

1000016

Academic English

Module 1-4

4 skills

Module 1: Reading
Module 2: Listening
Module 3: Speaking
Module 4: Writing



With
Jemar L. Dela Cruz
NPRU. English Lecturer

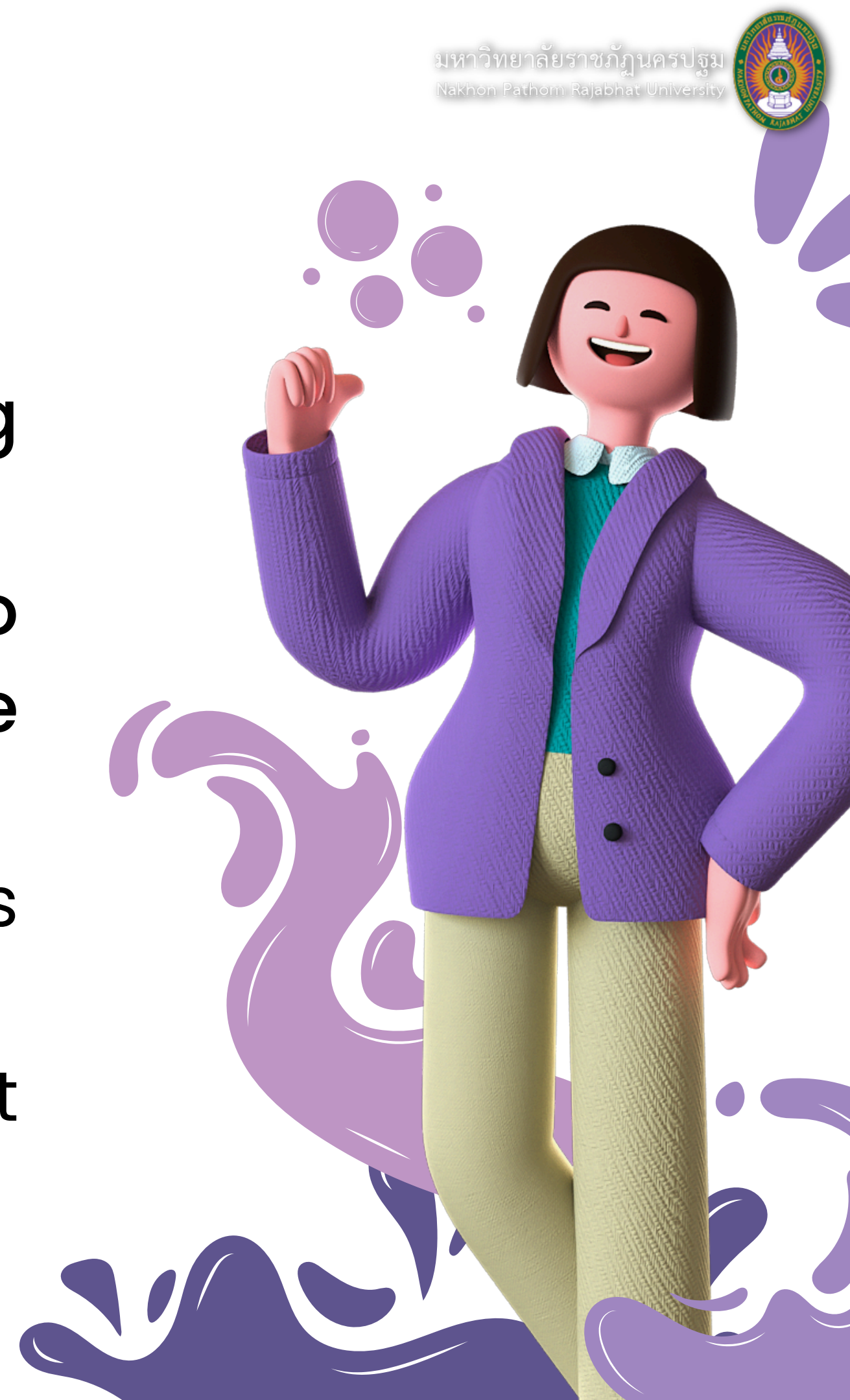
WEEK 1 AND 2

Module 1: Reading: Unit 2 Lesson 1: Teaching and learning at Higher Education

Module 2 : Listening: Unit 3 : Lesson: Listen to the conversation between the two people talking

Module 3: Writing: Unit 2: Lesson 1: What makes a good summary

Module 4: Speaking: Unit 2: Lesson 1: What makes a good presentation



OBJECTIVES

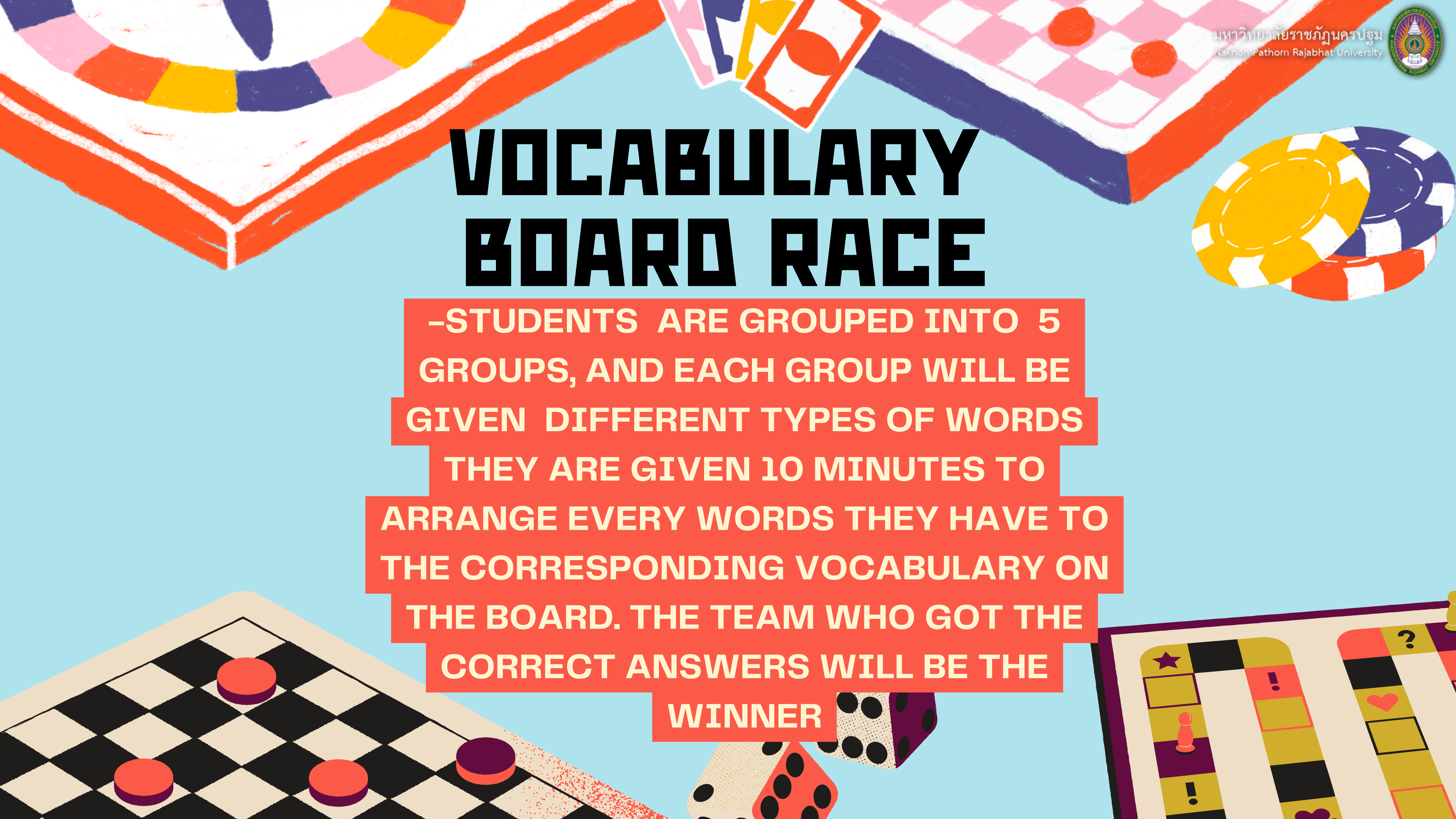
At the end of this lesson, the students will be able to :

- understand core vocabulary for academic English, and the course overview
- follow a short academic lecture and identify main ideas.
- write a basic summary structure (elements) and introduce oneself academically.
- identify and use linking words in the sentence.
- read and identify key points in an academic article on higher education.
- listen for gist/details about the conference and extract information,
- write effective topic sentences, and participate in group discussion.
- determine what makes a good presentation.



VOCABULARY BOARD RACE

-STUDENTS ARE GROUPED INTO 5
GROUPS, AND EACH GROUP WILL BE
GIVEN DIFFERENT TYPES OF WORDS
THEY ARE GIVEN 10 MINUTES TO
ARRANGE EVERY WORDS THEY HAVE TO
THE CORRESPONDING VOCABULARY ON
THE BOARD. THE TEAM WHO GOT THE
CORRECT ANSWERS WILL BE THE
WINNER



ARTICLE

Vocabulary :

- 1.Title
- 2.Illustration
- 3.preview
- 4.first sentence of the paragraph

BOOK

Vocabulary :

- 1.genre
- 2.authors name
- 3.table of contents
- 4.index
- 5.notes on the cover





WORDS :

LORDS OF THE RINGS

TITANIC

INTRODUCTION

ABSTRACT

"A NEW YORK TIMES"

J.K. ROWLING

CHAPTER 1: THE BEGINNING -PAGE 3

MAP

PHOTOGRAPH

CHAPTER 2: THE JOURNEY - PAGE 6

MYSTERY

HORROR

ERNEST HEMINGWAY

"WINNER OF THE PULITIZER PRIZE"

ONCE UPON A TIME,

IN THE BEGINNING,

CLIMATE CHANGE-45

POPULATION -78



ANSWERS

BOOK

Vocabulary :

1. **genre:** mystery, horror
2. **author's name:** JK Rowling and Ernest Hemingway
3. table of contents
- a. **Chapter 1:** The Beginning -page 3
- b. **Chapter 2:** The journey - page 6
4. **index:** Climate change- 45, population -78
5. **Notes** on the cover: "The New York Times ", "Winner of the Pulitzer Prize"

ARTICLE

Vocabulary :

1. **Title :** The Lord of the Rings, Titanic
2. **Illustration:** map and photographs
3. **preview:** Introduction, abstract
4. **First sentence of the paragraph**
 - a. once upon a time
 - b. in the beginning.



WEEK 1 AND WEEK 2

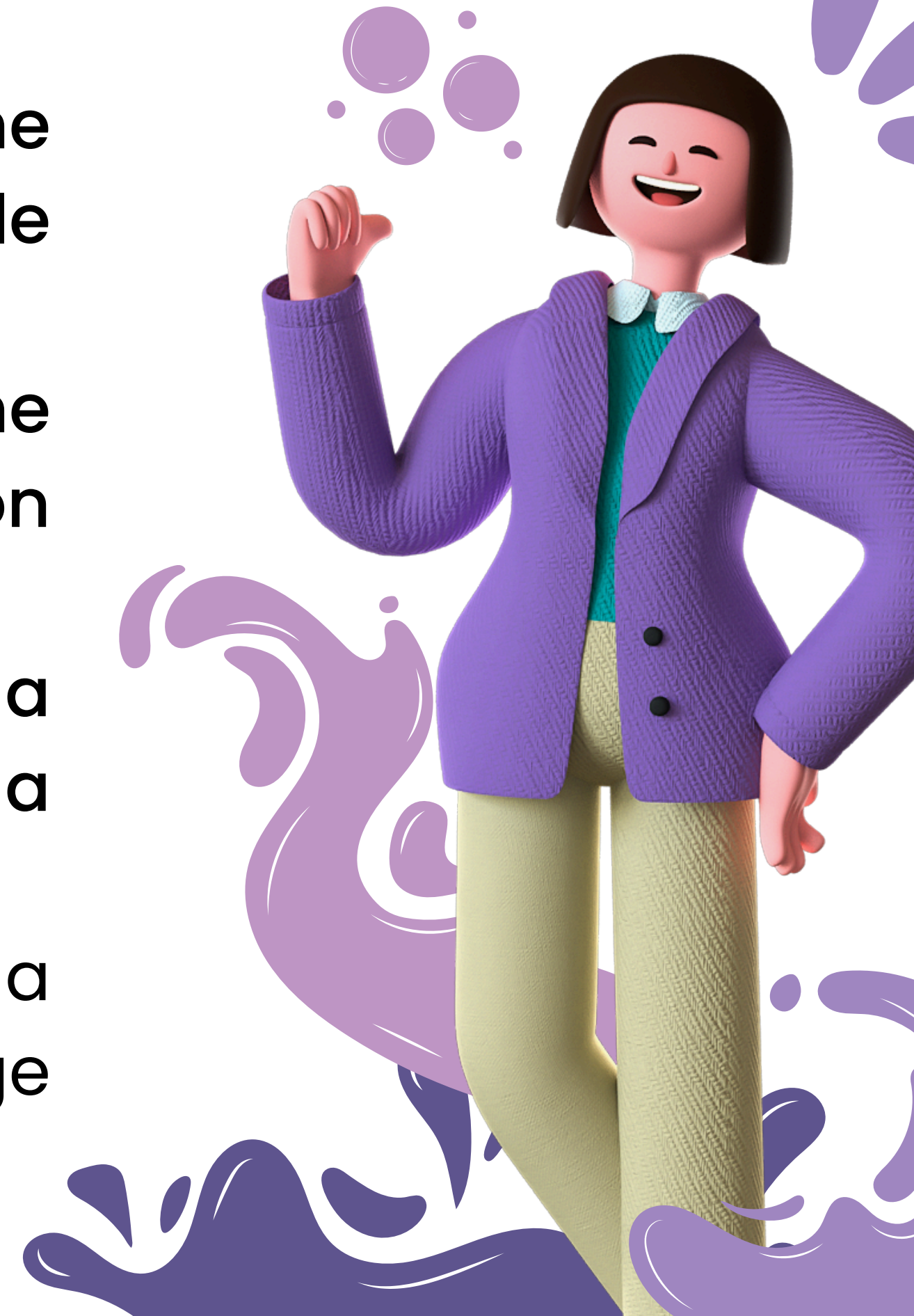


Module 1: Reading: Unit 2 Lesson 1: Identifying the academic vocabulary and predicting an article title on Page 22–25 Activities 1 to 8

Module 2 : Listening: Unit 3: Lesson 1: Listen to the conference between the two people talking on page 76. Activities 1 to 4

Module 3: Speaking: Unit 2: Lesson 1: What makes a good presentation– discuss the quotation with a partner.

Module 4: Writing: Unit 2: Lesson 1: What makes a good summary –organizing the summary on page 142 activities 1–4.



WEEK 1-2 READING

Question: What do you think for an article or a book is worth reading for ?



title ?
illustration?
genre?
preview?
topic sentence?



genre?
author's name?
table of contents?
index?
the notes cover?



Most Readers :
usually read the
articles or the book
based on the author,
title, or genre, and
illustration.

WEEK 1-2 READING

Before reading the Postgraduate prospectuses: Choose the sentences that best describe the contents .



1. Distance Learning health courses make a world of difference.

- a. Distance education in the world spreading.
- b. Online courses in Medicine are special
- c. Online courses help people to stay healthy.



2. "Education for the real world."

- a. Universities do not always teach what students need.
- b. Higher Education is now easy to obtain
- c. What you study should prepare you from the future.

WEEK 1-2 READING

Predict and Discuss with your partner



Choose from the choices and discuss with you partner why do you think that would be interesting topic to be discussed .

- a. Distance education in the world spreading.
- b. Online courses in Medicine are special
- c. Online courses help people to stay healthy.

- a. Universities do not always teach what students need.
- b. Higher Education is now easy to obtain
- c. What you study should prepare you from the future.

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- b. Higher Education is now easy to obtain
- c. What you study should prepare you from the future.

WEEK 1 -2 READING

Read the articles and match the titles



- 1.Distance learning health courses make a world of difference.
- 2.Education for the real world
- 3.Arts and minds
- 4.In deep water



WEEK 1 -2 READING

Answer :

3.Arts and Mind

Article A

Many of us are often forced to choose between arts and science during our education, 'which can frustrate those who are fascinated with both disciplines. Happily, the crossover between the two subject areas is becoming more widely recognised. So, if you have an artistic talent as well as an interest in science, there are plenty of postgraduate degrees that combine both. 'A basic knowledge about science would help many artists creatively,' says Mariano Molina, an Argentinian artist who is collaborating with scientists at the University of Leicester on a project about how people perceive art.



WEEK 1 -2 READING

Answer :

3.Arts and Mind

Article A

'Science and art have very different environments with regards to study and work, but my advice is to be as open as you can, as ²both can be really enjoyable.'

There is no doubt that this collaborative mentality is spreading. Central Saint Martins College of Art and Design has become the first art school in the UK to launch an MA in Art and Science. The course, which started in September 2013, encourages students to collaborate with scientists on an in-depth project of their choice. Suggestions have so far covered everything from anatomy and neuroscience to gender and identity.



WEEK 1 -2 READING

Answer :

1. Distance Learning health courses

Article B

Autumn 2013 saw the launch of several distance-learning MScs, increasing the range of online health-related courses taught by more than 50 UK universities and medical schools. At the University of Edinburgh, the new online MSc in Non-Communicable Diseases takes the number of online courses offered by the College of Medicine to 15.

Dr Liz Grant, Programme Manager at the university's Global Health Academy, explained that the decision to develop the courses came out of a recognition that taking time out to travel to the UK for a year or two is not practical for many health practitioners in developing countries.

³'This was a way of enabling people who are still at the coalface* to study but continue to work,' she said. 'When someone's based in-country, it means that they're able to be in touch with local data and apply ⁴their learning directly, and to learn through their work.'

*who are still at the coalface = who are still working



WEEK 1 -2 READING



Answer :

4.In deep Water

Article C

Engineers, traditionally seen as experts in the built environment, are now turning their attention to the issue of water shortages. And there is no single cause of water scarcity, the whole water cycle – and the way we make use of it – has to be managed as sensitively and innovatively as possible. This area of engineering, known as water management, is set to become one of the coming decade's greatest challenges.

The effect of water shortages means that ongoing work can be found – and will be needed – all over the world. Peter Duffy, head of civil engineering at United Utilities, explains how water companies are experiencing a revolution. ⁵'We have been transformed in recent years in terms of ensuring sustainability,' he says, adding that trained water professionals and academics will be essential assets to the water business, both now and in the future. 'They will play a key role in advising governments about the risk that future challenges pose, and providing solutions to ⁶these.'



WEEK 1 -2 READING



Answer :

4.In deep Water

Article C

In the UK, universities have already been gearing up to meet the demand for a new generation of water experts. Postgraduates choosing ⁷this path tend to have already studied in a related field, such as engineering, geography, biology or mathematics, but consideration is often given to those educated in unrelated subjects who can demonstrate their enthusiasm and knowledge. What is needed, universities argue, is innovative thinking and committed individuals who are prepared to join forces with the water companies, charities and organisations that are embracing the need for change.



WEEK 1 -2 READING

Answer :

2.Education for the real world

Article D

Our goal in Bath is to equip students with the education and skills necessary to develop a successful career in a competitive world. We have very close relationships with industry and the public sector, ⁸which means what we teach you and the research you undertake has relevance to the real world.

Our students are motivated and career-orientated. They understand that entry to the University of Bath is highly competitive, but they also know that as high-calibre students they are themselves in demand. We therefore strive to offer programmes that satisfy their needs and facilities that meet their expectations.



WEEK 1 -2 READING

Answer :

2.Education for the real world

Article D

Academic life in Bath is centred on the Faculties of Engineering and Design, Humanities and Social Science; Science; and the School of Management. All our academic departments are highly active in research. ⁹This not only benefits students undertaking research degrees, but also fosters an environment of discovery and innovation that is of benefit to all students. Learning in faculties at the cutting edge of their disciplines makes for a challenging and rewarding educational experience for students.



WEEK 1 -2 READING

With your partner answer the following questions

1. What do you think is the purpose of the extracts? Who are the readers?
2. Which extracts contain references to specific universities? What are their names?
3. Which extract describes a problem that requires the attention of both practitioners and universities? What is the problem?
4. Which extracts mention a variety of subjects that can be studied at that university?
5. Which extract focuses on the needs of a specific group of people? Who are they?



WEEK 1 -2 READING

Answers:

1. The prospectus is about postgraduate education in the UK and is promoting different universities or programmes/courses. It is aimed at students looking for courses.
2. A (University of Leicester and Central Saint Martins College of Art and Design), B (University of Edinburgh), D (University of Bath).
Text C is not from a university but a company, United Utilities.
3. C; water shortages
4. A, D (not C, which mentions subjects undergraduates may have studied before they come to United Utilities)
5. B; health practitioners from developing countries



WEEK 1 -2 READING

Did you notice?

In the article, you can see some linking words that connects ideas like :

*They understand that entry to the University of Bath is highly competitive, **but** they also know that as high-calibre students they are themselves in demand.*

***These** will play a key role in advising governments about the risk that future challenges pose, **and** providing solutions to **these**.*

***Therefore**, we strive to offer programmes that satisfy their needs and facilities that meet their expectations.*

Linking or Transition Words



But/however

**-it indicates to transition ideas usually
positive idea but/however negative or vice
versa.**

Example :

The government has shown support but/however the people did not feel it.

Linking or Transition Words



For example

-it indicates an idea that many ideas are still following the others

Example :

There are many problems in our country for example , the corruption , illegal gambling and more.

Linking or Transition Words



Therefore/ Inconclusion

it indicates conclusion

Example :

Therefore the result might be a failure.

Linking or Transition Words



Do these :

Supply the correct linking words to be used in the sentence

**Linking Words
Box (Task 8)**
**However for
example they
These
therefore this**

Facilitation of online discussions

Learning through online discussions is an important instructional strategy (Hung, Tan, & Chen, 2005). Research indicates that ¹_____ have numerous advantages – such as promoting students' critical thinking and knowledge construction and improving students' relationships. ²_____, participants often do not value online discussion as an effective means of knowledge construction. Online discussion ³_____ needs facilitation to make it more effective (Salmon, 2004). In order to achieve ⁴_____ online tutors and moderators need to have appropriate skills. The literature has reported a number of specific facilitation skills that a moderator should possess, such as providing information, inviting missing students, monitoring regularly, or acknowledging contributions (see ⁵_____ Barker, 2002). ⁶_____ facilitation skills can be divided into four broad categories.

Linking or Transition Words



Do these :

Supply the correct linking words to be used in the sentence

Answers:

1. they
2. however
3. therefore
4. this
5. for example
6. these

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WEEK 1-2: LISTENING BEFORE WE LISTEN



Before we listen to the people talking, did it happen to you when you attend a conference and you are alone and you don't know who the people around you? What did you do first? How did you make yourself comfortable and connect with the other participants? Share your experience in the class.



WEEK 1-2: LISTENING

ACTIVITY 1: LISTEN TO THE PEOPLE TALKING AT A CONFERENCE



Answer the questions below:

- 1. What event did they both take part in yesterday?**
- 2. Are they talking in a very formal conversation now?**
- 3. Do you find both speakers equally easy to understand?**



WEEK 1-2: LISTENING

ACTIVITY 1: LISTEN TO THE PEOPLE TALKING AT A CONFERENCE

Answers:

1. What event did they both take part in yesterday?

- the session for group Dynamics

2. Are they talking in a very formal conversation now?

- Yes, they are, they are using, please and more

3. Do you find both speakers equally easy to understand?

- Answers may vary according to the listener.





WEEK 1-2: LISTENING

How do you feel about the
people talking do you understand
them ?

Did you get the same answer?



WEEK 1-2: LISTENING

ACTIVITY 2: LISTEN TO THE PEOPLE TALKING AT A CONFERENCE

Let's practice more :

– Listen to the conversation and answer the questions

1. When does the conversation take place?

2. How does the man know about the woman work?



WEEK 1-2: LISTENING

ACTIVITY 2: LISTEN TO THE PEOPLE TALKING AT A CONFERENCE

Answers :

1. When does the conversation take place?

- **After the presentation**

2. How does the man know about the woman work?

- **from the articles she has written**



WEEK 1-2: LISTENING

BEFORE WE PROCEED TO THE NEXT LISTENING ACTIVITY

Let's talk about : CONTRACTION

**Contractions are nouns or pronouns
being combined with the auxiliary verbs.**

For example :

Full form : have is are would will did not

Contracted: 've 's 're 'd 'll didn't





WEEK 1-2: LISTENING

Let's do this activity, Listen to each conversation and write the contraction which you can find below.

1. I _____ had a lot to do.
2. How _____ the conference going for you?
3. Well, sorry I _____ there to see you.
4. What _____ your area of expertise?
5. And I _____ got an abstract as well which you could have.
6. I _____ had to cancel the meeting.
7. I _____ really appreciate that.
8. I _____ go for the first method.
9. Sorry, I _____ hear about that.



Full form : have is are would will did not

Contracted: 've 's 're 'd 'll didn't

WEEK 1-2: LISTENING

ANSWERS:

1. I **'ve** had a lot to do.
2. How **'s** the conference going for you?
3. Well, sorry I **wasn't** there to see you.
4. **What's** your area of expertise?
5. And I **'ve** got an abstract as well which you could have.
6. I **'ve** had to cancel the meeting.
7. I **'d** really appreciate that.
8. I **'ll** go for the first method.
9. Sorry, I **didn't** hear about that.



Full form : have is are would will did not

Contracted: 've 's 're 'd 'll didn't

SPEAKING WEEK 1-2

WHAT MAKES A GOOD PRESENTATION

Before we proceed , Did you make a presentation before? If so ? what presentation did you make? Was it successful?



SPEAKING WEEK 1-2

WHAT MAKES A GOOD PRESENTATION

Read the quotation below with your partner and discuss the questions

“A man who cannot speak well will never make a career”



“A MAN WHO CANNOT SPEAK WELL WILL NEVER MAKE A CAREER”



1. Do you agree with the quotation ?

Why ? or Why Not?

- answers may vary

2. Who does it seem relevant to?

- answers may vary

WORK IN GROUPS



Make a list of what makes a successful Presentation.

Example :
The speaker was confident.
He connects to the audience.



WORK IN GROUPS



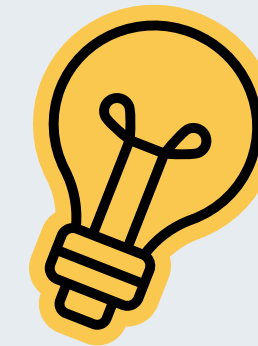
In your groups, you have to make a spidergram that enumerates your ideas of what it takes to be a successful presentation. Present your ideas in class.



SPIDERGRAM



WRITING week 1

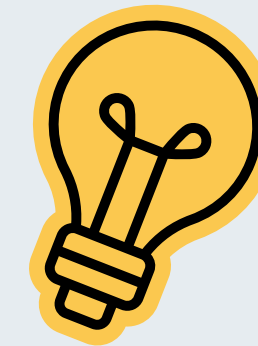


BEFORE WE ARE WRITING

**Do you like to write? or
compose any song or poem? If
you have any sample of your
compostion , a song , a poem
or an essay would you mind
share it in the class?**



WRITING week 1



WHAT MAKES A GOOD SUMMARY

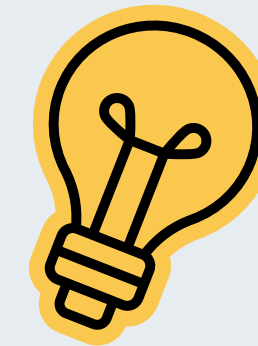
Discuss these questions with your pairs

1. Have you ever written a summary?
2. Why do we write them ?
3. How long should a summary be?





ORGANIZING A SUMMARY



WHICH DO YOU THINK FROM THESE FEATURES A GOOD SUMMARY SHOULD HAVE?

In his article *No Allusions in the Classroom*, Jaime O'Neill emphasises the existing misunderstanding between students and teachers in a college classroom. He claims that teachers assume their students have basic knowledge they do not really possess. Moreover, students seldom ask questions because they do not want to show their ignorance. O'Neill supports his claim by the results of the general knowledge test he administered to his students, which they completed more incorrectly than correctly. The author adds that, according to recent polls, a large number of adults in the U.S. are ignorant about the history of the country and the planet they live on. O'Neill expresses his opinion that instructors should be responsible for giving general information to their students.



ORGANIZING A SUMMARY



**WHICH DO YOU THINK FROM THESE FEATURES A GOOD SUMMARY SHOULD HAVE?
BE READING THE ARTICLE, EXPLAIN YOUR ANSWER .**

1. The author's name and the title of the article
2. Graphs and tables
3. Detailed explanations
4. The author's main idea
5. Details to support the idea
6. Your own views on the problem
7. As much of the original text as possible
8. Quotations
9. Formal expressions, linking words





ORGANIZING A SUMMARY



IN EXPRESSIONS A-H UNDERLINE THE REPORTING VERBS. CIRCLE THE WORDS AND PHRASES THAT SHOW THE ORDER OF EVENTS.

- a. At the beginning of the article the author points out/emphasises ...
- b. Next / Further on, the following problems/issues are raised ...
- c. In addition, the reader is informed about ...
- d. Then, the following points are examined/studied: ...
- e. The author suggests/assumes/claims that ...
- f. Summing up the author's thoughts ...
- g. Finally, the author concludes/assumes that ...
- h. The research the author conducted demonstrated that ...



REPORTING VERBS



ANSWERS:

A .POINTS OUT / EMPHASISES

B .ARE RAISED

C .IS INFORMED

D .ARE EXAMINED/STUDIED

E .SUGGESTS/ASSUME/CLAIMS

F —

G .CONCLUDES/ASSUMES

H. DEMONSTRATED



ORDER OF events



ANSWERS:

- A .AT THE BEGINNING
- B .NEXT/FURTHER ON
- C .IN ADDITION
- D THEN
- E .—
- F.—
- G. FINALLY
- H. —





complete the summary with a reporting verbs



John Tierney, in 'The Coming Revolution in Public Education,' 1 e _____ the belief that the educational reforms in the USA are harmful. The author 2 i _____ us that, as a result of the reform initiatives, standardised tests and assessments have been introduced in public schools and teachers held accountable for the results. The reforms, he 3 a _____, also recommend controlling classroom instruction. He then points out that the reforms have profit motives and involve corporate interests. Further on the reader is informed about the negative reaction of the public and teachers to these reforms. The author 5 s _____ that teachers should be given much more autonomy and respected for their professionalism. Tierney then 6 a _____ that standardisation leads to the loss of individuality and diversity. Finally, the author 6 c _____ that public education is not aimed at bringing in money, and that is why business should not be involved. As a conclusion, Tierney 7 s _____ that these kinds of reforms should be opposed.



complete the summary with a reporting verbs



ANSWERS:

SUGGESTED ANSWERS

1 EXPRESSES

2 INFORMS

3 ASSUMES/ARGUES/ADDS

4 SUGGESTS/STATES

5 ASSUMES/ARGUES/ADDS

6 ASSUMES/ARGUES/ADDS

7 SUGGESTS/STATES

READ THE NOTES ABOUT THE MAIN IDEAS OF AN ARTICLE. WRITE A SUMMARY USING REPORTING VERBS AND LINKING WORDS.



- **AUTHOR: JAMES VERNON**
- **TITLE: 'OPEN ONLINE COURSES – AN AVALANCHE THAT MIGHT JUST GET STOPPED'**
- **ONLINE EDUCATION THROUGH MASSIVE OPEN ONLINE COURSES (MOOCS) IS NOT ALWAYS AS GOOD AS IT MAY SEEM**
 - **IF OFFERED FREE, MOOCS BRING IN NO MONEY AND CAN EVEN FAIL TO COVER THEIR COSTS**
 - **THE QUALITY OF EDUCATION CANNOT BE EFFECTIVELY MONITORED AND CONTROLLED**
 - **IF BUSINESSES SELL THE MOOCS, LOW-ACHIEVING STUDENTS HAVE ACCESS TO HIGHER EDUCATION**

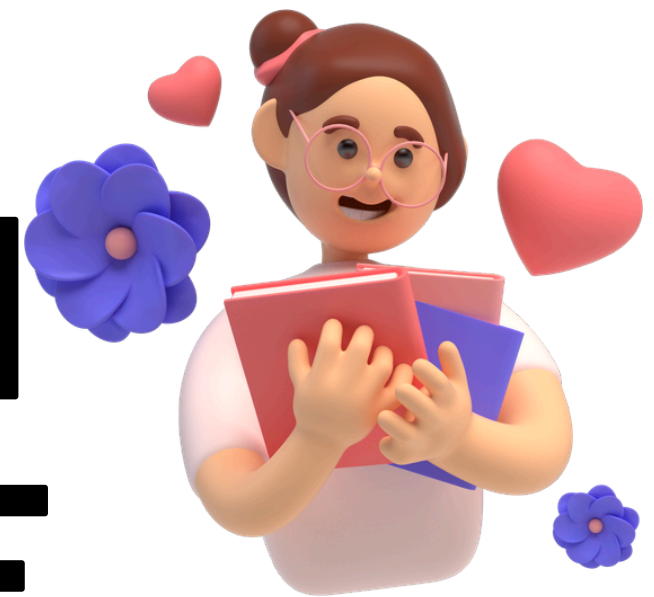
Answers/Summary



In the article “Open online courses – an avalanche that might just get stopped,” James Vernon argues that online education through massive open online courses (MOOCs) is not always as beneficial as it appears. He points out that when MOOCs are offered for free, they generate no income and may even fail to cover operational costs. Furthermore, Vernon emphasises that the quality of education cannot be effectively monitored or controlled in online environments. He also claims that if companies begin selling MOOCs, low-achieving students will still gain access to higher education, which may raise concerns about academic standards. Finally, Vernon observes that academics are not enthusiastic about online higher education, suggesting ongoing resistance to fully digital learning models.



**THATS THE END OF WEEK 1
AND WEEK 2 FROM ALL THE
MODULES**





THANK YOU





RESOURCES

[HTTPS://URL-SHORTENER.ME/8GG9](https://url-shortener.me/8GG9)

[HTTPS://URL-SHORTENER.ME/8GGA](https://url-shortener.me/8GGA)

