



**O‘ZBEKISTON RESPUBLIKASI  
OLIY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**NAMANGAN DAVLAT CHET TILLARI INSTITUTI  
INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI**

**O‘QISH VA YOZISH AMALIYOTI**

fanidan

***O‘QUV - USLUBIY MAJMUA***

**II-kurslar uchun**

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**Namangan – 2025**

Ushbu o‘quv uslubiy majmua O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirligining 2017-yil 1-martdagi 107-sonli buyrug‘i asosida tayyorlandi. Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari institutining 2025-yil 29-avgustdagi 1-sonli kengashida tasdiqlandi.

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O‘quv uslubiy majmua Namangan davlat chet tillari instituti Til va tarjima fakulteti ilmiy kengashida ko‘rib chiqilgan va tasdiqqa tavsiya qilingan.  
2025-yil 28 - avgust 1 - sonli majlis bayoni.

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## MUNDARIJA

№	MAVZULAR NOMI	SAHIFA
<b>1</b>	<b>O'QUV MATERIALLAR</b>	
	- reja;	
	- Asosiy matn.	
	- topshiriqlar variantlari; - keyslar to'plami; - horijiy va mahalliy adabiyotlar ro'yhati.	
<b>2</b>	<b>MUSTAQIL TA'LIM MASHG'ULOTLARI</b>	
<b>3</b>	<b>GLOSSARIY</b>	
<b>4</b>	<b>ILOVALAR:</b>	
	<i>fan dasturi;</i>	
	<i>ishchi fan dasturi;</i>	
	<i>testlar;</i>	
	<b>tarqatma materiallar;</b>	
	<i>baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar;</i>	
	o'quv-uslubiy majmualarini tayyorlash bo'yicha tavsiyalar	

## **LESSON 1: Importance of reading**

**Aim:** giving students an overview of the course and familiarizing them with subject-related materials

### **Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in reading
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

### **Indicative content**

This course provides an introduction to the ways and means through which languages other than the mother tongue are learned and taught. It introduces students to second language learning as a social, psychological, and linguistic phenomenon. The course focuses on theories and issues related to practical concerns of language teaching methodology.

### **Introduction to and overview of the course**

Language, Learning, and Teaching  
The good language learner

### **Cognitive Factors in Learning**

Transfer, Interference, Overgeneralization  
Inductive and Deductive Reasoning  
Aptitude and Intelligence  
Systematic Forgetting

### **Learning Styles and Strategies**

Learning Styles  
Learning Strategies  
Communication Strategies

### **Affective Factors in Learning**

Self-esteem  
Inhibition  
Risk-taking  
Anxiety  
Attitude and Motivation

### **Errors and Interlanguage**

Mistakes and Errors  
Identifying and Describing Errors

Sources of Error  
Fossilization

### **Age and acquisition**

Types of Comparison and Contrast  
The Critical Period Hypothesis  
Bilingualism

### **Approaches to teaching and learning**

- Task-based practical work
- Discussion of key issues
- Reading assigned readings
- Keeping a second language learning autobiography or a diary
- Mini-lectures in key areas
- Debate
- Article discussion
- Self-study
- Structured reflection as a learner and future teacher
- Case study

### **Learning outcomes:**

By the end of Year 2 students should have

- increased their awareness of the practical implications of theories of language learning and methods, approaches, techniques for the field of learning and teaching
- produced written narratives based on their own second language learning autobiographies
- applied the concepts, constructs, and models of language learning to a personal experience of learning a foreign language via discussions, activities, and case studies

### **Assessment profile**

Semester 3

<b>Mid-term Assessment 1-2</b> Participation (see introduction for the specified criteria) Debates Journal Entries	<b>5</b>
<b>Final Assessment</b> Language Learning Profile	<b>5</b>

## Assessment specifications

### 1. Debate

#### Sample Specifications for Debate

You are going to express your views about how languages are learned and what the implications are for how they should be taught by being involved in debates. You are required to use books, newspaper/magazine articles, or the Internet to come up with your arguments.

Possible debate topics:

- Languages are learned mainly through imitation
- People with high IQs are good language learners.
- -Students learn what they are taught.
- -The earlier a second language is introduced in school programmes, the greater the likelihood of success in learning.

Assessment criteria:

- Strong, appropriate, and interesting arguments
- Support by the evidence of research findings
- Statistical support where appropriate

**Use of real life examples**

### 2. Language Learning Autobiography (Journal Entry)

Students are required to write journal entries that describe a previous or concurrent foreign language learning experience. By doing so, they will be better able to connect the issues that they explore in the classroom with a real-life, personal experience.

Journal should be written freely, without much concern for beautiful prose, or good grammar. It is a diary in which students can spontaneously record their feelings, thoughts, and reactions. The main rule to follow in writing a journal is to connect personal experiences of learning a foreign language with issues and studies covered in the course.

### 3. Language Learning Profile

Read the text about green packaging.

Manufacturers are currently competing with each other to produce a form of green packaging. Packaging is an important part of marketing these days, but much of it is a threat to the environment. There are two reasons for this. The production of such packaging uses up a great deal of energy and cartons, wrappers, etc are often difficult to dispose of when they become waste material. People in most countries have become aware of the damage which modern living is doing to the environment, and many of them are concerning themselves with the conservation of the environment for future generations. Thus, both politicians and scientists are now looking at the issues of the energy-saving and waste disposal with a view to making them more environmentally-friendly. As far as packaging is concerned, it is vital that it is either recyclable or biodegradable. For example, instead of throwing out newspaper and glass bottles with their household rubbish, people in several countries are being encouraged to put these in special containers to allow the material to be recycled. Some household waste, such as vegetable peelings, is naturally biodegradable and so decomposes gradually until it disappears. Man-made goods are not so easily disposed of. Goods and packaging made of plastic create waste material that is particularly difficult to get rid of. This means that huge landfill sites have to be dug out so as to bury the plastic waste underground, possibly causing problems for future generations. Just as much of a problem is industrial waste, since the effluent from factories often contains chemicals, which can lead to the pollution of water supplies. Waste from factories has to be monitored carefully in order to avoid this. Technological advances using nuclear power have added to the waste problem. The disposal of nuclear waste causes particular concern because it is radioactive and so possibly

dangerous to life. The high standard of living, which the people of many countries now enjoy, has resulted in a huge increase in waste material. This could have a terrible effect on the ecology of the planet. There is no doubt that urgent action must be taken to save our environment from possible disaster.

Choose true or false:

1. Packaging is an important part of marketing these days, but much of it is a threat to people only.  
false  
true
2. Both politicians and scientists are now looking at the issues of the energy-saving.  
true  
false
3. Goods and packaging made of glass create waste material that is particularly easy to get rid of.  
True  
False

## **LESSON 2: Importance of writing**

**Aim:** to help students identify their background knowledge, to give suggestions for further improvement in writing importance

### **Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

The General Training exam is divided into two parts – task 1 and task 2. IELTS Writing task 1 is always letter writing and you are asked to write at least 150 words. In order to complete the task, it is advisable to spend 20 minutes, as it is responsible for 30% of the total general training exam.

You will be assessed on your ability to communicate about common practical matters in IELTS General Writing Task 1. The prompt requires you to write a letter to someone, a company, or an institution to answer the question.

The letter can be any of the following types as mentioned below

Formal – written to someone whom you don't know personally.

Semi-formal – written to someone whom you know formally.

Informal written to someone whom you only know personally.

### Letter of Apology

You recently stayed at your friend's place, to look after the house while he/she is away. You accidentally damaged something in his/her house. Write a letter to your friend.

In your letter, you should:

describe what the accident was  
explain when it happened  
suggest how the damage can be fixed.

### Letter of Request

You are planning a week-long vacation and you need someone to take care of your house while you are away. Write a letter to your neighbor and tell them that you are going away.

In your letter, you should:

ask them to take care of your house  
explain why you will be away.

### Letter of Invitation

You are planning for a vacation and want your friend to go with you. Write a letter to your friend.

In your letter, you should:

tell him/her why you want to take a vacation  
describe your plan  
invite him/her to go with you.

### Letter of Appreciation

A colleague gave you a book which you used for your presentation. Write a letter to your colleague.

In your letter, you should say:

what the presentation was about,  
why the presentation was important  
how the book helped you.

### Letter of Suggestion

Write a letter to your local council that the street you are living in has become dirty lately.

In your letter, you should tell:

why it is happening  
what problems it will cause  
what your suggestions are.

### Letter of Recommendation

Write a letter to the director of your company to recommend a group in your local community which deserves help.

In your letter, you should tell:

why you suggest helping this group  
how your company can help this group  
what the benefits your company will in return for.

## Letter of Complaint

You have a complaint about the hotel you stayed at while attending a seminar in a foreign country.

Write a letter to the seminar organiser and say

What problem did you face there?

Why do you want to complain about it?

What is your suggestion for improvement in the future?

### Introduction

Each *Skillful* Student's Book comes with a code in the back of the book that gives you free access to the accompanying Digibook. The Digibook encourages a more interactive and engaging learning environment and is very simple to access. Just go to [www.skillfuldigibooks.com](http://www.skillfuldigibooks.com), and follow the step-by-step instructions to get started!

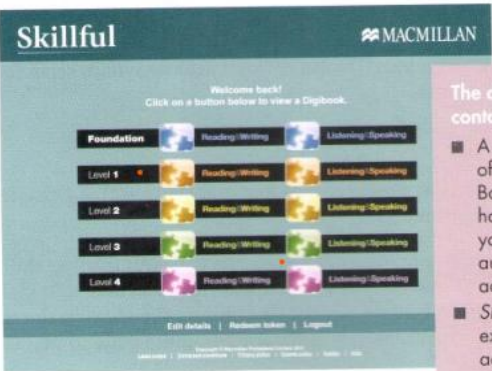
The first time you access the Digibook you will need an Internet connection, but after this it is possible to work offline if you wish.

### Digibook

This contains all the same content as your printed Student's Book, but you can use it on your computer, enabling easier navigation through the pages, a zoom function to create better student focus, and a personal annotation resource for helpful classroom notes.


### Skillful Practice

You can either complete the extra activities as you go through the Digibook via the interactive icons, or you can find them all in one place in the *Skillful* Practice area. Here you will find a variety of activities to practice all the new skills and language you have learned in the Student's Book, including vocabulary, grammar, and skills-based activities.



The digital component contains:

- A digital version of the Student's Book, complete with hotspots that take you to embedded audio and other additional content;
- *Skillful* Practice, with extra interactive activities for you to review what you have learned, including video-based activities.



The Digibook also contains lots of hotspots

## LESSON 3: Are online "friends" a threat to development?

**Aim:** to help students identify their background knowledge, to give suggestions for further improvement and to provide students with general information about "friends".

### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

The concept of "friends" can be interpreted in various ways, but if you're referring to friendships as a social dynamic and their potential negative impacts on personal or societal development, here are some points to consider:

- 1. Negative Influence:** Friends can sometimes lead individuals to engage in unhealthy behaviors, such as substance abuse or risky activities, which can hinder personal growth and development.
- 2. Groupthink:** Close-knit friendships may foster an environment where dissenting opinions are discouraged, leading to groupthink. This can stifle creativity and critical thinking, which are essential for personal and societal advancement.
- 3. Time Management:** Maintaining friendships can sometimes take time away from personal development activities, such as education or career advancement, particularly if social activities are prioritized over responsibilities.
- 4. Dependency:** Relying too heavily on friends for emotional support can hinder personal resilience and the ability to cope with challenges independently.
- 5. Social Pressure:** Friends can exert pressure to conform to certain behaviors or lifestyles that may not align with an individual's goals or values, potentially leading to a lack of authenticity and personal development.
- 6. Exclusivity:** Friend groups can sometimes become exclusive, fostering an "in-group" mentality that alienates others and limits diverse perspectives, which are crucial for societal growth.

While friendships can indeed have negative impacts, it's also important to recognize their positive aspects, such as providing support, fostering collaboration, and enhancing emotional well-being. Balancing friendships with personal goals and values is key to ensuring they contribute positively to development. Find the correct answer

1. There are twenty people, and only five steaks, so we have not got ... for everybody.  
steaks enough  
enough steaks  
too many steaks  
too much steaks  
so much steaks

2. The beach was very crowded. There were ... there.  
so much people  
too much people  
too many people  
people enough  
enough people

3. She is ... that she has many friends.  
too friendly woman  
so friendly woman  
such friendly woman

such a friendly woman  
so much friendly woman

4. If it is freezing outside, we say that it is ...  
cold enough for going out  
too many cold for going out  
too many cold to go out  
too cold for going out  
too cold to go out

5. They tell ... that now nobody believes them  
so many lies  
such many lies  
too much lies  
so much lies  
enough lies

6. He is ... that he makes everybody laugh.  
enough funny man  
too funny man  
so funny man  
such a funny man  
such funny man

7. We don't have ... this, so we'd better go and buy some more.  
too much  
too much of  
enough of  
so much  
such much of

8. This blanket is ...  
enough warm for the baby to sleep.  
warm enough for the baby to sleep.  
warm enough to the baby to sleep.  
enough warm to the baby to sleep.  
too much warm to the baby to sleep.

9. London is ... that it is very easy to get lost.  
so much big city  
so big city  
such big city  
such a big city  
so many big city

10. I was ... that day that I arranged a party.  
such happy  
such a happy  
so happy  
happy enough  
enough happy

## LESSON 4: Identifying the writer's position. Analyzing the passage

**Aim:** to help students identify their background knowledge, to give suggestions for further improvement and to educate students about what analyzing is, its consequences and types.

### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

To identify the writer's position and analyze a passage effectively, follow these steps:

- 1. Identify the Main Idea:** Determine the central theme or argument presented in the passage. What is the writer trying to convey?
- 2. Look for Supporting Evidence:** Analyze how the writer supports their main idea. Are there examples, anecdotes, statistics, or logical reasoning provided?
- 3. Examine Language and Tone:** Consider the language used. Is it formal, informal, persuasive, or critical? The tone can give insights into the writer's attitude toward the subject.
- 4. Identify Counterarguments:** Check if the writer acknowledges opposing viewpoints. This can reveal their stance and strengthen their argument if they effectively refute these counterarguments.
- 5. Consider the Audience:** Reflect on who the intended audience is. How does this influence the writer's position and choice of language?
- 6. Conclude the Writer's Position:** Based on your analysis, summarize what you believe is the writer's overall stance on the topic.

If you have a specific passage in mind that you'd like analyzed, please share it, and I can help you with a more detailed breakdown!

Activity: Divide students into groups and instruct each group to use the information provided on these pages: [Know Your Rights](#) and [StopBullying.gov](#) to develop a summary of their state's laws. Evaluate how well the state's law fits the criteria developed by the class. Ask each group to come up with 3-4 suggestions to improve the law.

What are other students saying? Kids and teens around the world have submitted responses to the website feature "I Care Because ..."

Activity: review the responses sent to "I Care Because..." on [Teens Against Bullying](#).

Activity: Create a classroom mural, with "I Care about Bullying Prevention Because ..." written in the center. Ask each student to add his or her reason.

Activity: Discuss with the group what you would like to say to the author of the story – what advice would you give them or what do you want them to know.

What next? Discuss what can be done in your school to prevent bullying.

Activity: Record the ideas. Have the students present them to your school counselor or principal.

Activity: Complete the Above the Line/Below the Line activity. Together, talk about what “above the line” behaviors and “below the line” behaviors are at school. Ask students to commit to promoting “above the line” behaviors within their classroom and school.

Activity: Sign the online “Together Against Bullying” pledge or set up a table at your school where students can sign paper copies of the pledge.

## READING Are online “friends” a threat to development?

### Before you read

Discuss these questions with a partner.

- 1 What are the advantages and disadvantages of young people using social networking sites?
- 2 Do you think the advantages outweigh the disadvantages? Why or why not?

### Global reading

- 1 You are going to read an excerpt from a child psychology book by Dr. Kristel Sharpe about the impact of social networking on a young person’s emotional development. Can you guess what areas of impact she is going to mention?
- 2 Read *Are online “friends” a threat to development?* on pages 10–11 to see if your ideas in exercise 1 are correct.

#### IDENTIFYING THE WRITER’S POSITION

When a text contains different views, it is important to identify the writer’s position compared to other people’s positions.

To identify who the arguments belong to, look for names of people or groups of people. *Turkle also suggests that people are no longer comfortable being alone.*

To identify if the writer agrees or disagrees with a viewpoint, look for:

- Positive or negative adjectives or adverbs, e.g., *not credible, interestingly*
- Opinion language such as *agree, disagree, true, untrue, believe, view*
- Linking phrases and signposts such as *however, therefore, although, in fact.*

## LESSON 5: What exactly is an argument? Critical thinking

**Aim:** to help students identify their background knowledge; to give suggestions for further improvement; to give students a broader and clearer understanding of critical thinking.

### **Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experie

An argument, in the context of critical thinking, is a set of statements or propositions where one or more statements (premises) are intended to support another statement (conclusion). The purpose of an argument is to persuade or convince someone of a particular viewpoint or to explain a reasoning process.

### */Key Components of an Argument:*

**1. Premises:** These are the reasons or evidence provided to support the conclusion. They should be clear, relevant, and logically connected to the conclusion.

**2. Conclusion:** This is the statement that the premises are intended to support. It represents the claim or assertion being made.

### */Types of Arguments:*

- **Deductive Arguments:** These aim for certainty. If the premises are true, the conclusion must also be true. For example:

- Premise 1: All humans are mortal.
- Premise 2: Socrates is a human.
- Conclusion: Therefore, Socrates is mortal.

- **Inductive Arguments:** These aim for probability rather than certainty. The premises provide support for the conclusion but do not guarantee it. For example:

- Premise 1: Most swans are white.
- Premise 2: This bird is a swan.
- Conclusion: Therefore, this bird is likely white.

### */Importance in Critical Thinking:*

- **Evaluating Arguments:** Critical thinking involves assessing the strength and validity of arguments. This includes checking for logical consistency, relevance, and sufficiency of evidence.

- **Identifying Fallacies:** Recognizing common logical fallacies (errors in reasoning) helps in evaluating arguments critically and avoiding flawed reasoning in one's own arguments.

- **Constructing Arguments:** Critical thinking skills enable individuals to construct well-reasoned arguments that effectively communicate their ideas and persuade others.

## LESSON 6: Essay types and structures.

**Aim:** to give students an understanding of essay types and structures.

### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experie

1. Certainly! Here's an overview of common essay types and their typical structures:

#### 2. | 1. Narrative Essay

3. - Purpose: Tells a story or recounts an event.

4. - Structure:

5. - Introduction: Introduces the main theme or story.

6. - Body: Develops the narrative with a clear sequence of events, often including characters, setting, and conflict.

7. - Conclusion: Reflects on the significance of the story or the lessons learned.

#### 8. | 2. Descriptive Essay

9. - Purpose: Describes a person, place, object, or event in detail.

10. - Structure:

11. - Introduction: Sets the scene and introduces the subject.

12. - Body: Uses sensory details to create a vivid picture; can be organized by spatial order (e.g., left to right, top to bottom) or by aspects (e.g., color, texture).

13. - Conclusion: Summarizes the overall impression or significance of the subject.

#### 14. | 3. Expository Essay

15. - Purpose: Explains a topic or provides information.

16. - Structure:

17. - Introduction: Presents the main idea or thesis statement.

18. - Body: Contains several paragraphs, each covering a specific aspect of the topic; includes facts, examples, and evidence.

19. - Conclusion: Summarizes the key points and reinforces the thesis.

#### 20. | 4. Persuasive Essay

21. - Purpose: Argues for a specific viewpoint or action.

22. - Structure:

23. - Introduction: Introduces the issue and states the thesis (the position taken).

24. - Body: Presents arguments supporting the thesis, often organized by points; includes counterarguments and refutations.

25. - Conclusion: Reinforces the argument and calls for action or further thought.

#### 26. | 5. Compare and Contrast Essay

27. - Purpose: Analyzes similarities and differences between two or more subjects.

28. - Structure:

29. - Introduction: Introduces the subjects being compared and states the purpose.

30. - Body: Can be organized in two main ways:
31. - Point-by-point: Alternates between points about each subject.
32. - Block method: Discusses all aspects of one subject before moving to the next.
33. - Conclusion: Summarizes the comparison and offers insights.
- 34. | 6. Cause and Effect Essay**
35. - Purpose: Explores reasons for an event or situation and its consequences.
36. - Structure:
37. - Introduction: Introduces the topic and states whether it will focus on causes, effects, or both.
38. - Body: Discusses causes and/or effects in separate paragraphs; may also use a chronological approach.
39. - Conclusion: Summarizes the main points and discusses broader implications.
- 40. | 7. Analytical Essay**
41. - Purpose: Analyzes a piece of literature, artwork, or a concept.
42. - Structure:
43. - Introduction: Introduces the work being analyzed and presents a thesis statement.
44. - Body: Breaks down elements of the work (e.g., themes, characters, techniques) and discusses their significance.
45. - Conclusion: Summarizes insights gained from the analysis.
- 46. | General Tips for Essay Writing:**
47. - Thesis Statement: Clearly state your main idea in the introduction.
48. - Transitions: Use transitions between paragraphs to maintain flow.
49. - Citations: Properly cite sources when using outside information.
50. - Revision: Always revise your essay for clarity, coherence, and grammatical accuracy.
51. Understanding these types and structures can help you effectively organize your thoughts and present your ideas clearly in writing!

## **LESSON 7: Opinion essays**

**Aim:** providing insight and information on the opinion essays

### **Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experie

Opinion essays are a common type of writing that allow you to express your viewpoint on a specific topic. Here's a detailed overview of their structure, purpose, and tips for writing effective opinion essays.

### **| Purpose of Opinion Essays**

- To present a clear opinion on a topic.
- To persuade the reader to agree with your perspective.
- To provide reasons and evidence supporting your viewpoint.

## | Structure of an Opinion Essay

### 1. Introduction

- Hook: Start with an engaging opening statement to capture the reader's attention.
- Background Information: Briefly introduce the topic and its relevance.
- Thesis Statement: Clearly state your opinion on the topic. This is the main argument you will support throughout the essay.

### 2. Body Paragraphs

- Typically, you will have 2-4 body paragraphs, each focusing on a specific reason or piece of evidence supporting your opinion.
- Paragraph Structure:
  - Topic Sentence: Introduce the main idea of the paragraph.
  - Supporting Details: Provide reasons, examples, facts, or anecdotes that reinforce your opinion.
  - Analysis: Explain how the evidence supports your viewpoint and why it matters.
- You can also address counterarguments in one of the paragraphs:
  - Acknowledge opposing viewpoints.
  - Refute them with logical reasoning and evidence.

### 3. Conclusion

- Restate Your Opinion: Summarize your main points and reinforce your thesis.
- Call to Action: Encourage readers to consider your viewpoint or take specific action related to the topic.
- Closing Thought: End with a thought-provoking statement or question to leave a lasting impression.

## | Tips for Writing Opinion Essays

- Be Clear and Concise: Avoid vague language and be direct about your opinion.
- Use Strong Evidence: Support your claims with credible sources, statistics, or real-life examples.
- Stay Organized: Ensure each paragraph flows logically from one to the next.
- Maintain a Formal Tone: Use appropriate language and avoid slang or overly casual expressions.
- Proofread: Check for grammar, punctuation, and spelling errors before submitting.

## | Example Topics for Opinion Essays

1. Should school uniforms be mandatory?
2. Is climate change the biggest threat facing humanity?
3. Should social media platforms be regulated?
4. Is technology making us less connected?
5. Should the voting age be lowered to 16?

## **LESSON 8: Online "friends" are a threat to development. Do you agree or disagree?**

**Aim:** giving information “friends” threat in agree and disagree situation; to provide a broader and more accurate understanding of the subject

### **Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experie

The topic of whether online "friends" pose a threat to development is nuanced and can be argued from both sides. Here's a structured opinion essay on this issue.

### **| Opinion Essay: Are Online "Friends" a Threat to Development?**

#### **| Introduction**

In today's digital age, social media platforms and online communities have transformed the way we connect with others. While some argue that online friendships can enhance personal growth and provide support, I contend that these virtual relationships often pose a threat to individual and societal development. This essay will explore how online friendships can lead to social isolation, hinder face-to-face communication skills, and contribute to the spread of misinformation.

#### **| Body Paragraph 1: Social Isolation**

One significant concern regarding online friendships is the potential for social isolation. Many individuals, particularly younger generations, may prioritize virtual interactions over real-life relationships. This shift can lead to feelings of loneliness and disconnection from the physical world. Studies have shown that excessive screen time and reliance on online communication can negatively impact mental health, leading to anxiety and depression. As individuals retreat into their online lives, they may miss out on valuable experiences and connections that foster personal growth.

#### **| Body Paragraph 2: Communication Skills**

Moreover, online friendships often hinder the development of essential communication skills. Face-to-face interactions involve non-verbal cues, such as body language and tone of voice, which are crucial for effective communication. Relying heavily on text-based conversations can result in misunderstandings and an inability to navigate complex social situations in real life. As individuals become more comfortable expressing themselves online, they may struggle with interpersonal skills necessary for personal and professional success.

#### **| Body Paragraph 3: Spread of Misinformation**

Additionally, online friendships can contribute to the spread of misinformation, which poses a significant threat to societal development. Many individuals tend to surround themselves with like-minded people in online spaces, creating echo chambers where false information can thrive. This phenomenon can lead to the perpetuation of harmful beliefs and divisive ideologies, undermining informed decision-making and critical thinking. The impact of misinformation is

particularly evident in areas such as public health and politics, where it can hinder progress and create societal rifts.

## | Conclusion

In conclusion, while online friendships can offer certain benefits, they also present significant threats to individual and societal development. The risk of social isolation, the decline in communication skills, and the spread of misinformation all highlight the potential dangers of prioritizing virtual connections over real-life relationships. As we navigate this digital landscape, it is crucial to strike a balance between online interactions and meaningful face-to-face connections to foster healthy personal and societal growth.



# ARE ONLINE "FRIENDS" a threat to development?

An excerpt from *Nurturing a Child's Emotional Development* by psychologist Dr. Kristel Sharpe

<sup>1</sup> In chapter two, I discussed how vital childhood friendships are for a person's emotional development. They help us to build trust with people outside of the family and learn how to compromise, to share, and to manage conflict. When growing up, our friends provide the support we need to allow us to experiment with who we are. They give us feedback which helps to shape the behavior we adopt, and the people we ultimately become.

<sup>2</sup> The impact of technology on the nature of our friendships has been a much-debated topic since the meteoric rise of social networks. Advances in mobile technology and social networking websites mean we spend more time online than ever before. After all, if Facebook were a country, it would be the third largest in the world by population (*The Economist*, 2010). According to the Nielson Group (2010), it is not uncommon for people around the world to spend one in every four and a half minutes of their time sharing information online. It is therefore not surprising that so many psychologists, sociologists, and others are eager to give their thoughts on how this is impacting negatively on our society. It is only now, however, that we are starting to see the kind of empirical evidence necessary to differentiate fact from fiction.

<sup>3</sup> The biggest criticism leveled at social networking is that our young people are losing their offline friends to online friends who are unable to provide the same deep connection and emotional support and satisfaction. In fact there is a lot of research that shows these criticisms are generally unfounded.

Research by Allen et al. (2010) discovered that it is socially adjusted adolescents who are more likely to have a social networking profile than those who are not. One study carried out by the Pew Internet and American Life Project (2009) found that people are not substituting offline friends with online companions but are using them to support their offline relationships. They also found that social networks allow us to have discussions with a much more diverse set of people than in the real world, so we share knowledge with people from a wide variety of backgrounds.

<sup>4</sup> It is certainly true that our definition of friendship is evolving. An acquaintance we saw twice a year is now a friend we regularly talk to online. Yes, this relationship tie is weaker than one with a person in the real world, but there is evidence that young people still have a lot to gain from it. A study conducted by Michigan State University (2010) concluded that our virtual friendships provide social benefits and improve our psychological well-being. Our weaker ties contribute to this in particular. So, teenagers do not appear to be losing their face-to-face friends and the additional connections provided by social networking have proven to be beneficial.

<sup>5</sup> But there is one element of social networking that is deeply worrying and that is the fact that we find ourselves in a hyper-connected world: one where people access social media day and night, excited to make announcements about the tiniest details

## **LESSON 9: Process writing and peer checking**

**Aim:** to give an understanding of process writing, its causes and how they can be used in writing

### **Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

Certainly! Process writing involves several stages, allowing writers to develop and refine their work through drafting, revising, and editing. Peer checking is an essential part of this process, as it provides valuable feedback from others. Here's a structured approach to both process writing and peer checking:

### **| Process Writing Steps**

#### **1. Prewriting**

- Brainstorming: Generate ideas related to your topic. Use techniques like mind mapping or listing.
  - Research: Gather information if needed. Take notes on key points.
- Outlining: Organize your ideas into a logical structure. Create an outline to guide your writing.

#### **2. Drafting**

- First Draft: Write a rough draft based on your outline. Don't worry about perfection; focus on getting your ideas down.
  - Introduction: Introduce your topic and present your thesis statement.
  - Body Paragraphs: Develop your main points with supporting details and examples.
  - Conclusion: Summarize your main ideas and restate the significance of your topic.

#### **3. Revising**

- Content Review: Look for clarity, coherence, and overall flow. Ensure your ideas are well-developed.
- Structure Check: Make sure your paragraphs are organized logically and that transitions between them are smooth.
- Feedback Incorporation: Use feedback from peers or instructors to make improvements.

#### **4. Editing**

- Grammar and Mechanics: Check for spelling, punctuation, and grammatical errors.
- Formatting: Ensure your document meets any required formatting guidelines (font, spacing, citations).
- Final Touches: Read through your work one last time to catch any remaining issues.

#### **5. Publishing**

- Final Draft: Prepare your final version for submission or sharing.
- Presentation: Consider how you will present your work if applicable (e.g., orally, in print).

### **| Peer Checking Steps**

### **1. Pair Up or Form Groups**

- Find a partner or group to exchange drafts with.

### **2. Set Guidelines**

- Establish what aspects to focus on during the peer review (content, structure, grammar, etc.).

### **3. Read Aloud**

- One person reads their draft aloud while the others listen. This can help identify awkward phrasing or unclear sections.

### **4. Provide Constructive Feedback**

- Use the “Two Stars and a Wish” method:
  - Two Stars: Highlight two things the writer did well.
  - A Wish: Offer one suggestion for improvement.

### **5. Ask Questions**

- Encourage questions to clarify points or provide deeper insights into the writer's intentions.

### **6. Revise Based on Feedback**

- After receiving feedback, the writer should revise their draft accordingly.

### **7. Follow Up**

- Consider having a follow-up session to discuss changes made after the initial peer review.

### **| Conclusion**

Process writing and peer checking are valuable strategies for improving writing skills. By engaging in these steps, writers can develop clearer, more coherent pieces while benefiting from the insights of their peers. Encourage open communication and a supportive environment to foster growth and learning in writing!

## STUDY SKILLS Process writing and peer checking

### Getting started

Discuss these questions with a partner.

- 1 When you write a text for your teacher, what do you usually do before you write? Why?
- 2 What procedure do you follow while you write? Why?
- 3 What do you do after you finish writing? Do you and your classmates ever check each other's work? Why or why not?

### Scenario

Read the scenario and think about what Saif did right and what he could have done more effectively.

### Consider it

Read the tips about process writing and peer checking. Which strategies do you already use? Which strategies do you think would be useful for you to try? Why?

- 1 **Brainstorm and select.** First, brainstorm ideas on the topic. Then, select those that you would like to include and discard the others. Research will help you to choose. Think about what you would like your text to achieve.
- 2 **Organize your writing.** A plan helps a piece of writing to be more structured and easy to read. Organize your ideas so they are in a logical order, for example using a mind map or a flowchart.
- 3 **Write the first draft.** Follow your plan so that your essay is well structured and you include all your points at the appropriate time.
- 4 **Revise your work.** Check that you have met your aim, that your ideas are organized effectively, and that you use a range of language with accuracy.
- 5 **Participate in peer checking.** A classmate who reads your writing will often notice things you have not. Asking a classmate to give you a summary of your text will also help you to know if you have achieved your aim.
- 6 **Give constructive feedback.** If a classmate asks you to give feedback on a piece of writing, start by telling him/her what you liked about it. Be positive wherever you can. When discussing parts of the writing that were unsuccessful, use softer language such as *Perhaps you could...* / *I'd suggest...* / *I think it'd be a good idea for you to...* It is much easier to accept criticism presented in this way.
- 7 **Write the second draft.** Address the problems that you and your classmate identified. With fresh eyes, read it through one final time.

### Over to you

Discuss these questions with a partner.

Saif was asked by his teacher to write an essay giving an analysis of the advantages and disadvantages of the Internet for communication. He read the question very carefully and did some research on the topic so that he could support his arguments with research. He wrote his essay in two hours and emailed it to his teacher with a friendly message.

Before handing in his essay, Saif's classmate Abdullah asked Saif to read his essay and give him feedback. Saif was happy to read it and told Abdullah that there were many mistakes and he needed more reasons to support his arguments.

When Saif received feedback on his essay from his teacher, he learned that his essay had a good balance of arguments with supporting points, but that it was not organized in a logical way and so it had been difficult to understand in many places. While he used good vocabulary, there were some spelling issues.

## LESSON 10: Reading. Identifying contrasts

**Aim:** introducing students about contrasts and how to identify steps of contrasts.

### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experie

Identifying contrasts in reading involves recognizing differences between ideas, characters, settings, or themes within a text. Here's how to effectively identify contrasts:

### Steps to Identify Contrasts

### **1. Look for Keywords**

- Words like "however," "but," "on the other hand," "in contrast," and "whereas" often signal contrasting ideas.

### **2. Compare Characters**

- Analyze characters' traits, motivations, and actions. For example, consider how two characters react differently to the same situation.

### **3. Examine Themes**

- Identify overarching themes and how they are presented differently in various parts of the text. For instance, compare themes of freedom vs. oppression.

### **4. Analyze Settings**

- Look at different settings within the text. How do contrasting environments affect the mood or the characters' experiences?

### **5. Consider Perspectives**

- Pay attention to different viewpoints presented in the text. How do these perspectives conflict with or complement each other?

### **6. Identify Plot Points**

- Look for key events that illustrate contrast, such as a character's change in fortune or differing outcomes for similar situations.

### **7. Use Graphic Organizers**

- Create a Venn diagram or a T-chart to visually map out contrasts between elements in the text.

## **| Example of Identifying Contrasts**

Text Excerpt:

In a story, two friends embark on a journey. One is adventurous and impulsive, while the other is cautious and methodical.

- Contrast in Character Traits:

- Adventurous vs. Cautious
- Impulsive vs. Methodical

- Contrast in Actions:

- The adventurous friend takes risks without thinking, while the cautious friend plans every step.

- Contrast in Outcomes:

- The impulsive actions lead to thrilling experiences but also dangers, while the cautious approach results in safety but less excitement.

## **| Practice Exercise**

1. Read a Passage: Choose a short story or article.
2. Highlight Contrasts: As you read, underline or highlight any contrasting ideas or elements.
3. List Them: Write down the contrasts you identified.

4. Discuss or Reflect: Consider why these contrasts are significant to the overall message or theme of the text.

## **LESSON 11: Identifying references to things outside the text**

**Aim:** to give students an idea of how references in outside of text.

### **Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

Identifying references to things outside the text involves recognizing allusions, cultural references, historical events, or literary works that the author mentions or implies. Here's how to effectively identify and analyze these references:

### **| Steps to Identify External References**

#### **1. Look for Allusions**

- Allusions are indirect references to well-known people, events, or works. Pay attention to names, titles, or phrases that seem familiar.

#### **2. Contextual Clues**

- Consider the context in which a reference is made. The surrounding text can provide hints about what the author is referring to.

#### **3. Research Unknown References**

- If you encounter a term or name you don't recognize, take a moment to look it up. Understanding the reference can enhance your comprehension of the text.

#### **4. Analyze Themes**

- Consider how external references contribute to the themes of the text. How do they enhance or contrast with the main ideas?

#### **5. Identify Cultural References**

- Look for references to popular culture, art, music, or societal norms that may enrich the narrative or argument.

#### **6. Consider Historical Context**

- Recognize any historical events or figures mentioned in the text. Understanding the historical background can provide deeper insight into the author's message.

#### **7. Take Note of Tone and Purpose**

- Analyze why the author included certain references. Are they used for humor, criticism, irony, or to establish credibility?

### **| Example of Identifying External References**

Text Excerpt:

In a novel, a character might say, "Life is like a box of chocolates," referencing a famous film.

- Reference: This is an allusion to \*Forrest Gump\*.
- Context: The character uses this phrase to express uncertainty about life's outcomes.
- Analysis: This reference adds depth by connecting the character's experience to a broader cultural understanding of unpredictability.

## | Practice Exercise

1. Read a Passage: Choose a text that you enjoy.
2. Highlight References: As you read, underline any external references or allusions.
3. Research Them: Look up any unfamiliar references and note their significance.
4. Reflect on Their Impact: Consider how these references enhance your understanding of the text or contribute to its themes.

## STUDY SKILLS Academic referencing

### Getting started

Discuss these questions with a partner.

- 1 What do you understand by these words?  
bibliography citation credits index reference (list)

Look these words up in a dictionary if you don't know them. How might these words be similar or different?

- 2 What might be the most important pieces of information you need to supply when giving a source reference?
- 3 Look at these two references. What information is being given about the sources?  
Micelli, E., Myers, J. J. and Murthy, S. S. (2002?). Performance of FRP confined concrete subjected to accelerated environmental conditioning. In: Benmokrane, B. and El-Salakawy, E., eds. *Durability of fiber reinforced polymer (FRP) composites for construction: proceedings of the second International Conference (CDCC 02)*, Montreal, May 29–31 2002. Sherbrooke: Université de Sherbrooke, pp. 87–98.  
Gadd, E., Oppenheim, C. and Proberts, S. (2003). The RoMEO project: protecting metadata in an open access environment. [Online]. [URL <http://www.ariadne.ac.uk/issue36/romeo/>]. *Ariadne*, (36). (Accessed February 12, 2004).


### Scenario

Read the scenario and identify Julia's good study skills practices. Why do you think Julia might not be getting top scores in her essays?

### Consider it

Do you know that different places of study require different reference styles? Have you heard about these different styles, which provide formats for writing, including how to style references?

MLA—Modern Language Association of America. This style is often used in



Julia is a second-year student and she transferred to her psychology course from another university after deciding that the engineering program there was not for her. Julia scored very highly on the psychology midterm exams, but she failed to gain such high grades on her term paper. In her freshman year, Julia scored more highly in engineering papers than she was doing now. Julia is competitive about

## LESSON 12: Language development. Guessing meaning from the context

**Aim:** introduce students to guessing meaning from the context.

### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

Guessing meaning from context involves using surrounding words, phrases, or sentences to infer the meaning of an unfamiliar word or concept. Here are some tips to help with this skill:

- 1. Look for Clues:** Identify words that might provide hints about the meaning. These could be synonyms, antonyms, or descriptive phrases.
- 2. Consider the Overall Theme:** Think about the main idea of the passage. This can help you understand how the unknown word fits into the larger context.
- 3. Analyze Sentence Structure:** Sometimes, the grammatical role of a word can give clues about its meaning. For example, if it's used as a noun, verb, or adjective.
- 4. Use Examples:** If the text provides examples, they can clarify what the unfamiliar term means.
- 5. Read Around the Word:** Sometimes, reading a few sentences before and after can provide additional context.

## Language development

### GUESSING MEANING FROM CONTEXT

Authentic texts often contain so much unfamiliar vocabulary that it is not practical to look up every word in a dictionary. Instead, readers use the context to work out an approximate idea of a word's meaning. It is helpful to remember these points:

- A new word is often paired with a synonym or an antonym.  
*A **modern, state-of-the-art** airport was built. (state-of-the-art = modern)*
- A new word is often part of a collocation with familiar words, or frequently used together with familiar words.  
*It is hoped that the city will **reap** the **benefits** of the Games for years to come. (reap benefits = get benefits)*
- The meaning of a new word is often made clear by statistics or information given later in the sentence.  
*Barcelona had a **modest** surplus of about \$5 million. (modest = relatively small)*
- Some new words mean the same as similar-looking words.  
*It is **commonplace** for budgets to double. (commonplace = common)*

- 1 Complete these lines from *After the Games end*. The words in bold are synonyms of, or part of collocations with the words in the box.

benefits costs exports less popular overview prestige

- 1 ... a general account and \_\_\_\_\_ of the direct and indirect benefits ... (para. 2)
- 2 The potential \_\_\_\_\_ and risks of hosting an Olympic Games ... (para. 3)
- 3 ... sports venues incur additional maintenance \_\_\_\_\_ long after the Games ... (para. 4)
- 4 Hosting the Olympic Games confers \_\_\_\_\_ on a host city ... (para. 5)
- 5 ... attracting foreign investment, boosting \_\_\_\_\_, and increasing tourism. (para. 11)
- 6 ... maintaining venues for obscure and \_\_\_\_\_ sports ... (para. 13)

- 2 Match these words from *After the Games end* with the information.

## LESSON 13: Writing. A compare and contrast report

**Aim:** to consolidate given information about compare and contrast essays

### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

Certainly! Below is a simple structure for a compare and contrast report, along with an example.

### | Structure of a Compare and Contrast Report

## **1. Introduction**

- Introduce the subjects being compared.
- State the purpose of the comparison.
- Present a thesis statement that outlines the main points.

## **2. Body Paragraphs**

- Paragraph 1: Similarities
  - Discuss the similarities between the two subjects.
  - Provide examples to support your points.
- Paragraph 2: Differences
  - Discuss the differences between the two subjects.
  - Provide examples to support your points.
- Paragraph 3: Additional Insights
  - Offer any additional insights or implications of the comparison.
  - Discuss why these comparisons are significant.

## **3. Conclusion**

- Summarize the main points.
- Restate the thesis in light of the evidence presented.
- Offer a final thought or call to action.

## **| Example Compare and Contrast Report: Cats vs. Dogs**

### **| Introduction**

Cats and dogs are two of the most popular pets worldwide, each beloved for their unique traits and companionship. While both animals provide emotional support and friendship, they differ significantly in behavior, care requirements, and social interactions. This report will explore these similarities and differences to better understand what makes each pet special.

### **| Body Paragraphs**

#### Similarities

Both cats and dogs offer companionship and can significantly enhance their owners' quality of life. They provide emotional support, reduce stress, and encourage physical activity. Additionally, both animals can be trained to perform tricks or follow commands, although the methods and extent of training may vary.

#### Differences

Despite their similarities, cats and dogs exhibit distinct differences in behavior and care. Dogs are generally more social and require regular exercise, often needing daily walks and playtime. In contrast, cats are more independent and can entertain themselves, making them lower maintenance in terms of exercise. Furthermore, dogs tend to be more loyal and protective, often forming strong bonds with their owners, while cats may display affection on their own terms and can be more aloof.

#### Additional Insights

Understanding these differences can help potential pet owners choose the right companion for their lifestyle. For instance, families with active lifestyles may prefer dogs for their need for exercise and play, while busy professionals might find cats more suitable due to their independence.

## | Conclusion

In conclusion, while both cats and dogs provide companionship and joy to their owners, they have distinct characteristics that cater to different lifestyles. Dogs require more attention and exercise, while cats offer independence and low maintenance. Ultimately, the choice between a cat or a dog depends on individual preferences and living situations, highlighting the importance of understanding both animals before making a decision.

A compare and contrast report is a type of writing that examines the similarities and differences between two or more subjects. This report helps to highlight relationships and distinctions, often to provide deeper insight or make informed decisions. Here's a breakdown of what such a report typically involves:

## Structure of a Compare and Contrast Report

### 1. Introduction

- **Purpose:** Introduce the subjects being compared and contrasted, and explain the purpose of the analysis.
- **Thesis Statement:** Present a clear thesis statement that outlines the main points of comparison or contrast.

### 2. Body

- **Criteria for Comparison:** Establish the criteria or aspects you will use to compare and contrast the subjects. This could be based on features, characteristics, benefits, drawbacks, etc.
- **Comparative Analysis:**
  - **Point-by-Point Method:** Discuss each criterion for all subjects one by one. For example, if comparing two technologies, you might discuss their efficiency, cost, and ease of use in separate sections.
  - **Block Method:** Discuss all aspects of one subject first and then all aspects of the other. For example, you might first detail the features of Technology A and then Technology B.
- **Support with Evidence:** Provide specific examples, data, or quotations to support your points of comparison and contrast.

### 3. Conclusion

- **Summary of Main Points:** Recap the main similarities and differences discussed in the report.
- **Implications or Recommendations:** Offer insights or conclusions based on the comparison. This might involve suggesting which subject is preferable in certain contexts or summarizing key takeaways.

## Tips for Writing a Compare and Contrast Report

- **Be Clear and Specific:** Ensure that the criteria you choose are relevant and clearly defined. Avoid vague comparisons.
- **Stay Objective:** Aim for a balanced analysis, presenting both strengths and weaknesses of the subjects being compared.

- **Use Transition Words:** Employ words and phrases like "similarly," "on the other hand," "whereas," and "however" to guide readers through your comparisons.
- **Organize Logically:** Whether you use the point-by-point or block method, ensure your report is logically organized to facilitate understanding.

## Examples of Compare and Contrast Reports

- **Comparing Two Historical Events:** Analyzing the causes and effects of the American Revolution versus the French Revolution.
- **Comparing Two Technologies:** Evaluating the pros and cons of electric cars versus gasoline-powered cars.
- **Comparing Two Literary Works:** Examining themes, characters, and writing styles in "Pride and Prejudice" versus "Jane Eyre."

Overall, a well-written compare and contrast report not only identifies similarities and differences but also offers meaningful insights and context to the reader.

## WRITING A compare and contrast report

You are going to learn about creating an outline that will make your writing clearer and better organized. You are then going to use this skill to write a report that compares the effect of a major sporting event on two different host cities or countries.

### Writing skill

#### CREATING AN OUTLINE

An outline is a document that helps you plan an essay before you start writing. It will help you better understand your ideas and will make your essay more organized.

- Begin with an **introduction**. This paragraph should state the essay's main idea.
- Think of **arguments** that explain, support, or develop your idea. Make each argument a separate section in your outline.
- For each argument, think of **details**, **examples**, and **reasons** that support the argument. Write these points underneath the arguments they support.
- **Organize** your points. Finish one argument or idea before beginning the next one.
- End with a **conclusion** that restates your main idea and arguments.

Add the information in the box to the outline of an essay comparing the effects of the 1994 and 2010 FIFA World Cup™ on the host nations.

- a Fans already knew the U.S. well; little changed
- b 90% of fans said they would visit South Africa again
- c Football already popular; attendance didn't rise
- d Event went smoothly; no major problems
- e In 1994, over 80,000 attended U.S.-Brazil match
- f World Cup had significant but different effects on each nation

#### I. INTRODUCTION

- 1 Background of World Cup—has earned billions and transformed nations; 1994 World Cup in U.S.; 2010 World Cup in South Africa
- 2 Main idea: 1994 World Cup made football popular in the U.S., while 2010 World Cup brought prestige to South Africa

#### II. WORLD CUP'S IMPACT ON POPULARITY OF FOOTBALL

- 1 South Africa: \_\_\_\_\_
- 2 United States: Football became more popular and successful
  - In 1989, only 3,000 fans attended U.S. team matches

#### III. WORLD CUP'S IMPACT ON PRESTIGE OF HOST COUNTRY

- 1 United States: \_\_\_\_\_
- 2 South Africa: Fans' impressions greatly improved
  - Before the Cup: Media worried about crime and delays
  - During the Cup: \_\_\_\_\_
  - After the Cup: \_\_\_\_\_
  - After the Cup: TripAdvisor (world's biggest travel site) ranks Cape Town as the world's top travel destination

#### IV. CONCLUSION

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## LESSON 14: Finding an idea to write about

**Aims:** to introduce students with the types of searching idea and ways of writing.

### **Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

Finding an idea to write can sometimes be the most challenging part of the writing process. Here are some strategies to help you generate ideas:

### **1. Brainstorming**

- Free Writing: Set a timer for 5-10 minutes and write continuously about anything that comes to mind. Don't worry about grammar or structure. This can help uncover unexpected ideas.
- Mind Mapping: Create a visual diagram of related concepts, starting with a central theme. Branch out with related ideas, and see where your thoughts lead.

### **2. Exploring Interests**

- Personal Interests: Think about your hobbies, passions, and areas of expertise. Writing about something you're interested in can be more engaging and enjoyable.
- Current Events: Look at news articles, trends, or recent developments in your field of interest. This can provide timely and relevant topics.

### **3. Using Prompts**

- Writing Prompts: Use prompts or questions designed to spark creativity. For example, "What if humans could communicate with animals?" or "Describe a day in the life of a futuristic city."
- Random Word Generators: These tools can provide random words or phrases to inspire new ideas.

### **4. Researching**

- Reading: Explore books, articles, and journals on topics that intrigue you. Sometimes, reading about others' ideas can spark your own.
- Interviews: Talk to experts or people with interesting experiences. Their perspectives might inspire you.

### **5. Reflecting on Experiences**

- Personal Experiences: Reflect on your own life experiences, challenges, and achievements. Writing about personal stories or lessons learned can be powerful.
- Observations: Pay attention to your surroundings, people, and events. Observations about everyday life can lead to compelling topics.

### **6. Analyzing Gaps**

- Identify Gaps: Look for areas that have not been thoroughly explored or where you think more information or a different perspective is needed.
- Critique Existing Work: Analyze existing articles, books, or studies and identify areas where you think there's room for further discussion or improvement.

## **7. Combining Ideas**

- **Mixing Concepts:** Combine two or more unrelated ideas to create a unique angle. For instance, blending technology and mental health could lead to interesting topics about the impact of digital tools on well-being.

## **8. Engaging in Creative Exercises**

- **Role-playing:** Imagine yourself in different scenarios or roles. How would you approach a problem or situation from a different perspective?  
- **Story Cubes:** Use story dice or cubes with various images or words to spark creative thinking.

## **9. Setting Constraints**

- **Limiting Factors:** Sometimes setting constraints, like writing a story in 100 words or focusing on a very specific topic, can help narrow down your ideas and make the process more manageable.

## **10. Seeking Feedback**

- **Discuss with Others:** Share your thoughts with friends, family, or colleagues. Their feedback might offer new insights or directions.

By using these strategies, you can find a writing idea that is both interesting and engaging, tailored to your interests and goals.

## STUDY SKILLS Finding an idea to write about

### Getting started

Discuss these questions with a partner.

- 1 When you write an essay for school, how do you decide what to write about?
- 2 When do you usually think of the point you want to make about the essay topic: before you begin to write, while you're writing, or after you've finished the first draft of your essay?

### Scenario

Read the scenario and think of at least one thing Hassan could have done to improve the idea in his essay.

### Consider it

Look at the tips for finding an idea to write about. Which ones did Hassan keep in mind? Which ones could have helped Hassan?

- 1 Decide on an idea for your essay before you write.
- 2 Before you begin, you should be able to describe your idea in one or two clear sentences.

*It is often said that the Olympic Games bring different nations closer together, but the way the Games are shown on television actually makes nations more isolated from one another.*

- 3 An idea is different from a topic; it is also different from the arguments that support the idea.

Topic: How the Olympic Games are shown on television.

Arguments:

- Each nation broadcasts only the sports that they are good at or enjoy.
- The news media focus only on which countries have won the most medals, which encourages pointless competition among nations.

- 4 A good idea comes from your own thinking and reflection, and doesn't simply repeat information you've read in another place.

### Over to you

Discuss these questions with a partner.

- 1 Which of the tips above do you already use?
- 2 Which of the tips do you think are most important?
- 3 What are some things you can do to think of an idea to write about?
- 4 How will you use the advice above to help you in your next writing assignment?

Hassan is a first-year engineering major who is taking a required course in composition. He was recently asked to write an essay on the question, "What do the Olympic Games mean to you?" Because this was not a question Hassan had thought about before, he spent a few days reading about the most recent Games and reflecting.

Hassan prefers to plan, so he did not begin writing until he had a good idea of what he wanted to write about.

Finally, he had an idea: how the Olympics are shown on television. This seemed very interesting, and he knew he could write a few pages about it, so he began the essay as soon as he thought of the idea.

He was sure he would complete the essay quickly, but after a few hours, Hassan realized that he wasn't actually sure of what he wanted to say.

In the end, it took a few days to finish the essay, and his professor said it had an interesting topic but didn't have a clear idea. It was a frustrating experience that Hassan would not like to repeat.



## LESSON 15: Practice test

**Aims:** to give students an understanding of modern technology, its useful and harmful aspects

### Objectives:

By the end of the course students will

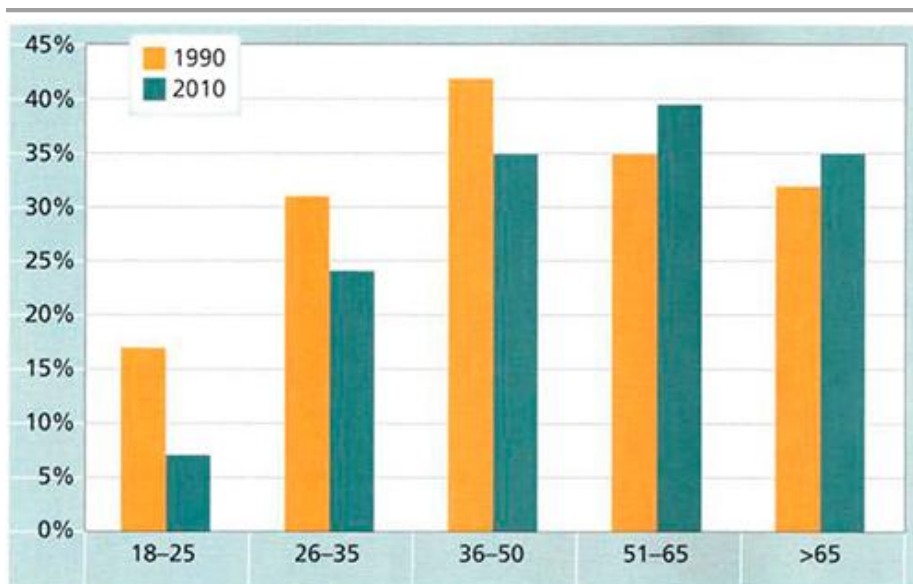
- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

### WRITING TASK 1

You should spend about 20 minutes on this task. Write at least 150 words.

The chart below gives information on the percentage of British people giving money to charity by age range for the years 1990 and 2010.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.



## **WRITING TASK 2**

You should spend about 40 minutes on this task.

*Some people work for the same organisation all their working life.*

*Others think that it is better to work for different organisations.*

*Discuss both these views and give your own opinion.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

## **LESSON 16: Reading. Understanding analogies in a text**

**Aims:** to cover the topic more widely; to give suggestion analogies in text.

**Objectives:** By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experie

Understanding analogies in a text involves recognizing and interpreting comparisons between two things that are alike in some respects but different in others. Analogies are

often used to explain complex or unfamiliar concepts by relating them to something more familiar. Here's a deeper look at how to understand and analyze analogies:

### **1. Recognize the Structure**

- **Basic Format:** Analogies typically follow a format like "A is to B as C is to D." For example, in the analogy "Book is to Reading as Fork is to Eating," the relationship between "Book" and "Reading" is compared to the relationship between "Fork" and "Eating."

- **Types of Relationships:** Analogies can illustrate various relationships, such as:

- **Part to Whole:** "Wheel is to Car as Leaf is to Tree."
- **Cause and Effect:** "Teacher is to Student as Chef is to Customer."
- **Function:** "Knife is to Cutting as Pen is to Writing."

### **2. Identify the Relationship**

- **Determine the Relationship:** Figure out what type of relationship exists between the first pair of words or concepts. For example, if the analogy is "Dog is to Puppy as Cat is to Kitten," the relationship is that a puppy is a young dog, and a kitten is a young cat.

- **Apply the Relationship:** Use the identified relationship to understand or find the second pair. In the example above, knowing that "Puppy" is a young "Dog" helps you identify that "Kitten" is a young "Cat."

### **3. Analyze the Context**

- **Contextual Clues:** The surrounding text can provide context that clarifies the analogy. Pay attention to how the analogy fits within the overall argument or narrative.

- **Purpose:** Understand why the analogy is used. It might be intended to simplify a concept, draw a parallel, or make a persuasive point.

### **4. Evaluate the Effectiveness**

- **Clarity:** Assess whether the analogy clearly illustrates the point. A good analogy should make the relationship between concepts easy to understand.

- **Relevance:** Ensure the analogy is relevant and appropriately chosen. A well-chosen analogy should enhance understanding rather than confuse.

### **5. Practice with Examples**

- **Simple Analogies:** Start with straightforward analogies, like "Tree is to Forest as Star is to Galaxy," to practice identifying relationships.

- **Complex Analogies:** Move on to more complex analogies found in literature, philosophy, or technical writing to deepen your understanding.

## **Examples of Analogies**

### **1. Common Analogies:**

- "Life is like a box of chocolates; you never know what you're going to get." — This analogy compares life to a box of chocolates to illustrate unpredictability.

- "Just as a sword is the weapon of a warrior, a pen is the weapon of a writer." — This highlights the function of each tool in its respective field.

### **2. Literary Analogies:**

- "In the same way that a caterpillar transforms into a butterfly, a student transforms into a professional through education." — This analogy is used to compare the process of growth and transformation in two different contexts.

Understanding analogies requires recognizing the comparison being made and seeing how it helps to clarify or enhance the point being made. By analyzing the structure and context, and practicing with various examples, you can become more adept at interpreting and utilizing analogies in both reading and writing.

## LESSON 17: Identifying sources of information

**Aim:** to provide information about the identifying sources of information

**Objective:** By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experie

Identifying sources of information involves finding and evaluating where information comes from to ensure its credibility, relevance, and accuracy. This is a crucial skill for research, writing, and informed decision-making. Here's a guide on how to effectively identify and evaluate sources:

### 1. Types of Sources

- **Primary Sources:** Original materials or evidence directly from the time period or event being studied. Examples include:
  - **Documents:** Diaries, letters, original research reports.
  - **Artifacts:** Tools, clothing, artwork.
  - **Interviews:** Firsthand accounts from individuals.
- **Secondary Sources:** Interpretations or analyses based on primary sources or other secondary sources. Examples include:
  - **Books:** Scholarly books, biographies.
  - **Articles:** Journal articles, reviews, essays.
  - **Documentaries:** Films or shows analyzing historical events or phenomena.
- **Tertiary Sources:** Summaries or compilations of information from primary and secondary sources. Examples include:
  - **Encyclopedias:** General or subject-specific encyclopedias.
  - **Databases:** Factbooks, bibliographies.
  - **Almanacs:** Collections of facts and statistics.

### 2. Evaluating Sources

- **Authorship:** Check who created the source. Look for qualifications, expertise, and affiliations of the author or organization.
  - **Academic Credentials:** Authors with relevant qualifications or institutional affiliations are often more reliable.
  - **Publisher Reputation:** Reputable publishers or institutions (e.g., university presses, established journals) add credibility.
- **Purpose and Bias:** Determine the purpose of the source and any potential biases.

- **Objective vs. Subjective:** Is the source intended to inform, persuade, entertain, or sell something? Identify any biases or perspectives that may influence the content.
- **Funding and Sponsorship:** Be aware of who funded or sponsored the work, as this can affect the neutrality of the information.
- **Accuracy and Reliability:** Verify the information provided.
  - **Cross-Check Facts:** Compare information with other reliable sources to ensure accuracy.
  - **Evidence and Citations:** Check if the source provides evidence and cites other reputable works.
- **Timeliness:** Consider the publication date and relevance to your topic.
  - **Recent vs. Historical:** For rapidly changing fields like technology or medicine, more recent sources are often preferred. For historical research, older sources may be more relevant.

### 3. Finding Sources

- **Library Resources:** Use academic libraries and databases to access books, journals, and other scholarly resources.
  - **Library Catalogs:** Search for books, articles, and multimedia materials.
  - **Academic Databases:** Utilize databases like JSTOR, PubMed, or Google Scholar for peer-reviewed articles and research.
- **Online Resources:** Use reputable websites and online databases.
  - **Educational Websites:** Websites ending in .edu are typically associated with educational institutions.
  - **Government Websites:** Sites ending in .gov provide official and often reliable data and statistics.
  - **Professional Organizations:** Websites of professional organizations can offer credible information and reports.
- **Reference Lists:** Review bibliographies and reference lists in academic papers, books, or articles to find additional sources.
- **Interviews and Surveys:** Conducting interviews or surveys can provide primary data for original research.

### 4. Avoiding Unreliable Sources

- **Avoid Sources with No Author or Publisher:** Be cautious of sources without clear authorship or publication information.
- **Beware of Outdated Information:** Ensure the source is current and relevant to your topic.
- **Be Skeptical of Biased Sources:** Identify and avoid sources with clear biases or agendas that might skew the information.

By following these steps, you can effectively identify and evaluate sources, ensuring that the information you use is credible, relevant, and accurate.

## LESSON 18: Language development. Reporting information

**Aim:** to cover the topic more widely identifying sources of report information

**Objective:** By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experie

**Language Development** and **Reporting Information** are two distinct but related areas in the field of communication and education. Here's a detailed look at each concept:

### Language Development

**Language Development** refers to the process by which individuals acquire and refine their language skills. This encompasses the growth of vocabulary, grammar, pronunciation, and overall communicative competence. It is a crucial aspect of human development and is studied across various stages of life.

### Key Aspects of Language Development

#### 1. Stages of Acquisition:

- **Infancy:** Begins with babbling and the recognition of sounds. Infants start to understand and produce words.
- **Early Childhood:** Rapid vocabulary expansion, understanding of basic grammar, and sentence formation. Children start to use language for social interaction and learning.
- **Later Childhood and Adolescence:** Complex sentence structures, nuanced understanding of language, and mastery of sophisticated vocabulary. Language use becomes more contextually appropriate and abstract.

#### 2. Theories of Language Development:

- **Nativist Theory:** Proposes that language ability is innate and that humans are biologically programmed to acquire language (e.g., Noam Chomsky's theory of Universal Grammar).
- **Learning Theory:** Suggests that language acquisition is a result of environmental interaction and reinforcement (e.g., B.F. Skinner's behaviorist approach).
- **Social Interactionist Theory:** Emphasizes the role of social interaction and cultural context in language development (e.g., Lev Vygotsky's theory of social learning).

#### 3. Factors Influencing Language Development:

- **Biological Factors:** Genetics and brain development play a role.
- **Environmental Factors:** Interaction with caregivers, exposure to language, and socio-economic factors.
- **Cognitive Factors:** Cognitive development and intellectual abilities.

#### 4. Assessment and Support:

- **Early Intervention:** Identifying and supporting language development issues in early childhood to provide appropriate interventions.

- **Educational Strategies:** Using techniques and tools that support language learning, such as reading programs, interactive storytelling, and language games.

## Reporting Information

**Reporting Information** involves presenting factual and objective data to inform or educate an audience. This process is critical in various fields, including journalism, research, business, and education. Effective reporting ensures clarity, accuracy, and relevance.

### Key Aspects of Reporting Information

1. **Research and Gathering Information:**
  - **Source Identification:** Locate and identify credible sources of information.
  - **Data Collection:** Gather relevant data through methods such as interviews, surveys, or research.
2. **Organization and Structure:**
  - **Introduction:** Introduce the topic and provide context.
  - **Body:** Present the main information, typically organized by key points or themes.
  - **Conclusion:** Summarize the findings and provide any implications or recommendations.
3. **Accuracy and Clarity:**
  - **Fact-Checking:** Verify the accuracy of the information and ensure it is reliable.
  - **Clear Language:** Use clear, precise language to convey information effectively.
4. **Presentation Formats:**
  - **Written Reports:** Includes research papers, news articles, and business reports.
  - **Oral Reports:** Includes presentations, briefings, and speeches.
  - **Visual Reports:** Includes charts, graphs, and infographics to present data visually.
5. **Ethical Considerations:**
  - **Objectivity:** Present information without bias or personal opinion.
  - **Attribution:** Properly attribute sources and give credit to original authors or researchers.
  - **Confidentiality:** Respect privacy and confidentiality when reporting sensitive information.

### Connection Between Language Development and Reporting Information

Effective language development is crucial for successful reporting. As individuals develop language skills, they become better equipped to gather, organize, and present information clearly and effectively. Strong language abilities enhance the capacity to communicate ideas, report findings accurately, and engage with diverse audiences. Conversely, engaging in activities like reporting can further refine language skills by promoting precise expression, critical thinking, and structured communication.

## LESSON 19: Writing. Analysing a memory. Transition sentences

**Aim:** to give an understanding of analysing memory, to help to know more widely about transition sentences.

### Objective:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

**Analyzing a memory** involves examining and understanding a specific recollection or experience in detail. This can be done for various purposes, such as psychological assessment, narrative writing, or personal reflection. Here's a detailed guide on how to analyze a memory:

### 1. Contextualizing the Memory

- **Identify the Memory:** Start by clearly defining what memory you are analyzing. This could be a specific event, experience, or feeling.
- **Context:** Consider the context in which the memory occurred. This includes the time, place, and circumstances surrounding the event.

### 2. Detailing the Memory

- **Sensory Details:** Note the sensory experiences associated with the memory. What did you see, hear, smell, taste, or feel at the time?
- **Emotional Response:** Identify the emotions you experienced during the event. How did you feel then, and how do you feel about it now?
- **Participants:** Recognize who was involved in the memory. Who else was present, and what were their roles or reactions?

### 3. Examining the Memory's Impact

- **Personal Impact:** Reflect on how the memory has influenced you. Did it change your behavior, beliefs, or attitudes?
- **Psychological Impact:** Consider any psychological effects. For example, did the memory contribute to any fears, anxieties, or coping mechanisms?
- **Behavioral Impact:** Analyze any changes in your actions or decisions that stemmed from this memory.

### 4. Interpreting the Memory

- **Significance:** Assess the significance of the memory in your life. Why does it stand out? What makes it important or memorable?
- **Patterns and Themes:** Look for patterns or recurring themes. Are there any common elements in your memories that reveal something about your experiences or personality?

- **Narrative Analysis:** If analyzing the memory in a narrative context (like in writing), consider how it contributes to the overall story or theme. How does it fit within the broader narrative?

## 5. Analyzing the Reliability

- **Accuracy:** Evaluate the accuracy of the memory. Are there any discrepancies or distortions in your recollection? Memory can be influenced by factors like time, stress, or external information.
- **Influence of External Factors:** Consider how external factors might have shaped or altered the memory. This includes social, cultural, or environmental influences.

## 6. Applying Theoretical Frameworks

- **Psychological Theories:** Apply psychological theories of memory, such as cognitive, behavioral, or psychoanalytic theories, to understand the memory's significance and impact.
  - **Cognitive Theory:** Focuses on how memory works, including encoding, storage, and retrieval.
  - **Behavioral Theory:** Considers how memory influences behavior through learning and conditioning.
  - **Psychoanalytic Theory:** Explores how unconscious processes and past experiences shape memories.

## 7. Reflecting on the Analysis

- **Personal Insights:** Reflect on what you've learned from analyzing the memory. How has it provided insight into your thoughts, feelings, or behaviors?
- **Broader Implications:** Consider how the memory and its analysis might relate to larger life themes or patterns.

## Examples of Analyzing a Memory

1. **Personal Reflection:**
  - **Example:** Analyzing a childhood memory of a family vacation. Consider how this memory influenced your views on family and travel. Reflect on any recurring themes in family experiences.
2. **Narrative Writing:**
  - **Example:** In writing a memoir, analyzing a significant event like a first job experience. Explore how this memory contributed to character development and the overall narrative arc.
3. **Psychological Study:**
  - **Example:** Analyzing a traumatic memory in therapy to understand its impact on current behavior and emotions. Use psychological theories to explore the memory's effects and work through its implications.

**Transition sentences** are critical elements in writing that help guide the reader smoothly from one idea, paragraph, or section to the next. They act as bridges, ensuring that the flow of information is coherent and logical. Here's a detailed look at what transition sentences are and how they are used effectively:

## Purpose of Transition Sentences

1. **Enhance Flow:** They create a seamless connection between different parts of your text, improving readability and comprehension.
2. **Clarify Relationships:** They help clarify the relationship between ideas, showing how they are related or how one leads to another.
3. **Maintain Coherence:** They help maintain the overall coherence and unity of the text by ensuring that different sections fit together logically.

## Types of Transitions

1. **Within Paragraphs:**
  - **Bridging Ideas:** Connect ideas within the same paragraph. For example: "Moreover," "Additionally," or "On the other hand."
  - **Clarifying Relationships:** Indicate relationships like cause and effect, contrast, or comparison. For example: "Consequently," "Therefore," or "However."
2. **Between Paragraphs:**
  - **Summarizing:** Recap the main idea of the previous paragraph before introducing a new one. For example: "In summary," "To recap," or "As previously discussed."
  - **Introducing New Ideas:** Signal a shift to a new idea or topic. For example: "Turning to," "Next," or "In contrast."
3. **Between Sections:**
  - **Previewing:** Provide a preview of what will come next. For example: "The following section will explore," or "Next, we will examine."
  - **Summarizing and Transitioning:** Summarize the section's main points and then transition to the next section. For example: "Having established the foundation, we now turn to."

## Examples of Transition Sentences

1. **Within Paragraphs:**
  - **Addition:** "Furthermore, recent studies have shown that..."
  - **Contrast:** "In contrast to previous research, the new data suggests..."
2. **Between Paragraphs:**
  - **Summarizing:** "Overall, the evidence supports the theory that..."
  - **Introducing a New Topic:** "While the previous section focused on economic factors, the next section will address social implications."
3. **Between Sections:**
  - **Previewing:** "With an understanding of the background in place, we can now explore the implications for future research."
  - **Summarizing and Transitioning:** "In summary, the analysis has highlighted key trends. The next section will delve into specific case studies to illustrate these trends further."

## Tips for Using Transition Sentences Effectively

1. **Ensure Relevance:** Make sure your transition sentences are relevant to the content they connect. They should make the relationship between ideas clear.
2. **Maintain Consistency:** Use a consistent style and tone in your transition sentences to ensure smooth flow and coherence.

3. **Be Clear and Concise:** Avoid overly complex or lengthy transition sentences. They should be straightforward and to the point.
4. **Practice Variety:** Use different types of transition sentences to avoid repetition and keep the reader engaged.

### Practice and Application

- **Editing:** When revising your writing, check for gaps in the flow and insert transition sentences where needed.
- **Reading Aloud:** Read your text aloud to hear how smoothly the ideas transition from one to another. This can help identify areas where transitions might be improved.

Transition sentences are essential tools for creating clear, coherent, and engaging writing. By using them effectively, you can guide your readers through your text and enhance their overall understanding and experience.

## LESSON 20: Analyzing and checking process. Levels of accuracy

**Aim:** to give an understanding of how to prepare news and reports and to use only literary language in such cases

### Objective:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking theories of language learning with practical experience

**Analyzing and checking processes** are crucial steps in various fields, including research, writing, project management, and quality control. They involve examining and verifying information, processes, or systems to ensure accuracy, effectiveness, and efficiency. Here's a detailed breakdown of these concepts:

### Analyzing

**Analyzing** involves breaking down a complex topic or process into smaller, more manageable parts to understand it better. The goal is to examine the components, their relationships, and their impacts to gain insights and make informed decisions.

### Steps in Analyzing

1. **Define the Objective:**
  - **Purpose:** Determine what you need to analyze and why. This could be a piece of writing, a process, a dataset, or a system.
2. **Collect Information:**
  - **Gather Data:** Collect relevant data or information related to the subject of analysis. This could involve research, observations, or reviewing documents.

3. **Identify Components:**
  - **Break Down:** Divide the subject into its constituent parts. For a research paper, this might be sections like introduction, methodology, results, and discussion. For a process, it might be stages or steps.
4. **Examine Relationships:**
  - **Assess Interactions:** Look at how different components interact with each other. Understand how changes in one part might affect others.
5. **Evaluate Effectiveness:**
  - **Performance:** Determine how well the components or the process function. Assess if the objectives are being met and identify any issues or inefficiencies.
6. **Interpret Findings:**
  - **Draw Conclusions:** Based on your analysis, draw conclusions about the effectiveness, accuracy, or quality of the subject. Identify strengths, weaknesses, and areas for improvement.
7. **Document Insights:**
  - **Report:** Compile your findings into a report or summary. Include insights, conclusions, and recommendations.

## Checking

**Checking** involves verifying and validating the accuracy, completeness, and correctness of information or processes. It ensures that everything meets specified standards or requirements.

### Steps in Checking

1. **Establish Criteria:**
  - **Standards:** Define the standards or criteria against which the information or process will be checked. This might include accuracy, completeness, or compliance with guidelines.
2. **Review Information or Processes:**
  - **Examine:** Carefully review the information or steps in the process. Look for errors, inconsistencies, or deviations from the criteria.
3. **Verify Accuracy:**
  - **Cross-Check:** Confirm the correctness of the information or the functioning of each process step. This might involve comparing with original sources or standards.
4. **Test Functionality:**
  - **Validation:** For processes or systems, test their functionality to ensure they work as intended. This might involve trial runs, simulations, or real-world testing.
5. **Document Issues:**
  - **Identify Problems:** Note any issues or discrepancies found during the checking process. Include details on what was wrong and the impact of these issues.
6. **Make Corrections:**
  - **Fix Errors:** Address and correct any issues identified. This could involve revising information, modifying processes, or implementing changes to meet standards.
7. **Recheck and Confirm:**
  - **Verify Corrections:** After making corrections, recheck the information or process to confirm that the issues have been resolved and that everything meets the required standards.
8. **Record and Report:**

- **Document Findings:** Maintain records of the checking process, including issues found, corrections made, and final confirmations. Prepare a report if necessary.

## Applications

- **In Writing:**
  - **Analyzing:** Examine the structure, arguments, and evidence in a piece of writing. Assess its effectiveness and coherence.
  - **Checking:** Proofread for spelling, grammar, and factual accuracy. Ensure that all sources are cited correctly.
- **In Research:**
  - **Analyzing:** Interpret data and results to understand trends, correlations, and conclusions.
  - **Checking:** Verify data accuracy and ensure that research methods are properly followed.
- **In Project Management:**
  - **Analyzing:** Break down project tasks, assess progress, and identify potential risks.
  - **Checking:** Monitor project performance against goals, deadlines, and budgets. Verify that tasks are completed as planned.
- **In Quality Control:**
  - **Analyzing:** Evaluate product or process quality to identify defects or inefficiencies.
  - **Checking:** Conduct inspections and tests to ensure that products meet quality standards and specifications.

By effectively analyzing and checking, you can ensure that processes, information, or systems are accurate, reliable, and meet the required standards. This leads to better decision-making, higher quality outcomes, and more efficient operations.

## LESSON 21: Reading. Risk-takers: Who are they?

**Aim:** to provide an understanding of the risk-takers.

### Objective:

- By the end of the course students will
- obtain an overview of key issues and research findings in language learning
  - learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
  - reflect on their own language learning processes by linking theories of language learning with practical experience.

**Risk-takers** are individuals or entities who willingly engage in activities or make decisions that involve uncertainty or potential for loss, in the pursuit of potential gains or benefits. They are characterized by their readiness to face challenges, embrace uncertainty, and often venture beyond the safety of conventional or familiar paths. Here's a deeper look into who risk-takers are and the traits that define them:

## Characteristics of Risk-Takers

1. **Comfort with Uncertainty:**
  - **Embracing Uncertainty:** Risk-takers are more comfortable with uncertainty and are willing to navigate unknown outcomes. They often see uncertainty as an opportunity rather than a deterrent.
2. **Adventurous:**
  - **Seeking New Experiences:** They are drawn to new and potentially untested ventures, whether in business, personal endeavors, or exploration. They value novelty and innovation.
3. **Decisive:**
  - **Taking Action:** Risk-takers are decisive and can act quickly, often making bold choices based on calculated risks rather than waiting for all uncertainties to be resolved.
4. **Resilient:**
  - **Handling Failure:** They possess resilience, allowing them to bounce back from setbacks or failures. Risk-takers are often persistent and view failure as a learning experience.
5. **Visionary:**
  - **Forward-Thinking:** They often have a long-term vision and are willing to invest time and resources into ventures that may not yield immediate results but promise future rewards.
6. **Innovative:**
  - **Creativity:** They are often innovators who push boundaries and challenge the status quo. Risk-takers might be involved in creating new products, services, or solutions.

## Types of Risk-Takers

1. **Entrepreneurs:**
  - **Starting Businesses:** Entrepreneurs frequently take financial, operational, and market risks when starting and growing new businesses. They invest their resources and time into ventures with uncertain outcomes.
2. **Investors:**
  - **Financial Risks:** Investors take risks by putting their money into stocks, bonds, real estate, or startups with the potential for high returns but also high volatility.
3. **Adventurers:**
  - **Extreme Sports:** Individuals who engage in extreme sports or travel to risky destinations often seek the thrill and challenge of the unknown.
4. **Innovators:**
  - **Technological Advancements:** Those working in cutting-edge fields like technology, medicine, or science may take risks in developing new theories or technologies with uncertain outcomes.
5. **Leaders:**
  - **Strategic Decisions:** Leaders and decision-makers in organizations or governments may take risks when implementing new strategies or policies that could have significant consequences.

## Advantages and Disadvantages of Being a Risk-Taker

### Advantages:

- **Potential for High Rewards:** Risk-taking can lead to significant personal or financial gains, especially if the risks are well-calculated and managed effectively.
- **Innovation and Growth:** Risk-takers often drive innovation and contribute to personal and professional growth by pushing boundaries and exploring new opportunities.
- **Increased Opportunities:** By stepping out of their comfort zone, risk-takers may encounter unique opportunities that others might miss.

#### Disadvantages:

- **Potential for Loss:** Risk-taking inherently involves the possibility of failure or loss, whether financial, reputational, or personal.
- **Stress and Uncertainty:** The process of taking risks can lead to stress and uncertainty, affecting mental and emotional well-being.
- **Possible Negative Impact:** Poorly managed risks can lead to significant setbacks or negative consequences, impacting not only the risk-taker but also those involved.

#### Examples of Risk-Takers

1. **Historical Figures:**
  - **Christopher Columbus:** Risked a perilous voyage across the Atlantic Ocean, which led to the discovery of the Americas.
  - **Elon Musk:** Invested in and developed innovative technologies like electric vehicles and space travel, often taking substantial financial and personal risks.
2. **Modern Business Leaders:**
  - **Steve Jobs:** Took risks with Apple's product designs and business strategies, leading to revolutionary products like the iPhone.
3. **Investors:**
  - **Warren Buffett:** Known for his strategic investments in companies with potential, often taking calculated risks based on thorough analysis.

Being a risk-taker involves a complex balance of courage, strategy, and resilience. While it carries potential for high rewards, it also requires careful consideration and management of potential downside

(7) \_\_\_\_\_ ? Or is the (8) \_\_\_\_\_ we all feel in life too strong?

## READING Risk-takers: Who are they?

### Before you read

Imagine a typical risk-taker. Write down notes about the person's age, appearance, character, gender, job, free-time activities, and social life. Then compare notes with a partner.

### Global reading

#### SUMMARIZING

Summarizing the key points in a text enables you to gain a good understanding of the content. Follow these steps for making effective summaries:

- 1 Skim-read the text to get an idea of the topic.
- 2 Reread the text more carefully. Divide it into sections and take notes of the main points and supporting evidence/facts.
- 3 Using your notes, write a thesis statement. This is one sentence which summarizes the main argument in the text. Include the writer's name and the article date, e.g., *Smith (2013) says ...*
- 4 Write your summary. Start with the thesis statement, followed by supporting ideas/evidence. Link these ideas appropriately. Be objective and stick to what the writer said, but use your own words.

- 1 Skim-read the research paper, *Risk-takers: Who are they?* on pages 40–41 by Dr. Charlie Wittman, on why people take risks. Check the possible causes that he discusses.

- |  |  |
|--|--|
| 1 <input type="checkbox"/> Social background | 4 <input type="checkbox"/> Age             |
| 2 <input type="checkbox"/> Genetic factors   | 5 <input type="checkbox"/> Work experience |
| 3 <input type="checkbox"/> Brain chemicals   | 6 <input type="checkbox"/> Gender          |

- 2 Read *Risk-takers: Who are they?* in more detail and take notes on the main idea and the supporting evidence and ideas. Compare notes with a partner.
- 3 Use your notes to help you choose the most appropriate thesis statement. Why are the others not appropriate?
  - 1 Wittman (2012) believes that people are willing to take more risks because of genes they inherit from their parents.
  - 2 Wittman (2012) suggests that age, gender, brain, and biological makeup can all help to determine whether a person is a risk-taker.

## LESSON 22: Summarizing

**Aim:** to teach how to express our opinion about summerizing

**Objective:**

- By the end of the course students will
- obtain an overview of key issues and research findings in language learning
  - learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
  - reflect on their own language

**Summarizing** involves condensing a larger piece of information, such as a text, speech, or report, into a concise overview that captures the main points and essential ideas. Effective summarization is crucial in various contexts, including academic writing, professional communication, and everyday information processing. Here's a comprehensive guide on how to summarize effectively:

## What Is Summarizing?

Summarizing is the process of distilling the core message of a longer text or set of information into a shorter version, retaining only the most important details. The aim is to provide a clear and brief overview without the details and extraneous information found in the original.

## Steps to Summarize Effectively

1. **Understand the Source Material**
  - **Read Thoroughly:** Read the entire text carefully to understand the main ideas, arguments, and details.
  - **Identify the Purpose:** Determine the purpose of the summary. Are you summarizing for a report, presentation, or personal understanding? This will guide what information to include.
2. **Identify Main Points**
  - **Highlight Key Ideas:** Identify and underline or highlight the central ideas, key arguments, and essential details.
  - **Look for Structure:** Understand the structure of the text, including introduction, main body, and conclusion. This helps in organizing the summary.
3. **Take Notes**
  - **Note-Taking:** Jot down important points, facts, and figures. Focus on capturing the essence of each section or paragraph.
4. **Organize Information**
  - **Create an Outline:** Based on your notes, create an outline that includes the main points and their relationships. This will help structure your summary logically.
5. **Draft the Summary**
  - **Write Concisely:** Begin drafting the summary by writing a brief overview of the main points. Use your outline as a guide and avoid including details that are not essential.
  - **Use Your Own Words:** Paraphrase the original text to ensure that the summary is in your own words and avoids plagiarism. Aim for clarity and simplicity.
6. **Review and Revise**
  - **Check Accuracy:** Ensure that your summary accurately reflects the main points and essential ideas of the original text. Verify that you haven't misrepresented any information.
  - **Edit for Clarity:** Revise the summary for clarity and coherence. Ensure that it flows well and is easy to understand.
  - **Keep It Concise:** Trim any unnecessary information and ensure that the summary is brief while still comprehensive.
7. **Compare with the Original**
  - **Consistency Check:** Compare your summary with the original text to ensure you haven't omitted crucial details or misunderstood the main points.

## Tips for Effective Summarizing

- **Focus on the Big Picture:** Summarizing involves focusing on the overall message rather than getting bogged down in minor details.
- **Use Simple Language:** Aim for simplicity and clarity to ensure that the summary is easily understandable.
- **Be Objective:** Keep your summary objective and neutral, avoiding personal opinions or interpretations that aren't in the original text.

## Examples of Summarizing

1. **Academic Summaries:**
  - **Original Text:** A lengthy research article on climate change.
  - **Summary:** A brief overview of the research objectives, key findings, and implications for policy.
2. **Business Summaries:**
  - **Original Document:** A detailed business report on market trends.
  - **Summary:** A concise report highlighting the main trends, opportunities, and recommendations.
3. **News Summaries:**
  - **Original Article:** A full news article covering a political event.
  - **Summary:** A short paragraph summarizing the event, key figures involved, and the main outcomes.

By following these steps and tips, you can create effective summaries that provide clear, concise, and accurate overviews of larger texts or information. This skill is valuable for academic work, professional tasks, and everyday information processing.

## LESSON 23: Assessing whether research supports an argument

**Aim:** introducing products that have a research supports an argument.

### Objective:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language

**Assessing whether research supports an argument** involves evaluating the extent to which research findings or evidence bolster a specific claim or position. This process is crucial for determining the validity and strength of an argument, particularly in academic, professional, or analytical contexts. Here's a step-by-step guide on how to assess whether research supports an argument:

### Steps to Assess Whether Research Supports an Argument

1. **Understand the Argument**

- **Identify the Claim:** Clearly define the main argument or claim that you are evaluating. Understand its premises and conclusions.
  - **Contextualize:** Know the context in which the argument is made. This includes the field of study, the specific topic, and the intended audience.
2. **Examine the Research Sources**
    - **Source Credibility:** Evaluate the credibility of the sources. Are they peer-reviewed journal articles, reputable books, or reliable reports? Consider the author's qualifications and expertise.
    - **Relevance:** Check if the research is directly relevant to the argument. Does it address the specific aspect of the argument you are concerned with?
  3. **Analyze the Research Findings**
    - **Evidence Quality:** Assess the quality of the evidence presented in the research. Look for empirical data, statistical analysis, and well-supported conclusions.
    - **Consistency:** Determine if the research findings are consistent with other studies or data on the same topic. Consistency across multiple sources can strengthen support for the argument.
  4. **Evaluate the Argument's Structure**
    - **Logical Connection:** Ensure that there is a clear and logical connection between the research findings and the argument. The research should directly support the claim rather than being tangentially related.
    - **Evidence and Support:** Verify that the research provides substantial evidence for the argument. This means looking at how the data is used to substantiate the claim and whether the argument is built on solid foundations.
  5. **Identify Counter-Evidence**
    - **Consider Counterarguments:** Look for research that may contradict or challenge the argument. Assess how this counter-evidence affects the overall strength of the argument.
    - **Addressing Discrepancies:** Determine if the argument adequately addresses any counter-evidence or alternative viewpoints. A strong argument should consider and refute opposing evidence where relevant.
  6. **Assess the Research Methodology**
    - **Methodological Rigor:** Evaluate the research methodology for robustness. Was the research conducted using sound methods? This includes sampling techniques, experimental design, and data analysis.
    - **Bias and Limitations:** Identify any potential biases or limitations in the research that could affect the validity of the findings.
  7. **Synthesize the Findings**
    - **Integration:** Integrate the findings from the research with the argument. Summarize how the research supports the argument and highlight key points of alignment.
    - **Conclusion:** Formulate a conclusion about the extent to which the research supports the argument. Determine if the evidence provided is sufficient to substantiate the claim.

### **Example of Assessing Research Support**

**Argument:** “Implementing a four-day workweek increases employee productivity.”

**Research to Evaluate:**

1. **Source:** Peer-reviewed studies on workweek structure and productivity, reports from organizations that have trialed a four-day workweek, expert opinions in the field of organizational psychology.
2. **Evidence Quality:** Review studies that measure productivity metrics before and after the implementation of a four-day workweek. Analyze data on employee output, satisfaction, and overall performance.
3. **Logical Connection:** Check if the studies show a direct link between the shorter workweek and increased productivity. Ensure that the studies address productivity in a way that supports the argument.
4. **Counter-Evidence:** Identify any research suggesting that a four-day workweek might not lead to increased productivity or could have unintended negative consequences. Assess how this counter-evidence affects the argument.
5. **Methodology:** Review the research methods used in the studies to ensure they are sound and not influenced by bias. Look for rigorous data collection and analysis methods.
6. **Synthesis:** Summarize how the research collectively supports the argument about increased productivity due to a four-day workweek. Highlight any strong evidence and address any contradictions or limitations.

### Tips for Effective Assessment

- **Critical Thinking:** Apply critical thinking to evaluate both the research and the argument objectively. Avoid confirmation bias where you only look for evidence that supports the argument.
- **Holistic Review:** Consider the argument from multiple perspectives and incorporate a range of research findings to ensure a comprehensive assessment.
- **Consult Experts:** When in doubt, consult experts or additional sources to verify the validity of the research and argument.

**WRITING** An argumentative essay

You are going to learn about ways to sound more vague in your writing when presenting figures, arguments, or opinions. You are then going to use this language when writing an argumentative essay.

**Writing skill**

**HEDGING**

Academic texts will present information as fact only when it can be supported by sufficient indisputable evidence. Often a writer does not have enough access to such evidence and therefore uses vague—hedging—language to ensure the information is presented fairly and accurately. Compare these sentences:

*The industry **is worth** as much as £700m a year.*

*The industry **could be worth** as much as £700m a year.*

*Rehousing projects **have met** with a mixed degree of success.*

*Rehousing projects **appear to have met** with a mixed degree of success.*

Hedging language includes certain verbs (e.g., *assume, appear*); modal verbs of probability (e.g., *could, might*); adverbs of frequency (e.g., *often, sometimes*); adverbs of probability (e.g., *definitely, probably*); and determiners (e.g., *some*).

- 1 Underline the hedging language in each sentence.
  - 1 Generally speaking, innovation in informal settlements indicates a desire for self-improvement.
  - 2 The best ideas appear to be those developed within the community and are likely to involve collaboration.
  - 3 New products invented in an informal settlement tend to be made with recycled resources, which suggests they are environmentally friendly.
  - 4 In some cases, business leaders have examined innovation in slums because they think their organizations may succeed better as a result.
- 2 Read the article about an innovative type of tourism entitled *City tours*, but not as you know them. Does the writer present information as fact, or does she use hedging language? Do you think the writer is correct to do this?

## LESSON 24: Adjective plus preposition collocations. Infinitive phrases

**Aim:** to explain the ways of presenting vocabulary, to teach students to produce every word they learn

**Objective:** By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language

**Adjective plus preposition collocations** refer to common word combinations where an adjective is paired with a preposition to convey specific meanings or nuances. These collocations are important for achieving natural and precise expression in English. Here's a detailed guide on understanding and using these collocations effectively:

### Common Adjective + Preposition Collocations

- 1. Adjective + Preposition Collocations for Emotions and Attitudes:**
  - **Angry with:** "She was angry with him for being late."
  - **Excited about:** "They are excited about their upcoming vacation."
  - **Satisfied with:** "He is satisfied with the results of the project."
  - **Disappointed in:** "She was disappointed in her team's performance."
  - **Fond of:** "He is very fond of his new puppy."
- 2. Adjective + Preposition Collocations for States and Conditions:**
  - **Aware of:** "She was aware of the risks involved."
  - **Capable of:** "He is capable of handling the situation."
  - **Concerned about:** "They are concerned about the environmental impact."
  - **Dependent on:** "The project is dependent on receiving additional funding."
  - **Interested in:** "She is interested in learning more about digital marketing."
- 3. Adjective + Preposition Collocations for Describing People:**
  - **Jealous of:** "He was jealous of his friend's success."
  - **Proud of:** "They are proud of their daughter's achievements."
  - **Rude to:** "It's unacceptable to be rude to others."
  - **Kind to:** "She is always kind to her colleagues."
  - **Responsible for:** "He is responsible for the team's daily operations."
- 4. Adjective + Preposition Collocations for Opinions and Judgments:**
  - **Good at:** "She is good at solving complex problems."
  - **Bad at:** "He is bad at remembering names."
  - **Terrible at:** "She is terrible at cooking."
  - **Famous for:** "The city is famous for its historical landmarks."
  - **Known for:** "The restaurant is known for its excellent service."
- 5. Adjective + Preposition Collocations for Situations and Circumstances:**
  - **Different from:** "This model is different from the previous version."
  - **Similar to:** "The two cars are similar to each other."
  - **Relevant to:** "The information is relevant to your research."
  - **Confident about:** "He is confident about his presentation."
  - **Keen on:** "She is keen on participating in the workshop."

## How to Use Adjective + Preposition Collocations

1. **Contextual Understanding:**
  - **Learn in Context:** Study collocations within sentences to understand how they function and how they are used naturally.
  - **Practice with Examples:** Create sentences using these collocations to get comfortable with their usage.
2. **Avoid Common Mistakes:**
  - **Avoid Direct Translations:** Be cautious of directly translating collocations from your native language as they may not always align with English usage.
  - **Be Aware of Variations:** Some adjectives can be used with different prepositions based on context, so be attentive to nuances in meaning.
3. **Expand Your Knowledge:**
  - **Read and Listen:** Exposure to native speakers through reading, listening to podcasts, and watching movies helps reinforce the natural use of collocations.
  - **Use Resources:** Dictionaries and language resources often provide examples of adjective + preposition collocations.
4. **Practice and Review:**
  - **Writing Practice:** Incorporate these collocations into your writing to improve fluency and accuracy.
  - **Conversation Practice:** Use collocations in spoken English to build confidence and improve your conversational skills.

## Examples in Sentences

- **Excited about:** "She's excited about starting her new job."
- **Capable of:** "He is capable of managing multiple projects simultaneously."
- **Proud of:** "They are proud of their achievements this year."
- **Jealous of:** "I felt jealous of her new promotion."
- **Different from:** "This version is different from the one we discussed earlier."

**Infinitive phrases** are grammatical structures that consist of an infinitive (the base form of a verb preceded by "to") along with its objects, complements, or modifiers. These phrases function as nouns, adjectives, or adverbs within sentences, adding detail and depth to the meaning. Here's a comprehensive overview of infinitive phrases:

## Structure of Infinitive Phrases

An infinitive phrase typically includes:

1. **The Infinitive:** The base form of the verb preceded by "to" (e.g., to eat, to go, to learn).
2. **Objects:** Words or phrases that complete the meaning of the infinitive (e.g., to eat pizza, to read a book).
3. **Modifiers:** Adjectives or adverbs that describe or qualify the infinitive (e.g., to quickly finish the project).

## Functions of Infinitive Phrases

1. **As Nouns:**

- Infinitive phrases can act as the subject or object in a sentence.
  - **Subject:** "To travel the world is her dream."
  - **Object:** "He wants to learn how to cook."
2. **As Adjectives:**
- Infinitive phrases can modify nouns by providing more information about them.
  - **Example:** "She has a plan to visit Europe next summer." (The infinitive phrase "to visit Europe next summer" modifies the noun "plan.")
3. **As Adverbs:**
- Infinitive phrases can modify verbs, adjectives, or adverbs, explaining the purpose, reason, or manner of an action.
  - **Example:** "He paused to think before answering." (The infinitive phrase "to think before answering" modifies the verb "paused," explaining why he paused.)

### Examples of Infinitive Phrases

1. **Infinitive Phrases as Nouns:**
  - "To finish the project on time is crucial for success."
  - "Her goal is to run a marathon."
2. **Infinitive Phrases as Adjectives:**
  - "She bought a book to help her with the exam." (The infinitive phrase "to help her with the exam" modifies the noun "book.")
  - "I need a place to stay for the weekend." (The infinitive phrase "to stay for the weekend" modifies the noun "place.")
3. **Infinitive Phrases as Adverbs:**
  - "They left early to avoid traffic." (The infinitive phrase "to avoid traffic" modifies the verb "left," explaining the purpose.)
  - "She studied hard to get a good grade." (The infinitive phrase "to get a good grade" modifies the verb "studied," explaining the reason.)

### Common Uses of Infinitive Phrases

1. **Expressing Purpose:**
  - "He went to the store to buy groceries."
  - "She called her friend to invite him to the party."
2. **Indicating Intention:**
  - "They planned to start a new business."
  - "I hope to see you soon."
3. **Providing Explanations:**
  - "He was eager to learn more about the topic."
  - "The teacher stayed late to help the students."

### Tips for Using Infinitive Phrases

1. **Placement in Sentences:**
  - Infinitive phrases can be placed at the beginning, middle, or end of a sentence. Ensure they are clear and logically placed to avoid confusion.
2. **Avoiding Misuse:**
  - Be careful not to create ambiguous or unclear sentences with infinitive phrases. Ensure the phrase clearly modifies or provides the intended information.
3. **Using with Verbs:**

- Certain verbs are commonly followed by infinitive phrases (e.g., want, need, hope, plan). Familiarize yourself with these verbs to use infinitive phrases correctly.

### Examples in Context

1. **Subject Position:**
  - "To read more books is my summer goal."
2. **Object Position:**
  - "She decided to take a break after working for hours."
3. **Adjective Position:**
  - "They need a strategy to improve their sales."
4. **Adverb Position:**
  - "He saved money to buy a new car."

#### ADJECTIVE + PREPOSITION COLLOCATIONS

Collocations consist of two or more words which are commonly used together. There are many adjective + preposition collocations in English.

Some people are obviously more **willing to** take risks than others.

Technology **capable of** scanning the brain in detail was used in the study.

Collocations have to be learned individually as there are generally few patterns. When reading in English, try to notice adjective + preposition collocations to help you.


**1 Complete the sentences with an appropriate preposition in the box. Some prepositions are used more than once.**

for   in   of   on   to   with

- 1 Sensation-seekers are generally more active \_\_\_\_\_ finding new activities.
- 2 Young people are so dependent \_\_\_\_\_ their parents for money that they cannot afford to take financial risks.
- 3 Young people who take risks while driving are not representative \_\_\_\_\_ all young drivers.
- 4 Some people are not satisfied \_\_\_\_\_ their lives and so take risks to create excitement.
- 5 Men being greater risk-takers is consistent \_\_\_\_\_ most people's perceptions.
- 6 Men are more likely to be involved \_\_\_\_\_ risky sports than women.
- 7 People are more willing \_\_\_\_\_ take risks today than they were a hundred years ago.
- 8 People do not want to take risks related \_\_\_\_\_ money at the moment.
- 9 Doing something without thinking about the consequences is typical \_\_\_\_\_ young people.
- 10 If a rule is not relevant \_\_\_\_\_ you, you do not need to follow it.
- 11 Understanding statistics is essential \_\_\_\_\_ risk managers.
- 12 Public safety announcements are influential \_\_\_\_\_ stopping people from taking risks.

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Find the adjectives and prepositions in *Risk-takers: Who are they?* to



## LESSON 25: Writing. Summary writing

**Aim:** to help introduction to summary writing

### Objectives:

- By the end of the course students will
  - obtain an overview of key issues and research findings in language learning
  - learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
  - reflect on their own language

**Summary writing** is the process of condensing a larger body of text or information into a shorter version, capturing the essential points and main ideas while omitting less critical details. A well-crafted summary provides a clear and concise overview of the original material. Here's a detailed guide on how to write an effective summary:

### Steps for Writing a Summary

- 1. Read and Understand the Original Text**
  - **Comprehend Fully:** Read the entire text thoroughly to grasp its overall message and key points.
  - **Identify Main Ideas:** Focus on understanding the central arguments, themes, or findings.
- 2. Highlight Key Points**
  - **Mark Important Sections:** Highlight or underline the main ideas, significant arguments, and crucial evidence.
  - **Note-Taking:** Jot down the essential points and any notable details that support the main ideas.
- 3. Create an Outline**
  - **Organize Ideas:** Arrange the main points logically. Typically, a summary should mirror the structure of the original text but in a more condensed form.
- 4. Write the Summary**
  - **Start with a Strong Opening:** Begin with a sentence that introduces the topic and the purpose of the text.
  - **Summarize Main Points:** Condense the key ideas and arguments from the text. Avoid copying phrases or sentences verbatim from the original.
  - **Maintain Objectivity:** Present the information neutrally, without adding personal opinions or interpretations.
  - **Use Your Own Words:** Paraphrase the original text to avoid plagiarism and ensure clarity.
- 5. Review and Revise**
  - **Check for Accuracy:** Ensure that your summary accurately reflects the main points and arguments of the original text.
  - **Edit for Clarity:** Revise the summary for readability and coherence. Ensure that it flows well and that each sentence contributes to the overall summary.
  - **Verify Length:** Make sure the summary is appropriately concise, capturing the essence of the original without unnecessary detail.

## Key Elements of a Summary

1. **Introduction to the Topic:**
  - **Contextualize:** Provide a brief introduction to the subject of the original text.
  - **Purpose:** Mention the main purpose or thesis of the original material.
2. **Main Ideas:**
  - **Key Points:** Highlight the central arguments or findings. Include major evidence or examples that support these points.
  - **Structure:** Follow the structure of the original text, summarizing each section or argument in a logical order.
3. **Conclusion:**
  - **Wrap-Up:** Conclude with a brief statement that encapsulates the overall message or significance of the original text.

## Examples of Summary Writing

1. **Summary of an Article:**
  - **Original Article:** An article discussing the impact of renewable energy on global economies.
  - **Summary:** "The article explores the economic benefits of renewable energy, emphasizing its role in reducing energy costs and creating jobs. It highlights several case studies demonstrating the positive effects of renewable energy investments on national economies and concludes that transitioning to green energy sources is both economically and environmentally advantageous."
2. **Summary of a Research Paper:**
  - **Original Paper:** A research paper on the effects of sleep deprivation on cognitive function.
  - **Summary:** "The research paper examines how sleep deprivation impairs cognitive functions, such as memory and attention. It presents evidence from multiple studies showing that lack of sleep negatively affects problem-solving abilities and decision-making skills. The paper argues for improved sleep hygiene and public awareness to mitigate these effects."

## Tips for Effective Summary Writing

1. **Be Concise:** Focus on distilling the essential information. Avoid lengthy descriptions or unnecessary details.
2. **Stay Objective:** Present the original content without personal bias or interpretation.
3. **Maintain Coherence:** Ensure the summary is well-organized and easy to follow. Each point should logically flow from one to the next.
4. **Use Clear Language:** Write in simple and straightforward language to ensure the summary is accessible and easy to understand.

## WRITING Summary writing

You are going to learn about ways in which you can avoid plagiarizing someone else's work when you write academic texts. You are then going to employ these techniques when writing a summary of a research paper.

### Writing skill

#### AVOIDING PLAGIARISM

Plagiarism is copying someone's work so that it appears to be your own. If you are suspected of plagiarism, your work will usually be disqualified. When you include other people's ideas in your writing, make sure you avoid plagiarism.

- Give credit to the author by including his/her name and the date of the work.  
*Dr. Atkins (2012) claims that...*
- Put any phrases you take from a text between quotation marks.  
*Wittman (2012) suggests that "peer pressure is influential in risky behavior."*
- Paraphrase the author's ideas. This means putting them completely into your own words. Changing one or two words is not enough.  
Original statement: *Gluckman (2014): "Peer pressure affects how teenagers act."*  
*Gluckman (2014) suggests that peer pressure affects how teenagers act. X*  
*Gluckman (2014) suggests that a young person's actions may be affected by friends who encourage him/her to act in a certain way. ✓*
- If you want to reference an author's work that you have read in another author's work, you must include both names and dates.  
*Stirling (as cited in Roberts, 2010) says that risk-taking among teenagers is not as high as many people believe.*
- Include a full bibliography at the end of your text. Order items alphabetically by author's surname.

#### 1 Read the following excerpt of a 2013 essay by professor of sociology Dr. Bauman. What is the topic?

Peer pressure may be having an effect on today's teenage drivers. In a study at Temple University, teenagers, students, and adults had to decide whether to stop at yellow lights or drive through them in a video game. When they believed that two same-sex friends were watching them in the next room, the teenagers drove through 40% more yellow lights, which resulted in 60% more crashes. Such results help to explain the higher number of car accidents among this age group.

### LESSON 26: Avoiding plagiarism

**Aim:** teaching students to identify a problem in plagiarism, accept it correctly and find a solution

#### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language

Avoiding plagiarism is crucial for maintaining academic integrity and credibility in writing. Plagiarism involves using someone else's ideas, words, or work without proper attribution, presenting them as your own. Here's a detailed guide on how to avoid plagiarism effectively:

## Strategies to Avoid Plagiarism

1. **Understand What Constitutes Plagiarism**
  - **Direct Plagiarism:** Copying text verbatim without citation.
  - **Self-Plagiarism:** Reusing your previous work without acknowledgment.
  - **Paraphrasing Plagiarism:** Rewording someone else's ideas without proper citation.
  - **Accidental Plagiarism:** Unintentionally failing to cite sources or misrepresenting borrowed information.
2. **Use Proper Citation**
  - **Follow Citation Styles:** Use the appropriate citation style (APA, MLA, Chicago, etc.) as required by your academic or professional field.
  - **Cite All Sources:** Include citations for all sources of information, including direct quotes, paraphrased content, and ideas that are not your own.
3. **Quoting and Paraphrasing Correctly**
  - **Direct Quotes:** Use quotation marks and provide a citation for any text taken verbatim from a source.
    - **Example:** "The quick brown fox jumps over the lazy dog" (Smith, 2020, p. 15).
  - **Paraphrasing:** Rephrase the original text in your own words and still provide a citation to acknowledge the source.
    - **Example:** Smith (2020) noted that a fast-moving fox can easily leap over a lazy dog.
4. **Keep Accurate Records**
  - **Track Your Sources:** Maintain detailed notes on all sources you consult, including authors, titles, publication dates, and page numbers.
  - **Organize Your Research:** Use tools or systems to organize and keep track of the sources and information you gather.
5. **Use Plagiarism Detection Tools**
  - **Software Tools:** Use plagiarism detection tools like Turnitin, Grammarly, or Copyscape to check your work for any unintentional similarities with existing sources.
  - **Review Results:** Carefully review the results and make necessary corrections to ensure all sources are properly cited.
6. **Understand and Follow Academic Integrity Policies**
  - **Institutional Guidelines:** Familiarize yourself with your institution's policies on academic integrity and plagiarism.
  - **Adhere to Standards:** Follow these guidelines strictly to ensure your work complies with institutional standards.
7. **Develop Your Own Voice and Ideas**
  - **Original Thinking:** Focus on developing your own ideas and arguments. Use sources to support your points rather than relying heavily on others' work.
  - **Critical Analysis:** Engage critically with your sources, analyzing and synthesizing information to form your unique perspective.
8. **Ask for Guidance**
  - **Consult Professors or Mentors:** If you're unsure about citation practices or how to avoid plagiarism, seek advice from instructors or academic advisors.

- **Writing Centers:** Utilize writing centers or resources provided by educational institutions for help with proper citation and avoiding plagiarism.

### Examples of Proper Citation

1. **APA Style:**
  - **Direct Quote:** “The economic impact of renewable energy is substantial” (Jones, 2023, p. 45).
  - **Paraphrase:** Jones (2023) discusses the significant economic benefits of renewable energy.
2. **MLA Style:**
  - **Direct Quote:** “The rapid development of technology has transformed communication” (Smith 123).
  - **Paraphrase:** Smith argues that technology has significantly changed the way we communicate (123).
3. **Chicago Style:**
  - **Direct Quote:** “Increased urbanization has led to diverse environmental challenges” (Johnson 2022, 78).
  - **Paraphrase:** Johnson (2022) highlights various environmental issues resulting from urbanization (78).

### Final Tips

- **Review Your Work:** Before submitting or publishing, review your work for proper citations and potential plagiarism.
- **Educate Yourself:** Continuously educate yourself on best practices for citation and academic integrity

## LESSON 27: Evaluating online sources

**Aim:** introducing the benefits of creating online sources.

### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers

**Evaluating online sources** is a critical skill for ensuring that the information you use is credible, accurate, and relevant. With the vast amount of information available on the internet, it's essential to assess sources carefully to avoid misinformation and unreliable data. Here's a comprehensive guide on how to evaluate online sources effectively:

### Criteria for Evaluating Online Sources

1. **Authorship and Authority**

- **Author's Credentials:** Check the author's qualifications, expertise, and professional background. Look for their educational background, professional experience, and affiliations.
  - **Institutional Affiliation:** Assess whether the author is affiliated with a reputable institution or organization.
2. **Publication Source**
    - **Reputable Publishers:** Determine if the source is published by a reputable organization, academic institution, or publisher. Peer-reviewed journals, academic presses, and established news organizations are generally reliable.
    - **Domain of Website:** Evaluate the domain of the website (e.g., .edu, .gov, .org) as these often indicate higher credibility. However, be cautious, as domain alone does not guarantee reliability.
  3. **Purpose and Bias**
    - **Intended Audience:** Identify the target audience of the source. Is it academic, general public, or industry-specific? The purpose should align with your research needs.
    - **Bias and Objectivity:** Analyze whether the source presents information objectively or if it has a particular bias or agenda. Look for balanced perspectives and check for signs of propaganda or promotional content.
  4. **Currency and Timeliness**
    - **Publication Date:** Check the date when the information was published or last updated. Ensure the information is current and relevant to your topic.
    - **Recent Developments:** For topics that evolve rapidly, such as technology or current events, verify that the source reflects the most recent developments.
  5. **Accuracy and Evidence**
    - **Fact-Checking:** Verify the accuracy of the information provided. Cross-check facts with other reliable sources to ensure correctness.
    - **Citations and References:** Look for sources that provide citations and references to original research, studies, or primary sources. Reliable sources usually support their claims with evidence.
  6. **Quality and Presentation**
    - **Professionalism:** Assess the overall quality of the source's presentation. Well-organized, well-written, and error-free content is more likely to be credible.
    - **Design and Usability:** Evaluate the website or document's design for professionalism and usability. Poor design or numerous errors can be a red flag.
  7. **Relevance and Scope**
    - **Content Relevance:** Ensure the content is directly relevant to your research topic or inquiry. The information should meet your specific needs and provide useful insights.
    - **Scope of Coverage:** Check whether the source covers the topic comprehensively or only provides a narrow perspective. Comprehensive sources are generally more reliable.

## Steps to Evaluate Online Sources

1. **Check the Author's Background:**
  - Look up the author's qualifications, affiliations, and previous work. Reliable sources usually have authors with relevant expertise.
2. **Examine the Publisher:**
  - Verify the credibility of the publisher or website. Trusted publishers include academic journals, government agencies

## STUDY SKILLS Evaluating online sources

### Getting started

Discuss these questions with a partner.

- 1 What's your favorite website for accessing information for school/college? What are its benefits and limitations?
- 2 Is it easier to access information online or in printed material? Why? Think of three reasons.
- 3 How is printed material better than online material? Think of three advantages.

### Scenario

Read the scenario and think about what Liliana did right and what she did wrong.

### Consider it

Read the tips about evaluating online sources. Which strategies do you already use? Which strategies do you think would be useful for you to try? Why?

- 1 **Be objective.** Do not search only for information that supports your opinion. Find information that gives different views so you can provide balanced information.
- 2 **Source appropriate websites.** Think about the type of text you are writing and look for websites that are relevant to that. When writing an academic text, you will find that online journals, newspaper reports of research, and other academic sites are most helpful.
- 3 **Be critical.** Do not assume that everything you read is true. Check that information is up-to-date and of good quality. Do statistics or research come from a reliable source? Can they be confirmed elsewhere? Avoid anonymous websites.
- 4 **Check that the author is credible.** Websites that include information about the author are likely to be more credible than those that do not. Try to find out about the author's experience, background, and reputation. If the author is biased, you may not be able to trust his/her information.
- 5 **Source information appropriate to the topic.** Make sure that the information you choose to use addresses the area of the topic that you are writing about. Avoid information that will take you away from this topic.
- 6 **Note down web addresses.** Keep a record of any websites you want to revisit or source in your essay as you do your research. You may not find them again if you do not bookmark them or note them down, and this will make it difficult to evaluate them or source them later in your writing.

Liliana's tutor asked her to write an essay on whether young people should not be allowed to drive until the age of 21 due to their risky behavior.

Liliana used a search engine to find information about the topic and read the first ten websites listed. Half of these were academic websites, two were driving websites, one was a campaign website, and two were blogs. Each one gave Liliana some ideas about the topic and all agreed with her opinion that the driving age should be increased. She made notes of the key points and then saved the web addresses in her bookmarks.

In her essay, Liliana used this information to argue her point, carefully sourcing it where possible; one of the web pages she found had no author listed, and the blog comments were anonymous, so she could not source those. She included some research done by a university that supported her opinion, and statistics from a road safety campaign website.

## LESSON 28: Discussion essay

**Aim:** introducing the discussion essay in writing.

### Objectives:

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers

A discussion essay explores different viewpoints on a particular issue and examines the strengths and weaknesses of each perspective. To write a successful discussion essay, follow these steps:

### Introduction:

**Introduce the Topic:** Briefly explain the issue or topic under discussion.

**Thesis Statement:** Outline the main points of view that will be discussed in the essay.

**Body Paragraphs:**

**Present Different Viewpoints:** Each paragraph should focus on a specific perspective or argument.

**Perspective 1:** Present the first viewpoint, including supporting evidence or examples.

**Perspective 2:** Introduce the second viewpoint, along with its supporting evidence.

**Additional Perspectives:** If necessary, add more viewpoints to give a balanced view of the issue.

**Compare and Contrast:** Highlight the strengths and weaknesses of each viewpoint, and discuss how they relate to one another.

**Discussion:**

**Analyze:** Reflect on the various perspectives, considering their implications and relevance.

**Evaluate:** Assess which viewpoint seems more convincing or practical, based on the evidence and arguments presented.

**Conclusion:**

**Summarize:** Recap the main viewpoints discussed in the essay.

**Final Evaluation:** Offer a concluding thought or a personal stance, if appropriate, based on the discussion.

**References:** Include citations for any sources or evidence used in the essay.

**Example Topic:** "Should Higher Education Be Free?"

### **Introduction:**

Discuss the growing debate on whether higher education should be free.

State that the essay will explore the arguments for and against free higher education.

**Body Paragraphs:**

**Argument for Free Higher Education:** Detail benefits like increased accessibility, reduced student debt, and economic advantages.

**Argument Against Free Higher Education:** Discuss potential drawbacks such as funding challenges, quality concerns, and personal responsibility.

**Discussion:**

Analyze how the benefits of free higher education might outweigh the drawbacks or vice versa.

Evaluate the feasibility of implementing such a policy and its potential impacts on society.

**Conclusion:**

Summarize the main arguments.

Conclude with a reflection on whether free higher education is a viable solution or if alternative approaches should be considered.

This structure ensures a comprehensive discussion of the issue, providing a balanced view of different perspectives and facilitating a thorough analysis.

A **discussion essay** is an academic writing format where the writer explores multiple perspectives on a particular issue or topic, presenting and analyzing different viewpoints. The goal is to provide a balanced examination of various opinions and arguments before arriving at a reasoned conclusion. Here's a detailed overview of what a discussion essay entails:

## Key Features of a Discussion Essay

### 1. Introduction

- **Contextual Background:** Introduces the topic and provides background information to set the stage for the discussion.
- **Statement of the Issue:** Clearly presents the issue or question that will be discussed.
- **Outline of the Essay:** Briefly outlines how the essay will be structured, indicating the viewpoints that will be covered.

### 2. Body Paragraphs

- **Presentation of Different Viewpoints:**
  - **Individual Paragraphs:** Each paragraph typically focuses on a specific viewpoint or aspect of the issue.
  - **Arguments and Evidence:** For each viewpoint, provide supporting arguments, evidence, and examples. This could include statistics, case studies, expert opinions, or historical examples.
  - **Counterarguments:** Address and discuss counterarguments or opposing viewpoints to provide a balanced analysis.
- **Comparison and Evaluation:**
  - **Analyze Perspectives:** Compare and contrast the different viewpoints, highlighting their strengths and weaknesses.
  - **Critical Evaluation:** Assess the implications and consequences of each viewpoint, considering their relevance and impact.

### 3. Conclusion

- **Summary of Main Points:** Recap the key viewpoints and arguments discussed in the essay.
- **Author's Position:** Provide a reasoned conclusion based on the discussion. This could involve supporting one viewpoint, suggesting a balanced approach, or highlighting areas for further research.
- **Final Thoughts:** End with a statement that reinforces the significance of the issue or offers a broader perspective.

## Writing a Discussion Essay

### 1. Choose a Relevant Topic:

- **Debatable Issue:** Select a topic with multiple viewpoints and sufficient scope for discussion. Ensure it is relevant and significant to the field of study or current debates.

### 2. Conduct Thorough Research:

- **Gather Information:** Collect evidence and viewpoints from reliable sources to support your discussion.
- **Explore Various Perspectives:** Look into different sides of the issue to provide a comprehensive analysis.

### 3. Organize Your Essay:

- **Logical Structure:** Follow a clear structure, with each paragraph dedicated to a specific viewpoint or aspect of the discussion.

- **Transitions:** Use transitional phrases and sentences to connect ideas and ensure smooth flow between paragraphs.
- 4. **Maintain Objectivity:**
  - **Neutral Tone:** Present arguments and viewpoints objectively, without letting personal opinions or biases influence the discussion.
  - **Balanced Presentation:** Ensure that all relevant perspectives are represented fairly.
- 5. **Revise and Edit:**
  - **Review for Clarity:** Check that the essay is clear and coherent, with each viewpoint effectively presented and analyzed.
  - **Edit for Accuracy:** Verify that all arguments and evidence are accurate and properly cited.

### Example of a Discussion Essay

**Topic:** "Should the use of social media be regulated?"

**Introduction:** Social media has become a ubiquitous part of modern life, sparking debates about its regulation. This essay will discuss the arguments for and against regulating social media, examining both the potential benefits and drawbacks.

#### Body Paragraphs:

- **Arguments for Regulation:**
  - **Protecting Privacy:** Regulation could help safeguard user privacy and prevent data misuse. Evidence shows increased data breaches and privacy concerns with unregulated platforms.
  - **Combating Misinformation:** Regulation could address the spread of false information and harmful content, which has been linked to various social and political issues.
- **Arguments Against Regulation:**
  - **Free Speech Concerns:** Regulating social media might infringe on freedom of speech and expression. Critics argue that regulation could lead to censorship and restrict open dialogue.
  - **Implementation Challenges:** Enforcing regulation can be complex and may face resistance from tech companies and users, potentially leading to inconsistent application and effectiveness.
- **Counterarguments:**
  - **Balancing Regulation and Freedom:** Some suggest that well-designed regulations could balance privacy and free speech, focusing on transparency and accountability rather than outright censorship.

**Conclusion:** In conclusion, while there are compelling arguments for regulating social media to protect privacy and combat misinformation, there are also significant concerns regarding free speech and the practical challenges of implementation. A balanced approach that addresses these concerns while ensuring accountability and transparency may be the most effective solution

## LESSON 29: Revision

**Aim:** introducing the new topic

**Objectives:**

By the end of the course students will

- obtain an overview of key issues and research findings in language learning
- learn via readings, discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers

**Revising different types of essays** involves refining and improving the content, structure, and style of the essay to ensure clarity, coherence, and effectiveness. Here's a detailed guide on how to revise various types of essays, including descriptive, narrative, expository, argumentative, and analytical essays.

### 1. Descriptive Essay

**Objective:** To vividly describe a person, place, object, or event, using sensory details to create a strong impression.

**Revision Tips:**

- **Enhance Descriptive Language:** Ensure that the language used effectively appeals to the senses (sight, sound, smell, taste, touch). Add specific and vivid details to create a more engaging image.
- **Check Organization:** Make sure the description follows a logical order. For instance, if describing a place, you might start from the entrance and move inward.
- **Strengthen the Focus:** Ensure that the essay maintains a clear focus on the subject and avoids unrelated details that may distract from the main description.
- **Use Figurative Language:** Incorporate metaphors, similes, and other figurative language to enhance the imagery and emotional impact.

### 2. Narrative Essay

**Objective:** To tell a story or recount an event or experience, focusing on the narrative's structure, characters, and plot.

**Revision Tips:**

- **Clarify Plot and Structure:** Ensure that the narrative has a clear beginning, middle, and end. Verify that the events are presented in a logical sequence and that the plot is engaging.
- **Develop Characters:** Make sure characters are well-developed and their motivations and actions are clear. Consider adding more detail to make characters more relatable.
- **Strengthen the Setting:** Enhance descriptions of the setting to provide a vivid backdrop for the story. Ensure the setting supports the narrative and adds depth.
- **Refine Dialogue:** Review and revise dialogue to ensure it sounds natural and serves the story's purpose. Dialogue should reveal character traits and advance the plot.

### 3. Expository Essay

**Objective:** To explain or inform the reader about a particular topic or process, presenting facts and evidence.

#### Revision Tips:

- **Clarify the Thesis:** Ensure that the thesis statement is clear and specific, outlining the main point of the essay.
- **Organize Information:** Verify that the essay is logically organized, with clear sections for each main idea or aspect of the topic. Use headings or transitions to guide the reader.
- **Check for Accuracy:** Ensure that all information and facts are accurate and properly cited. Double-check for any errors or misleading statements.
- **Enhance Explanations:** Review explanations to make sure they are clear and comprehensive. Add examples or illustrations if necessary to clarify complex points.

### 4. Argumentative Essay

**Objective:** To persuade the reader of a particular viewpoint or argument through evidence and reasoning.

#### Revision Tips:

- **Strengthen the Argument:** Ensure that the argument is well-supported with evidence and logical reasoning. Verify that each claim is backed by credible sources.
- **Address Counterarguments:** Check that counterarguments are presented fairly and addressed effectively. Ensure that rebuttals are strong and persuasive.
- **Organize Evidence:** Make sure evidence is presented in a logical order, with clear connections to the main argument. Use headings or subheadings if needed.
- **Refine Persuasive Techniques:** Review the use of persuasive language and rhetorical strategies. Ensure that the essay appeals to both logic and emotion effectively.

### 5. Analytical Essay

**Objective:** To analyze a work, idea, or concept, breaking it down into its components to understand its meaning or significance.

#### Revision Tips:

- **Clarify Analysis:** Ensure that the analysis is clear and focused. Check that each point is directly related to the thesis and contributes to the overall analysis.
- **Enhance Insight:** Look for ways to deepen the analysis by providing more insight or exploring implications. Add interpretations or connections that enhance understanding.
- **Organize Points:** Verify that the essay is organized logically, with clear sections for each aspect of the analysis. Use transitions to connect ideas and maintain flow.
- **Refine Supporting Evidence:** Ensure that all claims are supported by appropriate evidence, such as quotes, examples, or data. Check for accuracy and relevance.

### General Revision Tips for All Essay Types

1. **Proofreading:**

- **Grammar and Spelling:** Check for grammatical errors, spelling mistakes, and punctuation issues.
  - **Sentence Structure:** Review sentence structure for clarity and variety. Avoid run-on sentences and fragments.
2. **Coherence and Flow:**
- **Transitions:** Ensure smooth transitions between paragraphs and ideas. Use transition words and phrases to maintain coherence.
  - **Readability:** Check that the essay is easy to read and understand. Avoid overly complex sentences and jargon.
3. **Adherence to Guidelines:**
- **Formatting:** Ensure the essay follows the required formatting style (APA, MLA, etc.) and meets any specific guidelines provided.
  - **Length and Scope:** Verify that the essay adheres to any length requirements and covers the topic appropriately.
4. **Feedback:**
- **Peer Review:** Consider having someone else read your essay to provide feedback on clarity, organization, and overall effectiveness.
  - **Self-Assessment:** Reread the essay critically, as if you were a reader unfamiliar with the topic.

## Suzanne Collins's best seller

The American television writer and novelist Suzanne Collins was born on August 10, 1962 in Connecticut (USA). Collins' career began in 1991 as a writer for children's television shows. She worked on several television shows for Nickelodeon but she became famous worldwide for *The Hunger Games* trilogy: the novels are set in a dystopian future, where the totalitarian nation of Panem is divided into 12 districts and the Capitol. Each year two young representatives from each district are selected by lottery to participate in The Hunger Games. Part entertainment, part brutal retribution for a past rebellion, the televised games are broadcast throughout Panem. The 24 participants are forced to eliminate their competitors while the citizens of the Capitol watch the show. The 16-year-old Katniss is selected as District 12's female representative, together with her male counterpart, Peeta and they are forced to fight against bigger, stronger representatives, some of whom have trained for this their whole lives.



Read the text then choose the right option. Are the sentences 1-8 T(true), F (false) or NG (not given)?

- |   |   |   |    |
|---|---|---|----|
| 1. Suzanne Collins is British.                              | T | F | NG |
| 2. She began her career writing for children TV programmes. | T | F | NG |
| 3. She wrote a story called "Nickelodeon".                  | T | F | NG |
| 4. Her books are best sellers in China and Russia.          | T | F | NG |
| 5. <i>The Hunger Games</i> is a fantasy trilogy.            | T | F | NG |
| 6. They draw lots to select the participants for the games. | T | F | NG |
| 7. The participants fight with technological weapons.       | T | F | NG |
| 8. Peeta is from District 12.                               | T | F | NG |