little bit of information about each one.

Right, the first one is a good site because it's got lots of good links to other sites. It's www.eslparty.com. The second one you have to join, but it's worth it because there are lots of excellent, graded exercises. This one is www.nonstopenglish.com. Number three is slightly unusual because you don't need the www bit – you just type in <http://a4esl.org>. The fourth one is www.collins.cobuild.co.uk. Yes, that's the same as the dictionaries and you can get a word game sent to your mailbox every day from this site. Number five is a British Council site, which is www.learnenglish.org.uk. The sixth one is www.aaaeft.co.uk, which has a lot of good grammar exercises. Number seven is a fun site with interesting games and activities and that one's www.manythings.org. Number 8 is www.teflgames.com which is as it says, games! The ninth one is www.englishclub.com which has some great quizzes and last but not least www.english-zone.com.

13 Research Skills

Note-taking (2 hours)

Activity 2:

Today's seminar is going to look at the range of support available for new businesses. This will include both public and private sector organisations.

To begin with I'd like to look at the public sector organisations in Scotland. The first of these is The Small Business Gateway, which was set up two years ago by The Scottish Enterprise Network and local partners. Scottish Enterprise claim that The Business Gateway is the "national brand" for support for business, providing a single access point to a range of integrated services, offering assistance under four key headings.

First, **business information**, which sources products, provides company searches and identifies new market opportunities at home and abroad.

Second, **business start-up**, which provides market research, one-to-one business planning sessions with experienced business advisers, flexible training, specialist advice and networking opportunities.

Third, **high growth start-up**, which provides expert advice and support designed to help ambitious entrepreneurs.

And finally, **business growth**, which provides specialist help and advice to help small businesses develop and grow.

The business services manager describes the Small Business Gateway as a service “designed so that businesses understand what is available to them, providing the same services and the same quality standards wherever they go in the country”.

One example of the benefits of all the services being grouped together is the Waste Minimisation Programme, which is aimed at helping businesses cut costs and minimise their environmental impact.

Another key service provided, along with greater private sector involvement in the delivery of services, is the mentoring of fledgling businesses by established entrepreneurs, which has emerged as a keystone of the SBG’s strategy.

SBG’s strategy also stresses the need for assessment of “measurable and meaningful” targets. The survival rate for new businesses three-years down the line is close to 80 per cent so it is clear that this strategy is making a positive impact.

Many of the 200 business start-ups handled by SBG annually involve people already in employment, whilst others are given a kick start because someone has been made redundant.

A more recent development has been the “Women Mean Business” programme, which encourages women to start their own business through providing seminars, workshops and a support network.

Now I’m going to move on to talk about ...

Source: Johnson, P., *Small Business Gateway*

Learning Support Materials

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

Supplementary Materials

07 Learning Strategies

Individual learning styles

Activity 2: Perceptual Learning-Style Preference Questionnaire

Statement	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the board.					
7. When someone tells me how to do something in class I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					

19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I have learned better.					
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on project by myself.					
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to work by myself.					

Source: Reid, J., *Individual Learning Styles: Perceptual Learning Styles Preference Survey*, <http://linguistics.byu.edu/classes/ling677na/learningstylesbook.pdf>

Activity 3:

Visual	
Question	Score
6	
10	
12	
24	
29	

Tactile	
Question	Score
11	
14	
16	
22	
25	

Auditory	
Question	Score
1	
7	
9	
17	
20	

Total	
Score = Total x 2	

Total	
Score = Total x 2	

Total	
Score = Total x 2	

Group	
Question	Score
3	
4	
5	
21	
23	

Kinaesthetic	
Question	Score
2	
8	
15	
19	
26	

Individual	
Question	Score
13	
18	
27	
28	
30	

Total	
Score = Total x 2	

Total	
Score = Total x 2	

Total	
Score = Total x 2	

Scoring	
38 - 50	Major learning style preference
25 - 37	Minor learning style preference
0 - 24	Negligible

Source: Reid, J., *Individual Learning Styles: Perceptual Learning Styles Preference Survey*,
<http://linguistics.byu.edu/classes/ling677na/learningstylesbook.pdf>

08

Learning Strategies

Time management (3 hours)

Activity 5:

Time Management

- 1.0 Time management has become increasingly important for the company due to the 3 major contracts that have recently been secured. In order to maximise employees' time management skills, this report provides a template for managing time, which all employees are expected to adopt.
- 2.0 The effects of poor time management
 - 2.1 Activity mania – rushing around like a headless chicken, tasks half finished, poor quality, high stress levels, unhappiness of clients, staff and managers.
 - 2.2 Constant fire-fighting – the last minute rush becomes the norm, and inevitably something gets overlooked which in turn takes even more time and resources to correct.
 - 2.3 Reacting – not controlling or avoiding the next crisis.
 - 2.4 Constant interruptions - telephone, email, faxes to check what's happening.
 - 2.5 Clutter - poor filing systems, repetitive document production.
 - 2.6 Poor strategic planning - the next problem is already starting to form.
 - 2.7 Low morale – as all staff realize that nobody is addressing the root causes of the crises.
- 3.0 Current thinking
 - 3.1 Companies are realizing the importance of good management in order to deal with faster paced and evolving working environments.
 - 3.2 We need to sift through an information overload and discard the irrelevant, identify and delegate tasks to be done.
 - 3.3 The better exponents of time management are focusing on being more effective than being more efficient.
- 4.0 Strategy
 - 4.1 Dealing with people
 - 4.1.1 Put a 'Do not disturb' sign on your door and on your phone for parts of the day.
 - 4.1.2 Stop people interrupting your workflow with unnecessary chats.
 - 4.1.3 Group all your phone calls. Write down the people and points you wish to discuss with them. Keep the phone calls as short as possible.
 - 4.1.4 Learn to say no and be polite but firm.
 - 4.1.5 Choose appropriate times and locations to contact or meet people.

4.2 Dealing with tasks

4.2.1 Make one list and put all the tasks you can think of on it. Do not worry about what order they are in or their relative importance to each other.

4.2.2 Decide who the best person is to deal with the task and delegate if necessary.

4.3 The Master List

4.3.1 Prioritise the remaining tasks into the following 3 groups:

4.3.1.1 **A tasks must be done** (important and urgent).

4.3.1.2 **B tasks ought to be done** (should be done if time).

4.3.1.3 **C tasks you prefer to do** (enjoyable tasks).

5.0 Conclusions

The impact of a rapidly changing work environment means that workplaces must be able to manage their time effectively. The above strategy will enable employees to be more effective in the workplace, by following some simple rules for dealing with people and tasks.

Source: O'Mahoney, R. and Roberts, Y., *Time Management*, Training Material

12

Research Skills

Reading (2 hours)

Activity 3:

Innovative scheme helps put troubled youngsters in workplace (part 1)

1.

‘Partisipate’ – an “innovative approach” to taking young people off the streets and into the job market – is in the process of being extended from its origins in Blantyre/North Hamilton to other areas of west central Scotland. The scheme – a response to the wider social inclusion agenda and the shifting emphasis from welfare to work – began in September 2000 and is aimed at helping some of society’s most disadvantaged youngsters, many of whom have drug and drink problems.

2.

‘Partisipate’, which links to other social inclusion provision within the area, is based in Hamilton’s Bell College and is funded by a partnership of Scottish Enterprise Lanarkshire, Lanarkshire Careers Service, Blantyre North/North Hamilton Social Inclusion Partnership and South Lanarkshire Council. It has initially targeted 61 youngsters in the area who were endorsed by the careers service as having special training needs - often associated with behavioural or academic problems and otherwise “chaotic lifestyles”. It is being unrolled within social inclusion partnerships (SIPs) – areas of high deprivation which have been designated mainly in the Central Belt and Tayside.

3.

The participants are paid £11 per day to attend ‘Partisipate’, which includes work and training “tasters” where young people are placed with local employers or special training needs providers. According to Project Manager Walter Malcolm, ‘Partisipate’ is a “mould-breaking” programme. Where previous schemes attempted to fit the participant to the project, with a consequent high failure rate, ‘Partisipate’ is completely flexible and goes to considerable lengths to prepare troubled young people for the world of work.

4.

Instead of dragooning participants, staff have attempted to create an atmosphere of informality and friendliness in order to win over the commitment of youths who may otherwise reject authority. Bonuses are also paid for attendance and punctuality. Recreational activities such as five-a-side football or ten-pin bowling have also been organised outside of training hours. “These are young people that the careers service cannot move on into mainstream activity,” said Mr. Malcolm. “The workers are prepared to do whatever it takes to move them a wee bit further up the ladder.”

5.

While some of the participants may inevitably be “playing the system”, many achieve a “marked change of attitude” towards officialdom and assistance from responsible adults. Almost all participants have been identified as facing barriers caused by lack of motivation, self-esteem and self-discipline, while 78 per cent have numeracy difficulties.

Activity 5:

Innovative scheme helps put troubled youngsters in workplace (part 2)

Results from an interim evaluation undertaken by David Smart Consultancy Services are encouraging, with high attendance rates and a variety of “soft” and “hard” indicators pointing to popularity and apparent success for the programme. The study says that 70 per cent of leavers have achieved a “positive outcome” – that is are in work, or further training and education. It also identifies room for improvement in the quantity and flexibility of training tasters available to the participants and improved co-ordination with the 14 training providers in the area.

“A programme like this is going to be a moving feast. We are going to have to fine tune it every intake because young people’s problems are so wide and diverse,” said Mr. Malcolm.

‘Partisipate’ also incorporates a post-placement programme – Creative Change – intended to smooth any problems that may crop up as participants adjust to workplace disciplines of punctuality and responsibility. The Creative Change workers will go so far as to give participants morning wake-up calls and even offer lifts in to work. They will also mediate to diffuse any potentially damaging problems or misunderstandings arising in the workplace.

Costing £218,000 – or £3,738 per participant – in the first eight months, ‘Partisipate’ has incorporated “relatively expensive features to attract and progress the targeted group.” The cost is projected to rise to £6056 per participant if a 60 per cent positive outcome for the initial tranche is achieved. Despite the expense, it is believed that intervention at this stage will boost the “long-term economic multipliers” by preventing young people from drifting towards lives of unemployment or criminality. Mr. Malcolm added: “If we did not provide this level of intervention this group of young people would still be on the streets. When you think of the other costs incurred in that: social work, police, benefits agency and careers; by taking them out of that, there is a notional cost saving.”

David Smart is about to undertake a second evaluation which will follow up on the work in the Blantyre/North Hamilton SIP area and in North Lanarkshire and Motherwell North, where the scheme has been extended – boosting numbers of targeted young people to 150. There are also

plans to extend the scheme to Cambuslang and Rutherglen early next year.

In Motherwell the police have become involved in Partisipate and according to Mr Malcolm are convinced it has helped reduce the number of offences routinely committed by bored and intoxicated youths.

Source: Johnson, P., Partisipate

16

Writing Skills

Structure and paragraphs (2 hours)

**Does marriage still matter?
(Part 2)**

We should ask ourselves that if marriage is such an important institution, why is it failing so miserably? We have seen it devalued by people marrying several times over, fuelling the drive to find an alternative. We should place a higher value on commitment, without requiring a formal ritual. Treating each other with respect and remaining interested in each other's lives is far more important than a piece of paper.

In an era where women are financially independent, I find the idea of one man handing a woman over to another man deeply offensive. Although the huge public statement of getting married often masks doubt about the relationship, many people will probably get married at least once. But commitment to someone should be about deeds, not words. There are so many marriages which are shallow and empty built on mutual fear of what the neighbours might say. That's less likely in cohabitation because it's far easier to walk away.

Cohabitation in the UK is viewed as the set up for people with nothing to invest in a relationship and who split up quickly because there's no anchor there. However, cohabitation has only been popular in Britain in the last 20 years and is still in a transition period. Eventually, it will probably mirror countries such as France and Italy where cohabitation is more established and a pattern of long-term relationships has emerged.

We live in a disposable, consumerist society and that has affected relationships. When things get difficult, people want to try again with someone new. Many children are suffering terribly from unstable family lives. Marriage's decline doesn't mean society is facing Armageddon, but we do need to rethink commitment between couples to ensure a bedrock of stability for children.

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

20

Project Presentation

Presentation and report preparation (5 hours)

PRESENTATION EVALUATION FORM

1. What were the strong points of the talk?
2. Was the content well-organised and well-presented?
3. Was the speed of speaking satisfactory?
4. Was the voice loud and clear enough?
5. Did the speaker make eye contact with you? Was there any body language that distracted you?
6. If you had any problems following the talk, were they caused by:

Accent aspects?	Grammar	Topic	Other
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7. How did the speaker deal with questions?
8. What advice would you give the speaker for future presentations?